



Republic of the Philippines  
**Department of Education**  
Region VI-Western Visayas  
SCHOOLS DIVISION OF KABANKALAN CITY

Office of the Schools Division Superintendent


**DIVISION MEMORANDUM**  
NO. 335 s. 2022

SEP 05 2022

**ADOPTION OF APPRAISAL TOOLS FOR RESEARCH PROPOSALS AND  
COMPLETED RESEARCH OUTPUT**

TO: Asst. Schools Division Superintendent  
CID / SGOD Chief Education Supervisors  
Administrative Officer V  
Public Elementary & Secondary Schools  
All Others Concerned

1. Relative to Regional Memorandum No. 648 s. 2022 RE: Adoption of Appraisal Tools for Research Proposals and Completed Research Output in adherence to DepEd Order No. 16 s. 2017 (Research Management Guidelines), this Office, through the Planning and Research Unit request all concerned to download this Order and follow the guide in appraising research proposals and checklists for completed research output.
2. Attached are the expanded guide for appraising Action Research and Basic Proposals (Enclosure 1) and quality control checklist for completed researches (Enclosure 2).
3. Immediate dissemination of and compliance with this Memorandum are desired.

  
**NICASIO S. FRIO, CESO VI**  
Asst. Schools Division Superintendent  
Officer-In-Charge  
Office of the School Division Superintendent



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Enclosure 1

**Expanded Guide for Appraising Action Research Proposals**

Annex 4B, DepEd Order No. 16, s. 2017 (RMG)

By: **DepEd Region VI – PPRD & UPV Action Research Project**

**IA. Context (Total: 15 Fts.)**

No.	Indicators	Yes (Pts.)	No
<b>1</b>	<b>Discussed the Problem Comprehensively</b>		
1.1	Presented the specific problem that the study aims to solve.	2	
1.2	Identified the correct thematic area of the Basic Education Research Agenda (BERA) being addressed by the study.	1	
1.3	Enumerated the signs and symptoms of the problem.	1	
1.4	Identified the persons/groups affected by the problem.	1	
1.5	Explained the degree and/or intensity up to which the problem affects the people involved.	1	
1.6	Stated when the problem started happening.	1	
1.7	Stated where the problem is observed/observable.	2	
<b>2</b>	<b>Analyzed the Locale/Research Setting</b>		
	Explained why the classroom/school situation is considered worthy of investigation and intervention.	1	
<b>3</b>	<b>Established the Study's Relevance to Educational Outcomes</b>		
	Explained how solving the problem relates to the achievement of DepEd's Intermediate Outcomes (Access, Equity, Quality, Resilience & Well-Being, and Enabling Mechanisms: Governance).	1	
<b>4</b>	<b>Established the Timeliness of the Research Problem</b>		
	Explained why the research problem is considered current. <i>Note: Possible Bases for Timeliness</i>	1	
	<ul style="list-style-type: none"> <li>▪ Included as a Priority Topic in the Regional Research Agenda</li> <li>▪ Included as a Priority Topic in the National Curriculum Research Agenda</li> <li>▪ Related to 21<sup>st</sup> Century Learning</li> <li>▪ Related to Learning Delivery During the Pandemic/New Normal</li> <li>▪ Related to DepEd Advocacies Within the Last Five (5) School Years</li> </ul>		
<b>5</b>	<b>Presented the Proposed Innovation/Intervention/ Strategy as Possible Solution to the Problem</b>		
	Stated the name of the proposed innovation/intervention/strategy (IIS) and concisely explained how it solves the problem.	1	
<b>6</b>	<b>Provided the Rationale for Conducting the Action Research</b>		
	Summarized why there is a need to conduct the present study.	1	
<b>7</b>	<b>With Coherent Presentation of Ideas and Minimal Grammatical Errors</b>		
		1	
<b>Sub-Total</b>		<b>15</b>	
<b>Comments:</b>			



**IB. Proposed I.I.S. (Total: 15 Pts.)**

No.	Indicators	Yes (Pts.)	No
<b>1</b>	<b>Discussed the Proposed Intervention/Innovation/ Strategy (IIS) Comprehensively</b>		
1.1	Presented the important and distinctive features of the IIS.	2	
1.2	Enumerated the component activities of the IIS.	2	
1.3	Identified the people involved in the IIS.	1	
1.4	Explained why the IIS will be implemented based on personal motivations and experiences	1	
1.5	Stated the scope (i.e., specific performances/behaviors/ outcomes that the IIS aims to change) and the limitations (i.e., performances/behaviors/outcomes that although closely related to the study, will no longer be addressed by the IIS) of the study.	2	
1.6	Explained how the IIS will solve the problem.	2	
<b>2</b>	<b>Provided Important Details for Each Component Activity</b>		
2.1	Stated the roles/responsibilities of the people in each component activity of the IIS.	1	
2.2	Presented the schedule of the conduct of the component activities of the IIS.	1	
2.3	Identified the locations/venues/settings of each component activity of the IIS.	1	
<b>3</b>	<b>Provided Scientific/Scholarly Bases for the Plausibility of the IIS</b>		
	Explained how the IIS is informed by theories/concepts, related research, and/or collaboration with other researcher-practitioners in the discipline.	1	
<b>4</b>	<b>With Coherent Presentation of Ideas and Minimal Grammatical Errors</b>	1	
	<b>Sub-Total</b>	<b>15</b>	
<b>Comments:</b>			

**II. Action Research Questions (Total: 30 Pts.)**

No.	Indicators	Yes (Pts.)	No
<b>1</b>	<b>Provided the General Statement of the Research Problem</b>		
	<i>Note: The general statement of the problem should be clear, concise, and reflective of the researcher's specific context. As such, it is important to include the following elements.</i>		
1.1	Primary Purpose	1	
1.2	Research Setting	1	
1.3	Learning Area/Research Focus	1	
1.4	Participants	1	
1.5	Proposed IIS	1	
<b>2</b>	<b>Included the Quintessential Action Research Question</b>		
	<i>Note: Considering that action research is a participatory, qualitative research method, it must always inquire about the process of the delivery of the intervention. Hence, the</i>		

