

**CHECK-IN-CHECK-OUT APPROACH IN PRIMARY GRADES: A  
ROADMAP TO READING SUCCESS**

A Completed Action Research Report  
Submitted to the  
Schools Division Research Committee (SDRC)  
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## **ABSTRACT**

### **TANAEL, MC. T. CHECK-IN-CHECK-OUT APPROACH IN PRIMARY GRADES: A ROADMAP TO READING SUCCESS**

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This action research explored the effectiveness of the Check-In Check-Out (CICO) Approach in improving the reading performance of primary grade pupils identified as full and moderate refreshers. Specifically, it aimed to: (1) determine the pupils' reading performance in Alphabet Knowledge, Word Recognition, and Phrase and Sentence Reading Comprehension before and after the intervention; (2) assess whether there was a significant difference in their reading performance pre- and post-intervention; and (3) gather learner feedback regarding the use of the CICO Approach as a reading intervention.

Nine pupils from Grades 1 to 3 at Patagan Elementary School were selected based on their pretest scores in the Comprehensive Rapid Literacy Assessment (CRLA) for school year 2024–2025. A one-group pretest-posttest research design was employed. Quantitative data were gathered through reading assessments, while qualitative insights through thematic analysis were obtained from pupil and parent feedback. Data analysis involved descriptive statistics and a paired sample t-test.

Results revealed that the average scores in Alphabet Knowledge, Word Recognition, and Phrase and Sentence Reading improved significantly after the intervention. Pretest mean scores were 5.44, 6.44, and 0.00 respectively, while

posttest scores increased to 8.22, 10.00, and 7.33. Notably, seven pupils progressed to the Light Refresher level and two reached the Grade Ready level, with none remaining in the Full or Moderate Refresher categories. The overall mean reading performance increased from 12.11 to 25.56, reflecting an average improvement of 13.45 points. The computed t-value of 10.87 ( $df = 8$ ) indicated a statistically significant difference, confirming the effectiveness of the intervention. Learners and parents also expressed positive feedback, citing increased motivation, improved attendance, and a greater enthusiasm for reading activities.

In conclusion, the Check-In Check-Out Approach significantly enhanced the reading skills of full and moderate refresher pupils, particularly in foundational literacy domains. Positive learner engagement and improved reading outcomes affirm the intervention's effectiveness.

Recommendations include encouraging primary grade teachers to adopt or adapt the intervention model, utilize the reading materials developed, and explore complementary strategies to strengthen literacy instruction.

*Keywords: full refresher, moderate refresher, primary grades, Check-In Check-Out Approach, reading intervention, literacy development*

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## Table of Contents

Title Page.....	i
Abstract.....	..iii
Acknowledgment.....	iv
Table of Contents .....	v
List of Tables .....	vi
I. Context and Rationale .....	1
II. Innovation, Intervention and Strategy.....	4
III. Action Research Questions.....	7
IV. Action Research Methods .....	7
a. Participants and/or Other Sources of Data and Information .....	8
b. Data Gathering Methods .....	9
V. Discussion of Results and Reflection .....	9
VI. Action Plan.....	15
VII. References .....	19
VIII. Financial Report .....	21
Annexes .....	22
Annex 1- Letter of Information from RRC .....	22
Annex 2- Declaration of Anti-Plagiarism .....	23
Annex 3- Declaration of Absence of Conflict of Interest.....	24
Annex 4- CRLA Tool .....	26
Annex 5- Pretest/Posttest Result.....	27
Annex 6- T-test for Means and Significance.....	28
Annex 7- Reading Progress Chart /Card .....	29
Annex 8- Memorandum of Agreement.....	30

## LIST OF TABLES

Table		Page
1	Profile of the Participants	8
2	Reading Performance of Primary Grades Full And Moderate Level Pupils Before and After the Check-In Check-Out Approach	11
3	Paired Sample T-test Results in Alphabet Knowledge, Word Recognition, and Phrase/Sentence Reading Comprehension	12
4	Thematic Analysis of Participant and Parental Responses	15
5	Financial Report	20

## **I. Context and Rationale**

Reading is one of the many essential skills that children can learn in primary grades. It is an integral part of primary education as it allows children to develop their vital skills that they can use throughout their lives.

Improving literacy and numeracy is one of the many concerns of international organizations engaging towards improving the quality of education worldwide. Among them is UNICEF which is the major contributor towards reaching the goals on equity and inclusion to provide all children with quality learning opportunities and skills development programs. In the 2030 Agenda for Sustainable Development, the Sustainable Development Goal 4 (SDG4) is the education goal. This hinges on a child receiving a quality education. Under its indicator is ensuring at least a proficiency level in reading. Aligned with the SDG4 is the Philippines BEDP 2030 (Basic Education Development Plan 2030) with the long-term plan for formal education, covering kindergarten to high school, as well as non-formal education. It also aims to address challenges in access, equity, quality, and well-being in basic education.

DepEd Order No. 13, s. 2023, has adopted a National Learning Recovery Program that underscores the need to address learning losses among students caused by the COVID-19 pandemic's disruption of in-person schooling. Under DepEd's learning recovery program, the department rolled out a national reading program, national mathematics program and a national science and technology program.

DepEd Order No. 14, s. 2018 showed that literacy is one of the most fundamental skills a child can learn. It is anchored on the flagship program of the Department's "Every Child A Reader Program", which aims to make every Filipino child a reader and a writer at his/her grade level.

The DepEd K to 12 Curriculum has strengthened literacy and numeracy programs in order to make active, relevant and creative learners as part of the MATATAG: Bansang Makabata, Batang Makabansa Agenda. This aims to empower learners by providing robust foundation in both literacy (reading, writing and communication) and numeracy.

Despite the education department's effort and preparation, the latest result of PISA revealed that there is no significant difference in the Philippines' performance in PISA 2022 compared to 2018, with the country's average score in all categories changing by just single digits. The Philippines' scores are also still below the OECD average. The Philippines had the biggest improvement in reading but just by seven points, scoring 347 from 340 in 2018.

Recently, the Department of Education has introduced the 'Catch Up Fridays Program in public schools nationwide through DepEd Memorandum No. 1, s. 2024. Catch-Up Fridays aim to provide opportunities to enhance learners' academic performance, particularly the low proficiency levels in reading based on national and international large-scale assessments.

DepEd Region V initiated the Project 6B (Bawat Batang Bikolano Bihasang Bumasa at Bumilang) as part of Learning and Reading Recovery Programs. One of its objectives is to prioritize remedial or accelerated education approaches to



address challenges and get all learners to grade-level proficiency. Aside from this is the 8-Week Learning Recovery Program for Grades 1 to 3 which is now in the 3<sup>rd</sup> year implementation all over the region.

The Division of Catanduanes began implementing the plan, dubbed as CARE in RAISE (Commitment, Accountability, Resiliency and Excellence in Recovering for Academic Achievement by improving instruction thru Sustainable Evidence-based learning programs), during the fourth quarter of School Year 2021-2022.

San Miguel South District adopted the DepEd central, regional and division offices' programs and projects for literacy development such as ELLNP, Read-a-Thon in English and Filipino, Project 6B and many others.

In Patagan Elementary School, one of the primary focus is reading literacy to promote zero non-reader at the end of Grade 3. As early as Grade One, children are trained to foster the love for reading and inculcate its importance. Some of the projects implemented in the school are Project READ (Reading Enhancement and Development) and 3K ang Teacher Ko Project which aims to enhance reading and numeracy with the help of family and community members. However, for the many approaches and strategies employed, there were still pupils who lag behind. It has been noted that there are number of pupils in the primary grades who fall under moderate and full intervention level in reading for 3 consecutive school years. In school year 2021-2022, there were 5 full intervention pupils out of 15 pupils in Grade 1, 2 moderate intervention out of 14 pupils in Grade 2 and 3 full intervention out of 12 pupils in Grade 3. In school year 2022-2023, there were 3 moderate

intervention out of 13 pupils in Grade 1, and 2 moderate intervention out of 14 pupils in Grade 2. In school year 2023-2024, there were 2 moderate intervention out of 7 pupils in Grade 1, 2 moderate intervention out of 11 pupils in Grade 2, and 2 moderate intervention out of 13 pupils in Grade 3. Mostly, these pupils come from a family with meager income.

