



Republic of the Philippines  
**Department of Education**  
 DIGOS CITY DIVISION

**Office of the Schools Division Superintendent**  
**DIVISION MEMORANDUM**

SGOD-2024-430

To : Assistant Schools Division Superintendent  
 CID and SGOD Chiefs  
 Education Program Supervisors  
 Public Schools District Supervisors  
 School Heads and Teachers of Public  
 Elementary and Secondary Schools  
 All Non-teaching Personnel

Subject : GUIDELINES ON THE 2024 REGIONAL RESEARCH CONGRESS

Date : July 23, 2024

In reference to the attached Regional Memorandum No.014, S. 2024, re: "Guidelines on the 2024 Regional Research Congress", this Office informs all personnel on the guidelines on the conduct of the activity as a supplement to the existing Research Management Guidelines.

This annual Regional Research Congress aims to disseminate the findings and recommendations of the Basic Education Research Funded studies while ensuring that these have social, political, economic, and educational impact through driving innovation, informing policy, enhancing education, and improving overall quality of life.

The guidelines for the 2024 Regional Research Congress onwards are contained in the memorandum, and explicitly discuss the details of the enclosures.

For information, guidance, and compliance.

*M. P. Estacio*  
**MELANIE P. ESTACIO, PhD, CESO VI**  
 OIC- Schools Division Superintendent

*[Signature]*  
 7/23/24

Regional Schools Division of Digos City  
 RECORDS SECTION  
**RELEASED**  
*W-TW/185*  
 DATE: JUL 24 2024 TIME: 2:00 PM  
 BY: *[Signature]*

Enclosed: As stated.  
 SGOD/PR/mbr



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Schools Division of Digos City  
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**RECEIVED** 124185  
 DATE: 15 JUL 2024 TIME 4:21  
 BY: [Signature]

Office of the Regional Director

July 01, 2024

REGIONAL MEMORANDUM  
 No. 014, s. 2024

**GUIDELINES ON THE 2024 REGIONAL RESEARCH CONGRESS**

To: Schools Division Superintendents  
 All Others Concerned

1. To provide evidence-based decision-making among the teaching and non-teaching personnel, DepEd Order No. 16, s. 2017 and DepEd Order No. 39, s. 2016 presents a comprehensive framework for research management to strengthen education research by utilizing its results to inform the top management's policy, planning, and research to align with its Management's' vision, mission, and core values. The Department of Education XI has continuously supported implementing the research management program through various training/ seminars, studies, implementation, information dissemination, and utilization.

2. The annual Regional Research Congress aims to disseminate the findings and recommendations of the Basic Education Research Funded studies. This activity ensures that funded research has social, political, economic, and educational impact through driving innovation, informing policy, enhancing education, and improving overall quality of life. This contributes to the visibility, comprehension, and implementation of the projects, programs, and activities in delivering basic education.

3. Anent thereof, this Office provides the guidelines on the conduct of the activity as a supplement to the existing Research Management Guidelines.

4. The guidelines for the 2024 Regional Research Congress onwards are contained in the following:

- a. Enclosure 1: Regional Research Congress
- b. Enclosure 2: Mechanics of the Research Presentation
- c. Enclosure 3: Criteria for Evaluation

5. The Division Research Committees are advised to assist BERF grantees to ensure compliance with the guidelines.

6. Previous issuances inconsistent with this Memorandum particularly Regional Memorandum No. 017, s. 2023 re "Guidelines on the 2023 Regional Research Congress" are deemed repealed or revoked.

7. Should there be any concern, contact Jomar Boy A. Cuyos, Education Program Specialist- II through Policy, Planning, and Research Division at pprd.region11@deped.gov.ph or (082)-2240-752.



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8. Immediate dissemination and strict compliance of this Memorandum is highly desired.

