



Republic of the Philippines  
**Department of Education**  
 NATIONAL CAPITAL REGION

**REGIONAL MEMORANDUM**  
**ORD 2023-535**

**TO :** **SCHOOLS DIVISION SUPERINTENDENTS**  
 SDO Manila City  
 SDO Quezon City  
 SDO Valenzuela City

**FROM :** **WILFREDO E. CABRAL, CESO III**  
 Regional Director

**SUBJECT :** **VALIDATION OF DEPED DEVELOPED LEARNING MATERIALS BRIDGING PRIMER III TEACHER'S GUIDE AND LEARNERS MATERIAL**

**DATE :** June 20 2023

1. This has reference to the attached Memorandum No. DM-CT-2023-157 from Undersecretary Gina O. Gonong, Curriculum and Teaching, relative to the above captioned activity scheduled on June 19-23, 2023, contents of which are self-explanatory.
2. In view thereof, below are the identified writers, illustrators, and layout artist that shall perform a school-based validation using the validation tools in Annexes 2 and 3.

DIVISION	NAME	Position
Manila	Guada R. Pomida	Master Teacher I
Quezon City	Angelica B. Ramos	Master Teacher I
	Mary Joy S. Llagas	Master Teacher I
	Nelia M. San Pedro	Teacher I
Valenzuela	Joy L. Bermejo	Teacher I

3. The validation tools shall be administered to the following:
  - Maximum of 40 learners; and
  - Two to five Grade II teachers depending on the number of teachers per school.
4. The validation findings shall be submitted to the language team leader for consolidation and submission of Annex 4 activity report to [bld.tld@deped.gov.ph](mailto:bld.tld@deped.gov.ph) on or before June 30, 2023.
5. For information and appropriate action.

Misamis St., Bago Bantay, Quezon City

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Republic of the Philippines


## Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

**MEMORANDUM**  
**DM-CT-2023-157**

**TO :** REGIONAL DIRECTORS  
MINISTRY OF EDUCATION, BANGSAMORO AUTONOMOUS REGION OF  
MUSLIM MINDANAO

**ATTENTION :** REGIONAL SUPERVISORS IN-CHARGE OF MTB-MLE  
LANGUAGE TEAM LEADERS  
Region I, CAR - Ilokano and Pangasinan  
Region II - Ivatan, Ibanag and Ilokano  
Region III - Sambal and Kapampangan  
Region IVA, IVB, NCR - Tagalog  
Region VI - Hiligaynon, Akeanon and Kinaray-A  
Region VII - Sinugbuanong Binisaya  
Region VIII - Waray  
Regions IX - Chavacano  
CARAGA - Sinurigaanon  
BARMM - Yakan, Maguindanaon, Meranaw and Bahasa- Sug

**FROM :**   
**GINA O. GONONG**  
Undersecretary for Curriculum and Teaching

**SUBJECT :** **VALIDATION OF DEPED DEVELOPED LEARNING MATERIALS -  
BRIDGING PRIMER III TEACHER'S GUIDE AND LEARNER'S  
MATERIAL**

**DATE :** June 14, 2023

The Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) shall conduct a **School-Based Validation of DepEd Developed Learning Materials - Bridging Primer III Teacher's Guide (TG) and Learner's Material (LM)** from June 19-23, 2023.

The activity aims to validate the learning materials by gathering feedback on the content and on the appropriateness of the language, activities, and exercises. The output shall serve as basis for the revision and finalization of the said learning materials.

The identified writers, illustrators, and layout artists listed in Annex 1 shall perform a school-based validation using the validation tools in Annexes 2 and 3.

The validation tools shall be administered to the following:

1. maximum of 40 learners; and
2. two to five Grade II teachers depending on the number of teachers in the school.

The validation findings shall be submitted to the Language Team Leader for consolidation and submission of Annex 4 Activity Report to [bltd.tld@deped.gov.ph](mailto:bltd.tld@deped.gov.ph) on or before June 30, 2023.

