



Republic of the Philippines  
**Department of Education**  
NATIONAL CAPITAL REGION  
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY


Office of the Schools Division  
Superintendent

**MEMORANDUM**

**FIELD VALIDATION AND EVALUATION OF THE CONTEXTUALIZED LEARNING  
DELIVERY GUIDES FOR LEARNERS WITH DISABILITIES (LWDs) IN THE  
INCLUSIVE SETTING (K, GRADES 1, 4 AND 7)**

To: Assistant Schools Division Superintendent  
Chief Education Supervisor, Curriculum Implementation Division  
Chief Education Supervisor, School Governance and Operations Division  
Public Secondary School Heads  
All Others Concerned

1. Attached is a Regional Memorandum No. 1031, s.2024, dated October 9, 2024, on the above-mentioned title, contents of which are self-explanatory for the information and guidance of all concerned.
2. Please see the following enclosures:
  - a. Activity Matrix
  - b. Validation Tools
3. For immediate dissemination and strict compliance.

  
**VIOLETA M. GONZALES**  
Asst. Schools Division Superintendent  
OIC- Schools Division Superintendent

Encl:  
Reference: none  
To be indicated in the Perpetual Index  
under the following subjects:

LEARNING RESOURCES

LEARNING WITH DISABILITIES

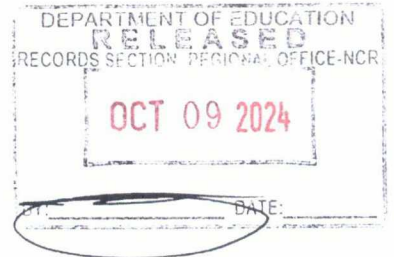
lbp/ Field Validation and Evaluation of the Contextualized Learning Delivery Guides for Learners with Disabilities (LWDs) in the Inclusive Setting (K, Grades 1, 4 and 7)  
**379/October 10, 2024**

UN-2024-379



 Student Center for Life Skills Bldg., Centennial Ave, Brgy Tunasan,  
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Republic of the Philippines  
**Department of Education**  
NATIONAL CAPITAL REGION

**REGIONAL MEMORANDUM**  
**ORD-2024-** 1031

**TO :** **SCHOOLS DIVISION SUPERINTENDENTS**  
- SDO Mandaluyong  
- SDO Muntinlupa  
- SDO Quezon City

**FROM :** **JOCELYN DR ANDAYA**   
Director IV

**SUBJECT :** **FIELD VALIDATION AND EVALUATION OF THE CONTEXTUALIZED LEARNING DELIVERY GUIDES FOR LEARNERS WITH DISABILITIES (LWDs) IN THE INCLUSIVE SETTING (K, GRADES 1, 4 AND 7)**

**DATE :** October 9, 2024

1. This has reference to the attached letter dated October 7, 2024, from Dr. Leila P. Areola, Director IV, Bureau of Learning Delivery, relative to the above captioned activity, contents of which are self-explanatory.
2. In view of this, below are details for the validation. The identified Schools Division Offices (SDOs) are enjoined to facilitate / assist the conduct of the said activity.

DIVISION	CENTRAL OFFICE PERSONNEL	DATE OF VISIT	SCHOOL
MANDALUYONG	RIA C. SERENO	OCTOBER 10, 2024	ADDITION HILLS INTEGRATED SCHOOL
MUNTINLUPA	MITA A. PAROCHA ARCHIE NOVELOSO	OCTOBER 10, 2024	LAKEVIEW INTEGRATED SCHOOL
QUEZON CITY	VIC EMERSON C. DANAOS	OCTOBER 8, 2024	QUIRINIO ES
	RONALD JOHN INGUITO	OCTOBER 10, 2024	PROJECT 6 ES

3. Immediate dissemination and compliance of this Memorandum is desired.



Republic of the Philippines  
**Department of Education**  
BUREAU OF LEARNING DELIVERY

October 7, 2024

**JOCELYN DR. ANDAYA**

Regional Director  
DepEd-National Capital Region  
Misamis St, Bago Bantay,  
Quezon City

Dear **Dir. Andaya**:

The Bureau of Learning Delivery-Student Inclusion Division (BLD-SID) shall conduct a Field Validation and Evaluation of the Contextualized Learning Delivery Guides for Learners with Disabilities (Kindergarten, Grades 1, 4, and 7) on October 10-11, 2024, at the National Capital Region (NCR).

