



1025/01074

Republic of the Philippines  
**Department of Education**  
Region XI  
**SCHOOLS DIVISION OF PANABO CITY**

Office of the Schools Division Superintendent

**DIVISION MEMORANDUM**  
**SGOD 2025-0559**

To: Assistant Schools Division Superintendent  
Chief Education Supervisor, CID  
Chief Education Supervisor, SGOD  
Public Elementary and Secondary School Heads/Principals  
School Research Coordinators  
All concerned

Subject: **2025 INTERDIVISION RESEARCH CONGRESS**

Date: October 8, 2025

Attached is Regional Memorandum No. 014 s. 2025 re: 2025 Interdivision Research Congress which will be conducted on November 12-14, 2025, via Virtual Presentation – <https://msteams.link/T39E> and December 4, 2025, face to face engagement. Venue to be announced later. Please refer to the attached Regional Memorandum for reference.

The division research presenters are the following to wit:

<b>CY 2025 BERF Grantees</b>	<b>School</b>
Jean C. Malabarbas	AO Floirendo NHS
Christopher V. Mercolita	AO Floirendo NHS
Ana Lyn S. Nanol	Namuag ES
Erick S. Dalumpines	SDO Panabo City
Jaime C. Carlom	SDO Panabo City
Joy S. Magno	SDO Panabo City
Policy Brief: Jekie Cañas	Panabo City NHS
Research Utilization: Renette Martinez	Panabo City NHS
<b>Non- BERF Category</b>	
Student Oral Presentation SHS students of Panabo City NHS with 1 teacher coach	Panabo City NHS
InnovE-Research: Kenneth Licaros – 2024 Division Researcher	Panabo City NHS
Most Outstanding Performance in School Research Management	Southern Davao NHS

Presenters are requested to review the guidelines, mechanics and criteria for the activity stipulated in Regional Memorandum No. 014 s. 2025. For technical assistance as virtual conference shall be conducted on October 20, 2025, @ 2:00 o'clock in the afternoon - <https://meet.google.com/rww-abzc-twp>.



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Should there be any concerns, email Erick S. Dalumpines, SEPS for Planning and Research at [erick.dalumpines@deped.gov.ph](mailto:erick.dalumpines@deped.gov.ph).


Transportation, meals and incidental expenses of the participants shall be charge against School MOOE/Local Funds and Division MOOE for Division Participants subject to the usuals accounting and auditing rules and regulations.

For your information and guidance.

**JINKY B. FIRMAN PhD, CESO VI**  
Schools Division Superintendent

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Incl.: As stated  
SGOD/ABA/ESD

For the SDS   
**AILENE B. ANONUEVO, Ph.D.**  
Chief Education Supervisor, SGOD  
Incharge of the Division

**RELEASED**

**OCT 08 2025**

RECORDS SECTION-SDO PANABO CITY

BY 





Republic of the Philippines  
**Department of Education**  
DAVAO REGION

September 23, 2025

REGIONAL MEMORANDUM  
No. **014**, s. 2025

**2025 INTERDIVISION RESEARCH CONGRESS**

To: Schools Division Superintendents

1. As guided by DepEd Order No. 16, s. 2017 and DepEd Order No. 39, s. 2016, DepEd Region XI has continuously implemented relevant research related activities like training, information dissemination, utilization and archival.
2. One of the activities is research congress that aims to disseminate findings and recommendations of funded and non-funded studies. It ensures that research has social, political, economic, and educational impact through driving innovation, informing policy and enhancing education.
3. This year, the activity will be conducted on November 12-14, 2025 (virtual presentation- <https://msteams.link/T39E>) and December 4, 2025 (in person recognition- *venue to be announced*).
4. Enclosed are the guidelines, mechanics and criteria for the activity.
5. The Division Research Committees shall provide technical assistance to presenters to ensure compliance and quality of output.
6. The Regional Memorandum No. 015, s. 2024- Guidelines on the 2024 Regional Research Congress and other inconsistent issuances are deemed repealed or revoked.
7. Should there be any concern, email the Policy, Planning, and Research Division at [pprd.region11@deped.gov.ph](mailto:pprd.region11@deped.gov.ph).
8. Immediate dissemination and strict compliance of this Memorandum is highly desired.

DEPARTMENT OF EDUCATION  
RECORDS SECTION  
**RELEASED**

ALLAN G. FARNAZO  
Director IV

Encl.: As stated

ROP4/jbac

By: [Signature] Date: Oct. 07, 2024  
Total: 120240



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**GUIDELINES OF THE 2025 INTERDIVISION RESEARCH CONGRESS**

- A. The 2025 Interdivision Research Congress (IRC) will be conducted via blended modality in 3 phases: submission, presentation and recognition.
- B. 2024 and 2025 BERF grantees can join in only 2 categories: either oral, poster, or ERV and paper categories.
- C. Regardless of thematic area, presentation shall focus on the following categories:

BERF Category	Non- BERF Category
1. Oral Research Presentation <ul style="list-style-type: none"><li>• Basic and Action Research</li></ul>	1. Student Oral Research Presentation
2. Poster Research Presentation <ul style="list-style-type: none"><li>• Basic and Action Research</li></ul>	2. InnovE Research
3. Research Paper <ul style="list-style-type: none"><li>• Basic and Action Research</li></ul>	3. Best School Research Management Implementer
4. Education Research Video	
5. Policy Brief	
6. Research Utilization	