	primary research question should resemble the question below. The researcher may also decide to capture the essence of the question through multiple questions.		
	<b>Asked</b> the question: "How can the [intervention] be used in [desired effect] [target performance/behavior/outcome] of [participants]?"	5	
	<b>Did not include</b> questions about how the intervention can be used in achieving the desired effect on the target performance/behavior/outcome of the participants.	1	
<b>3</b>	<p><b>Ensured that the Research Questions Correspond with the Research Title</b></p> <p><i>Note: The researcher has the prerogative to include additional questions. Although generally a qualitative research design, action research does not prohibit inclusion of questions answerable by quantitative data and analysis.</i></p> <p><i>Should there be quantitative research questions, descriptive statistics (e.g., frequencies, percentages, ranges, central tendencies, arithmetic differences) are sufficient for the purposes of an action research. Inferential statistics are unnecessary and therefore, optional.</i></p> <p><i>Questions must be directly answerable using information that the researcher will collect.</i></p> <p><i>Award the points based on the following criteria.</i></p>		
	The IIS and all target performances/behaviors/outputs mentioned in the title <b>are reflected</b> in the specific research questions.	10	
	The IIS and target performances/behaviors/outputs mentioned in the title <b>are not completely reflected</b> in the specific research questions.	5	
	The research questions are not aligned with the research title/topic.	1	
<b>4</b>	<b>Included Enriching Research Questions</b>		
4.1	Questions About the Target Behavior/Performance/Outcome Before, During, and After the Intervention	2	
4.2	Question/s About the Researchers and Participants' Experiences Throughout the Intervention	2	
4.3	Question About the Post-Study Plans	2	
<b>5</b>	<b>With Logical Progression of Questions and Minimal Grammatical Errors</b>	4	
	<b>Sub-Total</b>	<b>30</b>	
<b>Comments:</b>			



### IIIA. Participants & Other Sources of Data (Total: 10 Pts.)

No.	Indicators	Yes (Pts.)	No
1	<b>Identified the Participants/Other Sources of Data</b> <i>Note: Owing to the participatory nature of action research as a method, the researcher is always a participant.</i>		
2	Enumerated the participants and/or other sources of data.	1	
	<b>Provided Additional Information About the Participants/Other Sources of Data</b>		
2.1	Used the appropriate sampling method. <i>Note: Considering the problem-focused nature of action research as a method, the appropriate non-representative sampling method should be used.</i>	2	
2.2	Explained the inclusion criteria. <i>Note: Researcher must explain comprehensively why the participants needed the IIS.</i>	1	
3	<b>Characterized the Participants/Other Sources of Data</b> <i>Note: It is important that the participants are comprehensively described. The following details should be included in the description of the participants.</i>		
3.1	Number of Participants	1	
3.2	Grade Level/Curriculum/Strand (If Participants are Learners) or Specialization/Discipline (If Teaching or Non-teaching Participants)	1	
3.3	Sex Distribution (i.e., Male, Female, Non-Binary)	1	
3.4	Other Socio-Demographic Characteristics (e.g., Average Age or Age Range, Socio-Economic Status, Community Profile) <i>Note:</i> <ul style="list-style-type: none"> <li>• Socio-Economic Status - Low-Income, Middle-Income, High-Income, etc.</li> <li>• Community Profile - Coastal, Uphill, Urban, Farming, Indigenous, etc.</li> <li>• If there are non-human sources of supplementary data, they must be properly described.</li> </ul>	1	
3.5	Details About the Researcher (Years in Service, Relevant Experience in the Subject Area/Topic, Membership in Local Community [If a Resident or Not])	1	
4	<b>With Coherent Presentation of Ideas and Minimal Grammatical Errors</b>	1	
	<b>Sub-Total</b>	<b>10</b>	
<b>Comments:</b>			

### IIIB. Data Gathering Methods (10 Pts.)

No.	Indicators	Yes (Pts.)	No
1	<b>Presented a Detailed Data Gathering Plan</b> <i>Note: In action research, it is considered inadequate to collect only quantitative data through quasi-experiments, experiments, and/or surveys. The researcher must collect</i>		

		<i>qualitative data to satisfy the methodological standards of an action research.</i>	
1.1	All research questions have a corresponding data collection method and there is a <b>qualitative data collection technique</b> .	4	
	<b>Not all</b> research questions have a corresponding data collection method, <b>but there is a qualitative data collection technique</b> .	3	
	All research questions have a corresponding data collection method, <b>but there is no qualitative data collection technique</b> .	2	
	<b>Not all</b> research questions have a corresponding data collection method and <b>there is no qualitative data collection technique</b> .	1	
	The data collection techniques <b>do not align</b> with the research questions.	1	
1.2	Provided a substantial description of the research instrument/s. <i>Note: In action research, only a simple validity check of the tool is required.</i>	1	
<b>2</b>	<b>Presented the Data Gathering Steps Coherently</b>		
2.1	Presented and labeled the clusters of data collection steps according to the order of research questions.	1	
2.2	Identified the type/kind of data set needed for each research question and assigned a research instrument/tool to collect each identified data set.	1	
2.3	Specified the collection method for each identified data set and identified the schedule/venue for each step of the data collection phase.	1	
2.4	Justified the use of each method of data collection.	1	
<b>4</b>	<b>With Minimal Grammatical Errors</b>		
	<b>Sub-Total</b>	<b>10</b>	
<b>Comments:</b>			

### HIC. Data Analysis Plan (Total: 10 Pts.)

No.	Indicators	Yes (Pts.)	No
<b>1</b>	<b>Presented a Detailed Data Analysis Plan</b> <i>Note: Award the points based on the following criteria.</i>		
	All identified data sets have a corresponding method of analysis, and their expected results can answer the research questions completely.	5	
	<b>Not all</b> data sets have a corresponding data analysis method.	3	
	The data analysis methods <b>are not appropriate</b> for the data sets.	1	
<b>2</b>	<b>Presented the Data Analysis Steps Coherently</b>		
2.1	Presented and labeled the clusters of data analysis steps according to the order of research questions	1	
2.2	Described the techniques/methods of analysis for each identified data set.	1	
2.3	Assigned ( <i>if applicable</i> ) a tool/software to each method of analysis.	1	
2.4	Justified the use of each method of data analysis.	1	
<b>3</b>	<b>With Minimal Grammatical Errors</b>		
	<b>Sub-Total</b>	<b>10</b>	
<b>Comments:</b>			



**IV. Work Plan & Timelines (Total: 5 Pts.)**

No.	Question Indicators	Yes (Pts.)	No
<b>1</b>	<b>Presented a Substantial and Organized Work Plan</b>		
1.1	Included an introductory paragraph and table is presented in APA format.	1	
1.2	Enumerated all the activities from preparation to dissemination.	1	
1.3	Stated the corresponding activity durations and schedules.	1	
1.4	Provided other relevant details (i.e., <i>Responsible Persons, Success Indicators/Outputs, etc.</i> ).	1	
<b>2</b>	<b>Clustered the Activities Accordingly</b> (i.e., <i>Preparation, Implementation, &amp; Dissemination Phases</i> )	1	
	<b>Sub-Total</b>	<b>5</b>	
<b>Comments:</b>			