This validation activity aims to assess the usability, effectiveness, and adaptability of the Contextualized Learning Delivery Guides (LDGs) in the classrooms, specifically focusing on their effectiveness in providing appropriate accommodations and modifications for learners with disabilities. Through a collaborative process involving teachers, students, and stakeholders, the said validation process will gather valuable feedback, identify best practices, and pinpoint areas for improvement in the guides. This will ultimately contribute to promoting a culture of inclusive practices within participating schools, ensuring that all learners have access to quality education and opportunities for success.

To achieve these objectives, we seek the participation of select public elementary and high schools within NCR that have demonstrable commitment in creating a truly inclusive regular classrooms, where learners with disabilities thrive and participate alongside their peers. These schools will provide valuable insights for the validation of the Contextualized Learning Delivery Guides.

To facilitate your participation, attached are the official introductory letter/s and validation tool, for reference.

Should there be queries or clarifications, please contact the BLD-SID, attention: Mr. Vic Emerson Danao and Ms. Ria C. Cereno, Supervising Education Program Specialists, through the following email addresses: [bld.sid@deped.gov.ph](mailto:bld.sid@deped.gov.ph), [vic.danao@deped.gov.ph](mailto:vic.danao@deped.gov.ph) and [ria.cereno001@deped.gov.ph](mailto:ria.cereno001@deped.gov.ph).

For consideration and approval. Thank you.

Very truly yours,

  
**LEILA F. AREOLA**  
Director



4/F Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City  
Direct Line: (632) 8636-6540/8637-4347 E-mail: [bld.od@deped.gov.ph](mailto:bld.od@deped.gov.ph)



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Republic of the Philippines  
**Department of Education**  
BUREAU OF LEARNING DELIVERY

October 4, 2024

**JOCELYN DR. ANDAYA**

Regional Director  
DepEd-National Capital Region  
Misamis St, Bago Bantay, Quezon City

Attention: **DR. ROMELA M. CRUZ**  
Schools Division Superintendent SDO Mandaluyong City  
H-way Hills ES, Calbayog St.,  
Mandaluyong City

Dear **Dir. Andaya**:

This is to introduce **Ms. Ria C. Cereno**, Supervising Education Program Specialist of this Bureau, to gather data and conduct interview in relation to the **Field Validation of the Contextualized Learning Delivery Guides for Learners with Disabilities (LWDs) in the Inclusive Setting (K, Grades 1, 4 and 7) on October 10, 2024** at **Addition Hills Integrated School, Division of Mandaluyong City**.

The over-all objective of the Field Validation activity is to assess the practical effectiveness and suitability of Contextualized Learning Delivery Guides (LDGs) in real-world classroom settings, specifically in supporting learners with disabilities within an inclusive environment. It aims to assess the usability and applicability of the Contextualized LDGs, specifically to determine whether the guides are user-friendly, adaptable to diverse classroom contexts, and easily understood and implemented by teachers.

To facilitate the conduct of the Field Validation Activity, this office requests the Regional /Division Focal Persons of Special Needs Education (SNED) and Education Program Supervisors in-charge to provide assistance during the data gathering to ensure that the objectives of the activity shall be attained.

Thank you.

Very truly yours,

  
**LEILA P. AREOLA**  
Director IV



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Republic of the Philippines  
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BUREAU OF LEARNING DELIVERY

October 4, 2024

**JOCELYN DR. ANDAYA**

Regional Director  
DepEd-National Capital Region  
Misamis St, Bago Bantay, Quezon City

Attention: **DR. VIOLETA M. GONZALES**  
OIC-Schools Division Superintendent SDO Muntinlupa City  
Laguerta St., Tensuan Site, Poblacion,  
Muntinlupa City

Dear **Dir. Andaya**:

This is to introduce **Dr. Mita A. Parocha**, Supervising Education Program Specialist and **Mr. Archie Noveloso**, Senior Education Program Specialist of this Bureau, to gather data and conduct interview in relation to the **Field Validation of the Contextualized Learning Delivery Guides for Learners with Disabilities (LWDs) in the Inclusive Setting (K, Grades 1, 4 and 7) on October 10, 2024 at Lakeview Integrated School, Division of Muntinlupa City.**

The over-all objective of the Field Validation activity is to assess the practical effectiveness and suitability of Contextualized Learning Delivery Guides (LDGs) in real-world classroom settings, specifically in supporting learners with disabilities within an inclusive environment. It aims to assess the usability and applicability of the Contextualized LDGs, specifically to determine whether the guides are user-friendly, adaptable to diverse classroom contexts, and easily understood and implemented by teachers.