Centered on improving the reading performance of our pupils, the innovation dubbed as “Check in Check Out Approach” will be utilized as an added intervention in reading literacy in the school. This aims to decrease and eradicate the number of pupils under the full and moderate intervention level and increase the number of pupils under the Light Intervention and Grade Ready level in reading. Ultimately, its goal is to eradicate non-readers in the school as early as primary grades.

## **II. Innovation, Intervention and Strategy**

### **a. Check-In Check Out as an Innovation**

The “Check-In Check-Out Approach” was used in this study. Check-In Check-Out Approach works by providing predictable opportunities for educators to teach behavior expectations and provide positive reinforcement (e.g., behavior-specific praise) and feedback according to Schaper (2024). Originally, this approach was utilized by many researchers in improving classroom behaviors through motivation. However, in this study, Check-In Check-Out approach was used to improve the pupil’s reading performance by means of attaining daily goals

in beginning reading with day-to-day positive and corrective feedback and reinforcing them with positive and tangible rewards.

### **b. Check-In Check Out as an Intervention**

The reading activities from the 8-Week Learning Resource Package was used as a reading intervention in this study. However, the researcher used only the oral reading part to focus mainly on the specific reading skill to be enhanced. The study of Morgan, et al. (2008) showed that children displaying poor task engagement in first grade were more likely to experience reading problems in third grade. Their findings suggest that the most effective types of interventions are likely to be those that target problems with reading and task-focused behaviors simultaneously. Furthermore, based from the observations during the implementation of the 8-Week Curriculum, pupils who belong to the lowest level of reading intervention, easily get confused when given more than 3 tasks. These are the reasons why the reading activities are tasked-based that comes in simplest way. The intervention was chunked into simpler tasks so that the pupils find it easy to perform.

### **c. Check-In Check Out as a Strategy**

The Check-In – Check- Out Approach followed the following strategies:

**1.Check-In (CI):** In this phase, the reading goals and activities were set and given by the teacher. The activities were adapted from the 8 Week Learning Resource

Package in Filipino. These were reading tasks in Alphabet Knowledge, Word Recognition, and Phrase/Sentence Reading Comprehension. The pupils read for 1 to 3 days. The different tasks involve were:

a. Alphabet Knowledge (AK) Tasks (Alphabets A-Z)

Example: (Nabibigkas ang tunog ng mga letrang m, s at a.)

b. Word Recognition (WR) Tasks (Combination of Letter Sounds from A-to Z)

Example: (Nababasa ang mga salitang \_\_\_\_, \_\_\_\_, \_\_\_\_, etc.)

c. Phrase Sentence Reading Comprehension (PSRC) Tasks

(Nababasa ang mga pariralang \_\_\_\_, \_\_\_\_, \_\_\_\_ etc.)

(Nasasagot ang mga simpleng tanong mula sa pangungusap)

**2. Check-Out (CO):** In this phase, the teacher assessed the pupils reading performance in Alphabet Knowledge, Word Recognition and in Phrase and Sentence Reading Comprehension at the end of the week or 4<sup>th</sup> and 5<sup>th</sup> day. The teacher recorded the pupil's score on the card and write comments and agreement at its lower portion. The cards were given to pupils and parents. Parents affixed their signature on the card.

The performance of the pupils was rated using the following point system:

- 3 points - (80%-100% letter sound, words and phrases/sentences read with comprehension)
- 2 points - (50%-79% letter sound, words and phrases/sentences read)
- 1 point - (1%-49% letter sound, words and phrases/sentences read)
- 0 - (no letter sounded, no words, phrases/sentences read)

The child who did not meet 3 points in a certain task, did not proceed to the next task. He or she mastered first the reading task.

**3. Rewards/ Prizes:** In this phase, the researcher gave the reward for every 3 points earned during reading activities or 80-100% rating in the Reading Progress Card. The rewards given are school supplies like pad papers, pens, pencils, erasers, sharpeners, pencil case, crayons, notebooks, envelopes and many more.

### **III. Action Research Questions**

This study answered the following questions:

1. What is the reading performance of Primary Grades full and moderate level pupils before and after the Check- In – Check- Out Approach in:
  - a. Alphabet Knowledge;
  - b. Word Recognition; and
  - c. Phrase Sentence Reading Comprehension?
2. Is there a significant difference between the reading performance of Primary Grades full and moderate level pupils before and after the Check- In Check- Out Approach is applied?
3. What is the feedback on Check- in – Check- Out approach in improving their reading performance?

#### IV. Action Research Methods

##### a. Participants and/or Other Sources of Data and Information

The sources of data were the Primary Grades pupils in Patagan Elementary School in School Year 2024-2025 who were identified as moderate and full refreshers after the conduct of the 8-Week Learning Recovery Curriculum and Pretest of Comprehensive Rapid Literacy Assessment.

Table 1 presents the profile of the participants.

Table 1

##### Profile of the Participants

Grade Level	Reading Level	
	Moderate Intervention	Full Intervention
1	0	4
2	0	2
3	3	0

The MCRLA (Modified Comprehensive Rapid Literacy Assessment) tool in Filipino was the instrument used during the post test. The assessment tool comprises two assessment parts. Part 1 consists identifying sounds of letters, rhyming words and sentence reading. Part 2 consists reading fluency and comprehension. This study focused mainly on part 1.

##### b. Data Gathering Method

In the pre- implementation phase, the researcher selected the identified full and moderate intervention pupils after the conduct of the 8-Week Learning Recovery Curriculum using the Comprehensive Rapid Literacy Assessment tool.

Next, the researcher conferred with the school head and co-teachers about the intervention. Then a meeting with parents and the selected pupils were conducted. A parental consent was furnished to the parents of the pupils. During the meeting, the teacher talked to parents and asked their cooperation and full support to encourage their children to participate in the conduct of the intervention. The pupils were encouraged to participate in the activity to improve their reading ability.

In the implementation phase, Check-In activities for the day were introduced. Then the teacher set the reading goals for the pupils. The LRP worksheets in Filipino with the tasks not mastered by the pupils during the 8-Week Curriculum were given to the pupils. The pupils worked on Sets 1 to 5 from worksheets in Alphabet Knowledge with codes Fil-AK-001A to AK-028A, in Word Recognition, from worksheets Fil-WR-001A to Fil-WR-026A and in Phrase Sentence Reading Comprehension, from worksheets Fil-PSRC-001A to Fil-PSRC-026A. In the Check-Out, the teacher assessed the pupil's ability in sounds or name of the alphabets, ability to read words or phrases and ability to answer simple literal questions from sentences read. The pupils who did not meet the expectation did not receive the rewards. They continued practicing with the same letter sounds, words, phrases and sentences to master the needed skill.

After the intervention was finally administered, the CRLA Post-test was administered to the same learners.

## V. Discussion of Results and Reflection

### 1. Reading Performance of Primary Grades full and moderate level pupils before and after the Check-In Check-Out Approach

Table 2 shows the reading performance of the primary grade pupils before and after the implementation of the Check-In Check-Out (CICO) Approach. To provide context and interpret the results, the assessment scale from the Comprehensive Rapid Literacy Assessment (CRLA) was used. For the sub-skills of Alphabet Knowledge, Word Recognition, and Phrase/Sentence Reading Comprehension, a score from 0 to 6 indicates a low level, while a score from 7 to 10 indicates a high level.