**V. Cost Estimates (Total: 5 Pts.)**

No.	Indicators	Yes (Pts.)	No
<b>1</b>	<b>Presented a Substantial and Organized Expense Matrix</b>		
1.1	Included an introductory paragraph and the table is presented in APA format.	1	
1.2	Enumerated the items/materials needed.	1	
1.3	Identified the unit of each item/material and indicated the quantity needed for each.	1	
1.4	Calculated and reflected the total cost.	1	
1.5	Ensured that all expenditures are eligible according to the RMG and relevant COA guidelines.	1	
	<b>Sub-Total</b>	<b>5</b>	
<b>Comments:</b>			

**Expanded Guide for Appraising Basic Research Proposals**

Annex 4A, DepEd Order No. 16, s. 2017 (RMG)  
 By: **DepEd Region VI – PPRD & UPV Action Research Project**

**I. Rationale (Total: 10 Pts.)**

No.	Indicators	Yes (Pts.)	No
<b>1</b>	<b>Discussed the Research Topic Comprehensively</b>		
1.1	Presented the variable/s or construct/s to be investigated by the study.	1	
1.2	Identified the correct thematic area of the Basic Education Research Agenda (BERA) being explored by the study.	1	
1.3	Described the different aspects or components of the variable/s or construct/s to be studied.	1	
1.4	Identified the groups and/or institutions to which the findings will be relevant.	1	
<b>2</b>	<b>Analyzed the Research Setting</b>		
	Explained why the classroom or school situation is a worthwhile setting of the study.	1	
<b>3</b>	<b>Established the Study's Relevance to Educational Outcomes</b>		
	Explained how studying the variable/s or construct/s relates to the achievement of DepEd's Intermediate Outcomes (Access, Equity, Quality, Resilience & Well-Being, and Enabling Mechanisms: Governance).	1	
<b>4</b>	<b>Established the Timeliness of the Research Problem</b>		
	Explained why the research problem is considered current. <i>Note: Possible Bases for Timeliness</i> <ul style="list-style-type: none"> <li>▪ Included as a Priority Topic in the Regional Research Agenda</li> <li>▪ Included as a Priority Topic in the National Curriculum Research Agenda</li> <li>▪ Related to 21<sup>st</sup> Century Learning</li> <li>▪ Related to Learning Delivery During the Pandemic/New Normal</li> <li>▪ Related to DepEd Advocacies Within the Last Five (5) School Years</li> </ul>	1	
<b>5</b>	<b>Included the Implications of the Study</b>		
	Discussed how the study informs educational policies and its relevance to educational practitioners/managers.	1	
<b>6</b>	<b>Provided the Rationale for Conducting the Basic Research</b>		
	Summarized why there is a need to conduct the present study.	1	
<b>7</b>	<b>With Coherent Presentation of Ideas and Minimal Grammatical Errors</b>		
		1	
<b>Comments:</b>	<b>Sub-Total</b>	<b>10</b>	



## II. Research Questions (Total: 20 Pts.)

No.	Indicators	Yes (Pts.)	No
1	<b>Provided the General Statement of the Research Problem</b> <i>Note: The general statement of the problem should be clear, concise, and reflective of the researcher's specific context. As such, it is important to include the following elements.</i>		
1.1	Primary Purpose	2	
1.2	Research Setting	2	
1.3	Learning Area/Research Focus	2	
1.4	Participants	2	
2	<b>Ensured that Research Questions Correspond with the Research Title</b> <i>Note: Award the points based on the following criteria.</i>		
	<i>All of the variables/constructs and their components that were mentioned in the title are completely reflected in the research questions.</i>	5	
	<i>Variables/constructs and their components that were mentioned in the title are not completely reflected in the research questions.</i>	3	
	<i>Research questions are not aligned with the title/topic.</i>	1	
3	<b>Added Enriching Research Questions</b>		
3.1	Questions That Establish the Extent of the Topic Investigated	2	
3.2	Questions That View the Topic from Multiple Angles	3	
4	<b>With Logical Progression of Questions and Minimal Grammatical Errors</b>	2	
	<b>Sub-Total</b>	<b>20</b>	
<b>Comments:</b>			

## III. Related Literature & Proper Citation (Total: 10 Pts.)

No.	Indicators	Yes (Pts.)	No
1	<b>Presented Relevant Studies and the Conceptual/ Theoretical Framework</b> <i>Note: There is no need for multiple theories to guide the inquiry. A single, well-established theory is sufficient as the framework of the study. In case there are multiple guiding theories, they should be harmonized as a unified framework.</i>		
1.1	Discussed and synthesized the relevant studies.	2	
1.2	Presented the relevant literature under thematic clusters.	1	
1.3	Presented the variables/constructs under a conceptual/theoretical framework.	2	
1.4	Defined the important terms/concepts.	1	
1.5	Identified the gaps in the existing body of research.	2	
2	<b>Observed Proper Formatting in Citing Literature</b> Followed the APA format in writing the in-text citations and the reference list.	1	
3	<b>With Coherent Presentation of Ideas and Minimal Grammatical Errors</b>	1	
	<b>Sub-Total</b>	<b>10</b>	

Comments:

**IIIA. Participants & Other Sources of Data (Total: 10 Pts.)**

No.	Indicators	Yes (Pts.)	No
<b>1</b>	<b>Presented the Participants &amp; Other Sources of Data</b>		
1.1	Enumerated the participants and/or other sources of data.	1	
1.2	Used the appropriate sampling method.	2	
1.3	Explained the inclusion criteria.	2	
<b>2</b>	<b>Characterized the Participants/Other Sources of Data</b> <i>Note: It is important that the participants/data are comprehensively described. The following details should be included in the description of the participants/data.</i>		
2.1	Number of Participants and/or Other Sources of Data	1	
2.2	Grade Level/Curriculum/Strand (If Participants are Learners) or Specialization/Discipline (If Participants are Teachers) or Relevant Categorizations of Other Sources of Data (If There are Non-Human Data Sources)	1	
2.3	Sex Distribution (For Human Participants) General Description (For Non-Human Sources of Data)	1	
2.4	Other Characteristics (e.g., Average Age or Age Range, Socio-Economic Status, Community Profile, Origin of Non-Human Data Source, Type/Kind of Non-Human Data Source) <i>Note:</i> <ul style="list-style-type: none"> <li>• Socio-Economic Status - Low-Income, Middle-Income, High-Income, etc.</li> <li>• Community Profile - Coastal, Uphill, Urban, Farming, Indigenous, etc.</li> </ul>	1	
<b>3</b>	<b>With Coherent Presentation of Ideas and Minimal Grammatical Errors</b>	1	
<b>Sub-Total</b>		<b>10</b>	
Comments:			

