



ENHANCING GRADE 5 LEARNERS' READING COMPREHENSION SKILLS IN ENGLISH THROUGH THE ReaCAP LEARNING PACKAGE

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INTRODUCTION

Reading Comprehension Skills is vital in achieving success of the learners' development toward literacy. This study aimed to improve the learners' reading level including the reading comprehension skills in English of Grade Five learners of Limokon Elementary School, Valencia District, Division of Bohol for SY 2024- 2025 by utilizing the ReaCAP Learning Package for the New Gen. The researchers employed action research design utilizing single group pretest-posttest approach with descriptive analysis. Purposive sampling technique was used in determining the eight participants who failed in the Phil – IRI pre-test in the school year 2024-2025. Notable improvements were observed across all fundamental academic skills, with high-performing learners further solidified their strengths, and learners with lower scores exhibited significant progress. It can be concluded that the intervention ReaCAP Learning Package for the New Gen proved effective in addressing specific learner needs, particularly for those with significant learning gaps.

DISCUSSION OF RESULTS

The results of the Phil-IRI pre-test were used to identify the learners who needs intervention. Learners who failed the said assessment serve as the basis in determining the participants of the study. The implementation of the intervention happened. Pretest and posttest were conducted using the assessment tool parallel to Phil-IRI.

The data collected from the participants before and after the intervention is summarized in the following tables.

Table 1
Performance of Learners Before the Intervention

Learners	Score (Pretest = 28)				Overall Score	Proficiency Level
	Set A N = 7 (Percent)	Set B N = 7 (Percent)	Set C N = 7 (Percent)	Set D N = 7 (Percent)		
Justine	3	4	4	2	13	Needs Improvement
Jhon Paul	6	4	6	3	19	Needs Improvement
Clarence	7	3	6	4	20	Needs Improvement
Kent James	5	6	7	6	24	Satisfactory
Jezelyn	4	3	6	1	14	Needs Improvement
Rhea Jane	5	5	3	0	13	Needs Improvement
Rebekah	6	5	5	1	17	Needs Improvement
April Joy	6	4	3	2	15	Needs Improvement

Table 1 showed the learners' reading comprehension skills prior to the intervention. It can be forgathered that only Kent James consistently demonstrated strong comprehension skills across all tested short stories, with a total score of 24, respectively. His proficiency reflected a strong grasp of fluency, word recognition and vocabulary skills. On the other hand, Justine and Rhea Jane struggled significantly, with scores of 13, respectively. Rhea Jane showed moderate success in Set A and B but performed poorly in Set C and D. Justine also showed moderate success in Set B and C but showed poor performance in Set A and Set D.

Jhon Paul demonstrated strong comprehension skills in almost all sets, particularly in Set A and C, where he achieved near-perfect scores. His balanced performance suggests a solid ability in fluency and word recognition before the intervention, making him one of the higher-performing learners in this group. On the other hand, Rebekah displayed strong performance across all sets of stories, particularly in Set A and B, where her scores



showed high next to Jhon Paul in the group. Her balanced skills suggest she had some prior understanding of fluency, word recognition as well as vocabulary before the intervention.

Table 2
Performance of Learners After the Intervention

Learners	Score (Posttest = 28)				Overall Score	Proficiency Level
	Set A N = 7 (Posttest)	Set B N = 7 (Posttest)	Set C N = 7 (Posttest)	Set D N = 7 (Posttest)		
Justine	6	5	7	6	24	Satisfactory
Jhon Paul	7	7	7	7	28	Outstanding
Clarence	6	6	7	3	22	Fairly Satisfactory
Kent James	7	7	7	7	28	Outstanding
Jezelyn	5	2	5	4	16	Needs Improvement
Rhea Jane	7	4	3	3	17	Needs Improvement
Rebekah	7	7	7	7	28	Outstanding
April Joy	7	7	7	7	28	Outstanding

The results showed that designing intervention to low performing learners can really make difference. When learners in the class are assessed as to their mastery of the competencies, teachers can be able to point out the skills that learners need to work on. Implementing classroom-based interventions would enable learners to be at par with other learners.