To facilitate the conduct of the Field Validation Activity, this office requests the Regional /Division Focal Persons of Special Needs Education (SNED) and Education Program Supervisors in-charge to provide assistance during the data gathering to ensure that the objectives of the activity shall be attained.

Thank you for your continued support to our programs and projects.

Very truly yours,

  
**LEILA P. AREOLA**  
Director IV



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Republic of the Philippines  
**Department of Education**  
BUREAU OF LEARNING DELIVERY

October 4, 2024

**JOCELYN DR. ANDAYA**

Regional Director  
DepEd-National Capital Region  
Misamis St, Bago Bantay, Quezon City

Attention: **DR. CARLEEN S. SEDILLA**  
Schools Division Superintendent SDO Quezon City  
Nueva Ecija St., Bago Bantay  
Quezon City

Dear **Dir. Andaya**:

This is to introduce **Mr. Ronald John I. Inguito**, Senior Education Program Specialist of this Bureau, to gather data and conduct interview in relation to the **Field Validation of the Contextualized Learning Delivery Guides for Learners with Disabilities (LWDs) in the Inclusive Setting (K, Grades 1, 4 and 7)** on **October 10, 2024** at **Project 6 Elementary School, Division of Quezon City**.

The over-all objective of the Field Validation activity is to assess the practical effectiveness and suitability of Contextualized Learning Delivery Guides (LDGs) in real-world classroom settings, specifically in supporting learners with disabilities within an inclusive environment. It aims to assess the usability and applicability of the Contextualized LDGs, specifically to determine whether the guides are user-friendly, adaptable to diverse classroom contexts, and easily understood and implemented by teachers.

To facilitate the conduct of the Field Validation Activity, this office requests the Regional /Division Focal Persons of Special Needs Education (SNED) and Education Program Supervisors in-charge to provide assistance during the data gathering to ensure that the objectives of the activity shall be attained.

Thank you.

Very truly yours,

  
**LEILA P. AREOLA**  
Director IV



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Republic of the Philippines  
**Department of Education**  
BUREAU OF LEARNING DELIVERY

October 4, 2024

**JOCELYN DR. ANDAYA**

Regional Director  
DepEd-National Capital Region  
Misamis St, Bago Bantay,  
Quezon City

Attention: **DR. CARLEEN S. SEDILLA**  
Schools Division Superintendent SDO Quezon City  
Nueva Ecija St., Bago Bantay  
Quezon City

Dear **Dir. Andaya**:

This is to introduce **Mr. Vic Emerson C. Danao**, Supervising Education Program Specialist of this Bureau, to gather data and conduct interview in relation to the **Field Validation of the Contextualized Learning Delivery Guides for Learners with Disabilities (LWDs) in the Inclusive Setting (K, Grades 1, 4 and 7)** on **October 8, 2024** at **Quirino Elementary School, Division of Quezon City**.

The over-all objective of the Field Validation activity is to assess the practical effectiveness and suitability of Contextualized Learning Delivery Guides (LDGs) in real-world classroom settings, specifically in supporting learners with disabilities within an inclusive environment. In addition, the said activity aims to:

1. Assess the usability and applicability of the Contextualized LDGs, specifically to determine whether the guides are user-friendly, adaptable to diverse classroom contexts, and easily understood and implemented by teachers.
2. Evaluate the effectiveness in supporting diverse learners, specifically to assess how effectively the guides facilitate learning for students with disabilities in various categories, considering their specific needs and learning styles.
3. Gather feedback from teachers and stakeholders, specifically to collect feedback from teachers, specialists, and other stakeholders on the guides' strengths, weaknesses, and areas for improvement.
4. Identify best practices and adaptations, specifically to identify successful strategies and adaptations used by teachers during the field validation, and document them for future reference and refinement of the guides.



