



Republic of the Philippines  
**Department of Education**  
REGION II – CAGAYAN VALLEY  
SCHOOLS DIVISION OF ISABELA

January 27, 2020

**DIVISION MEMORANDUM**

No. 05, s. 2020

**DIVISION SEARCH FOR BEST IMPLEMENTING SCHOOL OF 3Bs (BAWAT BATA BUMABASA) INITIATIVE AND MOST OUTSTANDING READING TEACHER**

To: Schools District Supervisors/ District In-Charge  
Elementary School Heads

1. To recognize the invaluable efforts of school administrators and reading teachers in increasing learning outcomes and achieving the goal of producing independent readers in their schools, this Office shall conduct the Division Search for Best Implementing School of 3Bs (*Bawat Bata Bumabasa*) Initiative and Most Outstanding Reading Teacher on the following schedules:

Level	Date
District Level	3 <sup>rd</sup> or 4 <sup>th</sup> week of February 2020
Area Level	March 2-4, 2020
Division Level	March 5-6, 2020

2. The Search for Best Implementing School of 3Bs (Bawat Bata Bumabasa) Initiative is open to all public elementary schools in the division. Nominees should not have dropouts for the past three school years and recorded zero non-readers for the current school year.

3. Reading teachers from Grades 1 to 6 with at least three years teaching experience in the public school are eligible to join the Search for Most Outstanding Reading Teacher.

4. Only the **champion** in each category per legislative district shall advance to the division level

5. Below is the list of enclosures for your reference and guidance in the conduct of the Search:

Enclosure 1: Contest Mechanics and Criteria for Judging for the Search for Best Implementing School of 3Bs Initiative and Search for Most Outstanding Reading Teacher



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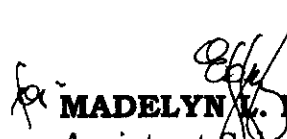
Doc Code:	<b>FM-ORD-005</b>	Rev:	<b>00</b>
As of:	<b>Dec 16, 2019</b>	Page:	<b>1</b>



Enclosure 2: Scoring Sheet for the Search for Best Implementing School of 3Bs Initiative

Enclosure 3: Scoring Sheet for the Search for Outstanding Reading Teacher

6. For information and other concerns regarding the search, please contact CID Chief Rodrigo V. Pascua, EdD through **0906-367-9589**.
7. Immediate and wide dissemination of this Memorandum is desired.

  
**MADELYN V. MACALLING, PhD, CESO VI**  
Assistant Schools Division Superintendent  
Officer-In-Charge  
Office of the Schools Division Superintendent

Encl.: As Stated




References: RM No. 27, s. 2019, DM 173, s. 2019, DO 45, s. 2002,



To be indicate in the Perpetual Index  
Under the following subjects:

READING CURRICULUM STUDENT SCHOOL PROGRAM

CID/rvp/jjg



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Doc Code:	<b>FM-ORD-005</b>	Rev:	<b>00</b>
As of:	<b>Dec 16, 2019</b>	Page:	<b>2</b>



**CONTEST GUIDELINES AND MECHANICS FOR THE DIVISION SEARCH  
FOR BEST IMPLEMENTING SCHOOL OF 3Bs INITIATIVE OR PROGRAM  
AND MOST OUTSTANDING READING TEACHER**

**I. SEARCH FOR BEST IMPLEMENTING SCHOOL OF 3Bs INITIATIVE**

**A. Contest Mechanics**

1. The Search is open to **all public elementary schools** in the division.
2. The nominees should not have records of dropouts for the past three school years.
3. The nominees should not have non-readers in the current school year.
4. Reading literacy initiatives should be included in the School Improvement Plan (SIP).
5. Only the **champion** in each legislative district shall advance to the division level.
6. Top three winners will be awarded in the division level **but only the champion will qualify to the regional finals.**

**B. Criteria**

- |   |      |
|---|------|
| 1. Percentage of learners who read at instructional level | 25%  |
| 2. Percentage of learners who read at independent level   | 35%  |
| 3. Innovations in reading                                 | 20%  |
| 4. Capacity building in reading for teachers              | 10%  |
| 5. Stakeholders support in reading                        | 5%   |
| 6. Quality of researches undertaken                       | 5%   |
| Total   | 100% |