**1. Submission Phase**

- a. Study (BERF and Non-BERF) shall adhere to the minimum requirements of completed research per Annex 6, DO No. 16, s. 2017 (*excluding financial report*) and utilize the e-saliksik cover page.
- b. Ensure alignment to Basic Education Research Agenda (DO No. 39, s. 2016) and the key outcomes of the Department's 5-Point Reform Agenda and provide any policy implications.
- c. Utilize the prescribed presentation material templates via <https://rb.gy/bk86iz>.
- d. Manuscripts (PDF file) and presentation materials shall be submitted on or before November 6, 2025 via <https://tinyurl.com/RRCentries>.
- e. Review the presentation materials and documents since only 1 attempt is allowed during submission.
- f. Entries file name shall be: LAST NAME\_SDO (all caps lock)
  - Individual Study - DELACRUZ\_TAGUMCITY
  - Pair/Team Study- DELACRUZeta1\_TAGUMCITY (last name of lead author only)
- g. Changes in categories, themes, titles, etc., shall not be entertained after the deadline.

**2. Presentation Phase**

- a. Virtual presentation will be conducted using MS Teams on November 12-14, 2025.
- b. Participants shall log in using DepEd email accounts.
- c. SDOs may gather participants in the division/ district office if the internet connection at school is unstable, provided compliance with Regional Memorandum 025, s. 2023, re "Regional Policy Guidelines in



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the Substitution of Classes and Grant of Service Credits" to avoid class disruption.

- d. Transportation, meals and incidental expenses of grantees shall be charged against local funds subject to the usual accounting and auditing rules and procedures.
- e. Participants is given 5 minutes (*Oral, Poster, ERV, and InnovE*) and 7 minutes (*Utilization, Policy Brief, and School Research Management*) to present the study, followed by a 5-minute question and answer portion.
- f. Only 1 evaluator will ask questions per presentation.
- g. For multiple authors, only one proponent will present, however all members may participate in the question-and-answer portion.
- h. The Program Management Team (PMT) is in charge of navigating the presentation materials.
- i. A ranking system will be used to identify the top 5 entries in each category.
- j. In the event of a tie, the chairman of the panel of evaluators shall break it through a coin toss.
- k. A memorandum will be issued for the top 5 entries in each category, who will proceed to the recognition phase.

**3. Recognition Phase**

- a. Participants are the top 5 entries in each category.
- b. Awarding of winners shall be conducted face-to-face on December 4, 2025 (*venue to be announced*).
- c. *Barong* or *Filipiniana* shall be worn during the activity.
- d. Top 5 entries in each category are encouraged to bring at least 15- 20 pamphlets (*any style/template*) to intensify the information dissemination of the research results.
- e. Each entry shall prepare a 1-minute video highlighting the study's key features (introduction, method, results, analysis, discussion) and submit to the PMT five days before the awarding proper.
- f. The video will be presented before the declaration of winners and will no longer affect the result made by the evaluators.
- g. Decision of the evaluators is final and irrevocable. Rating sheets are considered personal notes and shall not be given to any participants or requesting party but may be submitted to PPRD for record purposes.

D. A separate Memorandum will be issued on the venue, program, and list of participants.

E. This policy guideline may be adapted to whatever research dissemination activities are conducted in the region, division, or school level, such as congress, colloquium, forum, and conference.





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**MECHANICS OF THE RESEARCH PRESENTATION**

• **BERF Category**

**a. Oral Research Presentation**

- i. Participants are the 2024 and 2025 BERF grantees.
- ii. Divided into 2 sub-categories: action and basic research.
- iii. Prepare a 10- 12 slide utilizing the prescribed template.
- iv. Uses font Bookman Old Style in size at least 24.
- v. Minimal photos, graphics, or video clips can be added.
- vi. No sound effects, background music, or animated graphics. Stick with simple animations and slide transitions.
- vii. Presentation highlights the findings, conclusions, and recommendations.
- viii. Data visualization, such as tables, charts, graphs, etc., may be used to elaborate on the data.
- ix. Presentation content shall include the following parts:

Parts	Content	Slide Count
Title of the Study	Title of the study, researcher, Division Office, alignment to BERA and 5- Point Reform Agenda	1
Introduction	Describes the context, rationale and gaps that inspire the researcher to conduct the study	2
Statement of the Problem	Present the purpose/ objective research questions/ hypothesis of the study	1
Methods and scope	Presents the research design, respondents, sampling, locale data analysis, ethical protocols, scope and limitation.	1
Findings and Result	Include the intervention used in action research. Present the findings in each objective comprehensively. Use graphs, tables or pictures to support you're your findings.	3-4
Discussion of Results, Reflection, Recommendation	Short conclusion synthesizing the findings. Specific recommendation based on findings. May also incorporate the policy, program or projects that can be influenced by the study.	
Sample references	In bullet form, present relevant references used in the study. No need to read.	1

**b. Poster Research Presentation**

- i. Participants are the 2024 and 2025 BERF grantees.
- ii. Divided into 2 sub-categories: action and basic research.
- iii. Prepare a poster using *Canva* in portrait orientation and high definition (1500- 2000 resolution).
- iv. Font is Bookman Old Style.
- v. Moderate photos and graphics may be added.
- vi. Highlight the findings, conclusions, and recommendations.
- vii. Use data visualization, such as tables, charts, graphs, etc. to elaborate on the data.