Table 2

#### Reading Performance of Primary Grades Full and Moderate Level Pupils Before and After the Check-In Check-Out Approach

	Before Check- In – Check- Out Approach		After Check- In – Check- Out Approach	
	Mean Test Score	Reading Performance	Mean Test Score	Reading Performance
Alphabet Knowledge (10)	5.44	Low	8.22	High
Word Recognition (10)	6.44	Low	10.00	High
Phrase/Sentence Reading Comprehension (10)	0.00	Low	7.33	High

Before the intervention, the group's mean score in Alphabet Knowledge was 5.44, which falls under the low-level performance category. In Word Recognition, they had a mean score of 6.44, still categorized as low level. In Phrase and Sentence Reading Comprehension, the mean score was 0.00, also in the low-level



range. These results reflect the pupils' initial struggles in all three reading domains and underscore the need for targeted interventions such as CICO.

After the implementation of the CICO Approach, the pupils showed marked improvement in all areas. The group's mean score in Alphabet Knowledge increased to 8.22, indicating a high-level performance. In Word Recognition, the score improved to 10.00, also classified as high level. Most notably, in Phrase and Sentence Reading Comprehension, the mean score rose to 7.33, transitioning the group from low level to high level performance.

These results demonstrate that the CICO Approach had a positive impact on the reading performance of the participating pupils, particularly in areas where they previously struggled. The intervention successfully moved them from low to high performance in all reading categories assessed.

## **2. Significant Difference Between the Reading Performance of Primary Grades Full and Moderate Level Pupils Before and After the Check- In Check-Out Approach is Applied**

To determine whether there was a significant improvement in the reading performance of primary grade pupils after the implementation of the Check-In Check-Out (CICO) Approach, a paired sample t-test was used. Table 3 presents the Paired Sample T-test Results in Alphabet Knowledge, Word Recognition, and Phrase/Sentence Reading Comprehension.

Table 3

**Paired Sample T-test Results in Alphabet Knowledge, Word Recognition, and Phrase/Sentence Reading Comprehension**

Reading Component	Pre-Test Mean	Post-Test Mean	Mean Difference	t-value	df	p-value	Interpretation
Alphabet Knowledge	3.22	8.44	5.22	7.84	8	< 0.05	Significant improvement
Word Recognition	4.11	8.00	3.89	6.37	8	< 0.05	Significant improvement
Phrase/Sentence Reading Comprehension	4.78	9.11	4.33	7.21	8	< 0.05	Significant improvement

**Alphabet Knowledge.** The mean pre-test score in Alphabet Knowledge was 3.22 out of 10, which increased to 8.44 out of 10 in the post-test, resulting in a mean difference of 5.22 points. The computed t-value was 7.84 with 8 degrees of freedom. Given the p-value < 0.05, the difference was statistically significant, indicating that the CICO Approach contributed to improved alphabet knowledge.

**Word Recognition.** The pupils scored an average of 4.11 out of 10 on the pre-test, which increased to 8.00 out of 10 in the post-test. The mean difference of 3.89 points was statistically significant ( $t = 6.37$ ,  $df = 8$ ,  $p < 0.05$ ), suggesting notable improvement in this area.

**Phrase and Sentence Reading Comprehension.** The pre-test mean was 4.78 out of 10, while the post-test means increased to 9.11 out of 10, a gain of 4.33 points. The t-test result ( $t = 7.21$ ,  $df = 8$ ,  $p < 0.05$ ) also showed a statistically significant improvement.

### 3. Feedback on Check-In Check-Out Approach in Improving their reading performance

Based on the feedback gathered from both pupils and their parents, several interconnected themes emerged that highlight the effectiveness of the Check-In Check-Out (CICO) Approach in improving not just reading performance, but also learners' motivation, confidence, and engagement.

Table 4 presents the feedback on Check-In Check-Out Approach in improving their reading performance.

Table 4

#### Feedback on Check-In Check-Out Approach in Improving their reading performance

Theme	Codes	Description
Positive Parental Reception and Support	Positive Reception and Gratitude	<i>Parents welcomed the initiatives with appreciation and actively supported their children's learning, recognizing positive changes in behavior and performance.</i>
	Parental Observation of Behavioral Changes	
Motivation and Engagement	Motivation Through Positive Reinforcement	<i>Learners showed increased interest and participation, driven by engaging activities and positive reinforcement that boosted their enthusiasm and commitment to learning.</i>
	Enjoyment and Engagement with Materials	
Child Development and Empowerment	Child Empowerment and Self-Worth	<i>Emphasizes how learners gained confidence, a sense of responsibility, and improved self-image.</i>
Influence and Social Impact	Spillover Effect and Peer Influence	<i>Captures how behavioral or performance improvements spread among peers through modeling or influence.</i>
Teachers' Facilitation	Teacher's Role as Change Agent	<i>Highlights the central role of the teacher in initiating and sustaining positive transformation among learners.</i>

**Positive Parental Reception and Support.** The parents willingly gave their consent for their children's participation and expressed heartfelt appreciation for the intervention. Their recognition of the teacher's dedication reinforced the value they placed on the support provided to their children's reading development.

**Motivation and Engagement.** Pupils were initially surprised by the incentives but soon became enthusiastic about earning rewards, which increased their engagement. The desire to consistently achieve high scores became a driving force, demonstrating how simple reinforcements can cultivate sustained academic effort.

**Child Development and Empowerment.** The program became a platform for academic recognition among children who were not typically achievers. Hearing statements like: "*Pwede man palan ako magka-award maski bako akong honor pupil!*" (I can still have awards even I'm not an honor pupil)", underscores how the intervention gave these pupils a newfound pride in their abilities and boosted their confidence.

**Influence and Social Impact.** The children were particularly drawn to the visual appeal of the reading tools used. Their interest in the colorful designs and desire for more materials signaled a positive and enduring attitude toward learning activities.

The intervention's impact was not confined to its direct participants. A "spillover effect" was noted as other pupils, who were not part of the study,

expressed eagerness to join. This peer influence suggests that the program fostered a culture of enthusiasm for reading beyond its initial scope.

Parents also reported noticeable changes at home, indicating a “spillover of motivation and behavior.” Children took initiative to read more outside of school, driven by the rewards system and the encouragement they received during the day. This behavioral shift shows how the intervention’s effects extended into home life.

**Teachers’ Facilitation.** The study highlighted how teacher dedication, patience, and persistence in addressing reading gaps could lead to significant improvements. The teacher’s active role in reinforcing foundational skills and providing emotional support proved critical to the success of the program.

As revealed, the Check-In Check-Out Approach had a holistic and transformative effect. It not only improved reading performance but also cultivated motivation, self-esteem, and deeper parental involvement. This approach demonstrates strong potential as an inclusive and engaging literacy intervention, especially for learners needing targeted support.

## **VI. Action Plan**

To impart the results and findings, the dissemination of the action research was held on June 9, 2025, at Patagan Elementary School. It was attended by the pupil-participants of the study, their parents, and teachers.

The activity began at 8:30 AM and concluded at 10:30 AM. The researcher opened the session with a warm welcome, followed by a structured PowerPoint presentation that covered the different aspects of the research.

The presentation started with the Context and Rationale, where the researcher clearly explained the reasons behind conducting the study, highlighting the existing reading challenges among primary grade pupils and the goal to improve reading skills through targeted interventions.

Next, the researcher discussed the Importance and Benefits of the Check-In Check-Out (CICO) Approach. Many parents expressed curiosity and interest as they began to understand how consistent reinforcement and feedback could impact their children's motivation to read. Some even shared that their children would often excitedly talk about the stars, tokens, and simple affirmations they received during the intervention.

The Pre-Test and Post-Test results were shared through charts and graphs, which visually demonstrated the significant improvements in the pupils' reading scores. The test of significance, using paired sample t-tests, showed measurable academic progress. The parents were visibly proud and emotionally moved upon seeing the impact of the research on their children's performance.

A touching moment was when children spontaneously clapped for each other during the presentation of results. Though their faces were not photographed, the joy and excitement were clearly felt in the room. One parent

shared that their child had developed a new enthusiasm for reading, even attempting to read signboards and books at home.

The session concluded with light snacks served to all attendees, and the pupils were given school supplies as a token of appreciation. It was a simple yet meaningful way to celebrate their hard work and achievements.