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## ACTIVITY MATRIX

Field Validation and Evaluation of the Contextualized Learning Delivery Guides for Learners with Disabilities (LWDs) in the Inclusive Setting (K, Grades 1, 4, and 7)

October 9-10, 2024 \* National Capital Region

### I. Objectives:

The over-all objective of the Field Validation and Evaluation activity is to assess the practical effectiveness and suitability of Contextualized Learning Delivery Guides (LDGs) in real-world classroom settings, specifically in supporting learners with disabilities and learners with learning difficulty manifestations within an inclusive environment. In addition, the said activity specifically aims to:

1. Assess the usability and applicability of the Contextualized LDGs, specifically to determine whether the guides are user-friendly, adaptable to diverse classroom contexts, and easily understood and implemented by teachers.
2. Evaluate the effectiveness in supporting diverse learners, specifically to assess how effectively the guides facilitate learning for students with disabilities in various categories, considering their specific needs and learning styles.
3. Gather feedback from teachers and stakeholders, specifically to collect feedback from teachers, specialists, and other stakeholders on the guides' strengths, weaknesses, and areas for improvement.
4. Identify best practices and adaptations, specifically to identify successful strategies and adaptations used by teachers during the field validation, and document them for future reference and refinement of the guides.
5. Promote a culture of inclusive practices, specifically to foster a collaborative learning environment where teachers share their experiences, exchange ideas, and develop a shared understanding of inclusive teaching practices.

**II. Target Audience:** Regular/General Education Teachers, Specialists/Supervisors, School Head, and 2-3 Learners with Disabilities/Learning Difficulties.

Learning Areas with contextualized learning delivery guides insertions in the existing quality-assured lesson exemplars:

- Kindergarten, Grade 1, English (Grades 1, 4, 7), Science (Grades 4, 7), Mathematics (Grades 1, 4, 7), Filipino (Grades 1, 4, 7), Araling Panlipunan (Grades 4, 7), Makabansa (Grades 4, 7), MAPEH (Grades 4, 7), Edukasyon sa Pantahanan at Pangkabuhayan (EPP) / TLE (Grades 4, 7), Values Education (Grades 4, 7)

**III. Field Validation and Evaluation Activity Matrix:**

**Note:**

- This detailed breakdown provides a comprehensive guide for conducting the field validation process and evaluation.
- The specific criteria and observation tools can be further tailored based on the unique needs of each learning area and the types of disabilities represented in the student population.
- The evaluation process should be collaborative and iterative, involving all stakeholders to ensure the contextualized learning delivery guides are effective and inclusive for all learners.

Day 1: October 9, 2024, Thursday						
Time	Activity	Participants	Learning Area/s	Focus (P's. refer to the Field Validation Tool Attachment)	Materials /Tools	Observations/ Feedback
7:00AM-12:00noon	Lesson Delivery and Observation	Learners, Receiving / General Education Teachers, School Heads, Supervisors / Focal Person, Observers	Kindergarten, Grade 1, English (Grade 1), Filipino (Grade 1), Mathematics (Grade 1)  <i>(subject to change, to follow the class schedule of the selected school)</i>	Usability, Effectivity, Demonstrations of Disability-Inclusive Education principles	Contextualized Learning Delivery Guides, Learning Resources, Classroom Materials, Observation Checklist	Observation document, provide feedback to teachers, and hold post-observation / post-conference discussions
1:00PM - 5:00PM			English (Grade 4), Science (Grade 4), Mathematics (Grade 4), Araling Panlipunan (Grade 4), Makabansa (Grade 4), MAPEH (Grade 4), EPP/TLE (Grade 4), Good Manners and Right Conduct (Grade 4), Values Education (Grade 4)  <i>(subject to change, to follow the class schedule of the selected school)</i>			
Day 2: October 10, 2024, Friday						
7:00AM-12:00noon	Lesson Delivery and Observation	Learners, Receiving / General Education Teachers, School Heads, Supervisors / Focal Person, Observers	English (Grade 7), Science (Grade 7), Mathematics (Grade 7), Araling Panlipunan (Grade 7), Makabansa (Grade 7), MAPEH (Grade 7), EPP/TLE (Grade 7), Values Education (Grade 7)  <i>(subject to change, to follow the class schedule of the selected school)</i>	Usability, Effectivity, Demonstrations of Disability-Inclusive Education principles	Contextualized Learning Delivery Guides, Learning Resources, Classroom Materials, Observation Checklist	Observation document, provide feedback to teachers, and hold post-observation / post-conference discussions
1:00PM - 3:30PM						
3:30-5:00PM	Data Analysis & Feedback Session	All identified participants	All Learning Areas	Evaluation, Refinement Discussions/ Brainstorming of the Contextualized Learning Delivery Guides	Observation Data, Feedback Forms	Analysis of observation data, discussion of findings, identification of areas for improvement, and development of recommendations for revising the contextualized learning delivery guides.