**II. SEARCH FOR MOST OUTSTANDING READING TEACHER**

**A. Contest Mechanics**

1. The contest is open to all Grade 1 to Grade 6 reading teachers in the division.
2. Nominees must have a performance rating of at least **Very Satisfactory for the last three rating periods.**
3. The nominee should not have non-readers in his/her class.
4. The contest is divided in two categories:
  - a. Category A : Grades 1 to 3 Reading Teachers
  - b. Category B : Grades 4 to 6 Reading Teachers
5. Only the **champion** per legislative district in each category shall advance to the division level.
7. Top three winners will be awarded in the division level **but only the champion in Category A (Grades 1 to 3 Reading Teachers) will qualify to the regional finals.**

**B. Criteria for Judging**

- |  |      |
|--|------|
| 1. Performance Rating for the past 3 years | 10%  |
| 2. Outstanding Accomplishments             | 60%  |
| a. Improvement Data on Reading             | 20%  |
| b. Innovation in Reading                   | 10%  |
| c. Instructional Materials Developed       | 10%  |
| d. Research on Reading                     | 10%  |
| e. Awards Received                         | 10%  |
| 3. Demonstration Teaching                  | 20%  |
| 4. Interview                               | 10%  |
| Total                                      | 100% |

**SCORING SHEET**  
**SEARCH FOR BEST IMPLEMENTING SCHOOL OF 3Bs INITIATIVE**

**A. Percentage of learners who read at instructional level (25%)**

<b>FILIPINO</b>			
<b>Grade Level</b>	<b>Total Number of Learners</b>	<b>Total Number of Learners at Instructional Level</b>	<b>Percentage of learners at Instructional level</b>
3			
4			
5			
6			
Total			

<b>ENGLISH</b>			
<b>Grade Level</b>	<b>Total Number of Learners</b>	<b>Total Number of Learners at Instructional Level</b>	<b>Percentage of learners at Instructional level</b>
4			
5			
6			
Total			

**Instructions:**

1. Compute the percentage of learners who read at instructional level per grade level and per medium.

**Formula:**  $\frac{\text{number of instructional readers}}{\text{total number of learners}} \times 100$

2. Get the sum of the percentage scores per medium and divide it into the number of grade levels.

3. To get the 25 percent, follow the formula below:

**Formula:**  
 $\frac{\text{Instructional Readers in English} + \text{Filipino}}{2} \times 25\%$

**B. Percentage of learners who read at independent level (35%)**

<b>FILIPINO</b>			
<b>Grade Level</b>	<b>Total Number of Learners</b>	<b>Total Number of Learners at Independent Level</b>	<b>Percentage of learners at Independent level</b>
3			
4			
5			
6			
Total			

<b>FILIPINO</b>			
<b>Grade Level</b>	<b>Total Number of Learners</b>	<b>Total Number of Learners at Independent Level</b>	<b>Percentage of learners at Independent level</b>
4			
5			
6			
Total			

**Instructions:**

1. Compute the percentage of learners who read at independent level per grade level and per medium.

**Formula:**  $\frac{\text{number of instructional readers}}{\text{total number of learners}} \times 100$

2. Get the sum of the percentage scores per medium and divide it into the number of grade levels.
3. To get the 35 percent, follow the formula below:

**Formula:**

$\frac{\text{Independent Readers in English + Filipino}}{2} \times 35\%$

**IMPORTANT REMINDERS FOR CRITERIA A & B**

1. Means of verification for these criteria are the complete and accurate accomplished Phil-IRI forms 1 to 4 and the updated quarterly school reading profile.
2. Evaluators should validate the reading levels of the learners through the conduct of reading session using the reading passages (or its equivalent) in the 2018 Revised Phil-IRI Manual.
3. The Phil-IRI Grade Level Passage Rating Sheets (Forms 3A and 3B) should be accomplished during the validation.

**C. INNOVATIONS IN READING (20%)**

<b>Areas</b>	<b>Indicators</b>	<b>Points</b>	<b>MOVs</b>
1. School Reading Program (5%)	Adopted by 5-10 schools in the district	5	<ul style="list-style-type: none"> <li>• Certificate of adoption signed by the School Head/ PSDS and corroborated by at least 5 teachers</li> <li>• Approved School Reading Program</li> <li>• Terminal Report</li> <li>• Progress Report</li> </ul>
	Adopted by 1-4 schools in the district	4	
	Fully Implemented	3	
	On-going	2	
	Conceptualized	1	