Table 3
Comparative Analysis of Learners' Performance Before and After the Intervention

Learners	Score (Pretest = 28)				Overall Score	Proficiency Level
	Set A N = 7 (Pretest)	Set B N = 7 (Pretest)	Set C N = 7 (Pretest)	Set D N = 7 (Pretest)		
Justine	3/6	4/5	4/7	2/6	13/24	Satisfactory
Jhon Paul	6/7	4/7	6/7	3/7	19/28	Outstanding
Clarence	7/6	3/6	6/7	4/3	20/22	Fairly Satisfactory
Kent James	5/7	6/7	7/7	6/7	24/28	Outstanding
Jezelyn	4/5	3/2	6/5	1/4	14/16	Needs Improvement
Rhea Jane	5/7	5/4	3/3	0/3	13/17	Needs Improvement
Rebekah	6/7	5/7	5/7	1/7	17/28	Outstanding
April Joy	6/7	4/7	3/7	2/7	15/28	Outstanding

The ReaCAP Learning Package yielded substantial improvement across all learners. Justine, who started with the lowest scores, benefited the most, with a variance of 24, highlighting the intervention's success in addressing large learning gaps.

These results indicated that the intervention was effective for learners across varying levels of proficiency.

CONCLUSIONS, RECOMMENDATIONS, AND REFLECTIONS

The study found that students who had strong reading comprehension skills were more likely to be successful in their careers and earn higher salaries. Strengthening foundational literacy through remediation and enrichment is critical.

There were various contributory factors to the success of the intervention. First, the intervention focused on specific skills to be developed (fluency, word recognition, vocabulary, reading comprehension), allowing for targeted support based on learners' initial weaknesses. Regular and consistent remedial sessions using the ReaCAP Learning Package helped learners improved their reading comprehension skills. Spelling drills were also effective. There were at least 20 items for spelling in every session. The learners had to retake the activities at least three to four times until they get high or perfect scores. The words used in the spelling drills served as the basis for their vocabulary notebooks to be filled in. Research showed that the drill and practice strategy is beneficial. These strategies facilitate significant improvement in reading literacy proficiency.

However, the implementation of the ReaCAP Learning Package intervention went through challenges also. Two of the learners struggled more compared with other learners. One of the reasons could be the problem in fluency and decoding skills. Hence, the researchers had to give ample time and supervision of the said learners in every step of the intervention.

Overall, Wh - questions, particularly why or how was the most challenging for the participants. Given comprehension questions without given choices was most challenging



to the learners. In this matter, the researchers carefully and thoughtfully taught step by step as well as employed video materials to give more support and emphasis on the hard competencies. The more struggling learners took longer time in completing activities in the activity sheets. The researchers guided them towards the completion of these activities. Learners who answered ahead all the activities in the learning package were given feedback right away and were allowed to continue answering another given activity sheets.

While the intervention was effective, adding more differentiation for high-performing learners could challenge them further and prevent stagnation. Lastly, leveraging technology tools such as educational apps useful to them or interactive simulations could be applied to make learning fun and engaging.

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02 MONITORING AND EVALUATION (M&E) FORM: RESEARCH SUSTAINABILITY

Post-BERF Implementation Phase

I. GENERAL INFORMATION

- **Research Title:** Enhancing Grade 5 Learners' Reading Comprehension Skills in English Through the ReaCAP Learning Package for the New Gen
- **Researchers:** Lera Joie L. Dumaguit, April Rose D. Tubaces, Imme C. Salva
- **Station:** Limokon Elementary School, Valencia District, SDO Bohol
- **Q-BEDP Outcome:** Outcome 4 (Improved Education Quality/Curriculum) & Outcome 1 (Teacher Quality)
- **Monitoring** **Date:**

II. SUSTAINABILITY CHECKLIST

Instructions: Mark (X) the appropriate column based on current school operations.

Sustainability Indicators	Evident	Not Evident	Means Verification (MOV)	of
1. Resource Continuity: Are the ReaCAP Learning Packages (Digital/Printed) still accessible to Grade 5 learners?	x		Inventory of Modules / Tablet Logs	
2. Instructional Integration: Is "ReaCAP" time officially reflected in the Class Program or Remedial Reading Schedule?			Approved Class Program	
3. Teacher Mentoring: Do the researchers/teachers conduct LAC sessions x to train other grade levels on the ReaCAP methodology?			LAC Minutes / Attendance	
4. Assessment Consistency: Are the pre-test and post-test x tools from the study used for quarterly			Learner Progress Report Cards	

Sustainability Indicators	Evident	Not Evident	Means Verification (MOV)	of
reading progress monitoring?				
5. Stakeholder Support: Are parents involved in monitoring x the "New Gen" reading tasks at home?			Home-School Communication Logs	

III. PERFORMANCE MONITORING (Q-BEDP BASECAMP 1: CATCHING UP)

Compare current learner performance against the 2025 BERF study results.