**IV. Field Validation Process:**

- A. Preparation:**
- **Selection of School:** Prioritize schools actively practicing inclusive education, with a diverse student population including learners with disabilities.
  - **Teacher Orientation:** Conduct a brief orientation session for participating teachers on the purpose and procedures of the field validation process, emphasizing the importance of observing and documenting student responses and engagement.
  - **Material Distribution:** Provide each teacher with the contextualized learning delivery guides (taken from the output submission link provided to all the participants during the conduct of the Development workshop) for their assigned learning area.
  - **Observation Teams:** Form observation teams consisting of Specialists/Supervisors and the School Head, ensuring each team covers a specific set of learning areas.
- B. Lesson Delivery and Observation:**
- Day 1 (October 9):**
- **Morning Session:** Kindergarten, Grade 1, English (Grade 1), Filipino (Grade 1), Mathematics (Grade 1)
  - **Afternoon Session:** English (Grade 4), Science (Grade 4), Mathematics (Grade 4), Araling Panlipunan (Grade 4), Makabansa (Grade 4), MAPEH (Grade 4), EPP/TLE (Grade 4), Good Manners and Right Conduct (Grade 4), Values Education (Grade 4)
- Day 2 (October 10):**
- **Morning Session:** English (Grade 7), Science (Grade 7), Mathematics (Grade 7), Araling Panlipunan (Grade 7), Makabansa (Grade 7), MAPEH (Grade 7), EPP/TLE (Grade 7), Values Education (Grade 7)
- C. Observation Teams:** Each team will observe lessons in their assigned learning areas, focusing on:
- **Student Engagement:** Observe how learners with disabilities and those with identified learning difficulty manifestations participate, interact, and demonstrate understanding.
  - **Accessibility of Resources:** Assess the effectiveness of the learning resources in addressing the diverse needs of learners, including those with disabilities, and those with learning difficulty manifestations.
  - **Implementation of Procedures:** Evaluate how well the teaching and learning procedures are adapted to support the learning of learners with disabilities, and those with learning difficulty manifestations.
  - **Assessment Practices:** Observe how teachers assess student learning and whether the assessment strategies are appropriate for learners with disabilities, and for those with learning difficulty manifestations
- D. Evaluation Process:**
- **Post-Observation Discussions:** Immediately after each lesson, the observation team will hold a brief discussion with the teacher to gather initial feedback on the lesson delivery and student responses.
  - **Data Collection:** Observation teams will document their observations using a standardized checklist or observation form, focusing on the following criteria:
    - a. **Usability:** How easily and effectively can teachers implement the learning delivery guide?
    - b. **Effectivity:** How well does the learning delivery guide support student learning, particularly for learners with disabilities, and for those with learning difficulty manifestations?
    - c. **Demonstrability of Disability-Inclusive Education Principles:** To what extent does the learning delivery guide incorporate and demonstrate principles of disability-inclusive education?

- **Data Analysis:** After the field validation period, all observation data will be compiled and analyzed to identify patterns, strengths, and areas for improvement.
- **Feedback Session:** A final feedback session will be held with all participants to share the evaluation findings, discuss areas for improvement, and develop recommendations for revising the contextualized learning delivery guides.

**V. Evaluation Criteria (Guide):**

- A. Usability:
  - ✓ Clarity and Organization: Is the learning delivery guide well-organized, easy to understand, and follow?
  - ✓ Accessibility: Are the learning resources and activities accessible to learners with disabilities?
  - ✓ Teacher Friendliness: Is the learning delivery guide user-friendly for teachers to implement?
- B. Effectivity:
  - ✓ Student Engagement: Are learners with disabilities actively participating and demonstrating understanding?
  - ✓ Learning Outcomes: Are learners with disabilities achieving the learning objectives?
  - ✓ Differentiation: Does the learning delivery guide provide appropriate adaptations and modifications to meet the diverse learning needs?
- C. Demonstrability of Disability-Inclusive Education Principles:
  - ✓ Universal Design for Learning (UDL): Does the learning delivery guide incorporate UDL principles to provide multiple means of engagement, representation, and action and expression?
  - ✓ Individualized Education Program (IEP): Does the learning delivery guide align with the IEP goals and objectives for learners with disabilities (for those who have IEP)?
  - ✓ Collaborative Learning: Does the learning delivery guide promote collaborative learning opportunities for all students, including those with disabilities, and those with learning difficulty manifestations?
  - ✓ Positive Learning Environment: Does the learning delivery guide contribute to a positive and inclusive learning environment for all students