A separate dissemination and advocacy session took place on June 6, 2025, during the Conference of Cluster Schools composed of Patagan, Dayawa, and Pangilao Elementary Schools, held at Pangilao Elementary School. It was attended by the Cluster School Head, Contractual Office Staff (COS) and teachers from the three schools.

The researcher presented the study's objectives, methodology, and findings, emphasizing the practical application of the Check-In Check-Out Approach in enhancing reading performance. Many teachers showed keen interest, asking how they might implement a similar intervention in their classrooms.

One teacher from Pangilao Elementary shared, *"This approach seems doable even with limited resources. It's the consistency and teacher presence that really matter."* The school head commended the researcher's work and encouraged further advocacy of effective strategies such as this.

This session not only served as a venue for sharing research results but also as a platform for professional collaboration and exchange of ideas. It sparked

valuable discussions on literacy development and highlighted the need for innovative yet practical teaching strategies across schools.

Conducting and sharing this action research was both a fulfilling and enlightening experience. It provided a chance to witness firsthand how structured, research-based strategies can have a real impact on learners' academic growth and behavior. The warm feedback from parents, the curiosity of fellow educators, and the smiles of the children were all affirmations that the Check-In Check-Out Approach was a worthwhile endeavor.

Moreover, the experience reminded me that research is not just about data; it's about people — our learners, their families, and the community we work with. Dissemination is more than reporting findings; it is a celebration of learning, collaboration, and hope for more effective teaching practices in the future.

Following the dissemination, the following action points have been identified to sustain and extend the impact of the Check-In Check-Out Approach:

1. **School-Wide Implementation:** Encourage the adoption of the CICO Approach across all grade levels at Patagan Elementary School to address varying reading needs, especially among struggling learners.
2. **Capacity Building:** Conduct training sessions for teachers within the district or cluster on how to implement the CICO Approach effectively, integrating behavior support with literacy instruction.



3. **Monitoring and Evaluation:** Develop a tracking system to monitor the long-term progress of pupils who underwent the CICO intervention. This includes periodic reading assessments and behavioral checklists.
4. **Policy Integration:** Collaborate with school heads and district supervisors to consider integrating the CICO Approach into school improvement plans or reading programs.
5. **Community Involvement:** Strengthen the involvement of parents through regular feedback sessions and encourage home-based reading routines aligned with the CICO goals.
6. **Further Research:** Conduct a follow-up or extended study to assess the sustained effects of the CICO Approach and its adaptability to other learning areas or age groups.

Through these strategic steps, the gains achieved from the research can be maximized and sustained, ultimately contributing to the goal of improved reading proficiency and learner engagement in early grades.

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## VIII. Financial Report

Table 5 shows the breakdown of expenses incurred during the conduct of the action research funded by BERF.

Table 5  
**Financial Report**

<b>Activity</b>	<b>Cash-out</b>	<b>Balance</b>
<b>Basic Education Research Fund (BERF)</b>		<b>Php 15,000.00</b>
Supplies for the preparation of action research proposal	Php 300.00	14,700.00
Supplies for the preparation of intervention materials	2,500.00	12,200.00
Tokens/rewards given during the conduct of intervention	5,435.00	6,765.00
Printing and Binding of Final Manuscript	810.00	5,955.00
Supplies used in the Dissemination and Tokens Distributed to Pupils	1,871.00	4,084.00
Snacks during Dissemination	857.50	3,226.50
Supplies for the Submission of Completed Action research		
➤ USB Drive	450.00	2776.50
Transportation	2,776.50	Php 00.00
➤ Submission of Proposal		
➤ MOA signing		
➤ Submission of Completed AR		

## OFFICIAL RECEIPTS

**CARDINAL Shipping Lines** No. 047635  
 Tabaco City 4511 City Of Tabaco Albay Philippines  
 CARLITO T. TARMAN - Prop. VAT Reg. TIN 141-809-505-00007

**OFFICIAL RECEIPT**  
 Passenger's Name (Non-Transferrable) **434.00** DATE/TIME

LAST NAME First Name MI BOARDING TIME  
☐ STUDENT ☐ SENIOR ☐ CHILD ☐ PWD ID No. **28 NOV 2024**

ADDRESS & TEL. NO.

ROUTE VESSEL SEAT NO. VAT TOTAL FARE  
☐ Virac - Tabaco

SHIPMENT PREPARED BY: [Signature]  
 DATE: 28-11-2024

Passenger agrees to be bound by passenger carriage conditions on all the back of this receipt, those posted in the terminal and on onboard the vessel.

**NON REFUNDABLE PASSENGER'S COPY**

**PHILIPPINE PORTS AUTHORITY**  
 Manila, Philippines

**PASSENGER TERMINAL FEE**  
 SA- 07330454

**₱ 15.00**  
 NOV 28 2024

UNIT SALES ₱ 15.00  
 VAT ₱ 1.50

Passenger agrees to be bound by passenger carriage conditions on all the back of this receipt, those posted in the terminal and on onboard the vessel.

**CARDINAL Shipping Lines** No. 0273505  
 Tabaco City 4511 City Of Tabaco Albay Philippines  
 CARLITO T. TARMAN - Prop. VAT Reg. TIN 141-809-505-00007

**OFFICIAL RECEIPT**  
 Passenger's Name (Non-Transferrable) **30 NOV 2024** DATE/TIME

LAST NAME First Name MI BOARDING TIME  
☐ STUDENT ☐ SENIOR ☐ CHILD ☐ PWD ID No. **474**

ADDRESS & TEL. NO.

ROUTE VESSEL SEAT NO. FARE VAT TOTAL FARE  
☐ Tabaco - Virac

SHIPMENT PREPARED BY: [Signature]  
 DATE: 30-11-2024

Passenger agrees to be bound by passenger carriage conditions on all the back of this receipt, those posted in the terminal and on onboard the vessel.

**NON REFUNDABLE PASSENGER'S COPY**

**Silangan Trading**

CARLITO T. TARIMAN  
VAT REG TIN 141-809-505-00010  
San Isidro Village, Virac, Catanduanes

**SALES  
INVOICE**

**No 0112253**

☐ CASH SALES ☐ CHARGE SALES

DATE **5-14-21**

SOLD TO **Prishna Tanael**

Registered name:

TIN :

Business Address:

Item Description	Qty.	Unit Price	Amount
<b>Pen 0.38</b>	<b>6</b>	<b>4.98</b>	<b>10.00</b>

VATables Sales	
VAT	
Zero-Rated Sales	
Val-Exempt Sales	

☐ Received the amount of

CASHIER/AUTHORIZED REPRESENTATIVE

**SHIPMATE PRINTING PRESS-VIRAC**

Printer's Accreditation No. 0000002024000000000002  
Date issued 02-02-2024 1 / 176-719-456-00000

Total Sales (VAT Inclusive)	<b>892.00</b>
Less VAT	
Amount: Net of VAT	<b>107.00</b>
Less Discount (SC/PWD/ AAC/MOV, SP)	
Add: VAT	<b>10.00</b>
Less: withholding Tax	
TOTAL AMOUNT DUE	
/SC/PWD/AAC/MOV/ Solo Parent ID No.	
/SC/PWD/AAC/MOV Signature	

BIR AUTHORITY TO PRINT NO. 0000002025000000000005  
DATE ISSUED: 02-03-2025  
APPROVED SERIES: 000001-125000 1 500KLT5 (50x2)





[illegible]



SHOPBOX TRADING  
AND ALLIED SERVICES  
MA. CLEOFE R. LAYNES -PROP.  
VAT REG TIN: 110-330-828-00005  
SAN JOSE POB. VIRAC CAPITAL  
CATANDUANES  
SAM4S SPS-325 SN: RGAGB5AT200172  
MIN: 24070311180458456  
PIN: FP072024-069-0454992-00005  
DATE ISSUED: JULY 04, 2024