**ALLAN G. FARNAZO**  
 Director IV

Enclosed: As stated  
 Reference: As stated

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

- Research
- School
- Policy
- Information Dissemination

DEPARTMENT OF EDUCATION  
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By: [Signature]  
 Date: July 18, 2024  
 34712

ROP4/jbac



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Enclosure 1

**REGIONAL RESEARCH CONGRESS**

**I. General Guidelines**

- A. The Regional Research Congress shall be conducted once a year after current Basic Education Research Fund (BERF) grantees have completed the implementation of the study and submitted the final deliverables.
- B. The activity may be conducted face-to-face, virtual, or blended modality.
- C. Regardless of the thematic area, the presentation shall focus on the following categories, but not limited to:
  1. Oral Research Presentation;
    - a. Basic Research
    - b. Action Research
  2. Poster Research Presentation;
    - a. Basic Research
    - b. Action Research.
  3. Education Research Video;
  4. Best Research Paper;
  5. Policy Brief Presentation; and,
  6. Research Utilization.
- D. Under oral and poster presentation and education research video categories, grantees can join in only one category.
- E. For the best research paper, all grantees are allowed to participate.
- F. The policy brief and research utilization categories shall be participated by the previous grantees (2022 -below) who have not yet participated in these categories.
- G. The activity shall be conducted in 3 phases, to wit.

**1. Submission Phase**

- a. The manuscript shall adhere 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.
- b. Participants shall ensure the alignment of the study to the 4 major and cross-cutting themes (if applicable) per DepEd Order No. 39, s. 2016. Further, alignment with the BEDP Pillars and MATATAG Agenda may also be considered per RM-PPRD-2024-049.
- c. Supplementary documents like requests to conduct study, validated questionnaires, developed learning material, etc. may be appended for perusal.
- d. Participants shall utilize the prescribed templates for the presentation materials- <https://tinyurl.com/rrc-2024>.
- e. The manuscript (PDF file) and presentation materials (slide decks, posters, videos, and EIC) shall be submitted 10 days before the



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presentation phase through the link - <https://bit.ly/RRCentries> and named - lead authors' LAST NAME\_SDO (all caps lock), e.g. individual - **DELACRUZ\_TAGUMCITY** and team - **DELACRUZetal\_TAGUMCITY**.

- f. Changes in categories, themes, titles, etc. shall not be entertained after the deadline.

**2. Presentation Phase**

- a. The presentation phase shall be conducted virtually.
- b. MS Teams will be the virtual platform during the presentation. grantees shall log in using DepEd email accounts.
- c. During this phase, SDOs may opt to gather grantees at the Division Office if the internet connection at school or home is not stable as long as no classes will be disrupted by adhering to Regional Memorandum 025, series 2023 re "Regional Policy Guidelines in the Substitution of Classes and Grant of Service Credits" is in place.
- 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. Grantees will be given 5 minutes (*Oral, Poster and ERV*) and 10 minutes (*Utilization and Policy Brief*) to present the study followed by another 5-5-minute question and answer with the panel of evaluators.
- f. Only 1 evaluator will ask questions per presentation.
- g. For multiple authors, only one grantee will present and answer questions. However, all grantees will receive the necessary certificates of presentation.
- h. The Program Management Team (PMT) shall navigate the presentation materials.
- i. A ranking system will identify the top 3 winners in each category.
- j. In the event a tie will happen, the chairman of the panel of evaluators shall break it through a toss coin.
- k. The RRC secretariat shall issue a memorandum on the short-listed entries who will proceed to the recognition phase 5-7 days after the presentation.

**3. Recognition Phase**

- a. The awarding of winners shall be conducted face-to-face, and participants shall wear *Barong* or *Filipiniana*.
- b. The top 3 presenters in each category shall prepare a 1 to 2-minute brief video presentation of the study which will be presented before the declaration of winners. It shall be submitted to the PMT five days before the awarding.
- c. This presentation will no longer affect the result made by the evaluators during the presentation phase and is only done for reiteration purposes.
- d. The decision of the evaluators shall be final and irrevocable. Rating sheets are considered personal notes and shall not be given to any presenter or requesting party but may be submitted to PPRD for record purposes.



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- H. For the mechanics of presentation and criteria for evaluation, see *Enclosures 2 and 3*.
- I. During the recognition phase, all qualified entries in each category are encouraged to bring at least 15- 20 pamphlets (*proponents' choice of style*) to intensify the information dissemination of the results.
- J. A separate Memorandum shall be issued on the venue, deadline, program, activity matrix, and list of participants.
- K. 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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Enclosure 2