For questions and/or clarifications, coordinate with Ms. Nemia B. Cedo at (02) 687-2948/09433003874 or via email at [nemia.cedo@deped.gov.ph](mailto:nemia.cedo@deped.gov.ph).

*Copy furnished:*

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# Annex 1 Bridging Primer III - Development Team

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		5	Girlie Ravara-Banico	Writer	Teacher I	Tagum City	
XII	Sinugbuanong Binisaya (3)	1	Cherry Ann B. Osumo	Writer	T-III	Matalam Central School SDO Cotabato	cherryann.osumo@deped.gov.ph
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BARRM	Maguindanaon (14)	1	Bainaut M. Lintongan	Writer	Principal 1	Maguindanao 1	
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		7	Tarhata L. Balambaga	Writer	Teacher 1	Maguindanao 2	
		8	Ome T. Camajiao	Writer	Teacher 1	Maguindanao 2	
		9	Rahma H. Kudanding	Writer	Teacher 1	Maguindanao 2	rahma.kudanding@deped.gov.ph / 09177729358
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	5		Writer	Teacher 1	Basilan	/09515710138
	6	Valerie E. Sali	Writer	Teacher 1	Basilan	Valerie.sali@deped.gov /09956208809
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Meranaw (15)	1	Sitty Khamalia P. Dimacalin	Writer	T-II	Marawi	
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	6	Saliha A. Armito	Writer	T-II	LDS II	9483215077
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	8	Johairah H.A. Talib	Writer	T-1	LDS I	
	9	Norhaifa D. Mamainte	Writer	T-III	LDS I	
	10	Zenaida C. Benito	Team Leader	EPS I	LDS II	9354132553
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	13	Sittiehammer T. Abdulwahab	Layout Artist	T-1	Marawi	9561026385
	14	Zoraida D. Paudac	Layout Artist	T-1	LDS II	9534023609
			Head Teacher	LDS II	9076587481	
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	4	Almaza I. Damsani	Writer	Teacher-I	SULU	9972880248
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	6	Sherhaina W. Sad'ail	Writer	Teacher-I	SULU	9972508106
	7	Nayya K. Ijin	Writer	Teacher-I	SULU	9775622595
	8	Yassier S. Muddala	Writer	Teacher-I / TIC	SULU	9058673902
	9	Alfrazier S. Sara'i	Writer	Teacher-II, TIC	SULU	9534399806
	10	Richard M. Latorre	Illustrator	Teacher-I	SULU	9978304585
	11	Norhima B. Sarabi	Illustrator	Teacher-I	SULU	9773012098
	12	Zharmina A. Kadil	Layout Artist	Teacher-I	SULU	9178905876
	13	Nu'aili A. Jaujiali	Layout Artist	Teacher-I	SULU	9261550768





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**Annex 2 Validation Tools for Teachers**

**Validation Instrument for Teacher**

Name of Teacher: \_\_\_\_\_ Region: \_\_\_\_\_

Grade and Subject: \_\_\_\_\_ Division: \_\_\_\_\_

Name of School: \_\_\_\_\_ District: \_\_\_\_\_

Instruction: Please tick the appropriate column of your honest answer for each criterion.

Particulars	Yes	No	Page Number	Remarks
<b>A. Contextualized Manuscript</b>				
1. Contextualized manuscript is free from the following:				
a. conceptual				
b. factual				
c. computational				
d. language				
e. typographical errors				
f. plagiarized content				
<b>B. Contextualization of Language (Filipino)</b>				
1. The statements/phrases make sense.				
2. The sentences in the paragraph contribute to one idea.				
3. Conjunctions and transitional phrases are used to link sentences or paragraph.				
4. Length of sentences is suitable for the learners.				
5. Choice of words/expressions is appropriate.				
6. Vocabulary is suitable for the learners.				
7. Are the academic language/content area vocabulary not contextualized				
8. Alternative spellings are permitted and the choice made is used consistently throughout the learning resource.				
9. Words whether contextualized or foreign are correctly spelled.				
10. The correct tense is applied and correct person perspective is observed throughout the learning resource.				
11. Punctuations are in the right places.				
12. Rules on capitalization and hyphenation are followed.				
13. Thoughts/ideas are logically sequenced.				