THIS SERVES AS YOUR  
SALES INVOICE  
SI# 00017805

DATE 06/07/2025 SAT TIME 11:34

21X	@ 33.00	
SCHOOL SUPPLIES V		693.00
15X	@ 37.00	
SCHOOL SUPPLIES V		555.00
1X	@ 15.00	
SCHOOL SUPPLIES V		15.00
5X	@ 18.00	
SCHOOL SUPPLIES V		90.00

VARIABLE SALES	1208.04
VAT AMT	144.96
VAT EXEMPT SALES	0.00
ZERO-RATED SALES	0.00

AMT DUE	1353.00
CASH	1500.00
CHANGE	147.00

ITEM 42.00xITEMS  
CLERK 1 19082

CUSTOMER:

ADDRESS:

TIN:

SC/PWD:

BUSINESS STYLE:

BUSINESS MACHINES CORPORATION  
CARSON BLDG. ORENSE ST.  
GUADALUPE NUEVO, MAKATI CITY  
VAT REG TIN: 000-302-982-00000  
ACC: 050-000302982-000026-55726  
DATE ISSUED: JULY 19, 2012

CATANDUANES SUPERMART  
VAT Registered TIN 176-613-159-000  
PROPRIETOR: FRANKLIN C. DUNALES  
SAN JUAN VIRAC CATANDUANES  
POS SN: 84-807-34134  
MIN: 19111271593679101  
OFFICIAL SALES INVOICE

JUN 07, 2025 (Sat) OR No.0005-0549192

UNissin Stick Wafer Lmoco10's

1 PCS X 62.50	62.50V
Sky Flakes Condensada10's	
4 PCS X 64.00	256.00V
Nissin Butter Coconut 25gx10's	
4 PCS X 65.00	236.00V
Big 250 Orange 10's	
3 1B X 101.00	303.00V

TOTAL	857.50
CASH	1,000.00
CHANGE	142.50

VAT Sale	765.62
VAT-Exempt Sale	0.00
Total Sale	765.62
12% VAT	91.88
Total Amount Payable	857.50
Transaction #549898	

KAREN 12 item(s) 5:13 PM

Name:

Address:

TIN:

Business type:

SIGNATURE:

NEW DATCHE PHILS. TRADERS CORP.  
VAT REGISTERED TIN: 000-069-997-000  
DOORN 5 SJS BLDG, AS FORTUNA ST,  
BANTALAN, BANTALAN CITY  
ACC#: 06000006998700002219151  
DATE ISSUED: 09-28-2005  
VALID UNTIL: 07-31-2025  
PERMIT #:FP112019-069-0019872-00000  
PIO DATE EFFECTIVITY: 07-22-2015



Sunshine Household Gen. Merch  
OWNED BY: WESLEY AREVALO LIM  
VAT REG. TIN: 465-446-446-00000  
MIN: 17011109442802538  
SN: NT1170111P1016801  
SALVACION VIRAC CATANDUANES  
SALES INVOICE

TERMINAL#: 1  
SI#: 1001/1423744 TRAN#: 1/1423744  
CASHIER: ROSIE ID#: 29  
DATE: 6/7/2025 TIME: 12:08:28 PM

QTY	DESCRIPTION	AMOUNT
1	Correction Tape	35.00
CB#8816-2P24M @P35.00ea		
2	youmei ballpen SS#G-388	120.00
@P60.00ea		
1	ipen8 ballpen EB#G-8003	45.00
@P45.00ea		
1	compass IQ#2506 @P18.00ea	18.00
1	Rtec Glue Stick 12g	15.00
IC#SY9122 @P15.00ea		
1	white glue HBW IA#G-40gui	15.00
@P15.00ea		
3	MONGOL2 (DOZ) BS#2	270.00
@P90.00ea		

Total QTY: 10  
AMOUNT DUE: 518.00  
Cash: 550.00  
Change: 32.00

VARIABLE SALE: 462.50  
VAT AMOUNT: 55.50  
VAT EXEMPT SALE: 0.00  
ZERO RATED SALE: 0.00

#### CUSTOMER INFORMATION

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
TIN: \_\_\_\_\_

NELSOFT TECHNOLOGY SERVICE  
802A 57 SGT. RIVERA ST. QUEZON CITY  
Supplier TIN: 400-003-170-00000  
ACC: 03840000317000054045982  
Date Acc.: 10/07/2011  
ACC VALID UNTIL: 07/31/2025  
PERMIT: FP012017-069-0111633-00000  
PTU DATE ISSUED: 01/19/2017

THIS SERVES AS AN SALE INVOICE. BRING THIS  
INVOICE IN CASE OF EXCHANGE OF MERCHANDISE  
WITHIN 2 DAYS  
THANK YOU AND COME AGAIN!

Sunshine Household Gen. Merch

OWNED BY: WESLEY AREVALO LIM  
VAT REG. TIN: 465-446-446-00000  
MIN: 17011109442802538  
SN: NT1170111P1016801  
SALVACION VIRAC CATANDUANES  
SALES INVOICE

TERMINAL#: 1  
SI#: 1001/1423744 TRAN#: 1/1423744  
CASHIER: ROSIE ID#: 29  
DATE: 6/7/2025 TIME: 12:08:28 PM

QTY	DESCRIPTION	AMOUNT
12	white glue HBW IA#G-40gui	180.00
@P15.00ea		
1	youmei ballpen SS#G-388	60.00
@P60.00ea		
1	stationary set IP#3003	60.00
@P25.00ea		
10	Achiever Writing pad IE	100.00
@P10.00ea		
6	Excellent writing pad	14.00
IC#G 3 @P14.00ea		
6	Achiever Writing pad IE	60.00
@P10.00ea		
2	gel ink pen EP#17-703	100.00
@P50.00ea		
1	Rabbit eraser SS#170	60.00
@P60.00ea		
1	CRASTA CRAYON 12 #BCC1	40.00
1	Correction Tape	35.00
@P22.00ea		
1	MONGOL2 (DOZ)	90.00
@P90.00ea		

Total QTY: 82  
AMOUNT DUE: 2,242.00  
Cash: 3,600.00  
Change: 758.00

VARIABLE SALE: 2,001.79  
VAT AMOUNT: 240.21  
VAT EXEMPT SALE: 0.00  
ZERO RATED SALE: 0.00

#### CUSTOMER INFORMATION

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
TIN: \_\_\_\_\_

NELSOFT TECHNOLOGY SERVICE  
802A 57 SGT. RIVERA ST. QUEZON CITY  
Supplier TIN: 400-003-170-00000  
ACC: 03840000317000054045982  
Date Acc.: 10/07/2011  
ACC VALID UNTIL: 07/31/2025  
PERMIT: FP012017-069-0111633-00000  
PTU DATE ISSUED: 01/19/2017

THIS SERVES AS AN SALE INVOICE. BRING THIS  
INVOICE IN CASE OF EXCHANGE OF MERCHANDISE  
WITHIN 2 DAYS  
THANK YOU AND COME AGAIN!








# ANNEX 1

## LETTER OF INFORMATION FROM RRC



Republic of the Philippines  
Department of Education  
REGION V - BICOL

**Office of the Assistant Regional Director**

October 3, 2024

**MA. CRISTINA T. TANAEI**  
Master Teacher I  
Patagan Elementary School

Dear Ms. Gonzales:

This letter of information pertains to the research proposal that received approval from the Schools Division Research Committee (SDRC) and was subsequently submitted to the Regional Research Committee (RRC) for funding through the CY 2025 Basic Education Research Fund (BERF) Grant Facility.

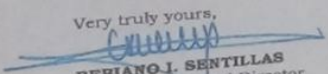
We are pleased to inform you, through the Regional Research Committee (RRC), that the research proposal titled **"CHECK-IN-CHECK-OUT APPROACH IN PRIMARY GRADES: A ROADMAP TO READING SUCCESS"** has been approved for implementation, in accordance with the provisions outlined in DepEd Order No. 16, s. 2017. To streamline funding for the BERF Facility and ensure deliverable compliance, please refer to the table below. It will also serve as documentation for liquidation.