**VI. Validation Tool:**

**Contextualized Learning Delivery Guides for  
Learners with Disabilities (LWDs) in the Inclusive Setting (Kindergarten, Grades 1, 4, and 7)**

Date of Validation: \_\_\_\_\_ Class Schedule (Time, AM / PM Session) \_\_\_\_\_  
 School and SDO / Region: \_\_\_\_\_

LDG Writer (Name, Subject, Quarter and Week): \_\_\_\_\_ Grade Level: \_\_\_\_\_  
 Learning Area/Quarter/Week for Validation: \_\_\_\_\_

Name of the Receiving Teacher: \_\_\_\_\_  
 No. of Years Teaching in Public School: \_\_\_\_\_

**Directions:**

1. Examine the LDG carefully for compliance to standards indicated in the five (5) parts listed.
2. Explicitly describe in column four (4) any deficiency found or error description in each standard/criterion item.
3. Give your detailed recommendations in column five (5) to address the identified deficiency or error.

<b>Part I. Learning Objectives</b>					
<b>Standard/Criterion Item</b>		<i>(Please check if applicable)</i>		<b>Deficiency Found/Error Description</b>	<b>Recommendation/s</b>
		<b>Evident</b>	<b>Not Evident</b>		
1	<b>Clarity and Specificity:</b> Are the learning objectives clearly stated, specific, measurable, achievable, relevant, and time-bound (SMART)?				
2	<b>Differentiation:</b> Do the learning objectives consider the diverse needs of learners with disabilities within each category?				
3	<b>Accessibility:</b> Are the learning objectives presented in a way that is accessible to all learners, taking into consideration the five categories of learners with difficulty manifestations and learners with disabilities in the classroom: (1) Students with Learning Disabilities (LD), (2) Students with Sensory Processing Differences (SPD), (3) Students with Physical Disabilities, (4) Students with Communication Disorders, and (5) Students with Emotional and Behavioral Disorders.				
4	<b>Alignment with UDL Principles:</b> Do the learning objectives align with Universal Design for Learning (UDL) principles, providing multiple means of representation, engagement, and action and expression?				
5	<b>Alignment with Curriculum Standards:</b> Are the objectives aligned with the curriculum standards and learning outcomes for the specific subject area and grade level?				
6	<b>Consideration of Comorbidities:</b> Do the objectives account for the potential co-occurrence of multiple disabilities within a student?				
<b>Part II. Learning Resources</b>					
<b>Standard/Criterion Item</b>		<i>(Please check if applicable)</i>		<b>Deficiency Found/Error Description</b>	<b>Recommendation/s</b>
		<b>Evident</b>	<b>Not Evident</b>		
1	<b>Accessibility:</b> Are learning resources accessible to students, taking into consideration the five categories of learners with difficulty manifestations and learners with disabilities in the classroom: (1) Students with Learning Disabilities (LD), (2) Students with Sensory Processing Differences (SPD), (3) Students with Physical Disabilities, (4) Students with Communication Disorders, and (5) Students with Emotional and Behavioral Disorders.				
2	<b>Relevance:</b> Are resources relevant to the learning objectives and engaging for students with diverse learning styles and interests?				
3	<b>Variety:</b> Are a range of learning resources provided (e.g., visuals, manipulatives, technology, real-world applications, text-to-speech software, etc.) to meet diverse needs?				
4	<b>Differentiation for Disability Categories:</b> Are resources differentiated to cater to the specific needs of students within each disability category?				
5	<b>Adaptability:</b> Are resources adaptable for use with assistive technology (e.g., text-to-speech software, screen readers)?				
6	<b>UDL Integration:</b> Do the learning resources incorporate UDL principles, providing multiple means of representation, engagement, and action and expression?				