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viii. Poster shall include the following parts *(excluding abstract)*:

**BASIC Research**

Title of the Study  
Thematic Area & 5 Point  
Reform Agenda Alignment  
Introduction  
Objectives  
Methodology  
Results and Discussion  
Recommendations  
Sample References

**ACTION Research**

Title of the Study  
Thematic Area & 5 Point Reform  
Agenda Alignment  
Introduction  
Innovation/Intervention/Strategy  
Research Questions  
Methodology  
Results and Reflection  
Sample References

**c. Education Research Video**

- i. Participants are the 2024 and 2025 BERF grantees.
- ii. Prepares a 3–4-minute video in landscape orientation, with subtitles, MP4 with 720-1080p format.
- iii. Adheres to copyright laws regarding the music, still pictures, clip art, etc.
- iv. May include proponents' choice of music, video production techniques, and video editing software. Avoid extravagant production.
- v. May include video footage, still photography, computer animation, stop motion, etc., as long as it does not compromise the content.
- vi. ensure consent if video displays other personalities (student, teacher, parent, etc.) aside from the proponent.
- vii. Ensure the appropriateness of the video, displaying no obscene, indecent, or profane content.
- viii. Video content shall include the following parts:

Outline	Content
Opening spiel & title of the Study	Opening spiel, title of the study, researcher, Division Office, alignment to BERA and 5- Point Reform Agenda
Introduction	Describe the problem/ issue that inspire the researcher to conduct the study
Statement of the Problem	Present the purpose/ objective of the study or the research questions
Methods and scope	Presents the research design, respondents, sampling , locale data analysis, ethical protocols, scope and limitation.
Findings and Result	Include the intervention used in action research. Present the findings in each objectives comprehensively. Use graphs, tables or pictures to support you're your findings.
Conclusion and recommendation	Short conclusion synthesizing the findings. Specific recommendation based on findings. May also incorporate the policy, program or projects that can be influenced by the study.
Sample references	In bullet form, present relevant references used in the study. No need to read.





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**d. Research Paper**

- i. Participants are the 2024 and 2025 BERF grantees.
- ii. Divided into 2 sub-categories: action and basic research.
- iii. Manuscript is in A4-sized bond paper, 1-inch margin, Bookman Old Style font, size 11, and in 1.5 spacing.
- iv. Adheres to the minimum requirements of a completed research report per Annex 6, DO No. 16, s. 2017 (exclude financial report) and utilize the e-saliksik cover page.
- v. Ensures alignment of the study to BERA (DepEd Order No. 39, s. 2016), key outcomes of 5-Point Reform Agenda and provides policy implications.
- vi. Supplementary documents like requests to conduct the study, validated questionnaires, developed learning material, etc., may be appended for perusal.
- vii. Abstracts should have a maximum of 250 words with keywords.
- viii. Evaluation is done offline and not part during the presentation phase.

**e. Policy Brief**

- i. SDO shall identify one entry among the previously completed BERF studies (FY 2023 - below).
- ii. Policy brief shall be in PDF format, A4-sized bond paper, 1-inch margin, Bookman Old Style font, size 11, and in 1.5 spacing.
- iii. May contains moderate designs and has the following parts:

PART	DESCRIPTION
Title Page	Identifies topic and inspires interest, is short, catchy and direct to the point.
Executive Summary	Summarize the key issue, main findings, and proposed policy action. Keep it 100-150 words.
Context and Rationale	Describe comprehensively the problem or issue being addressed. Present the cause and effect of the problem through problem tree analysis. Provide background information with relevant data/statistics. Supplement external insights.
Research Evidence	Present 2-4 major findings from the research that will help address the problem. Use bullets, graphs, or tables for clarity.
Policy Options	Connect the research findings to the policy options Provide actionable (achievable), feasible (practical and affordable) and culturally appropriate (respectful of the cultural and political context) policy recommendations. Frame them as steps for decision-makers. May supplement external insights to strengthen recommendation.
Implications	Explain how adopting the recommendations will benefit learners, teachers, and the education system.
References	Cite only essential references used in the brief.

- iv. Prepare a 10- 12 slide utilizing the prescribed template for presentation.
- v. Uses font Bookman Old Style in size at least 24.





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- vi. Minimal photos, graphics, or video clips can be added.
- vii. No sound effects, background music, or animated graphics. Stick with simple animations and slide transitions.