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14. Headings or titles are appropriate to the content.				
<b>C. Illustrative Materials</b>				
1. Illustrative materials are appropriate to the age, context, setting, and experience of the target learners.				
2. There are no pixelated illustrative materials.				
<b>D. Social Content</b>				
1. The contextualized manuscript is free from social content errors in text and illustrative materials:				
a. Gender bias				
b. Use of foreign or branded products				
c. Use of materials involving aspects of IP culture				
d. Use of materials with discrimination of person with disability				
e. Representation of public servants				
<b>E. Design and Layout</b>				
1. The contextualized manuscript is properly laid out.				
<b>Suggestion/Recommendation</b>				

\_\_\_\_\_  
Signature of the Validator

\_\_\_\_\_  
Date





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**Checklist for Quality Assurance  
 Bridging Primer (TG)**

Name of Teacher: \_\_\_\_\_ Region: \_\_\_\_\_

Grade and Subject: \_\_\_\_\_ Division: \_\_\_\_\_

Name of School: \_\_\_\_\_ District: \_\_\_\_\_

Instruction: Please tick the appropriate column of your honest answer for each criterion.

<b>Bridging Primer (TG)</b>	<b>Observed</b>	<b>Not Observed</b>	<b>Remarks</b>
<b>A. Instructional Design and Organization of Material</b>			
1. Lessons covered are logically presented throughout the material.			
2. Lessons are arranged from simple to complex, from observable to abstract.			
3. Lessons contain useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one lesson to another.			
4. Sequencing of activities within each lesson facilitates achievement of objectives.			
5. Motivational strategies (e.g., overviews, advance organizers, puzzles, games, etc.) are provided.			
6. Development of lessons allow for (1) review, (2) comparison, and (3) integration with previous lessons.			
7. Bridging Primer (TG) promotes development of higher cognitive skills such as critical thinking, creativity, learning by doing, problem solving, and other similar skills.			
8. Bridging Primer (TG) uses various types of teaching and learning strategies to meet individual differences.			
9. Bridging Primer (TG) provides strategies that allow development of social skills such as striving for excellence, accepting responsibility, and working harmoniously with others.			
10. Bridging Primer (TG) provides useful measures and information to help the teacher evaluate learner's progress in mastering the target competencies.			
<b>B. Layout and Presentation</b>			
1. Bridging Primer (TG) layout & design are interesting and attractive to the target user.			
2. Bridging Primer (TG) layout and design are suitable to the target user.			



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3. Layout and text organization (i.e., size of letters, choice of font, use of boldface and italics, etc.) enable the target user to easily identify themes / ideas and rank them in order of importance.			
4. Visuals in the Bridging Primer (TG)(illustrations, photographs, charts, etc.) are relevant to the text.			
5. Visuals in the Bridging Primer (TG)are used to facilitate comprehension.			
6. Visuals in the Bridging Primer (TG)are consistently clear in content and detail.			
<b>C. Readability of the Material</b>			
1. Vocabulary level is suitable to the target users.			
2. Length of sentences is suitable to the target users.			
3. Sentence and paragraph structures are appropriate, varied, and interesting.			
4. There is logical and smooth flow of ideas and activities a. within a lesson. b. from lesson to lesson.			
5. There is consistently good use of transition devices to focus on the main topics and signal a change of topic.			
6. Lessons, instructions, exercises, questions, and activities are clear to the target user.			

\_\_\_\_\_  
Signature of the Validator

\_\_\_\_\_  
Date





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### Checklist for Quality Assurance Bridging Primer (LM)

Name of Teacher: \_\_\_\_\_ Region: \_\_\_\_\_

Grade and Subject: \_\_\_\_\_ Division: \_\_\_\_\_

Name of School: \_\_\_\_\_ District: \_\_\_\_\_

Instruction: Please tick the appropriate column of your honest answer for each criterion.