7	Language: Uses appropriate language to the users of LDG					
<b>Part III. Layout and Form</b>						
<b>Standard/Criterion Item</b>						
1	Presents visuals (i.e. illustrations, diagrams, pictures, maps, graphs, tables, etc.) effectively.					
2	Follows the prescribed format					
<b>Part IV. Teaching and Learning Procedures</b>						
<b>Standard/Criterion Item</b>						
1	Differentiation: Are instructional strategies and activities differentiated to meet the diverse learning needs of students, considering their individual learning styles, pace, and preferred modalities?					
2	Accessibility: Are procedures designed to be accessible to all learners, taking into consideration the five categories of learners with difficulty manifestations and learners with disabilities in the classroom: (1) Students with Learning Disabilities (LD), (2) Students with Sensory Processing Differences (SPD), (3) Students with Physical Disabilities, (4) Students with Communication Disorders, and (5) Students with Emotional and Behavioral Disorders?					
3	Engagement: Are activities engaging and motivating, taking into consideration the five categories of learners with difficulty manifestations and learners with disabilities in the classroom, incorporating a variety of learning modalities (e.g. visual, auditory, kinesthetic, tactile) and opportunities for participation?					
4	Flexibility and Adaptability: Is flexibility built into the procedures to allow for adjustments based on student needs, responses, and unforeseen challenges?					
5	Collaboration and Peer Support: Does the guide include opportunities for collaboration and peer support, which can be beneficial for five categories of learners with difficulty manifestations and learners with disabilities in the classroom?					
6	Consideration for Comorbidities: Do the procedures consider the potential co-occurrence of multiple disabilities within a student and offer appropriate adjustments?					
<b>Part V. Evaluation</b>						
<b>Standard/Criterion Item</b>						
1	Accessibility: Are all learning resources accessible to learners with disabilities, taking into consideration the five categories of learners in the classroom: (1) Students with Learning Disabilities (LD), (2) Students with Sensory Processing Differences (SPD), (3) Students with Physical Disabilities, (4) Students with Communication Disorders, and (5) Students with Emotional and Behavioral Disorders?					

2	Differentiation: Do the learning resources provide options and adaptations to meet the diverse needs of learners with disabilities within each category (taking into consideration the five categories of learners with difficulty manifestations and learners with disabilities in the classroom)?			
3	Alignment with Learning Objectives: Do the assessment methods align with the learning objectives and measure student understanding of the content?			
4	Multiple Measures: Do the assessment methods utilize multiple measures to assess student learning, including formative and summative assessments?			
5	Feedback and Support: Do the assessment methods provide timely and constructive feedback to learners with disabilities to support their learning?			

**VII. Other Considerations:**

**A. Checklist for Awareness and Reflection**

**Checklist for Teacher's Awareness and Reflection**

*The goal of this checklist is to understand the learner's progress and guide future instruction.*

1. Students with Learning Disabilities:	2. Students with Sensory Processing Differences:	Students with Physical Disabilities:	Students with Communication Disorders:	Students with Emotional and Behavioral Disorders:
<ul style="list-style-type: none"> <li>• <b>Reading:</b></li> <li>○ Do students frequently struggle with decoding words, reading fluency, and comprehension? (Yes/No/Sometimes)</li> <li>○ Do students avoid reading aloud or engaging in reading activities? (Yes/No/Sometimes)</li> <li>○ Do students exhibit difficulty with spelling, especially common</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Noise:</b></li> <li>○ Do students become easily distracted or overwhelmed by noise in the classroom? (Yes/No/Sometimes)</li> <li>○ Do students cover their ears or exhibit other behaviors to block out noise? (Yes/No/Sometimes)</li> <li>○ Do students have difficulty focusing or completing tasks in noisy environments? (Yes/No/Sometimes)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Mobility:</b></li> <li>○ Do students have difficulty accessing materials or moving around the classroom? (Yes/No/Sometimes)</li> <li>○ Do students require assistive devices, such as wheelchairs or walkers, to participate in activities? (Yes/No/Sometimes)</li> <li>○ Do students struggle with fine motor skills, such as writing, drawing, or</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speech:</b></li> <li>○ Do students have difficulty articulating words clearly or speaking fluently? (Yes/No/Sometimes)</li> <li>○ Do students struggle with understanding spoken language or following verbal instructions? (Yes/No/Sometimes)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Emotional Regulation:</b></li> <li>○ Do students have difficulty managing their emotions, such as anger, frustration, or sadness? (Yes/No/Sometimes)</li> <li>○ Do students exhibit frequent outbursts or tantrums? (Yes/No/Sometimes)</li> <li>○ Do students express anxiety, fear, or depression? (Yes/No/Sometimes)</li> </ul>