**f. Research Utilization**

- i. Each SDO shall identify 1 entry among the previously completed BERF studies (2023- below) whose results, findings and recommendations were utilized to improve the delivery of quality basic education.
- ii. Prepares an electronic portfolio in PDF format, A4-sized bond paper, with 1-inch margins, Bookman Old Style font, size 11, and 1.5 spacing.
- iii. May add moderate design and has the following parts:
  - 1. Title Page
  - 2. Research Abstract
  - 3. Introduction
  - 4. Research Utilization Terminal Reports
  - 5. Means of Verification
  - 6. Reflection.
- iv. Research utilization shall be categorized as follows:

Type	Description	Example
Conceptual Utilization	Changing Understanding or Perspectives Research influences the way people think about a problem or issue, even if not applied immediately.	Research on growth mindset changes teachers' beliefs about intelligence being malleable. Teachers begin encouraging students with "yet" statements ("You haven't mastered this skill yet") to shift mindsets by participating to information dissemination activities like congress, forum, etc.
Instrumental Utilization	Direct Use of Research Research findings are applied directly to practice or policy	A study shows that using formative assessment increases student performance. A school adopts regular formative quizzes as part of its teaching strategy.
Symbolic Utilization	Political or Justificatory Use Research is used to support or legitimize decisions or policies that may have already been made.	A Department of Education cites literacy research to justify rolling out a nationwide reading program, even though the program decision had been planned earlier or a memorandum was issued for the adoption and implementation of an intervention/innovation.

- v. Prepare a 10- 12 slide utilizing the prescribed template for presentation.
- vi. Uses font Bookman Old Style in size at least 24.
- vii. Minimal photos, graphics, or video clips can be added.
- viii. No sound effects, background music, or animated graphics. Stick with simple animations and slide transitions.





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• **Non BERF Category**

**a. Student Oral Research Presentation**

- i. Participants are the Senior High School Students currently enrolled for SY 2025-2026.
- ii. Each SDO shall have 1 team composed of 3 members and a teacher-coach.
- iii. Entries' research design is limited as follows:
  - a. Quantitative – Descriptive, Causal, Correlational
  - b. Qualitative- Phenomenological, case study
- iv. Previously conducted research by the participants is allowed to be presented.
- v. Science investigatory projects are not allowed to join.
- vi. Research topics shall be within the level of senior high school students.
- vii. Manuscript is in A4-sized bond paper, 1-inch margin, Bookman Old Style font, size 11, and in 1.5 spacing.
- viii. Follows the IMRAD format and APA 7<sup>th</sup> edition citation and referencing style.
- ix. Supplementary documents, such as requests to conduct the study and validated questionnaires, etc. may be appended for perusal.
- x. Abstracts should have a maximum of 250 words with keywords.
- xi. Prepare a 10- 12 slide utilizing the prescribed template for presentation.
- xii. Uses font Bookman Old Style in size at least 24.
- xiii. Minimal photos, graphics, or video clips can be added.
- xiv. No sound effects, background music, or animated graphics. Stick with simple animations and slide transitions.
- xv. Presentation highlights the findings, conclusions, and recommendations.
- xvi. Data visualization, such as tables, charts, graphs, etc., may be used to elaborate on the data.
- xvii. Presentation content shall include the following parts:

Parts	Content	Slide Count
Title of the Study	Title of the study, researcher, School, Division Office	1
Introduction	Describe the context, rationale and gaps that inspire the researcher to conduct the study	2-3
Statement of the Problem	Present the purpose/ objective of the study or the research questions	
Methods and scope	Presents the research design, respondents, sampling, locale data analysis, ethical protocols, scope and limitation.	1-2
Findings and Result	Present the findings in each objectives comprehensively. Use graphs, tables or pictures to support you're your findings.	2-3
Conclusion and recommendation/ Reflection/ Insights	Short conclusion synthesizing the findings. Specific recommendation based on findings. May also incorporate the policy, program or projects that can be influenced by the study.	2
Sample references	In bullet form, present relevant references used in the study. No need to read.	1





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**b. InnovE Research Category**

- i. Each SDO shall identify 1 entry either from the school, district or division level.
- ii. Participants can either be teaching or non-teaching personnel who have conducted innovation research, but not funded by BERF.
- iii. Manuscript adheres to the minimum requirements of an action research report per Annex 6, DO No. 16, s. 2017 (exclude financial report) and utilize the e-saliksik cover page.
- iv. Innovation could be any or a combination of the following categories based on RA 11293 (Philippine Innovation Act):
  1. **Organizational Innovation** refers to the development and/or introduction of new or significantly improved methods in practices, workplace, or external relations.
  2. **Policy Innovation** refers to the development and/or introduction of new or significantly different solutions to policy problems.
  3. **Process Innovation** refers to the development and/or introduction of a new or significantly improved production or delivery method.
  4. **Product Innovation** refers to the introduction of a good or service that is new or significantly improved with respect to its features, applications, characteristics, or intended uses.
  5. **Social Innovation** refers to the process of identifying and delivering new services that improve the quality of life of individuals and communities through employment, consumption, and/or participation.
- v. Prepare a 10- 12 slide utilizing the prescribed template for presentation.
- vi. Uses font Bookman Old Style in size at least 24.
- vii. Minimal photos, graphics, or video clips can be added.
- viii. No sound effects, background music, or animated graphics. Stick with simple animations and slide transitions.
- ix. Presentation highlights the findings, conclusions, and recommendations.
- x. Data visualization, such as tables, charts, graphs, etc., may be used to elaborate on the data.
- xi. Presentation content shall include the following parts:

Outline	Content	Slide Count
Title of the Study	Title of the study, researcher, Division Office	1
Introduction	Describe the problem/ issue that inspire the researcher to conduct the study	2-3
Statement of the Problem	Present the purpose/ objective of the study or the research questions	
Innovation/ Method	Presents the innovation and its implementation procedure. Highlight and describe the application of innovation formula: <b>Real problem + creativity + action= innovation</b>	2
Findings and Result	Include the intervention used in action research. Present the findings in each objectives comprehensively. Use graphs, tables or pictures to support you're your findings.	2-3





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Conclusion and recommendation/ Reflection/ Insights	Short conclusion synthesizing the findings. Specific recommendation based on findings. May also incorporate the policy, program or projects that can be influenced by the study.	1
Sample references	In bullet form, present relevant references used in the study. No need to read.	1

**c. Best School Research Management Implementer**

This category aims to recognize schools in DepEd Region XI that demonstrate exemplary practices in research management. It intends to encourage a culture of evidence-based decision-making and continuous improvement in schools.

- i. Participants are the public elementary and secondary school heads in DepEd Region XI.
- ii. Participants submit a compiled portfolio (digital) of research management accomplishment report with MOVs based on the given criteria and research management cycle as per DO 16, s. 2017.
- iii. Entries must be officially endorsed by the Schools Division Office (SDO) with certificate of authenticity and veracity.
- iv. Prepare a 10- 12 slide utilizing the prescribed template for presentation.
- v. Uses font Bookman Old Style in size at least 24.
- vi. Minimal photos, graphics, or video clips can be added.
- vii. No sound effects, background music, or animated graphics. Stick with simple animations and slide transitions.
- viii. Presentation highlights of school research management accomplishments.
- ix. Data visualization, such as tables, charts, graphs, etc., may be used to elaborate on the data.





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**CRITERIA FOR EVALUATION**

**I. Oral, Poster, and Education Research Video Presentation**

Criteria	Rating			
	(17–20 pts)	(13–16 pts)	(9–12 pts)	(0–8 pts)
<b>Depth of Content</b> (20 pts)	Research addresses a significant issue; goals/questions are clear; accurate & comprehensive information; integrates theories, literature, and results effectively; theory applied well.	Relevant issue; goals/questions fairly clear; mostly accurate info; some reference to literature; results and applications described but not deep.	Somewhat relevant issue; goals/questions unclear; partial inaccuracies; limited concepts explained; weak integration of literature & results; minimal theory application.	Issue not clear/relevant; goals/questions missing; inaccurate/incomplete info; lacks concepts, literature, or theory application.
<b>Organization</b> (20 pts)	Logical, smooth flow; easy to follow; strong opening, body, and conclusion.	Mostly logical; minor lapses; opening/body/conclusion present but not strong.	Somewhat disorganized; difficult to follow reasoning; weak transitions.	No clear organization; ideas scattered and hard to follow.
<b>Presentation Style</b> (20 pts)	Appropriate for audience; well-paced; engaging; confident, audible, with good eye contact.	Mostly appropriate; pacing slightly uneven; speaker comfortable but occasionally unclear.	Sometimes too technical/simple; inconsistent pacing; shows discomfort; voice not always clear.	Inappropriate for audience; too fast/slow; disengaged; inaudible.
<b>Verbal Interaction</b> (20 pts)	Responds to questions thoughtfully; clarifies & summarizes effectively; strong mastery of research.	Responds clearly to most questions; some clarification/summarization; good mastery.	Responds partially; limited clarification/summarization; shallow mastery.	Unable to answer; no clarification/summarization; poor mastery.
<b>Communication Aids</b> (20 pts)	Professional & visually appealing; enhance presentation; info well-organized; main points clear.	Generally professional; support presentation; organized but not maximized; some clutter.	Simple/unpolished; limited support; confusing organization; main points unclear.	Poorly prepared/missing; distracting; disorganized/confusing.





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## II. Research Paper

Criteria/ Sections to be checked	Rating			
	25-20 points	19-14 points	13-8 points	8-1 points
<b>CREDIBILITY (25 pts)</b> Sections: Intro, Lit Review, Conclusion, Intervention, Methodology, Whole Paper, Results & Reco)	Research is highly credible; cites strong literature; research design is precise and appropriate; processes described clearly; data analysis rigorous; findings accurate, well-grounded in data, and situated within literature; paper shows coherent planning.	Research shows credibility: cites relevant literature; research design appropriate but with minor flaws; processes described with some clarity; data analysis somewhat appropriate; findings mostly aligned with results and literature.	Research has limited credibility: weak citations; research design questionable; processes unclear; data analysis limited or partially mismatched; findings loosely aligned with data/literature.	Research lacks credibility: poor or missing citations; flawed design; processes not understandable; inappropriate or missing analysis; findings inaccurate or not linked to data/literature.
<b>CONTRIBUTORY (25 pts)</b> Sections: Intro, Research Questions, Abstract, Discussion & Reco	Research is highly contributory: issues are novel/current; results are useful to multiple groups; findings falsifiable, applicable beyond context, and contribute significantly to theory/knowledge/practice.	Research is contributory: issues relevant but not novel; results useful to at least one group; findings somewhat applicable beyond context; contributes moderately to theory/practice.	Research has limited contribution: issues basic or somewhat outdated; results minimally useful; findings weakly applicable beyond context; little contribution to theory/practice.	Research shows little/no contribution: issues irrelevant; results not useful to any group; findings not falsifiable or applicable; no contribution to theory/practice.
<b>COMMUNICABLE (25 pts)</b> Sections: Whole Paper	Research is highly communicable: fully complies with rules/format; language highly appropriate, clear, and accessible to intended audience.	Research is communicable: complies with most rules; language generally appropriate with minor lapses in clarity/accessibility.	Research somewhat communicable: partially follows rules; language at times unclear or not suited to audience.	Research not communicable: does not follow rules; language inappropriate, inaccessible, or confusing.
<b>CONFORMING (25 pts)</b> Sections:	Research is highly conforming: consistent citation style; clear evidence of consent/assent; advocacy	Research is conforming: mostly consistent citation style; consent/assent documented; advocacy plan and	Research somewhat conforming: inconsistent citation style; unclear consent/assent	Research not conforming: no clear citation style; no consent/assent; no advocacy plan/recommendations.





