**Office of the Schools Division
Superintendent**

FEB 18 2025

**MEMORANDUM
No. 080 , s. 2025**

PRE-WORK FOR THE INTEGRATION OF THE ONLINE LIFE SKILLS TRAINING (OLST) PROGRAM INTO THE WORK IMMERSION (WI) PROGRAM OF PUBLIC SENIOR HIGH SCHOOLS IN THE DIVISION OF MUNTINLUPA

To: Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
OIC-Chief Education Supervisor, School Governance and Operations Division
Secondary School Heads/OICs
Others Concerned

1.   SDO Muntinlupa and the Public Employment Services Office of Muntinlupa City are about to sign a Memorandum of Agreement (MOA) for the above-captioned initiative. The initiative aims to contribute to the ongoing efforts to improve the implementation of the Work Immersion (WI) Program.

2.   OLST features a set of video module adaptations of the JobStart Program designed to reinforce the following competencies crucial to students' holistic development –-- planning and organizing, social perceptiveness, innovation, problem sensitivity, self-motivation, creative problem solving, teamwork, critical thinking, decision making, multi-tasking, work ethics, stress tolerance, English functional skills, Math functional skills, English comprehension, digital literacy, and data privacy. SDO Muntinlupa and PESO believe that the video materials will boost efforts to develop learners' personal and professional growth, thereby increasing their academic or employment competitiveness.

3.   To prepare for the session guide development process and the piloting at Lakeview Integrated School (LIS), the video modules shall be evaluated to ensure compliance with DepEd standards.

4.   In view thereof, the following teachers are assigned as evaluators:

No	Module	In-Charge
1	Decision Making	Dr. Rene Delfino
2.	Planning and organizing	MT1-TNHS
3.	Self-Motivation	Mrs. Elizabeth Gabutan
4.	Math Functional Skills	MT1-CSHS
5.	Social Perceptiveness	Mr. Junjie Taladtayod
6.	Problem Sensitivity	Teacher III-MNHS
7	Multi-Tasking	Mrs. Melonie Mater

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8.	Stress Tolerance	Teacher III-LIS
9.	Critical Thinking	Mr. Ronn Franco Landrito
10.	Creative Problem-Solving	Teacher III-CSHS
11.	Teamwork	Mr. Renz Joseph A. Cardeño
12.	Innovation	Teacher I-Sucat SHS
13.	Work Standards/Ethics	
14.	English Comprehension	Mrs. Analiza Canilang
15	English Functional Skills	Master Teacher II, TNHS
16.	Digital Literacy	Mark Archie Javier
17	Data Privacy Act	MT1-MSHS

5. They shall use the Evaluation Rating Sheet for Non-Print Materials (Attachment 1) in the Guidelines and Processes for LRMDS Assessment and Evaluation.

6. The evaluators shall submit the completed evaluation sheets on/before February 19, 2025, via https://surl.li/qazgwc on or before February 19, 2025, and attend a coordination meeting with PESO counterparts on February 25, 2025, at 10:00 AM at Lakeview IS.

7. For wide dissemination and compliance.

VIOLETA M. GONZALES
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Encl: As stated
To be indicated in the **Perpetual Index**
Under the following subjects

SENIOR HIGH SCHOOL   **WORK IMMERSION**

JBE/Memo — Integration of the Online Life Skills Training (OLST) Program into the Work Immersion (WI) Program of Public Senior High Schools in the Division of Muntinlupa

_____080_____/February 12, 2025

NUM-2025-080

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Attachment

Evaluation Template 6.6 Refer to Guidelines and Processes for LRMDS Assessment and Evaluation

1.1 Evaluation Rating Sheet for Non-Print Materials

Title:

Type of Media (Please check (a):

☐	CD-Rom	☐	VCD	☐	DVD
☐	VHS	☐	Slides	☐	Transparencies
☐	Cassette tape	☐	Digital interactive	☐	Other: (specify)

Subject area(s):   Grade / Year level:

DepED Bureau/FAP:

Date of Publication:

Before completing this Evaluation any CD ROM, VCD or DVD of materials should be viewed and the Technical Evaluation Section G (p72). Interoperability: Technical format Checklist for conformance completed. This is to ensure that the format is compatible with current playback devices and computer operating systems, software and plug-ins.

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. (Not Applicable means that the criteria is not relevant to the resource being evaluated. It is given the score of 3 so that the evaluation score for each factor reflects only the performance against criteria that are relevant to the nature of the resource being evaluated). 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	V S 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				

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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	V S 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.				
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				

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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	V S 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.				

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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.				
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

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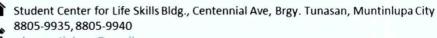
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Recommendation

Note: **Any material that fails Factor D must not be recommended for use in public schools until the identified issues have been fixed.**
A material which **Failed in at least one of the four Factors** in this rating sheet should not be recommended for possible use in public schools

(Please put a check mark (a) in the appropriate box.)

i. ☐ I / We recommend the approval of this material for possible use in public schools provided that the corrections / revisions included in this report are made. (For commercial resources (non-DepED owned resources) the Publisher must implement all recommended corrections / revisions in their next printing or provide errata.)

ii. ☐ I / We do not recommend the approval of this material for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

I/We certify that this evaluation report and recommendation are my / our own and have been made without any undue influence from others.