TYPE OF RESEARCH	TRANCHE	PERCENTAGE	DELIVERABLES
ACTION RESEARCH	FIRST TRANCHE	80 %	<ul style="list-style-type: none"> <li>Work Plan</li> <li>Certificate of Acceptance for the Deliverable</li> <li>Copy of MOA</li> </ul>
	LAST TRANCHE	20 %	<ul style="list-style-type: none"> <li>Final Report</li> <li>Certificate of Acceptance from Regional Research Committee (RRC)</li> <li>Copy of MOA</li> </ul>

Please note that if the research proponent fails to complete and submit the deliverables as scheduled, they will be required to return the full amount granted. This payment must be made within six (6) months, either through direct payment or salary deduction. Additionally, strict compliance with the provisions of DepEd Order No. 16, s. 2017 dated March 20, 2017, is mandated.




For any questions or further clarifications, please contact the Regional Research Committee through the **Policy, Planning, and Research Division (PPRD)**.

We look forward to the successful implementation of your research. Thank you.

Very truly yours,  
  
**BEBLANO J. SENTILLAS**  
 Assistant Regional Director  
 Chair, Regional Research Committee

PPRD/brm  
10/03/2024


SGOD OFFICE  
**RECEIVED**  
 Date: 10/14/24  
 Time: 8:45

Regional Center Site, Rawis, Legaspi City 4500

0969 516 9555

region5@depd.gov.ph



**ANNEX 2****DECLARATION OF ANTIPLAGIARISM**

1. I, MA. CRISTINA T. TANAEL, understand that plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/or using some parts of their work without proper acknowledgement and referencing.
2. I hereby attest to the originality of this research proposal shall be of original content. I shall use appropriate citations in referencing other works from various sources
3. I, understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education and BERF

PROPONENT: MA. CRISTINA T. TANAEL

SIGNATURE: \_\_\_\_\_

DATE: June 17, 2025

**ANNEX 3****DECLARATION OF ABSENCE OF CONFLICT OF INTEREST**

1. I, MA. CRISTINA T. TANAEL, understand that conflict of interest refers to the situations in which financial or other personal considerations may compromise my judgement in evaluating, conducting or reporting research.
2. I hereby declare that I do not have any personal conflict of interest that may arise from my application and submission of my research proposal. I understand that my research proposal may be returned to me if found out that there is conflict of interest during the initial screening as per DepEd Order No. 16, s. 2017.
3. Further, in case of any form of conflict of interest, (possible or actual) which may inadvertently emerge during the conduct of my research, I will duly report it to the research committee for immediate action.
4. I understand that I may be held accountable by the Department of Education and BERF for any conflict of interest which I have intentionally concealed.

PROPONENT: MA. CRISTINA T. TANAEL

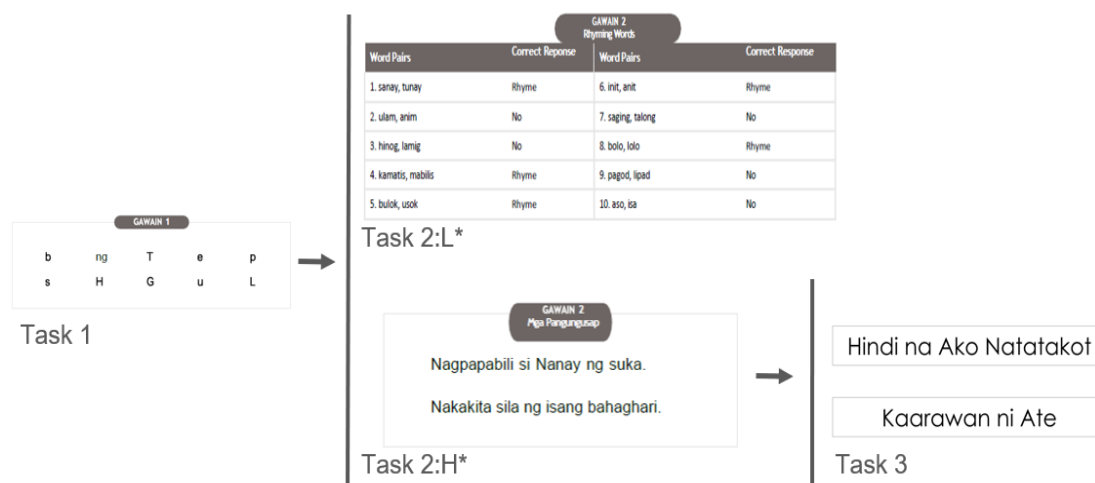
SIGNATURE: \_\_\_\_\_

DATE: June 17, 2025

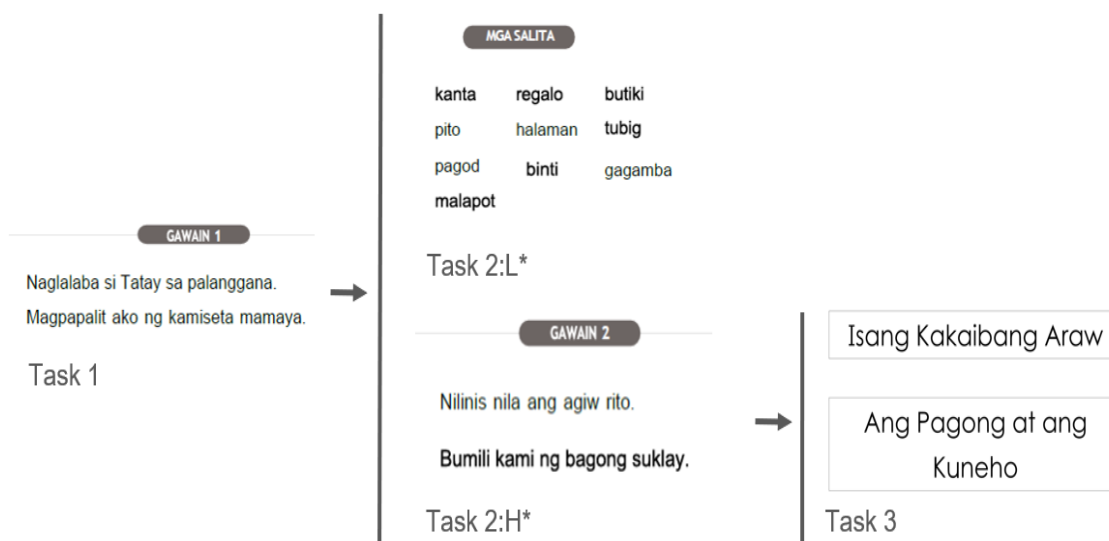
## ANNEX 4

### CRLA TOOL

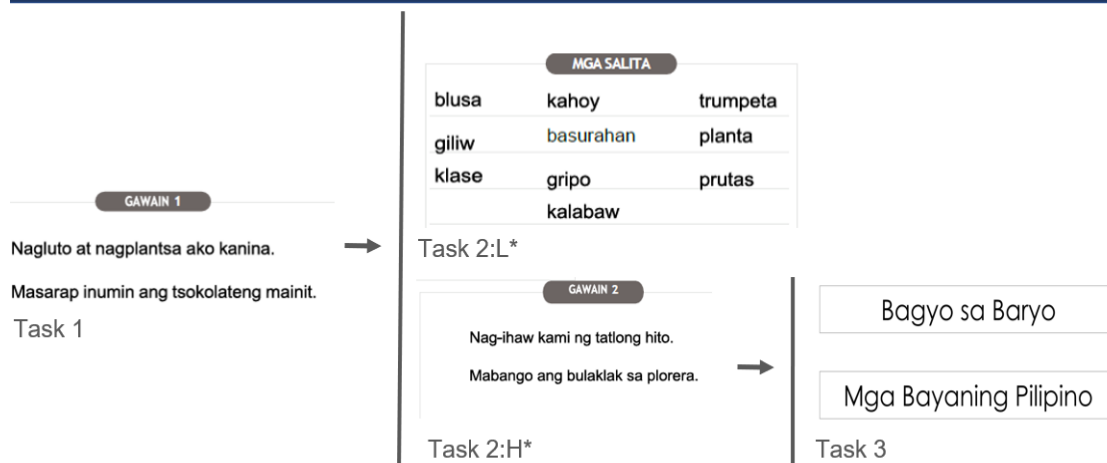
#### Grade 1 Tool



#### Grade 2 Tool



## Grade 3 Tool



\*H - Higher Level, if the child get an scores of 7 to 10 in Task 1 (Gawain 1), the learner proceed to task 2:H and then to Task 3