**MECHANICS OF THE RESEARCH PRESENTATION**

**I. Oral Presentation Category**

- A. Grantees who have just completed the implementation and submitted the final deliverables of the study qualify for this category.
- B. This category will be divided into 2 sub-categories: action and basic research.
- C. Grantees shall prepare 10-15 slide decks utilizing the prescribed template and submit to the PMT on or before the deadline.
- D. The font shall be in Bookman Old Style in size at least 24.
- E. Minimal photos, graphics or video clips can be added to the presentation.
- F. Avoid adding sound effects, background music, and animated graphics. Stick with simple animations and slide transitions.
- G. Findings, conclusions and recommendations should be highlighted and presented clearly and concisely through tables, charts, graphs, and other visuals to elaborate the data.
- H. The content of the presentation shall include the following parts:

Outline	Content	Slide Count	Time
Opening spiel & title of the Study	Opening spiel, title of the study, researcher, Division Office	1	30 sec
Introduction	Describe the problem/ issue that inspire the researcher to conduct the study	1-2	2 mins
Statement of the Problem	Present the purpose/ objective of the study or the research questions	1	40 sec
Methods and scope	Presents the research design, respondents, sampling, locale data analysis, ethical protocols, scope and limitation.	1-2	2 mins
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	3 mins
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.	1-2	1:30 mins
Sample references	In bullet form, present relevant references used in the study. No need to read.	1	20 sec

**II. Poster Presentation Category**

going grantees who have just completed the implementation and tted the final deliverables of the study qualify for this category. ategory will be divided into 2 sub-categories: action and basic research.



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- C. Grantees shall prepare a poster in portrait orientation and high definition (1500- 2000 resolution) utilizing the prescribed template.
- D. Minimal photos or graphics can be added to the poster.
- E. Findings, conclusions and recommendations can be presented clearly through tables, charts, graphs, and other visuals to elaborate the data.
- F. The poster shall include the following contents:

**BASIC Research**

- Title of the Study
- Brief Introduction
- Objectives
- Methodology
- Results and Discussion
- Recommendations
- Sample References

**ACTION Research**

- Title of the Study
- Brief Introduction
- Innovation/Intervention/Strategy
- Research Questions
- Methodology
- Results and Reflection
- Sample References

**III. Education Research Video Category**

- A. Grantees who have just completed the implementation and submitted the final deliverables of the study qualify for this category.
- B. The video shall be at least 2-3 minutes in landscape orientation, with subtitles, MP4 with 720-1080p format.
- C. The video shall adhere to copyright laws regarding the music, still pictures, clip art, etc.
- D. The video may include proponents' choice of music, video production techniques and video editing software. Avoid extravagant production and AI-generated speech.
- E. The video may include video footage, still photography, computer animation, stop motion, etc. as long as it does not compromise the content.
- F. Ensure consent if videos display other personalities( student, teacher, parent, etc.) aside from the proponent.
- G. Grantees shall ensure the appropriateness of the video displaying no obscene, indecent and profane content.
- H. The content of the video shall include the following parts:

Outline	Content
Opening spiel & title of the Study	Opening spiel, title of the study, researcher, Division Office
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 Recommendations	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.



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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.

**IV. Research Paper Category**

- The manuscript shall be on A4-sized bond paper, 1-inch margin, bookman old font style, size 11 and in double space.
- As to the template, the paper shall adhere 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.
- Grantees shall ensure the alignment of the study to the 4 major themes and its cross-cutting themes (*if applicable*) per DepEd Order No. 39, s. 2016. Further, alignment with the MATATAG Agenda and Basic Education Development Plan may also be considered per RM-PPRD-2024-049.
- Supplementary documents like requests to conduct the study, validated questionnaires, developed learning material, etc. may be appended for perusal.
- Abstracts should have a maximum of 250 words, with 3-5 keywords.

**V. Policy Brief Category**

- SDO shall identify 1 entry among the previously completed BERF studies (2 year ago).
- Policy Brief shall be in PDF format as an offshoot of the previously conducted BERF research which contains the following:

PART	DESCRIPTION
Title Page	Identifies topic and inspires interest, is short and to the point
Abstract	Creates curiosity (hook) for rest of brief. May include <ul style="list-style-type: none"> <li>A clear statement of the issue/problem</li> <li>Purpose of your policy brief/ study</li> <li>Some key findings or recommendations</li> <li>A brief mention of research methodology</li> </ul>
Body	Covers the details. May include: <ul style="list-style-type: none"> <li>Context and background of the issue/problem (like legislative history, statistics, demographics and other things that will take policy maker up to the present</li> <li>A brief (two to three sentences) research methodology.</li> <li>Presentation and discussion of your research findings, including any visuals of your data.</li> </ul>
Application	Discusses why the policy maker should care, why it is relevant, and the options available. May include: <ul style="list-style-type: none"> <li>Political realities and dimensions of the issue</li> <li>Actions available to the policymaker</li> </ul>