Reading Level (English)	BERF Study Result (2025)	Current Status (2026)	Remarks (Progress/Regression)
Frustration Level	[Insert % from study]	25%	Progress
Instructional Level	[Insert % from study]	25%	Progress
Independent Level	[Insert % from study]	50%	Progress

IV. STRATEGIC LEVER EVALUATION (Q-BEDP PART III)

1. DIGITALIZATION (The "New Gen" Lever): How is the school maintaining the "New Gen" aspect of the ReaCAP package (e.g., use of tablets, interactive slide decks, or offline reading apps)?

The school primarily utilizes printed materials in implementing the ReaCAP package to ensure accessibility and convenience for all learners. Printed stories, activity sheets, and other instructional resources are provided to support reading development and comprehension activities within the classroom. This method is considered practical and effective, particularly in areas with limited access to digital technology and internet connectivity.

2. DECENTRALIZATION (Localized Curriculum):

Has the school head authorized the contextualization of ReaCAP stories to include local Valencia/Bohol folklore or history?

Yes, the school head has approved the contextualization of ReaCAP stories to align with the local culture and heritage of Valencia, Bohol. Teachers are encouraged to integrate local folklore, legends, and historical accounts into the ReaCAP framework to make learning more relevant and engaging for students. This decentralized approach



not only strengthens learners' literacy skills but also deepens their understanding and appreciation of their community's identity.

V. ISSUES, GAPS, AND RECOMMENDATIONS

Identified Issue / Barrier	Proposed Intervention	Responsible Person
Usage of printed materials due to limited digital resources	Conduct technical repairs and allocate MOOE funds for the acquisition of additional ICT resources	ICT Coordinator
Lack of storage for printed materials	Provide an organized storage area and establish a systematic filing procedure for printed materials	School Librarian Property Custodian

RESEARCH BULLETIN

VI. OVERALL RATING & STATUS

[x] **SUSTAINED:** ReaCAP is the standard reading intervention in the school.

[] **THREATENED:** Implementation is inconsistent due to lack of materials or time.

[] **INACTIVE:** The learning package is no longer in use

Prepared by: _____
Research Manager/ M&E Personnel

Conforme: LERAH JOIE L. DUMAGUIT
Lead Proponent



RESEARCH BULLETIN

PRP-BERF on Track: *Mapping the Impact of the ReaCAP Learning Package on Foundational Literacy, Strategic Levers, and Learner Reading Performance*

Research Title	Research Theme	Q-BEDP Reform Outcome (5PT Agenda)	Strategic Lever Applied	Results Utilization / Concrete Evidence	Research Impact	Key Highlights for Research Monitoring Report:
Enhancing Grade 5 Learners' Reading Comprehension Skills in English Through the ReaCAP Learning Package for the New Gen	Teaching and Learning. The study focused on foundational literacy, specifically improving reading levels and comprehension skills in English through a tailored intervention.	Outcome 4: Improved Education Quality through Upgraded Curriculum, Modernized Assessments, and Digitally Enabled Schools. The study directly addresses the learning crisis in reading and utilizes a "New Gen" package to modernize instructional delivery.	First Lever: Decentralization Empowerment of the teacher-researcher to develop and map out localized materials from reliable resources without waiting for top-down modules. Third Lever: Digitalization The "New Gen" aspect involves using interactive slide decks and potentially digital-ready worksheets to engage learners.	1. Instructional Innovation: Implementation of the ReaCAP stages of learning (Reading Goals, Mentor Me, Working Collab, I-Check, and Way Back Home). 2. Resource Development: Creation of the ReaCAP Learning Package, consisting of worksheets and enhanced reading passages suited for struggling learners. 3. Dissemination: Sharing findings through PTA conferences and with other schools for potential replication of the reading intervention.	• Skill Development: Notable improvements were recorded in oral reading, word recognition, and answering complex (why/how) comprehension questions. • Learner Performance: Significant progress was observed, with 50% (4 out of 8) of the struggling participants reaching the "Outstanding" proficiency level after the intervention.	The ReaCAP Intervention: Unlike traditional reading programs, this study used a structured 5-stage process specifically designed for "New Gen" learners who struggle with complex texts. Home-School Link: A critical part of the results utilization is the "Way Back Home" component, where parents sign reading agreements to ensure the intervention continues outside school hours. Targeted Success: The study successfully moved learners from the "Frustration" level in the Phil-IRI pre-test toward "Outstanding" and "Satisfactory" proficiency levels.