Evaluator(s): _____ Signature(s):

_____
(Please print your full name)

Date: _____

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1.1.1 Descriptors for Factors A to D Evaluation Rating Sheet for Non-Print Materials

> **Important:** These descriptors will guide you in giving an objective and quantifiable score for each criterion item in the rating sheet. For ratings of 3 and below, your written comments in the rating sheet should indicate <u>specific part and brief descriptions</u> of inadequacies in the material. If a criterion is not applicable, give it a rating of 3.

Factor A. *Content Quality*

1. Content is consistent with topics / skills found in the DepED Learning Competencies for the subject and grade/year level it was intended.

Descriptor:

The material is consistent with topics found in the Learning Competencies (LC) for the subject and grade / year level it was intended

The material can be related to and supports development of skills related to the Learning Competencies

2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.

Descriptor:

Very satisfactorily reinforces, enriches, and/or leads to mastery of identified learning objectives.

Material supports, compliments achievement of learning objectives of the subject area and grade / year level for which it is intended.

3. Content is accurate.

Descriptor:

Presentation of factual content is accurate

No outdated information, improper use of figures, inaccurate graphs; over simplified models or diagrams.

4. Content is up-to-date.

Descriptor:

All information provided is up-to-date.

No outdated information, improper use of figures, inaccurate graphs; over simplified models or diagrams.

5. Content is logically developed and organized.

Descriptor:

The logic of the presentation and organization of the content is clear to the target user..

Content is presented in a well organized, consistent and predictable fashion.

Structure is apparent.

6. Content is free from cultural, gender, racial, or ethnic bias.

Descriptor:

Refer to the Social Content Guidelines, Section 6.8.

There are no ideological, cultural, religious, racial, & gender biases/prejudices found in the material.

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Presentation of controversial social content is balanced and structured to promote an educated understanding of differing points of view. All social content is fairly presented and does not violate the Social Content Guidelines.

7. Content stimulates and promotes critical thinking.

Descriptor:

Comprehension and application of the content knowledge requires cognitive effort and not just chance selection of responses.

Material promotes higher order thinking skills.

The learning activities include one or more of the 6 facets of learning (explain, interpret, apply, have perspective, empathize and have self knowledge)

8. Content is relevant to real-life situations.

Descriptor:

The content has application to real life situations.

Content of simulations is authentic.

Metaphors and scenarios enhance understanding of real-life situations.

9. Language (including vocabulary) is appropriate for target user.

Descriptor:

Use of language is appropriate for the target user age and stage of learning.

Vocabulary used is suitable/ appropriate to the target users' level.

New or complex words and terms are clearly and consistently explained or defined.

Consider the amount of technical vocabulary use and the devices used to interpret, explain and define technical terms

Consider the general level of difficulty and density of non-technical words used in terms of familiarity and abstractness.

10. Content promotes positive values that support formative growth.

Descriptor:

Inclusions of positive value(s) is / are evident and / or properly discussed in the material.

Factor B. *Instructional Quality*

1. Purpose of the material is well defined. (i.e., implicitly or explicitly defined)

Descriptor:

The educational purpose is stated or is evident within the overall design of the material.

2. Material achieves its defined purpose.

Descriptor:

Material is well designed and is likely to achieve its defined purpose.

Content relates to achievement of the learning purpose.

The material does not contain gratuitous information or graphics

3. Learning objectives are clearly stated and measurable.

Descriptor:

What the user is going to know and be able to do is clear.

4. Level of difficulty is appropriate for the intended target user.

Descriptor:

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The scope range and depth of content and topics are appropriate to the level of the target user.
Opportunities are provided for different levels of instruction.
Content chunking and sequencing are appropriate
The time spent working with the content is appropriate for the results gained.

5. Graphics / colors / sounds are used for the appropriate instructional reasons.

Descriptor:

Illustrations/visuals are effective/appropriate Makes balanced use graphics, sound and color
Uses graphics, sound and color to augment the content

6. Material is enjoyable, stimulating, challenging, and engaging.

Descriptor:

Pedagogy is innovative
Scaffolds and challenges students level of understanding. The design, presentation and representation of information promote user engagement.

7. Material effectively stimulates creativity of target user.

Descriptor:

Promotes user engagement and encourages creativity.

8. Feedback on target user's responses is effectively employed.

Descriptor:

Feedback is non-threatening, immediate, positive, motivational and user-sensitive.
Feedback is appropriate to the users' previous responses.
Feedback is contextual, immediate and logical.
All feedback to the user responses is timely and constructive

9. Target user can control the rate and sequence of presentation and review.

Descriptor:

Users can revisit and replay active content.
Users can decide when to progress to the next step.
Access to different information/concept chunks is either logical or intuitive; if random there is a clear indication of the relationship of the chunks and the various paths available for exploring them.