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	<ul style="list-style-type: none"> <li>• Pros and cons of each approach/solution.</li> <li>• Descriptions of how changes will improve situation.</li> </ul>
Recommendation	Gives evidence to support one alternative/option. This option should be: <ul style="list-style-type: none"> <li>• Actionable (achievable)</li> <li>• Feasible (practical and affordable)</li> <li>• Culturally appropriate (respectful of the cultural and political context)</li> </ul>
References	May also include notes, acknowledgements, additional resources and/or information about your organization.

- C. Proponents shall prepare a 10-minute presentation utilizing the prescribed template and a 5-minute question and answer portion.
- D. An Education Information Material (EIC) shall also be submitted to the Regional Research Committee.

**VI. Research Utilization Category**

- A. Each SDO shall identify 1 entry among the previously completed BERF studies (2 years ago) whose results, findings and recommendations were adapted or utilized to improve the delivery of quality basic education.
- B. This requires the submission of an electronic portfolio which contains the following parts:
1. Title Page
  2. Table of Contents
  3. Executive Summary
  4. Introduction
  5. Terminal Reports such as but not limited to proof of adoption, access, publication, presentation, reporting and usage of the results, findings or recommendation
  6. Means of Verification
  7. Reflection/ Implication
- C. The portfolio should be pleasing to the eyes. Avoid using colors and backgrounds that are not relevant to the study. Minimal photos or graphics are highly encouraged.
- D. Proponents shall prepare a 10-minute presentation utilizing the prescribed template and a 5-minute question and answer portion.



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Enclosure 3

**CRITERIA FOR EVALUATION**

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

Criteria	Description
DEPTH OF CONTENT (20 Points)	<ul style="list-style-type: none"> <li>• Research deals with an important issue in the field of study, includes goals/motivating questions that provide the audience with a sense of the study's main idea;</li> <li>• Information is accurate and includes a complete explanation of key concepts and theories drawing upon relevant literature, as well as a clear description of the results and importance of the results.</li> <li>• Application of theory are included to illuminate issues</li> </ul>
ORGANIZATION (20 Points)	<ul style="list-style-type: none"> <li>• Presentation is clear, logical and organized; and listeners can follow a line of reasoning.</li> </ul>
PRESENTATION STYLE (20 Points)	<ul style="list-style-type: none"> <li>• Level of presentation is appropriate for the audience;</li> <li>• Presentation is planned conversation, paced for audience understanding;</li> <li>• Speaker is clearly comfortable in front of the group and can be heard by all.</li> </ul>
VERBAL INTERACTION (20Points)	<ul style="list-style-type: none"> <li>• Consistently clarifies, restates, and responds to questions and summarizes when needed.</li> <li>• Manifest mastery of the research.</li> </ul>
COMMUNICATION AIDS (20 Points)	<ul style="list-style-type: none"> <li>• Communication aids are prepared in a professional manner and enhance the presentation;</li> <li>• Information is organized to maximized audience understanding;</li> <li>• Details are minimized so that main points stand out.</li> </ul>



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**II. Research Paper Category**