\*L - Lower Level, if the child get an scores of 0 to 6 in Task 1 (Gawain 1), the learner proceed to task 2:L



## ANNEX 5

### PRETEST RESULT

<b>Name of Pupils</b>	<b>Letter Sounds (10)</b>	<b>Word Recognition (10)</b>	<b>Sentence Reading (10)</b>	<b>Total (30)</b>
1. (Grade 1)	5	5	0	10
2. (Grade 1)	3	3	0	6
3. (Grade 1)	5	5	0	10
4. (Grade 1)	6	3	0	9
5. (Grade 2)	6	9	0	15
6. (Grade 2)	6	8	0	14
7. (Grade3)	6	9	0	15
8. (Grade 3)	6	9	0	15
9. (Grade 3)	6	7	0	15

### POST TEST RESULT

<b>Name of Pupils</b>	<b>Letter Sounds (10)</b>	<b>Words Recognition (10)</b>	<b>Sentence Reading (10)</b>	<b>Total (30)</b>
1. (Grade 1)	5	5	0	10
2. (Grade 1)	3	3	0	6
3. (Grade 1)	5	5	0	10
4. (Grade 1)	6	3	0	9
5. (Grade 2)	6	9	0	15
6. (Grade 2)	6	8	0	14
7. (Grade3)	6	9	0	15
8. (Grade 3)	6	9	0	15
9. (Grade 3)	6	7	0	15

## ANNEX 6

### T-test for Reading Performance

	Before Check- In – Check- Out Approach		After Check- In – Check- Out Approach	
	Mean Test Score	Reading Performance	Mean Test Score	Reading Performance
Alphabet Knowledge (10)	5.44	Low	8.22	High
Word Recognition (10)	6.44	Low	10.00	High
Phrase/Sentence Reading Comprehension (10)	0.00	Low	7.33	High

### Paired Sample T-test for Significance

Reading Component	Pre-Test Mean	Post-Test Mean	Mean Difference	t-value	df	p-value	Interpretation
Alphabet Knowledge	3.22	8.44	5.22	7.84	8	< 0.05	Significant improvement
Word Recognition	4.11	8.00	3.89	6.37	8	< 0.05	Significant improvement
Phrase/Sentence Reading Comprehension	4.78	9.11	4.33	7.21	8	< 0.05	Significant improvement

## ANNEX 7

### READING PROGRESS CHARTS/CARDS

**Check-In** **Check-Out**

**Mga Gawain Bahagi 1**  
Code:001-005

**Alphabet Knowledge:**  
Nabibigkas ang tunog ng letrang m,s,a,i,a,b at e

**Word Recognition:**  
Nababasa ang mga salitang may tunog na /m/, /s/, /a/, /i/, /b/ at /e/

**Phrase-Sentence Reading Comprehension:**  
Nababasa ang mga pariralang may ang, ay, mga, sa, at ako  
Nakababasa ng mga pangangusap  
Nakasasalagat sa mga tanong

**Check-In** **Check-Out**

**Mga Gawain Bahagi 2**  
Code:006-010

**Alphabet Knowledge:**  
Nabibigkas ang tunog ng letrang v,j,k,l at y

**Word Recognition:**  
Nababasa ang mga salitang may tunog na /m/, /s/, /d/

**Check-In** **Check-Out**

**Mga Gawain Bahagi 3**  
Code: 011-016

**Alphabet Knowledge:**  
Nabibigkas ang tunog ng letrang n,g,ng,pv at d

**Word Recognition:**  
Nababasa ang mga salitang may tunog na /m/, /n/, /d/, /s/, /o/, /b/, /u/, /k/, /y/, /h/, /a/, /m/, /p/, /h/ at /d/

**Phrase-Sentence Reading Comprehension:**  
Nababasa ang mga pariralang may siya, ano,ito, sina, sila at saan  
Nakababasa ng mga pangangusap  
Nakasasalagat sa mga tanong

**Check-In** **Check-Out**

**Mga Gawain Bahagi 4**  
Code: 017-021

**Alphabet Knowledge:**  
Nabibigkas ang tunog ng letrang h,w,c,t,j

**Word Recognition:**  
Nababasa ang mga salitang may tunog na /m/, /n/, /a/, /b/, /e/, /u/, /i/, /y/, /h/, /g/, /p/, /h/, /d/, /h/, /c/, /t/, /j/

**Phrase-Sentence Reading Comprehension:**  
Nababasa ang mga pariralang may ay, ang, sino, kano, kaniya  
Nakababasa ng mga pangangusap  
Nakasasalagat sa mga tanong

**Check-In** **Check-Out**

**Mga Gawain Bahagi 5**  
Code: 022-026

**Alphabet Knowledge:**  
Nabibigkas ang tunog ng letrang f,g,p,s,u,a,t

**Word Recognition:**  
Nababasa ang mga salitang may tunog na /m/, /n/, /a/, /b/, /e/, /u/, /i/, /y/, /h/, /g/, /p/, /h/, /d/, /h/, /c/, /t/, /j/, /f/, /g/, /p/, /s/, /u/, /a/, /t/

**Phrase-Sentence Reading Comprehension:**  
Nababasa ang mga pariralang na kaniya, kaniya, kaniya, kaniya, kaniya  
Nakababasa ng mga pangangusap  
Nakasasalagat sa mga tanong

**Check-In** **Check-Out**

Pangalan: \_\_\_\_\_ Bahagi: 1

**Reading Progress Chart**  
Pagkilala ng mga Salita (Word Recognition)

★ 001-005	★ 006-010	★ 011-016	★ 017-021
-----------	-----------	-----------	-----------

Basahin ang mga salita.

ma	asma	Sam
asam	aasa	sama
asam-asam	aasa-aasa	maasma
Mama	sasama	masama
masa	sama-sama	mamasama-masa

Puntos: \_\_\_\_\_

**Check-In** **Check-Out**

Pangalan: \_\_\_\_\_ Bahagi: 1

**Reading Progress Chart**  
Kaalaman sa Alpabeto (Alphabet Knowledge)

★ 001-005	★ 006-010	★ 011-016	★ 017-021
-----------	-----------	-----------	-----------

Panuto: Ibigay ang tunog ng mga letra sa ibaba.

m	s	a	i
o	b	e	

Puntos: \_\_\_\_\_

**Check-In** **Check-Out**

Pangalan: \_\_\_\_\_ Bahagi: 1

**Reading Progress Chart**  
Pagkilala ng mga Salita (Word Recognition)

★ 001-005	★ 006-010	★ 011-016	★ 017-021
-----------	-----------	-----------	-----------

Basahin ang mga salita.

ma	asma	Sam
asam	aasa	sama
asam-asam	aasa-aasa	maasma
Mama	sasama	masama
masa	sama-sama	mamasama-masa

Puntos: \_\_\_\_\_

**Check-In** **Check-Out**

Pangalan: \_\_\_\_\_ Bahagi: 1

**Reading Progress Chart**  
Parirala at Pangangusap (Phrase-Sentence Reading Comprehension)

★ 001-005	★ 006-010	★ 011-016	★ 017-021
-----------	-----------	-----------	-----------

Basahin ang mga parirala na may katagang **ang**:

<b>ang</b> ama	<b>ang</b> aasa	<b>ang</b> asma
<b>ang</b> mama	<b>ang</b> sasama	<b>ang</b> maasam
<b>ang</b> Mama	<b>ang</b> sama-sama	<b>ang</b> sama
<b>ang</b> masa	<b>ang</b> masama	<b>ang</b> asam-asam

Puntos: \_\_\_\_\_

## ANNEX 8

### MEMORANDUM OF AGREEMENT

#### MEMORANDUM OF AGREEMENT

##### KNOW ALL PERSONS BY THESE PRESENTS:

This Agreement made and entered into this 29th day of November 2024 in Legazpi City by and between:

**MA. CRISTINA T. TANAEL**, of Patagan Elementary School, Schools Division Office of Catanduanes hereinafter referred to as **"SECOND PARTY"**,

-and-

**DepED – Regional Office V (DepED ROV)**, with principal office and postal address at Rawis, Legazpi City hereinafter referred to as **"FIRST PARTY"**, represented in this Agreement by its Director IV, Office of the Regional Director, **GILBERT T. SADSAD**.