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Methodology, Dissemination/Advocacy Plan/ References/ Citations, Supporting Docs	plan and recommendations complete, feasible, and relevant.	recommendations present but need improvement.	documentation; advocacy plan/recommendations incomplete or vague.	
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### III. Research Utilization

Criteria	Rating			
	(21-25 pts)	(16-20 pts)	(11-15 pts)	(0-10 pts)
<b>Need / Sense Of Urgency</b> (20 Pts)	Research strongly identifies the target audience and their concerns; findings reveal very urgent need for immediate implementation; significance is highly visible and timely.	Research identifies audience and concerns fairly well; results reveal urgency but less critical; significance is clear but not fully compelling.	Research somewhat identifies audience; urgency is weakly evident; significance to theme partly addressed.	Research does not clearly identify audience; urgency is absent; significance to theme is unclear.
<b>Applicability</b> (20 Pts)	Highly applicable across different contexts; sustainability evident; relevance strong across various interests/subjects.	Generally applicable in more than one context; sustainability fairly shown; relevance present but limited.	Applicable in a narrow or specific context; sustainability not clear; limited relevance.	Hardly applicable; lacks sustainability; relevance minimal or absent.
<b>Linking Research with Practice</b> (20 Pts)	Strong evidence of research promoted and tested in real contexts; interventions replicable; high and growing interest in practical use.	Evidence of research tested in limited contexts; some replication possible; moderate interest in practice.	Limited testing in practice; interventions difficult to replicate; little interest in practical use.	No evidence of testing in practice; interventions not replicable; no interest in utilization.
<b>Utilization</b> (20 Pts)	Research was applied in all types of utilization: conceptual, symbolical, and instrumental Implemented at regional, division, district or school level	Research was applied in either 2 types of utilization: conceptual, symbolical, and instrumental Implemented at regional, division, district or school level	Research was applied in 1 type of utilization: conceptual, symbolical, and instrumental Implemented at division, district or school level	Research was applied in either 1 types of utilization: conceptual, symbolical, and instrumental Implemented at division, district or school level
<b>Presentation Style &amp; Verbal</b>	Appropriate for audience; well-paced; engaging; confident,	Mostly appropriate; pacing slightly uneven; speaker	Sometimes too technical/simple; inconsistent	Inappropriate for audience; too fast/slow; disengaged; inaudible.



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<b>Interaction</b>  (20 Pts)	audible. Responds to questions thoughtfully; clarifies & summarizes effectively; strong mastery of research. Professional & visually appealing; enhance presentation; information well-organized; main points clear.	comfortable but occasionally unclear. Responds clearly to most questions; some clarification/ summarization; good mastery. Generally professional; support presentation; organized but not maximized; some clutter.	pacing; shows discomfort; voice not always clear. Responds partially; limited clarification/ summarization; shallow mastery. Simple/unpolished; limited support; confusing organization; main points unclear.	Unable to answer; no clarification/summarization; poor mastery. Poorly prepared/missing; distracting; disorganized/confusing.
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#### IV. Policy Brief

Criteria	Rating			
	(21-25 pts)	(16-20 pts)	(11-15 pts)	(0-10 pts)
<b>Soundness of Content</b>  (25 Pts)	Content is highly appropriate for the reader/target audience; arguments are valid with true premises; recommendations are well-grounded and clearly appropriate; ideas are clear and understandable even to non-specialists.	Content is mostly appropriate; arguments are generally valid; recommendations are appropriate though may lack depth; content is understandable with minor clarifications.	Content is somewhat appropriate but may not fully align with the audience; arguments show some inconsistencies; recommendations may be vague; requires effort for non-specialists to understand.	Content is inappropriate or irrelevant; arguments are weak or invalid; recommendations are missing or inappropriate; very difficult for non-specialists to understand.
<b>Delivery</b>  (25 Pts)	Speaks clearly and articulately with excellent volume; shows enthusiasm, poise, and confidence; pacing is ideal for comprehension; uses engaging, simple words and clear sentences tailored to the audience.	Speaks clearly most of the time with good volume; shows confidence but may occasionally lack enthusiasm; pacing is generally appropriate; language is mostly engaging and understandable.	Speech has moments of clarity but volume, articulation, or pacing are inconsistent; confidence is lacking; language sometimes complex or unclear for the audience.	Speech is unclear, mumbled, or inaudible; shows little confidence or enthusiasm; pacing makes comprehension difficult; language is confusing and disengaging.