**IIIB. Data Gathering Methods and Instruments (20 Pts.)**

No.	Indicators	Yes (Pts.)	No
<b>1</b>	<b>Presented a Detailed Data Gathering Plan</b> <i>Note: Award the points based on the following criteria.</i>		
	<b>All</b> research questions have a corresponding data collection method.	5	
	<b>Not all</b> research questions have a corresponding data collection method.	3	
	The data collection techniques do <b>not align</b> with the research questions.	1	
<b>2</b>	<b>Presented the Data Gathering Steps Coherently</b>		
2.1	Presented and labeled the clusters of data collection steps according to the order of research questions.	2	



2.2	Identified the type/kind of data set needed for each research question and assigned a research instrument/tool to collect each identified data set.	2	
2.3	Specified the collection method for each identified data set and identified the schedule/venue for each step of the data collection phase.	2	
2.4	Justified the use of each method of data collection.	2	
<b>3</b>	<b>Discussed All the Data Gathering Tools/Instruments</b>		
3.1	Described all instruments/tools comprehensively (e.g., name of source/test developer, general form/structure of the instrument/tool, number and type of items/questions, etc.).	2	
3.2	Identified the validity checks to be conducted.	2	
3.3	Identified the reliability tests to be conducted.	2	
<b>4</b>	<b>With Minimal Grammatical Errors</b>		
	<b>Sub-Total</b>	<b>1</b>	
	<b>Comments:</b>	<b>20</b>	

### IIIC. Data Analysis Plan (Total: 10 Pts.)

No.	Indicators	Yes (Pts.)	No
<b>1</b>	<b>Presented a Detailed Data Analysis Plan</b> <i>Note: Award the points based on the following criteria.</i>		
	<b>All</b> identified data sets have a corresponding method of analysis, and such methods can completely address the research questions.	5	
	<b>Not all</b> data sets have a corresponding data analysis method.	3	
	The data analysis methods <b>are not appropriate</b> for the data sets.	1	
<b>2</b>	<b>Presented the Data Analysis Steps Coherently</b>		
2.1	Presented and labeled the clusters of data analysis steps according to the order of research questions	1	
2.2	Described the techniques/methods of analysis for each identified data set.	1	
2.3	Assigned (if applicable) a tool/software to each method of analysis.	1	
2.4	Justified the use of each method of data analysis.	1	
<b>3</b>	<b>With Minimal Grammatical Errors</b>		
	<b>Sub-Total</b>	<b>1</b>	
	<b>Comments:</b>	<b>10</b>	

### IV. Work Plan & Timelines (Total: 10 Pts.)

No.	Indicators	Yes (Pts.)	No
<b>1</b>	<b>Presented a Substantial and Organized Work Plan</b>		
1.1	Included an introductory paragraph and table is presented in APA format.	1	

1.2	Enumerated all of the activities from preparation to dissemination.	2	
1.3	Stated the corresponding activity durations and schedules.	2	
1.4	Provided other relevant details (i.e., Responsible Persons, Success Indicators/Outputs, etc.).	1	
2	<b>Clustered the Activities Accordingly</b> (i.e., Preparation, Implementation, & Dissemination Phases)	2	
3	<b>Summarized the Schedule Through a Gantt Chart</b>	2	
<b>Sub-Total</b>		<b>10</b>	
<b>Comments:</b>			

**V. Cost Estimates (Total: 10 Pts.)**

No.	Indicators	Yes (Pts.)	No
<b>1</b>	<b>Presented a Substantial and Organized Expense Matrix</b>		
1.1	Included an introductory paragraph and table is presented in APA format.	1	
1.2	Enumerated the items/materials needed.	2	
1.3	Identified the unit of each item/material and indicated the quantity needed for each.	3	
1.4	Calculated and reflected the total cost.	2	
1.5	Ensured that all expenditures are eligible according to the RMG and relevant COA guidelines.	2	
<b>Sub-Total</b>		<b>10</b>	
<b>Comments:</b>			



**Quality Control Checklist for Completed Action Research**  
DM 028, s. 2022

**INFORMATION SHEET**

**Instructions:** Write N/A in the fields if information is Not Applicable. Ensure that the information indicated in this checklist is properly filled out.

Research Title: \_\_\_\_\_  
Funding Year: \_\_\_\_\_

Region: \_\_\_\_\_  
Schools Division Office: \_\_\_\_\_

School and/or Functional Division Conducted: \_\_\_\_\_

Authors: \_\_\_\_\_  
[Lead Proponent]

Name: \_\_\_\_\_  
Position: \_\_\_\_\_  
Contact Details: \_\_\_\_\_

[Author 2]  
Name: \_\_\_\_\_  
Position: \_\_\_\_\_  
Contact Details: \_\_\_\_\_

[Author 3]  
Name: \_\_\_\_\_  
Position: \_\_\_\_\_  
Contact details: \_\_\_\_\_

**SCORE SHEET**

**Instructions:** Fill out the fields below based on the results of the evaluation of the research report. For research for acceptance, check the "Accept" box only if the completed research has received ALL Fully Evident "FE" marks; check the "Return to Proponent" box otherwise.

For research for archiving, check the "General public disclosure" box only if the completed research has received ALL "FE" marks and does not fall under the category of research for limited public disclosure; check the "Limited Public Disclosure" box otherwise.