CERTIFICATE OF UTILIZATION

This is to certify that this Office, through the Schools Division Research and Innovation Committee (SDRIC), has reviewed and validated that the **Research and Innovation** titled **ENHANCING GRADE 5 LEARNERS' READING COMPREHENSION SKILLS IN ENGLISH THROUGH THE ReaCAP LEARNING PACKAGE** submitted by Lerah Joie L. Dumaguit, April Rose D. Tubaces and Imme C. Salva, of Limokon Elementary School was **SUCCESSFULLY UTILIZED** in Taytay Elementary School, Valencia District, Division of Bohol to (1.) Evaluate the effectiveness of the ReaCAP Learning Package used in Limokon Elementary School, Valencia District, Division of Bohol for the School Year 2025 – 2026 to (2) Address the shortage of reading and instructional materials by designing a contextualized intervention material that enhances the reading comprehension skills and competence in learning the English language; and (3) Measure the impact of ReaCAP Learning Package on learners' reading comprehension skills by comparing their performance before and after utilizing the material during the Second Quarter of School Year 2025 – 2026 which resulted to the improvement of the participants' reading comprehension skills showing significant progress with 50% or (4 out of 8) of the struggling participants reaching the Outstanding proficiency level after the intervention.

Issued and signed this 25th day of May, 2026 in Division of Bohol, Philippines.


FAY C. LUAREZ EdD, PhD TM, CESO VI
Schools Division Superintendent



CERTIFICATE OF ADOPTION

This is to certify that this Office, through the Schools Division Research Committee (SDRC), has reviewed and validated that the **Research and Innovation** titled **UTILIZATION OF A CONTEXTUALIZED IMAGE TO SENTENCE ACTIVITY WORKBOOK (ISAW) AS A LEARNING REINFORCEMENT TOOL FOR ENHANCING SENTENCE CONSTRUCTION SKILLS OF GRADE 7 LEARNERS** submitted by Joan Mae G. Garsula of Gerasimo Silva Villegas Sr. National High School, Secondary North District, Guihulngan City Division was **SUCCESSFULLY ADOPTED** in Taytay Elementary School, Valencia District, Division of Bohol where the Action Research was Adopted to (1) Address the shortage of reading and instructional materials by designing a contextualized intervention material that enhances the reading comprehension skills and competence in learning the English language; and (2) Measure the impact of ReaCAP Learning Package on learners' reading comprehension skills by comparing their performance before and after utilizing the material during the Second Quarter of School Year 2025 – 2026 from June – December/ 6 months of Adoption in Other School/District/Office].

Issued and signed this 25th day of May, 2026 in Division of Bohol, Philippines.


FAY C. LUAREZ EdD, PhD TM, CESO VI
Schools Division Superintendent

DISSEMINATION AND UTILIZATION ADVOCACIES

Pre-Implementation Phase (Before)

The researchers conducted the Phil – IRI pre-test to assess the baseline status of the participants regarding the level of comprehension before the intervention. In this phase, the researchers also asked permission from the school head and the Schools Division Superintendent to conduct this study. Learners who failed the said assessment serve as the basis in determining the participants of the study.

When the conduct of the pre-test was done, the researcher created and carefully crafted the contextualized intervention material, ReaCAP Learning Package.

Once the pre-test was conducted, as well as the conduct of the orientation for the parents and participants and the LAC session for teachers were done, the researcher proceeded to craft and print the ReaCAP Learning Package for the implementation of the said intervention.