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<b>Organization of the Argument (25 Pts)</b>	Argument is highly organized with clear objectives, problem statement, conclusion, and recommendations; vital information is systematically presented and easy to follow.	Argument is organized with clear objectives and recommendations, though some sections may need more clarity; vital information is present but not always well-structured.	Argument has limited organization; objectives, problem statement, or recommendations are unclear; vital information is incomplete or loosely presented.	Argument lacks organization; objectives, problem statement, or recommendations are missing; vital information is not presented.
<b>Information Aids (25 Pts)</b>	Visual aids are well-designed, enhance understanding, and are easy to navigate; information is clearly sectioned with identifiable focus; white space/margins are sufficient; data are presented in a simple, non-redundant format; presentation of data shows strong confidence and knowledge.	Visual aids support understanding but may lack refinement; information sections are mostly clear; formatting is sufficient; data presentation is understandable but may overlap with text; presenter shows confidence with minor gaps.	Visual aids are minimal or somewhat unclear; information sections are inconsistent; formatting is lacking; data are presented but confusing or redundant; presenter shows limited confidence.	Visual aids are absent or ineffective; information is disorganized; formatting is poor; data presentation is unclear or missing; presenter is unconfident and unprepared.

**V. InnovE Research Category**

Criteria	Rating				
	18-20 pts	14-17 pts	9-13 pts	5-8 pts	1-4 pts
<b>Relevance &amp; Significance (20 pts)</b>	Addresses a critical DepEd priority; strong potential impact	Addresses an important problem; moderate impact	Addresses a general concern; limited relevance	Vague connection to DepEd priorities	No clear relevance or significance
<b>Innovation &amp; Originality (20 pts)</b>	Highly innovative; introduces a novel, unique solution	Some originality; modifies existing practices effectively	Moderate innovation; adapts known strategies	Minimal innovation; relies on standard practices	No innovation or originality



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<b>Methodology (20 pts)</b>	Research design is rigorous, ethical, and appropriate	Research design is clear and acceptable	Methodology is adequate but with minor gaps	Weak methodology; lacks rigor or clarity	Flawed design; unreliable or unethical
<b>Feasibility &amp; Sustainability (20 pts)</b>	Highly feasible; strong replication and sustainability plan	Feasible; some sustainability considered	Some feasibility; limited sustainability	Difficult to implement; unrealistic scope	Not feasible or sustainable
<b>Impact &amp; Utilization (20 pts)</b>	Strong evidence of potential system-wide impact	Clear impact on specific contexts	Moderate impact with limited applicability	Minimal expected impact	No evidence of impact

**VI. Outstanding Performance in School Research Management**

Criteria	Indicators/MOVs	Score (Pts)	Performance Descriptors
<b>1. Research Governance</b>	Existence of functional School Research Committee/ Coordinator  <b>MOV:</b> Copy of School Memo/Order, Committee Structure, designation order	<b>10</b>	<b>(9-10 pts)</b> Functional committee with official memo/order and clear structure. Coordinator with designation order and approved action plan <b>(8-6 pts)</b> - Committee/ coordinator exists with partial documentation. <b>(1-5 pts)</b> - Committee/ coordinator is informal, limited documentation. <b>(0 pts)</b> - No committee/ coordinator or proof of governance.
<b>2. Research Capacity Building</b>	Research Training Conducted  <b>MOV:</b> Activity/ LAC Design, attendance, sample certificates, pictures	<b>10</b>	<b>(9-10 pts)</b> - Conducted at least 3 research related trainings attended by 100% of school personnel with full documentation. <b>(8-7 pts)</b> - Conducted at least 2 research related trainings attended by 50-90% of school personnel with full documentation. <b>(4-6 pts)</b> - Conducted at least 1 research related trainings attended by below 50% of school personnel with partial documentation. <b>(0-3 pts)</b> - No training or evidence provided.
	Participation in Higher-level research related Trainings  <b>MOV:</b> Certificates, travel orders, activity reports, Memorandum	<b>10</b>	<b>(9-10 pts)</b> - 100% of teachers attended higher-level research related trainings, fully documented. <b>(7-8 pts)</b> - 50-99% of teachers attended higher-level research related trainings with adequate documentation.