Date of Evaluation: \_\_\_\_\_ No. of Times Evaluated (including this one):  1st  2nd  3rd  Other: \_\_\_\_\_

**DECISION:**

(a) For Acceptance:  ACCEPT  RETURN TO PROONENT  
(b) For Archiving:  GENERAL PUBLIC DISCLOSURE  LIMITED PUBLIC DISCLOSURE

	Full Score	NE (Not Evident)	PE (Partially Evident)	FE (Fully Evident)
Credible	6			
Contributory	3			
Communicable	2			
Conforming	3			
<b>TOTAL</b>	<b>14</b>			

**COMMENTS:**

Prepared by: \_\_\_\_\_ Approved by: \_\_\_\_\_

(Name/Position/Office)

(Name/Position/Office)

**Annex 2 - Quality Control Checklist for Completed Action Research**

**CHECKLIST**  
**Completed Action Research**

**Directions:** Put a check (☑) mark in the box under the appropriate column (NE = "not evident"; PE = "partially evident"; and FE = "fully evident") if the conditions indicated in each criterion below were satisfied by the completed action research. Consult the **Instruction Guide for Evaluators** for additional guidance in evaluating each criterion. **(IMPORTANT: The completed action research must receive all FE marks to be eligible for acceptance.)**

**A. Credible**

*The completed action research...*

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
1	Uses personal reflection to make a compelling case for investigation and intervention.	Check entire paper but especially the Context and Rationale, Innovation, Intervention, and Strategy, and Action Research Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Utilizes a research design that is correct and appropriate for investigating the chosen area of focus, problem, or issue.	Action Research Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Describes the chosen research design and resulting research processes in a manner that is understandable to other teachers planning similar interventions and researchers conducting similar work.	Action Research Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Shows that the researcher/s have followed the Reflect-Plan-Act-Observe approach in their research.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Uses quantitative (statistical) and/or qualitative (thematic/content analysis, process tracing) tools that are appropriate to the problem/issue and research design to analyze data.	Action Research Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Reflects on its own findings in a manner that is accurate and consistent with the results of the researcher/s' data analysis and engages with the researcher/s' understanding of the area of focus.	Discussion of Results and Reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**Annex 2 - Quality Control Checklist for Completed Action Research**

**B. Contributory**  
*The completed action research...*

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
7	Addresses "real" and "existing" issues and challenges identified by its stakeholders.	Context and Rationale, Innovation, Intervention, and Strategy, and Action Research Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Reports new results, knowledge, and/or conclusions that are falsifiable.	Discussion of Results and Reflections but also watch for findings cited in the Abstract, and Context and Rationale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Reports results that contribute to the professional development of its proponents/researchers or their peers; decision-makers; or the welfare of stakeholders.	Discussion of Results and Reflections but also watch for findings cited in the Abstract, Context and Rationale, and Conclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**C. Communicable**  
*The completed action research...*

No.	Criterion	Sections to Consider	NE	PE	FE	Remarks
10	Documents the research process and results in accordance with the prescribed rules.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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11	Utilizes language that is appropriate and understandable to the group being studied.	Whole paper	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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**D. Conforming**  
The completed action research...

No.	Criterion	Relevant Sections	N E	P	E	F	E	Remarks
12	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.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children).	Action Research Methods; Consent forms in supporting documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Includes a clear and feasible action plan (only for BERF-funded research), and points to opportunities for future interventions and studies.	Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



## Annex 2 – Quality Control Checklist for Completed Action Research

### INSTRUCTION GUIDE FOR EVALUATORS

This instruction guide is provided to ensure that evaluators are properly guided in evaluating completed action research reports based on the identified criteria namely: Credible, Contributory, Communicable, and Conforming. These four (4) criteria were derived from the framework of Martensson et al. (2015) on what constitutes quality research.

Each criterion and its sub-characteristics have been defined accordingly. Evaluators shall examine holistically; they should use the criteria to evaluate every research in its entirety rather than breaking it up into individual parts.

Evaluators shall note that sections of non-BERF research may be structured differently (e.g. different section names from what are indicated in the DepEd RMG)

#### Guide in determining the scale

The evaluator shall be guided with the following instructions in determining the scale for each statement in the given criterion:

- (a) Put a check (0) mark in the box under the column NE (Not Evident) if the research, or all relevant sections, **does not evidently reflect** the statements for each given criterion
- (b) Put a check (1) mark in the box under the column PE (Partially Evident) if the research, or one (1) or more relevant sections **does not evidently show** the given criterion
- (c) Put a check (2) mark in the box under the column FE (Fully Evident) if the research or all relevant sections **evidently show** the given criterion

Note that the completed action research **must receive all FE marks** to be eligible for acceptance.

#### Guide in understanding each criterion

Research is CREDIBLE when it is rigorous, transparent, and consistent, that is: (a) Rigorous – research that is context-responsive, internally valid, and reliable; (b) Transparent – research whose methods can be examined or replicated based on the researcher/s' truthful documentation; and (c) Consistent – research whose components are logically aligned and make a coherent set of arguments.

**Item 1 – The completed action research combines personal reflection with external insight to make a compelling case for investigation and intervention.** Research is most effective when it contributes to a discussion of theoretical and/or practical problems. Likewise, effective action research (in a classroom context) creates opportunities for all involved to improve the lives of learners and learn about the craft of learning (Mills 2014). Action researchers should be able to reflect on a part of their professional practices – their area of focus – and use these to argue **why** this area of focus deserves to be the subject of research inquiry. These personal reflections may be supplemented with insights from external sources, such as the experiences of other practitioners or findings from related literature. Any external sources should be properly credited referencing and citation that follows the rules of the researcher/s' chosen style guide (see Item 12). The action researcher may also employ democratic and participatory methods (e.g., act on learners' requests) to build a bottom-up case for conducting the research.

**Item 2 – The completed action research utilizes a research design that is correct and appropriate for investigating the chosen area of focus, problem, or issue.** Here, "research design" refers to the overall strategy that the researcher/s has/have chosen to investigate their chosen area of focus, problem, or issue, especially in gathering, measuring, and analyzing data. Research designs must strike a satisfactory balance between requirements of the research problem (i.e., correctness) and any constraints faced by the researcher (i.e. appropriateness). Action researcher/s should demonstrate that their design choices are based on thoughtful reflection on the requirements of their chosen area of focus and available resources, which may be supplemented by insights from fellow practitioners, stakeholder inputs, or related literature.

## Annex 2 – Quality Control Checklist for Completed Action Research

**Item 3 – The completed action research describes the chosen research design and resulting research processes in a manner that is understandable to other teachers planning similar interventions and researchers conducting similar work.** Research is credible when its processes are shown to be consistently replicable or repeatable (Hubbard, 2016). If findings are shown to be consistent across multiple studies, the more likely they are to be accepted as true. Replication protects against false or misleading findings caused by Type 1 errors (false positives), Type 2 errors (false negatives), and fraud, among others. Item 3 requires that the researcher/s include a description of the chosen research design and all steps in the research process that are written in the plainest possible language so that they can be scrutinized and repeated by others. Consistent with Item 4 below, the action researchers should also report challenges and setbacks to their research, and any changes made to their previous plans as a result.