Bridging Primer (LM)	Observed	Not Observed	Remarks
<b>A. Instructional Design and Organization of Material</b>			
1. Lessons covered are logically presented throughout the material.			
2. Lessons are arranged from simple to complex, from observable to abstract.			
3. Lessons contain useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one lesson to another.			
4. Sequencing of activities within each lesson facilitates achievement of objectives.			
5. Motivational strategies (e.g., overviews, advance organizers, puzzles, games, etc.) are provided.			
6. Development of lessons allow for (1) review, (2) comparison, and (3) integration with previous lessons.			
7. Bridging Primer (LM) promotes development of higher cognitive skills such as critical thinking, creativity, learning by doing, problem solving, and other similar skills.			
8. Bridging Primer (LM) uses various types of teaching and learning strategies to meet individual differences.			
9. Bridging Primer (LM) provides strategies that allow development of social skills such as striving for excellence, accepting responsibility, and working harmoniously with others.			
10. Bridging Primer (LM) provides useful measures and information to help the teacher evaluate learner's progress in mastering the target competencies.			
<b>B. Layout and Presentation</b>			
1. Bridging Primer (LM) layout & design are interesting and attractive to the target user.			
2. Bridging Primer (LM) layout and design are suitable to the target user.			



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3. Layout and text organization (i.e., size of letters, choice of font, use of boldface and italics, etc.) enable the target user to easily identify themes / ideas and rank them in order of importance.			
4. Visuals in the Bridging Primer (LM)(illustrations, photographs, charts, etc.) are relevant to the text.			
5. Visuals in the Bridging Primer (LM) are used to facilitate comprehension.			
6. Visuals in the Bridging Primer (LM) are consistently clear in content and detail.			
<b>C. Readability of the Material</b>			
7. Vocabulary level is suitable to the target users.			
8. Length of sentences is suitable to the target users.			
9. Sentence and paragraph structures are appropriate, varied, and interesting.			
10. There is logical and smooth flow of ideas and activities a. within a lesson. b. from lesson to lesson.			
11. There is consistently good use of transition devices to focus on the main topics and signal a change of topic.			
12. Lessons, instructions, exercises, questions, and activities are clear to the target user.			

\_\_\_\_\_  
Signature of the Validator

\_\_\_\_\_  
Date





Republic of the Philippines  
**Department of Education**

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND INSTRUCTION

**Annex 3. Validation Tool for Learners**

**Validation Instrument for Learner**

Name of Learner \_\_\_\_\_ Grade & Section \_\_\_\_\_

Name of School: \_\_\_\_\_ Division/District: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_ Region: \_\_\_\_\_

Instruction: Please tick the appropriate column of your honest answer for each criterion.

Particulars	Yes	No	Remarks	
			Page No.	Comments
1. Is the language in the Bridging Primer Learner's Materials III easily understood?				
2. Are the instructions easily followed?				
3. Can you accomplish the activity sheet independently?				
4. Can you do each activity sheet for a short period of time?				
5. Are the illustrations/pictures interesting?				
6. Do the illustrations/pictures help you understand the lessons and activities?				
7. Are the illustrations/pictures clear?				
<b>Suggestion/Recommendation</b>				

\_\_\_\_\_  
Signature of the Learner

\_\_\_\_\_  
Date



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**Annex 4. Activity Report (For Language Team Leader)**

**After Activity Report  
Validation of Bridging Primer III (Teacher's and Learner's Materials)**

I. Region: \_\_\_\_\_ Division: \_\_\_\_\_  
Schools: \_\_\_\_\_

II. Date: \_\_\_\_\_

III. Objectives

IV. Summary of Findings/Data  
(based on validation instruments)

V. Highlights

Issues/Challenges	Findings/Observations	Recommendations/ Actions Taken

Submitted by:

Noted:

\_\_\_\_\_  
Signature over printed name

ROSALINA J. VILLANEZA  
Chief, TLD-BLD