2. Instructional Materials in reading (5%)	90% -100% of the teachers have developed and utilized wide-range of quality assured reading instruction and intervention materials either in print or in digital format.	5	<ul style="list-style-type: none"> <li>• <b>Print Learning Resources in reading</b> (e.g. activity sheets, worksheets, modules, SIM)</li> <li>• <b>Non-Print LRs</b> (e.g. audio-video materials, online interactive reading materials)</li> <li>* <b>Manipulative toys reading</b></li> <li>* <b>Activity cards/ board games in reading</b></li> </ul>
	70% to 89% have developed and utilized wide-range of quality assured reading instruction and intervention materials either in print or in digital format.	4	
	50% to 69% have developed and utilized wide-range of quality assured reading instruction and intervention materials either in print or in digital format.	3	
	30% to 49% have developed and utilized wide-range of quality assured reading instruction and intervention materials either in print or in digital format.	2	
	10% to 29% have developed and utilized wide-range of quality assured reading instruction and intervention materials either in print or in digital format.	1	
3. Remedial Reading Activities (5%)	90% -100% learners under the remedial reading program improved from frustration to independent level	5	<ul style="list-style-type: none"> <li>• Remedial Reading Plan</li> <li>• Attendance sheets of learners under the remedial reading program</li> <li>• Individual learner's progress report</li> </ul>
	70% to 89% learners under the remedial reading program improved from frustration to independent level	4	

	50% to 69% learners under the remedial reading program improved from frustration to independent level	3	
	30% to 49% learners under the remedial reading program improved from frustration to independent level	2	
	10% to 29% learners under the remedial reading program improved from frustration to independent level	1	
4. Reading Center/Clinic (5%)	<input type="radio"/> Has 30 or more <del>wide-range print</del> and non-print learning resources in reading <input type="radio"/> Has 20 or more manipulative toys in reading <input type="radio"/> Has reading literacy and numeracy stations <input type="radio"/> Has an engaging reading lounge <input type="radio"/> Has complete records of usability		<ul style="list-style-type: none"> <li>• <i>Inventory of print and non-print LRs</i></li> <li>• <i>Inventory of manipulative toys in reading</i></li> <li>• <i>Record/ Logbook of usability</i></li> </ul>
	5 indicators are met	5	
	4 indicators are met	4	
	3 indicators are met	3	
	2 indicators are met	2	
	1 indicator is met	1	

#### **D. CAPACITY BUILDING IN READING FOR TEACHERS (10%)**

<b>Indicators</b>	<b>Equivalent Point</b>	<b>MOVs</b>
Conducted 2 SLAC sessions in reading monthly	5	<ul style="list-style-type: none"> <li>• <i>Memorandum</i></li> <li>• <i>Approved SLAC Plan</i></li> <li>• <i>SLAC Minutes</i></li> <li>• <i>Terminal/ Completion Report</i></li> </ul>
Conducted 1 SLAC session in reading monthly	4	
Conducted 4 SLAC sessions in reading in a year	3	
Conducted 3 SLAC sessions in reading in a year	2	
Conducted 1 SLAC session in reading in a year	1	

**E. STAKEHOLDERS SUPPORT IN READING (5%)**

<b>Indicators</b>	<b>Equivalent Point</b>	<b>MOVs</b>
90-100% of the total number of parents is actively involved in the school reading program	5	<ul style="list-style-type: none"><li>• <i>Attendance Sheets</i></li><li>• <i>Terminal Report on PTA Conference focused on reading</i></li><li>• <i>Volunteer Works</i></li></ul>
70%-89% of the total number of parents is actively involved in the school reading program	4	
50%-69% of the total number of parents is actively involved in the school reading program	3	
30-49% of the total number of parents is actively involved in the school reading program	2	
10%-29% of the total number of parents is actively involved in the school reading program	1	

**F. QUALITY OF RESEARCHES CONDUCTED (5%)**

<b>Indicators</b>	<b>Equivalent Point</b>	<b>MOVs</b>
Completed 2 action research, utilized its results in designing and redesigning reading instruction in school, and is adopted by at least 5 schools in the district	5	<ul style="list-style-type: none"><li>• <i>Certificate of adoption signed by the School Head/PSDS and corroborated by at least 5 teachers</i></li><li>• <i>Approved Action Research Proposal in reading</i></li><li>• <i>Action Research completion report</i></li></ul>
Completed 2 action research in reading and utilized its results in designing and redesigning reading instruction in school	4	
Completed 1 action research in reading utilized its results in designing and redesigning reading instruction	3	
On-going 1 action research	2	
Conceptualized 1 action research in reading	1	