**MA. CRISTINA T. TANAEL**, and **DepED ROV** shall be collectively referred to as **"PARTIES"** and singularly as **"PARTY"**.

##### WITNESSETH:

**WHEREAS**, DepED Order No. 43, s. 2015 otherwise known as Revised Guidelines for the Basic Education Research Fund (BERF), DepED is continuing its initiatives towards strengthening evidence-based policy development and decision-making through the provision of research fund to eligible proponents from national, regional, School's Division Offices to public elementary and secondary schools nationwide. Funds shall come from the Fiscal Year (FY) 2024 General Appropriation Act-Basic Education Research Fund (GAA-BERF) and succeeding years thereon.

**WHEREAS**, to promote the culture of research, eligible proponents shall utilize the research fund for research projects anchored on the following thematic areas:

- a. Improving Access to Education.
- b. Improving the Quality of Education; and
- c. Improving Governance.

WHEREAS, the **FIRST PARTY**, in furtherance of the provisions found in DepED Order No. 16, s. 2017, commits to select eligible proponents based on criteria as provided for under the same DepED Order and provide appropriate funds for the conduct of the research;

WHEREAS, the **FIRST PARTY** grants the **SECOND PARTY** to conduct a research entitled "**CHECK-IN CHECK-OUT APPROACH IN PRIMARY GRADES: A ROADMAP TO READING SUCESS**".

WHEREAS, the **SECOND PARTY** has agreed to fulfill the terms and conditions set forth in this Agreement to achieve the objectives of DepED Order No. 16, s. 2017

**NOW THEREFORE**, for and in consideration of the foregoing premises, the **PARTIES** hereto mutually agreed to undertake the following:

#### SECTION 1 OBJECT OF THE AGREEMENT

**Section 1** The Qualifications of prospective proponents must adhere to the provisions of DepED Order No. 16, s. 2017.

#### SECTION 2 ROLES AND RESPONSIBILITIES OF THE PARTIES

**Section 2.1 Roles and Responsibilities of the FIRST PARTY (DepED ROV).**

- 2.1.1 To give necessary information to the prospective proponents.
- 2.1.2 To conduct an orientation with regard to the availment of the BERF with the prospective proponents.
- 2.1.3 To conduct a selection process pursuant to DepED Order No. 16, 2017 and other means as maybe deemed necessary and/or incidental to the implementation of the said DepED Order.
- 2.1.4. To monitor the compliance of the qualified proponents.
- 2.1.5. To process the research paper submitted by the prospective proponents by setting standards as provided for under DepED Order No. 16, s. 2017; and,
- 2.1.6. To release the research fund to the Second Party in the amount of Fifteen Thousand pesos (Php 15, 000.00).



**Section 2.2 Roles and Responsibilities of the SECOND PARTY (Employee).**

- 2.2.1. To comply with all the requirements set forth under DepED Order No. 16, s. 2017.
- 2.2.2. To receive personally the research fund.
- 2.2.3. To complete the research work as provided for under Section 4.2 of this Agreement.
- 2.2.4. To refund the full amount granted through direct payment or salary deduction within six (6) months in case the research work has not been completed on the duration as found under Section 4.2 of this Agreement, except in case of death, wherein the second party is not required to refund the amount already releases to him/her, as this Agreement shall be automatically terminated.

**SECTION 3  
OWNERSHIP AND AUTHORSHIP OF THE RESEARCH PAPER**

It is clearly understood, on the part of the **SECOND PARTY** that:

**Section 3.1.** That he/she will be the sole author of the research.

**Section 3.2.** The study funded under BERF will be co-owned by the author/s and DepEd, thus, will be subject to the following restrictions:

- a. Written permission from the National and Regional Research Committee is required before presentation in research conferences, forums and other related events, or its publication in research journals and bulletins.
- b. Presentations and/or publications must duly acknowledge the funding source/s of the study.

**SECTION 4  
EFFECTIVITY/DURATION**

**Section 4.1** This Agreement shall be effective on the date of signing hereof.

**Section 4.2** For Applied Research the duration is one (1) year, while for Action Research, six (6) months.

Failure on the part the **SECOND PARTY** to strictly comply with any of the terms and conditions of this Agreement and under DepED Order No. 16, s. 2017 without just cause shall constitute a ground for the termination of this Agreement.

MA. CRISTINA T. TANAE

EVANGELINE A. SACULO

BEBIANO T. SENTILLAS

GILBERT T. SADSAD

MA. CRISTINA T. TANIEL

As a result, thereof, the **SECOND PARTY** shall refund the whole amount extended by the **FIRST PARTY** and can no longer be entitled to participate in any call for research sponsored by DepED.

Either **PARTY** may terminate this Agreement anytime for causes other than the violation of the terms and conditions stipulated herein, provided that a written notice thereof shall be served upon the other **PARTY** at least thirty (30) days prior to the intended effectivity date of termination.

#### SECTION 5 NON-WAIVER OF RIGHTS

EVANGELINE A. SACULO

The failure of any **PARTY** to insist upon the strict performance of any of the terms, conditions and covenants hereof, shall not be deemed as relinquishment or waiver of any right or remedy granted to such **PARTY** nor shall it be construed a waiver of any subsequent default of the covenants which shall continue to be in full force and effect. No waiver of any rights or remedies under this Agreement shall be deemed to have been made unless expressed in writing by the concerned **PARTY**.

#### SECTION 6 COMPLETE AGREEMENT

BEBIANO I. SENTILLAS

This Agreement constitutes the complete agreement and sets forth the entire understanding and agreement of the **PARTIES** as to the subject matter of this Agreement and supersedes all prior discussions and understandings in respect of the subject of this Agreement, whether written or oral.

#### SECTION 7 FAMENDMENTS

No amendments, modification or supplement to the terms of this Agreement shall be valid and effective unless agreed upon in writing and signed by the **PARTIES**.

GILBERT E. SADSAD

**SECTION 8  
GOVERNING LAW**

This Agreement shall be governed by and construed in accordance with the Laws of the Republic of the Philippines, DepED Order No. 16, s. 2017 and other allied DepED Issuances.

**SECTION 9  
SEPARABILITY CLAUSE**

In the event that any provision of this Agreement is held invalid or contrary to law, the validity of the other terms and conditions hereof shall not be affected thereby.

**IN WITNESS WHEREOF**, the **PARTIES** have hereunto set their hands this 29<sup>th</sup> day of November, 2024.

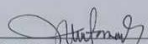
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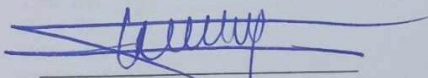
  
**GILBERT T. SADSAD**  
Regional Director

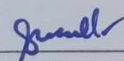
**Division of Catanduanes**

by:

  
**MA. CRISTINA T. TANAEL**  
Researcher

SIGNED IN THE PRESENCE OF:

  
**BEBIANO I. SENTILLAS**  
Chair, RRC

  
**EVANGELINE A. SACULO**  
Co-Chair, RRC