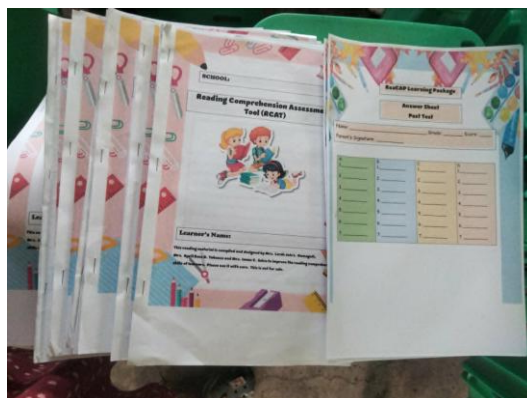
Pictures taken during the orientation with the parents and the LAC session with the teachers to disseminate the implementation of the Action Research for the School Year 2025 – 2026.

Implementation Phase (During)

After securing the consent from the learners, parents/guardians, school head, and SDS, then the researcher assessed the participants' current performance levels in oral reading, word recognition and vocabulary to establish the baseline knowledge of the participants' reading comprehension skills.

Next, the ReaCAP Learning Package was introduced to the participants within a six-week intervention tool designed to improve the said skill.

The reading sessions were scheduled every day for 30 minutes during the Sustained Reading Program. Each session provided learners with a lecturette and follow-up activities as well as way back home activities that learners have done with the supervision of the parents at home. Reading agreements were given and duly signed by the participants parents/ guardians making sure they studied at home.



Pictures taken with the materials used during the implementation of the Action Research for the School Year 2025 – 2026.



Pictures taken during the pre-test and reading remediation – implementation phase of the Action Research for the School Year 2025 – 2026.

Post-Implementation Phase (After)



Pictures taken during the dissemination of results of the Action Research for the School Year 2025 – 2026.



ATTACHMENTS

Means of Verification of Research Dissemination, Advocacy and Utilization



Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

RESEARCH MANAGEMENT: TRANSMITTAL LETTER FOR RESEARCH IMPLEMENTATION

Date: January 7, 2025

CERLITO L. ROMERO
Schools District Supervisor
District of Valencia
Valencia, Bohol

Sir Romero,

Greetings!

The undersigned will be conducting an action research study with the title "Enhancing Grade 5 Learners' Reading Comprehension Skills in English Through the ReaCAP Learning Package for the New Gen" to address the *reading comprehension problems among the Grade V learners in Limokon Elementary School*.

In this regard, the researcher would like to ask approval from your good office to conduct the study in Limokon Elementary School in the Division/ Region/ Department of Bohol Province. Rest assured that the documents taken from the study participants/ respondents and research setting/ environment will be kept confidential.

We are looking forward for a favorable approval on this matter.

Very truly yours,

LERAH JOIE L. DUMAGUIT

APRIL ROSE D. TUBACES

IMME C. SALVA

Approved:

CERLITO L. ROMERO
Schools District Supervisor
District of Valencia

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CERTIFICATION

RE: RESEARCH IMPLEMENTATION

This is to certify that the research proposal of:

Name of Research Proponent(s) or BERF Grantee(s)	Insert Proponent's Position/ Designation	Official School/ Station
Lerah Joie L. Dumaguit	Teacher I	Limokon Elementary School
April Rose D. Tubaces	Teacher I	Limokon Elementary School
Imme C. Salva	Teacher I	Limokon Elementary School

titled

Enhancing Grade 5 Learners' Reading Comprehension Skills
through the ReaCAP Learning Package for the New Gen

funded under the Basic Education Research Fund (BERF) 2025 Grant Facility has been implemented in accordance with the approved research work plans and timelines and in adherence to the provisions set by DepEd Order No. 16, s. 2017, "Research Management Guidelines".

This further certifies that the research proponents and/or BERF Grantees ethically executed all the research activities per implementation phases/ stages as well as prepared and submitted all the corresponding research deliverables based on the research proposal as reviewed and approved by the Schools Division Research Committee (SDRC) and further confirmed by the Regional Research Committee (RRC). For the means of verifications and evidences on the actual conduct of the research engagement in [insert name of study locale/ research environment], please see the herein documentary attachments.

This certification is issued on 31st day of October 2025 in compliance with the requirements of the Department of Education Regional Office VII-Policy, Planning, and Research Division (PPRD)'s Policy and Research Program (PRP).