10. Instruction is integrated with target user's previous experience.

Descriptor:

Instructional prerequisites are stated or easily inferred.
Users are encouraged to review prior knowledge and understanding
Where prior knowledge or experience is required this is clearly identified and or a summary provided

Factor C. *Technical Quality*

1. Audio enhances understanding of the concept.

Descriptor:

Audio is used to enhance understanding and comprehension.
For example: written and spoken instructions.
Vocabulary development support
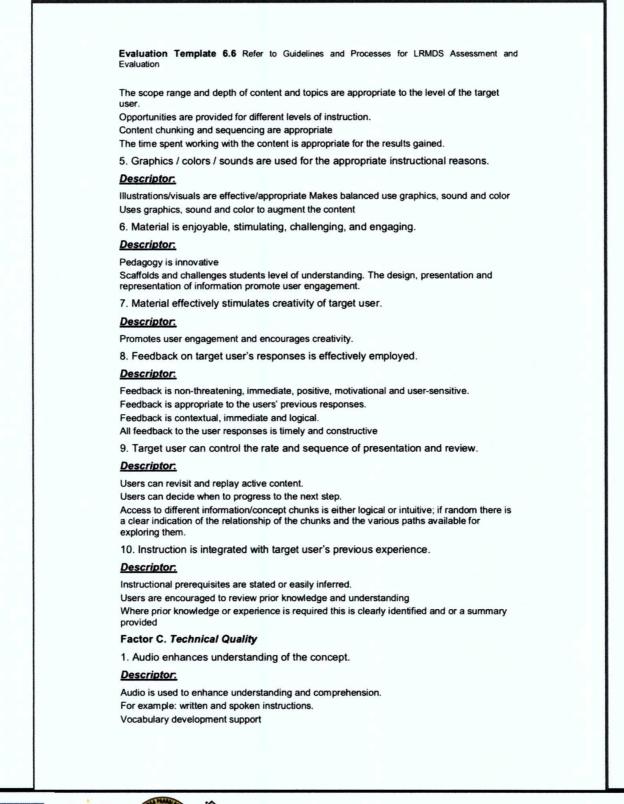
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2. Speech / narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.

Descriptor:

The voice over/speech is clear and can be easily understood.
The user can replay and stop and start audio.

3. There is complete synchronization of audio with the visuals, if any.

Descriptor:

The audio and visuals are synchronized.

4. Music and sound effects are appropriate and effective for instructional purposes

Descriptor:

Music and sound effects are used effectively. For example, as a focussing or cueing device.

5. Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.

Descriptor:

The screen displays are pleasing, uncluttered, and easy to read.
The amount of text on screen is limited to the screen area rather than requiring continuous scrolling.
Longer text employs pagination techniques to navigate forward and back through the text.

6. Visual presentations (non-text) are clear and easy to interpret.

Descriptor:

Visuals (images, diagrams, animations, video), are clear and easy to interpret.
Dynamic content can be revisited and replayed by the user if required.

7. Visuals sustain interest and do not distract reader's attention.

Descriptor:

Graphic visualisation of ideas and phenomena is used to attract attention, aid retention, enhance understanding or create context
Visuals are used to compliment textual information

8. Visuals provide accurate representation of the concept discussed.

Descriptor:

Visuals are accurate and do not misrepresent the concepts presented.
Interpretation of visuals will not result in misconceptions.

9. The user support materials (if any) are effective.

Descriptor:

The user support material provides adequate and clear instructions for using the material.
User support materials are relevant and effective

10. The design allows the target user to navigate freely through the material.

Descriptor:

Navigation is clearly linked to the instructional purpose and learning design.
Navigation does not interfere with users' engagement in the content.
Any time spent learning the interface or control functions is small compared to the time on task functions.

11. The material can easily and independently be used.

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Descriptor.

The material allows and encourages students to work independently.

12. The material will run using minimum system requirements.

Descriptor.

Refer to and complete Technical Evaluation Section 6.9
Can run on all platforms
Can run on MS Windows Vista, XP or Mac OS 10.
Can run on MS Windows 2000 or Mac OS 9
Can run on MS 98 below or below Mac OS 9

13. The program is free from technical problems.

Descriptor.

No technical problems
Refer to and complete Technical Evaluation Section 6.9

Factor D. *Other Findings*

1. Conceptual errors

Descriptor.

No conceptual error found
Presentation of content will not lead to the development of misconceptions or misunderstanding

2. Factual errors

Descriptor.

No factual error found
Presentation of factual content is accurate and up-to-date
No outdated information, improper use of statistics; inaccurate graphs; over simplified models or examples.

3. Grammatical and / or typographical errors

Descriptor.

No grammatical error found
No spelling errors

4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.)

Descriptor.

No error found

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