## SCORING SHEET FOR THE SEARCH FOR OUTSTANDING READING TEACHER

Name of Nominee : \_\_\_\_\_ School: \_\_\_\_\_  
 Position : \_\_\_\_\_ District: \_\_\_\_\_  
 Grade Level Taught: \_\_\_\_\_ Length of Service: \_\_\_\_\_

Criteria	Criteria/ Indicators	MOVs	Points Earned
<b>A. PERFORMANCE RATING (10%)</b>	<ul style="list-style-type: none"> <li>At least <b>Very Satisfactory</b> for the last three rating periods</li> </ul>	<i>IPCRF duly signed by authorities with date of signing</i>	
<b>B. OUTSTANDING ACCOMPLISHMENTS (60%)</b>	<b>1. Improvement Data in Reading (20%)</b> <ul style="list-style-type: none"> <li>90%-100% are independent readers- <b>5pts</b></li> <li>70%-89% are independent readers <b>4pts</b></li> <li>50%-69% are independent readers- <b>3pts</b></li> <li>30%-49% are independent readers <b>2pts</b></li> <li>10%-29% are independent readers <b>1pt</b></li> </ul>	<i>Phil-IRI pretest and posttest results</i>	
	<b>2. Innovation in Reading (10%)</b> <ul style="list-style-type: none"> <li>Implemented in the Division – <b>5pts</b></li> <li>Implemented in the District- <b>4pts</b></li> <li>Fully implemented in the school – <b>3pts</b></li> <li>On-going/Started Implementation - <b>2pts</b></li> <li>Conceptualized – <b>1pt</b></li> </ul>	<ul style="list-style-type: none"> <li>Certificate of adoption signed by the School Head/PSDS and corroborated by at least 5 teachers</li> <li>Approved Innovative Project</li> <li>Completion Report</li> </ul>	

	<p><b>3. Instructional Reading Materials Developed (10%)</b></p> <ul style="list-style-type: none"> <li>• Implemented in the Division – <b>5pts</b></li> <li>• Implemented in the District- <b>4pts</b></li> <li>• Fully implemented in the school – <b>3pts</b></li> <li>• On-going/Started Implementation - <b>2pts</b></li> <li>• Conceptualized – <b>1pt</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Certificate of adoption signed by the School Head/PSDS and corroborated by at least 5 teachers</i></li> <li>• <i>Quality-assured LRs</i></li> <li>• <i>Completion Report</i></li> </ul>	
	<p><b>4. Research on Reading (10%)</b></p> <ul style="list-style-type: none"> <li>• Implemented in the Division – <b>5pts</b></li> <li>• Implemented in the District- <b>4pts</b></li> <li>• Fully implemented in the school – <b>3pts</b></li> <li>• On-going/Started Implementation - <b>2pts</b></li> <li>• Conceptualized – <b>1pt</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Certificate of adoption</i></li> <li>• <i>Approved Action Research Proposal</i></li> <li>• <i>Completion Report</i></li> <li>• <i>Progress Report</i></li> </ul>	
	<p><b>5. Outstanding Employee Award (10%)</b></p> <ul style="list-style-type: none"> <li>• Awardee in the National - <b>5pts</b></li> <li>• Awardee in the Regional – <b>4pts</b></li> <li>• Awardee in the Division -<b>3pts</b></li> <li>• Awardee in the District – <b>2pts</b></li> <li>• Awardee in the school- <b>1pt</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Certificate/ Plaque</i></li> <li>• <i>Memo on the search</i></li> <li>• <i>Memo/ Bulletin</i></li> <li>• <i>where the nominee is cited as winner/awardee</i></li> </ul>	

<b>C. Demonstration Teaching (20%)</b>	(The Classroom Observation Tool in the RPMS-PPST shall be used)	COT DLP	
<b>D. Face-to-Face Interview (10%)</b>	<p><b>For each indicator, rate the nominee from 1 to 5 (1 as the lowest and 5 as the highest)</b></p> <ul style="list-style-type: none"> <li>• Gives objective, non-defensive judgmental views</li> <li>• With his/her response, reflects patience and high tolerance in the face of challenging and difficulties besetting his/her job.</li> <li>• Presents concepts, knowledge, answers, information clearly and with sincerity and conviction</li> <li>• Shows expertise and proficiency on topics being asked</li> <li>• Demonstrates effective speaking skills</li> <li>• Expresses ideas with clarity, logic, and in grammatically correct sentences</li> </ul>	Interview Results (BEI)	