ROSARIO A. GALORPORT EdD
ESP - 1

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CERTIFICATION

RE: RESEARCH RESULTS' DISSEMINATION

This is to certify that the research results and findings of:

Name of Research Proponent(s) or BERF Grantee(s)	Insert Proponent's Position/ Designation	Official School/ Station
Lerah Joie L. Dumaguít	Teacher I	Limokon Elementary School
April Rose D. Tubaces	Teacher I	Limokon Elementary School
Imme C. Salva	Teacher I	Limokon Elementary School

titled

Enhancing Grade 5 Learners' Reading Comprehension Skills
through the ReaCAP Learning Package for the New Gen

funded under the Basic Education Research Fund (BERF) [2025] Grant Facility has been disseminated in different platforms and/or various setting across governance levels in accordance to the approved research work plans and timelines and in adherence to the provisions set by DepEd Order No. 16, s. 2017, "Research Management Guidelines". In particular, the researcher(s) discussed his/her/their research results and recommendations [insert area/office/governance level where the study was conducted] as attended by the study participants/ research respondents themselves last [insert date of dissemination activity]. In addition, the said research results and recommendation were also disseminated through DepEd issuances [insert number code and series of Regional/ Division/ Inter-Office/ District/ School Memoranda and date of release] to likewise encourage everyone to analyze, consider, and incorporate the results in the instructional practices or governance processes to further improve learning outcomes or strengthen the school-based management (state specific target).

This further certifies that the research results and recommendations were presented in research congress/ conferences and/ or published in the Research Bulletins/ Websites like the Research and Development (R&D) Portal for wider dissemination. In addition, the results and findings be also disseminated through Learning Action Cell (LAC) sessions, In-Service Training (INSET), and Learning and Development (L and D) series as well as School Governing Council (SGC) and School Report Card (SRC) to serve as input for teachers in their respective teaching-learning strategies, input for proposed actions in the school planning and monitoring activities, and research results to be incorporated as research initiatives and intervention strategies in the Enhanced School Improvement Plan (e-SIP) and Annual Implementation Plan (AIP). For means of verifications (MOVs) of the aforementioned research results' dissemination activities, please see enclosure(s) of documentary attachments or accomplishment evidences for reference.

This certification is issued on _____ day of _____ in compliance with the requirements of the Department of Education Regional Office VII-Policy, Planning, and _____ on (PPRD)'s Policy and Research Program (PRP).

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Limokon Elementary School

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April Rose D. Tubaces	Teacher I	Limokon Elementary School
Imme C. Salva	Teacher I	Limokon Elementary School

titled

Enhancing Grade 5 Learners' Reading Comprehension Skills in English: ReaCAP Learning Package for the New Gen

funded under the Basic Education Research Fund (BERF) 2025 Grant Facility has been utilized for the betterment of the learning outcomes of Valencia District, Division of Bohol in accordance to the provisions set by DepEd Order No. 18, s. 2017, "Research Management Guidelines". In particular, the researcher(s) was/were able to utilize their research results and recommendations through the use of the developed strategy, intervention, or innovation to aid the teaching and learning process(es)/ instructional practice(s) of the Summer Academic Remediation Program (SARP) Learners of Limokon Elementary School and other schools in Valencia District, Division of Bohol for remediation activities, enrichment engagements and skill enhancement.

This further certifies that the research results and recommendations were incorporated and/or utilized in the development of policies, frameworks, programs, and projects; strategic, operational, and mid-term plans [e.g. *Enhanced School Improvement Plan (e-SIP)* and *Annual Implementation Plan (AIP)*, *DEDP*, *REDP*] as well as School Governing Council (SGC) and School Report Card (SRC) to serve as input for proposed actions in the school planning and monitoring activities. Moreover, the said research results and findings were also incorporated and/ or utilized in the training programs or instructional materials to mention a few of governance processes and/or instructional strategies. For means of verifications (MOV's) of the aforementioned research results' utilization, please see enclosure(s) of documentary attachments or accomplishment evidences for further reference and review.

This certification is issued on 10th day of January 2026 in compliance with the requirements of the Department of Education Regional Office VII-Policy, Planning, and Research Division (PPRD)'s Policy and Research Program (PRP).

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