<p>words? (Yes/No/Sometimes)</p> <ul style="list-style-type: none"> <li>• <b>Writing:</b></li> <li>○ Do students have messy or illegible handwriting, making their work difficult to read? (Yes/No/Sometimes)</li> <li>○ Do students struggle with organizing their thoughts and ideas in writing? (Yes/No/Sometimes)</li> <li>○ Do students exhibit difficulty with grammar and punctuation? (Yes/No/Sometimes)</li> <li>• <b>Math:</b></li> <li>○ Do students struggle with basic math facts, number sense, and place value? (Yes/No/Sometimes)</li> <li>○ Do students have difficulty solving multi-step problems or word problems? (Yes/No/Sometimes)</li> <li>○ Do students exhibit inconsistent performance in math, showing gaps in foundational skills? (Yes/No/Sometimes)</li> <li>• <b>Other Academic Subjects:</b></li> <li>○ Do students struggle to complete assignments or demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Light:</b></li> <li>○ Do students squint, shield their eyes, or complain about the brightness of lights? (Yes/No/Sometimes)</li> <li>○ Do students become agitated or uncomfortable under certain lighting conditions? (Yes/No/Sometimes)</li> <li>• <b>Touch:</b></li> <li>○ Do students avoid physical contact or exhibit strong reactions to certain textures? (Yes/No/Sometimes)</li> <li>○ Do students seek out sensory input through fidgeting, rocking, or other repetitive movements? (Yes/No/Sometimes)</li> <li>○ Do students have difficulty with activities involving messy play or tactile exploration? (Yes/No/Sometimes)</li> </ul>	<p>manipulating objects? (Yes/No/Sometimes)</p> <ul style="list-style-type: none"> <li>○ Do students require adaptive tools, such as pencil grips or specialized keyboards, to complete tasks? (Yes/No/Sometimes)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Language:</b></li> <li>○ Do students have limited vocabulary or difficulty expressing themselves verbally? (Yes/No/Sometimes)</li> <li>○ Do students struggle with grammar, syntax, or understanding complex language? (Yes/No/Sometimes)</li> <li>• <b>Communication:</b></li> <li>○ Do students require alternative communication methods, such as sign language, picture exchange systems, or assistive technology? (Yes/No/Sometimes)</li> <li>○ Do students have difficulty initiating or maintaining conversations? (Yes/No/Sometimes)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Behavior Management:</b></li> <li>○ Do students struggle to follow classroom rules or expectations? (Yes/No/Sometimes)</li> <li>○ Do students engage in disruptive or off-task behaviors? (Yes/No/Sometimes)</li> <li>○ Do students have difficulty controlling their impulses or managing their behavior? (Yes/No/Sometimes)</li> <li>• <b>Relationships:</b></li> <li>○ Do students have difficulty forming or maintaining positive relationships with peers or adults? (Yes/No/Sometimes)</li> <li>○ Do students exhibit social isolation or withdrawal? (Yes/No/Sometimes)</li> <li>○ Do students struggle with social skills, such as turn-taking, sharing, or conflict resolution? (Yes/No/Sometimes)</li> </ul>
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<p>understanding of concepts? (Yes/No/Sometimes)</p> <p>o Do students require frequent reminders or extra support to stay on task? (Yes/No/Sometimes)</p>				
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**B. Learner's Present Level of Performance:**

<p><b>MATATAG K to 10 Curriculum Weekly Lesson Log</b></p>	School		Grade Level	4
	Name of Teacher		Learning Area	Mathematics
	Teaching Dates and Time	Week 1	Quarter	1

Name of Learner: \_\_\_\_\_  
 Disability/Learning Difficulty: \_\_\_\_\_

Grade Level: \_\_\_\_\_

<p><b>Specific Needs:</b> (e.g., assistive technology, visual aids, modified assignments, preferential seating)</p>	<p><b>Strengths:</b> (e.g., strong visual learner, enjoys hands-on activities, excels in collaborative work)</p>	<p><b>Areas of Challenge:</b> (e.g., reading comprehension, fine motor skills, attention span, social interaction)</p>
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