**Item 4 – The completed action research shows that the researcher/s have followed the Reflect-Plan-Act-Observe approach in their research.** Quality action research must show that the researchers have followed the four-step “spiraling” process described by scholars of action research, summarized as Reflect-Plan-Act-Observe. First, practitioner-researchers **reflect** on their professional practices by analyzing available data and noting how these practices can be improved. Second, they **plan** out innovations on their practices. Third, they **act** by implementing these innovations. And fourth, they **observe** by collecting more data on their innovations that they can then use to reflect on their practices once more, beginning the spiral anew. Action researchers who follow these processes are more likely to fulfill the goals of their inquiry.

**Item 5 – The action research uses quantitative (statistical) and/or qualitative (thematic/content analysis, process tracing) tools that are appropriate to the research question and design to analyze data.** The researcher/s’ choice of a quantitative, qualitative, or mixed methods research design should reflect the nature of the research question they are answering. Quantitative (statistical) analysis is generally used to uncover relationships between variables (correlation/causality), while qualitative methods are used to obtain deep understandings of a research problem and establish relationships of cause and effect. Mixed methods designs, while complex to undertake, combine the strengths of both quantitative and qualitative analysis. Researcher/s should justify their choice and sequencing of methods in relation to their context and related literature.

**Item 6 – The action research reflects on its own findings in a manner that is accurate and consistent with the results of their data analysis and engages with the researcher/s’ understanding of the area of focus.** The researcher/s’ discussion of their research findings must primarily be based on observations that they have previously stated in their report. In the spirit of self-improvement associated with action research, researcher/s should also be able to reflect these findings in a way that relates to their previous experiences with the area of focus, external insights, or previously conducted research (the latter two if the researcher has chosen to include them in their report). Action researcher/s employing democratic participation may also include the reflections of their stakeholders.

Research is CONTRIBUTORY when it is relevant, original, and generalizable, that is: (a) Relevant – research that is interesting, applicable, and current; (b) Original – research that has an original idea, uses an original procedure, and produces an original result; and (c) Generalizable – research that is externally valid.

**Item 7 – The completed action research addresses “real” and existing issues and challenges identified by its stakeholders.** As mentioned in Item 1, effective action research creates opportunities for all involved to improve the lives of learners and learn about the craft of learning (Mills 2014). The completed action research must sufficiently argue that the research problem directly arises out of issues and challenges that stakeholders face in the present and consider in need of addressing or solving. Depending on the theoretical perspective of the action researcher/s, they may arrive at their choice of issues and challenges through either: a professional determination made by the teacher-researcher, or the democratic participation of those involved in the research (Mills 2014). Moreover, the completed action research must show that the research process contributes to or at least not adversely affected any progress in addressing such issues (that is, “do no harm”).



## Annex 2 – Quality Control Checklist for Completed Action Research

**Item 8 – The completed action research reports new results, knowledge, and/or conclusions that are falsifiable; this includes original theoretical and practical contributions as well as verifications/falsifications of already existing theories and practices.** Evaluators must be able to assess not only if the results, knowledge, and/or conclusions presented are new, but also if these are falsifiable. Falsifiability, as a characteristic of a research finding, posits that an assumption, conclusion, or hypothesis is inherently disprovable before it can be accepted as true. To ensure that a statement is falsifiable, check if it is written in a manner that leaves it open to being disproven in the future, using available methods of observation. (For example, a researcher whose hypothesis is “All swans are black” has provided a falsifiable statement, because “All swans are black” may be disproven once the researcher spots a white swan.)

**Item 9 – The completed action research reports results that contribute to the professional development of its proponents or their peers; decision-makers; or the welfare of other stakeholders.** The completed action research must report results that its stakeholders can act on to improve their welfare. Types of results include the following: formulation of a new theory, verifying or falsifying an existing theory (either as a whole or in specific contexts), expansion of existing theory to cover new cases, and evaluation of an intervention, among others. These findings must inform one or more of the following: practitioners’ refinement of future practices; management decisions; or other stakeholders’ individual or collective actions. Evaluators may also check if the findings obtained can contribute to decision-making by people in authority, in either a local or national context.

Research is **COMMUNICABLE** when it is consumable and accessible, that is: (a) Consumable – research that is structured, understandable, and readable to the group who is supposed to use it; and (b) Accessible – research whose results are easily available to the group being studied.

**Item 10 (The completed action research documents the research process and results in accordance with the prescribed rules.) & 11 (The completed action research utilizes language that is appropriate and understandable to the group being studied).** The documentation of the research process AND results must comply with all government-wide and departmental regulations that are relevant to the conduct of that report, depending on the fund source, research participants, and other considerations. At the minimum, the completed research must comply with the provisions of the Data Privacy Act of 2012 (RA 10173), the DepEd Child Protection Policy (DO 40 s. 2012), and the National Indigenous Peoples’ Education Policy Framework (DO 62, s. 2011). These regulations ensure that the research is reported in a manner that respects its stakeholders’ rights.

Research is **CONFORMING** when it is aligned with regulations, is ethical, and sustainable, that is: (a) Aligned with Regulations – research that is compliant with current applicable regulations (e.g., plagiarism, data integrity); (b) Ethical – research that is morally justifiable, open, and supports equal opportunities; and (c) Sustainable – research that promotes further scientific inquiry and/or sound policy/program recommendations.

**Item 12 – The completed action research cites and acknowledges sources in conformity with one style guide, whether required by another authority or chosen by the researcher, throughout the research paper.** Quality research should be written according to rules of style that are consistent and legible to others. This also includes spelling, grammar, syntax, and the formatting of footnotes (if the chosen style guide allows it), endnotes, and bibliographic entries. The blending or simultaneous use of two or more style guides is strongly discouraged. Note that these criterion statements do not refer to the formatting style utilized in the research report (e.g. font style, font size, etc.)

**Item 13 – The completed action research secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children).** The researcher/s must have obtained the free and prior informed consent of adult participants and report how this was done. “Free and prior informed consent” means that participants have freely agreed to participate in the research **before** it has begun in a manner free of coercion or deception. In the case of children below 18 years of age who cannot legally consent to participating in research, the researcher/s must obtain assent from minor

## **Annex 2 – Quality Control Checklist for Completed Action Research**

participants and consent from their parents and/or legal guardians. Ideally, participants should provide consent or assent by signing a written consent form. Oral consent or assent, recorded or unrecorded, may also be allowed to respect cultural sensitivities or protect vulnerable groups.