No.	Criterion	Relevant Sections
CREDIBILITY (30 points)	Participates in a scholarly and/or policy discussion by citing relevant theories and/or studies. Uses personal reflection to make a compelling case for investigation and intervention. Addresses "real" and "existing" issues and challenges identified by its stakeholders.	Introduction, Literature Review, Conclusion, Intervention
	Utilizes a research design that is correct and appropriate for the research questions and context. Describes the chosen research design and resulting research processes in a manner that is understandable to other researchers conducting similar work.	Research Methodology
	Uses quantitative (statistical) and/or qualitative (thematic / content analysis, process tracing) tools that are appropriate to the research question and design to analyze data.	
	Is written in a way that is indicative of coherent research planning.	Whole paper
	Presents its findings in a manner that is accurate and in line with the results of its data analysis and is situated with the reviewed and cited literature and studies	Discussion of Results and Recommendations
CONTRIBUTORY (30 points)	Addresses issues and challenges that are interesting, novel, and current to the group being studied. Reports results that can be utilized by at least one of the following groups: decision-makers, practitioners, and members of the group being studied.	Introduction, Research Questions
	Reports new results, knowledge, and/or conclusions that are falsifiable. Reports results or findings that are applicable to a broader population, and/or useful in contexts other than the one studied.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction
	Contributes to theory and/or the knowledge base for enhancing future practice.	
COMMUNICABLE (15 points)	Documents the research process and results in accordance with the prescribed rules. Utilizes language that is appropriate and understandable to the group being studied.	Whole paper
CONFORMING (15 points)	Cites and acknowledges sources per the guidelines of ONLY one style guide, whether required by another authority or chosen by the researcher, throughout the research paper.	
	Secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children).	Research Methodology; Also check consent forms in supporting documents
	Includes a clear and feasible advocacy plan (only for BERF-funded research), a discussion of recommendations for future research, and a set of policy and/or program recommendations.	Dissemination and Advocacy Plan



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**III. Research Utilization Category**

Criteria	Description
NEED/SENSE OF URGENCY (25 points)	<ul style="list-style-type: none"> <li>The research clearly identifies the target audience and how it can be used;</li> <li>It is aligned with need which addresses the concerns of the intended recipients;</li> <li>The result reveals a sense of urgency for its utilization and it requires urgent implementation;</li> <li>Significance of study to the theme is so timely; and</li> <li>The need for such study is very visible</li> </ul>
APPLICABILITY (25 points)	<ul style="list-style-type: none"> <li>The research implementation can be realized in different applications;</li> <li>Its applicability is sustained in the areas that it covers.</li> <li>It is applicable and relevant to different degrees of interest, depending on the subject under study.</li> </ul>
LINKING RESEARCH WITH PRACTICE (30 points)	<ul style="list-style-type: none"> <li>There is evidence that the researcher promotes his/her own work by allowing it to be tested or used in relevant contexts using interventions that can be replicated in everyday practice; and</li> <li>There is an increasing interest in implementing research findings in practice</li> </ul>
UTILIZATION (20 points)	<ul style="list-style-type: none"> <li>The research is implemented and utilized in a:               <ol style="list-style-type: none"> <li>Classroom Level (1-2 points);</li> <li>School Level (3-4 points);</li> <li>District Level (5-6 points);</li> <li>Division Level (7-8 points);</li> <li>Regional Level (9-10)</li> </ol> </li> </ul>



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**IV. Policy Brief Category**

<p>SOUNDNESS OF CONTENT (30 points)</p>	<ul style="list-style-type: none"> <li>• Content is very much appropriate for the reader or target audience;</li> <li>• The argument is valid and its premises are true.</li> <li>• The presented recommendations are obviously appropriate; and</li> <li>• The content is understandable even if the reader or target audience has no specialized knowledge on it.</li> </ul>
<p>DELIVERY (25 points)</p>	<ul style="list-style-type: none"> <li>• Volume &amp; Clarity (Speaks with clarity and articulation and without mumbling)</li> <li>• Confidence and Attitude (Speaks with enthusiasm, poise and confidence/assurance)</li> <li>• Pacing (Speaks at a speed where audience or listener can still understand)</li> <li>• Words used are easy to understand and sentences are clearly stated that make the text so engaging with the identified reader or target audience.</li> </ul>
<p>ORGANIZATION OF THE ARGUMENT (25 points)</p>	<ul style="list-style-type: none"> <li>• The organization of the argument is clear and specific in terms of its objective, problem statement and conclusion as well as the recommendations are very clear;</li> <li>• Vital information for the development of the argument is clearly stated.</li> </ul>
<p>INFORMATION AIDS (20 points)</p>	<ul style="list-style-type: none"> <li>• Visual aids can help the identified reader navigate and easily understand the information;</li> <li>• Information is broken into sections with identifiable focus; hence, the headings and the key points are easy to find;</li> <li>• Other details like white space and margins are sufficient.</li> <li>• Data are appropriately presented in a format or graphical way that are not redundant with the text;</li> <li>• Data presentation is very easy to understand;</li> <li>• The presenter of the data is clearly confident and knowledgeable in front of the group.</li> </ul>



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