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			<b>(4-6 pts)</b> – Below 50% of teachers attended higher-level research related trainings, minimal documentation. <b>(0-3 pts)</b> – No participation or proof.
<b>3. Research Production &amp; Dissemination</b>	Compilation and BEIS reporting of Research <b>MOV:</b> Abstracts of research studies, approved proposals, signed BEIS, OPCRf	10	<b>(9- 10 pts)</b> – Compilation is complete, updated, and accessible. <b>(7-8 pts)</b> – Coropilation exists but incomplete or outdated. <b>(4-6 pts)</b> – Few studies compiled with limited documentation. <b>(0-3 pts)</b> – No compilation or proof.
	Presentation of research/ creation of avenue for Research information dissemination <b>MOV:</b> Approved Activity Design, terminal report, attendance, Program, pictures, certificates	10	<b>(9- 10 pts)</b> –presentations at international/ national/regional/ division/ district/ school level and conducted school- wide research information dissemination activities with complete documentation. <b>(7-8 pts)</b> – presentations at regional/ division/ district/ school level and conducted school- wide research information dissemination activities with adequate documentation. <b>(4-6 pts)</b> – presentations at district/ school level and conducted classroom/ grade/ department level- wide research information dissemination activities with minimal documentation. <b>(0-3%pts)</b> – No presentations/ of conduct of of information dissemination activities.
	Archival / Publication of Research Outputs <b>MOV:</b> Screenshots from DepEd e-Saliksik portal; journal, compendium, newsletter, publication links/DOI	10	<b>(9- 10 pts)</b> – 100% of completed Research are archived/published in print or online with valid proof. <b>(7-8 pts)</b> – 50-99% of completed research are published/archived with partial proof. <b>(4-6 pts)</b> – Below 50% of completed research are published/archived with minimal proof. <b>(0-3 pts)</b> – No outputs archived/published.
<b>4. Research Utilization</b>	Improvements in Teaching-Learning <b>MOV:</b> Lesson plans, reports, test results	10	<b>( 9- 10 pts)</b> – Research outputs consistently used to improve teaching-learning, significant positive impact to students/ teachers performance, with strong MOVs. <b>(7-8 pts)</b> – Research outputs moderately used to improve teaching-learning, average positive impact to students/ teachers performance, with adequate MOVs. <b>(4-6 pts)</b> – Research outputs poorly used to improve teaching-learning, low positive impact to students/ teachers performance, with minimal MOVs. <b>(0-3 pts)</b> – No evidence of utilization.
	Instrumental and Symbolic Use	10	<b>(9- 10 pts)</b> – Research is reconducted, adopted, utilized or cited and findings translated into school policy/programs with complete documentation. <b>(7-8 pts)</b> – – Research is reconducted, adopted, utilized or cited with documentation.



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	<b>MOVs:</b> reconducted/ adopted/ utilization/ citation certificate, School policy/program based on research output,		<b>(4-6 pts)</b> -- Research is reconducted, adopted, utilized or cited with minimal documentation. <b>(0-3 pts)</b> -- No adoption evident.
<b>5. Sustainability &amp; Innovation</b>	Mechanisms for Research Support <b>MOVs:</b> APP documents, partnerships	<b>10</b>	<b>(10 pts)</b> -- Research support mechanisms institutionalized (e.g., budget in APP, partnerships). <b>(7-9 pts)</b> -- Some mechanisms in place with partial proof. <b>(4-6 pts)</b> -- Limited support mechanisms. <b>(0-3 pts)</b> -- No mechanisms present.
	Good Practices and Innovations <b>MOVs:</b> Documentation/ Terminal reports	<b>10</b>	<b>(10 pts)</b> -- Documented innovative practices and good models for replication. <b>(7-9 pts)</b> -- Some good practices documented. <b>(4-6 pts)</b> -- Few practices documented, lacking detail. <b>(0-3 pts)</b> -- No good practices documented.



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**CHECKLIST**

Submission Link: <https://tinyurl.com/RRCentries>

Templates Link: <https://rb.gy/bk86iz>

Event	Participants	Materials to Prepare	Deadline of Submission	Presentation time	Q & A time
Oral Research Presentation	2024 & 2025 BERF Grantees	<ul style="list-style-type: none"><li>PowerPoint Presentation</li><li>Manuscript (PDF)</li></ul>	November 6, 2025	5 mins	5 mins
Poster Research Presentation		<ul style="list-style-type: none"><li>Poster</li><li>Manuscript (PDF)</li></ul>			
Education Research Video Presentation		<ul style="list-style-type: none"><li>Video (mp4)</li><li>Manuscript (PDF)</li></ul>		n/a	n/a
Research Paper		<ul style="list-style-type: none"><li>Manuscript (PDF)</li></ul>			
Research Utilization	2023 BERF Grantees & below	<ul style="list-style-type: none"><li>e-portfolio</li><li>PowerPoint Presentation</li><li>Manuscript (PDF)</li></ul>		7 mins	5 mins
Policy Brief		<ul style="list-style-type: none"><li>E-copy of briefer</li><li>PowerPoint Presentation</li><li>Manuscript (PDF)</li></ul>			
Student Oral Research Presentation	SHS Students enrolled for SY 2025-2026 & a teacher-coach	<ul style="list-style-type: none"><li>PowerPoint Presentation</li><li>Manuscript (PDF)</li></ul>		5 mins	5 mins
InnovE Research	Teaching or non-teaching personnel from school, district or division level	<ul style="list-style-type: none"><li>PowerPoint Presentation</li><li>Manuscript (PDF)</li></ul>			
Best School Research Management Implementer	School Head	<ul style="list-style-type: none"><li>e-portfolio</li><li>PowerPoint Presentation</li></ul>		7 mins	



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