**Item 14 – Includes a clear and feasible action plan, and points to opportunities for future interventions and studies.** The completed action research must provide an action plan which describes the researcher's next planned interventions and steps the researcher/s will be taking to ensure their results are disseminated and utilized by the appropriate actors following the publication and/or presentation of the report. The action plan should also identify ways in which the findings of the research may be better understood and provide suggestions on further research projects or interventions.

### **References/For Further Reading:**

Creswell, J. W. (2014). Educational research: planning, conducting, and evaluating quantitative and qualitative research (Pearson New International edition, 4th edition). Pearson.

Hubbard, R. (2016). The Importance of Replication Research – Significant Sameness. In Hubbard, R. Corrupt research (pp. 97-132). Thousand Oaks, CA: SAGE Publications, Inc., doi: 10.4135/978150630533

Martensson, Par., et al. (2015). Evaluating Research: A Multidisciplinary Approach to Assessing Research Practice and Quality. Elsevier B.V. <http://dx.doi.org/10.1016/j.respol.2015.11.009>

Mills, G. E. (2014). Action research: A guide for the teacher researcher (5th ed.). Pearson.

**Quality Control Checklist for Completed Basic Research**  
DM 028, s. 2022

**INFORMATION SHEET**

**Instructions:** Write N/A in the fields if information is Not Applicable. Ensure that the information indicated in this checklist is properly filled out.

Research Title: \_\_\_\_\_  
 Funding Year: \_\_\_\_\_  
 Region: \_\_\_\_\_  
 Schools Division Office: \_\_\_\_\_  
 School and/or Functional Division Conducted: \_\_\_\_\_

Authors:

[Lead Proponent] Name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Contact Details: \_\_\_\_\_

[Author 2] Name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Contact Details: \_\_\_\_\_

[Author 3] Name: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Contact details: \_\_\_\_\_

**SCORE SHEET**

**Instructions:** Fill out the fields below based on the results of the evaluation of the research report. For research for acceptance, check the "Accept" box only if the completed research has received ALL Fully Evident "FE" marks; check the "Return to Proponent" box otherwise.

For research for archiving, check the "General public disclosure" box only if the completed research has received ALL "FE" marks and does not fall under the category of research for limited public disclosure; check the "Limited Public Disclosure" box otherwise.

Date of Evaluation: \_\_\_\_\_ No. of Times Evaluated (including this one):  1<sup>st</sup>  2<sup>nd</sup>  3<sup>rd</sup>  Other: \_\_\_\_\_

**DECISION:**

(a) For Acceptance:  ACCEPT  RETURN TO PROPONENT

(b) For Archiving:  GENERAL PUBLIC DISCLOSURE  LIMITED PUBLIC DISCLOSURE

	Full Score	NE (Not Evident)	PE (Partially Evident)	FE (Fully Evident)
Credible	6			
Contributory	5			
Communicable	2			
Conforming	3			
<b>TOTAL</b>	16			

**COMMENTS:**

\_\_\_\_\_

Prepared by: \_\_\_\_\_

Approved by: \_\_\_\_\_

(Name/Position/Office) \_\_\_\_\_

(Name/Position/Office) \_\_\_\_\_



**Annex 1 - Quality Control Checklist for Completed Basic Research**

**CHECKLIST**

**Completed Basic Research**

**Directions:** Put a check (✓) mark in the box under the appropriate column (NE = "not evident", PE = "partially evident", and FE = "fully evident") if the conditions indicated in each criterion below were satisfied by the completed basic research report. Consult the **Instruction Guide for Evaluators** if the additional guidance in evaluating each criterion. **(IMPORTANT: The completed basic research must receive all FE marks to be eligible for acceptance/archiving.)**

**A. Credible**

*The completed basic research...*

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
1	Participates in a scholarly and/or policy discussion by citing relevant theories and/or studies.	Check entire paper but especially the Literature Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Utilizes a research design that is correct and appropriate for the research questions and context.	Research Methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	Describes the chosen research design and resulting research processes in a manner that is understandable to other researchers conducting similar work.	Research Methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Is written in a way that is indicative of coherent research planning.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	Uses quantitative (statistical) and/or qualitative (thematic / content analysis, process tracing) tools that are appropriate to the research question and design to analyze data.	Research Methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Annex 1 - Quality Control Checklist for Completed Basic Research**

**B. Contributory**

*The completed basic research...*

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
7	Addresses issues and challenges that are interesting, novel, and current to the group being studied.	Introduction of the Research and Research Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Reports results that can be utilized by at least one of the following groups: decision-makers, practitioners, and members of the group being studied.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Reports new results, knowledge, and/or conclusions that are falsifiable.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Contributes to theory and/or the knowledge base for enhancing future practice.	Discussion of Results and Recommendations but also watch for findings cited in the Abstract, and Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**Annex 1 - Quality Control Checklist for Completed Basic Research**

**C. Communicable**

*The completed basic research...*

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
12	Documents the research process and results in accordance with the prescribed rules.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Utilizes language that is appropriate and understandable to the group being studied.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**D. Conforming**

*The completed basic research...*

No.	Criterion	Relevant Sections	NE	PE	FE	Remarks
14	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.	Whole paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Annex 1 – Quality Control Checklist for Completed Basic Research

### INSTRUCTION GUIDE FOR EVALUATORS

This instruction guide is provided to ensure that evaluators are properly guided in evaluating completed basic research reports based on the identified criteria namely: Credible, Contributory, Communicable, and Conforming. These four (4) criteria were derived from the framework of Martensson et al. (2015) on what constitutes quality research.

Each criterion and its sub-characteristics have been defined accordingly. Evaluators shall examine holistically; they should use the criteria to evaluate every research in its entirety rather than breaking it up into individual parts.

Evaluators shall note that sections of non-BERF research may be structured differently (e.g. different section names from what are indicated in the DepEd RMG)

#### Guide in determining the scale

The evaluator shall be guided with the following instructions in determining the scale for each statement in the given criterion:

- (a) Put a check (0) mark in the box under the column NE (Not Evident) if the research, or all relevant sections, **does not evidently reflect** the statements for each given criterion
- (b) Put a check (1) mark in the box under the column PE (Partially Evident) if the research, or one (1) or more relevant sections **does not evidently show** the given criterion
- (c) Put a check (2) mark in the box under the column FE (Fully Evident) if the research or all relevant sections **evidently show** the given criterion

Note that the completed basic research **must receive all FE marks** to be eligible for acceptance.

#### Guide in understanding each criterion

Research is CREDIBLE when it is rigorous, transparent, and consistent, that is: (a) Rigorous – research that is context-responsive, internally valid, and reliable; (b) Transparent – research whose methods can be examined or replicated based on the researcher/s' truthful documentation; and (c) Consistent – research whose components are logically aligned and make a coherent set of arguments.

**Item 1 – The completed basic research participates in a scholarly and/or policy discussion by citing relevant theories and/or studies.** Research is most effective when it contributes to a discussion of theoretical and/or practical problems. By first listening to what other researchers are saying and then providing critical and creative comment on it, researchers can make a convincing case for the conduct of their research and justify its potential contribution to that discussion (Bloomberg & Volpe, 2008). References to other studies are most frequently found in the Literature Review but should also appear all throughout the paper's other sections. (For example, researchers may justify elements of their research design by referring to other similar studies.) The studies referenced and their authors should be properly credited through referencing and citation that follows the rules of their chosen style guide (see Item 14).

**Item 2 – The completed basic research utilizes a research design that is correct and appropriate for the research questions and context.** Here, "research design" refers to the overall strategy that the researcher/s has/have chosen to answer their research questions, especially in gathering, measuring, and analyzing data. Research designs must strike a satisfactory balance between requirements of the research problem (i.e. correctness) and any constraints faced by the researcher (i.e. appropriateness). Researcher/s should demonstrate that their design choices are based on a sufficient understanding of the related literature and a truthful assessment of personal limitations based on their context and available resources.



## **Annex 1 – Quality Control Checklist for Completed Basic Research**

**Item 3 – The completed basic research describes the chosen research design and resulting research processes in a manner that is understandable to other researchers conducting similar work.** Research is credible when its processes are shown to be consistently replicable or repeatable (Hubbard, 2016). If findings are shown to be consistent across multiple studies, the more likely they are to be accepted as true. Replication protects against false or misleading findings caused by Type 1 errors (false positives), Type 2 errors (false negatives), and fraud, among others. Item 3 requires that the researcher/s include a description of the chosen research design and all steps in the research process that are written in the plainest possible language.

**Item 4 – The completed basic research is written in a way that is indicative of coherent research planning.** Item 4 requires that a quality research report ensures that the research title, rationale/significance, research questions, and research design are logically aligned.

**Item 5 – The basic research uses quantitative (statistical) and/or qualitative (thematic/content analysis, process tracing) tools that are appropriate to the research question and design to analyze data.** The researcher/s' choice of a quantitative, qualitative, or mixed methods research design should reflect the nature of the research question they are answering. Quantitative (statistical) analysis is generally used to uncover relationships between variables (correlation/causality), while qualitative methods are used to obtain deep understandings of a research problem and establish relationships of cause and effect. Mixed methods designs, while complex to undertake, combined the strengths of both quantitative and qualitative analysis. Researcher/s should justify their choice and sequencing of methods in relation to their context and related literature.

**Item 6 – The basic research 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.** The researcher/s' discussion of their research findings must primarily be based on observations that they have previously stated in their report. The researcher/s should also be able to interpret these findings in a way that relates to previously conducted research (which they should have cited in their literature review and other parts of their report).

Research is CONTRIBUTORY when it is relevant, original, and generalizable, that is: (a) Relevant – research that is interesting, applicable, and current; (b) Original – research that has an original idea, uses an original procedure, and produces an original result; and (c) Generalizable – research that is externally valid.

**Item 7 – The completed basic research addresses issues and challenges that are interesting, novel, and current to the group being studied.** Quality research should serve the interests of the group it seeks to study. The completed basic research must sufficiently argue that the research problem directly arises out of issues and challenges faced by the group being studied. Moreover, the completed basic research must show that the research process contributes to or at least not adversely affected any progress in addressing such issues (that is, “do no harm”).

**Item 8 – The completed basic research reports results that can be utilized by at least one of the following groups: decisionmakers, practitioners, and members of the group being studied.** The completed basic research must report results that other practitioners or members of the target group can use; that is, they can exercise their own power to act on the findings. Evaluators may also check if the findings obtained can contribute to decision-making by people in authority, in either a local or national context.

**Item 9– The completed basic research reports new results, knowledge, and/or conclusions that are falsifiable.** Evaluators must be able to assess not only if the results, knowledge, and/or conclusions presented are new, but also if these are falsifiable. “New” research includes original theoretical and practical contributions as well as verifications/falsifications of already existing theories and practices. Falsifiability, as a characteristic of a research finding, posits that an assumption, conclusion or hypothesis is inherently disprovable before it can be accepted as true. To ensure that a statement is falsifiable, check if it is written in a manner that leaves it open to being disproved in the future, using available methods of observation. (For example, a researcher whose hypothesis is “All swans are black” has provided a falsifiable statement, because “All swans are black” may be disproven once the researcher spots a white swan.)



## Annex 1 – Quality Control Checklist for Completed Basic Research

**Item 10 – The completed basic research reports results or findings that are applicable to a broader population, and/or useful in contexts other than the one studied.** Generally, quality research produces findings that are externally valid; externally valid findings are not only applicable to the study's context, but also to other contexts or populations. Encouraging researchers to come up with externally valid findings helps maximize its potential impact and makes it more worthwhile to support.

**Item 11 – The completed basic research contributes to theory and/or the knowledge base for enhancing future practice.** Quality research should contribute to the formulation and refinement of theories that help us understand the social world's inner workings and inform future practices. The researcher/s' contribution to theoretical and/or practical discussion may include the following: formulation of a new theory, verifying or falsifying an existing theory, and expansion of existing theory to cover new cases, among others. If the research satisfies Item 10, then it is also likely to satisfy this criterion.

Research is **COMMUNICABLE** when it is consumable and accessible, that is: (a) **Consumable** – research that is structured, understandable, and readable to the group who is supposed to use it; and (b) **Accessible** – research whose results are easily available to the group being studied.

**Item 12 (The completed basic research documents the research process and results in accordance with the prescribed rules.) & 13 (The completed basic research utilizes language that is appropriate and understandable to the group being studied).** The documentation of the research process AND results must comply with all government-wide and departmental regulations that are relevant to the conduct of that report, depending on the fund source, research participants, and other considerations. At the minimum, the completed research must comply with the provisions of the Data Privacy Act of 2012 (RA 10173), the DepEd Child Protection Policy (DO 40 s. 2012), and the National Indigenous Peoples' Education Policy Framework (DO 62, s. 2011). These regulations ensure that the research is reported in a manner that respects its stakeholders' rights.

Research is **CONFORMING** when it is aligned with regulations, is ethical, and sustainable, that is: (a) **Aligned with Regulations** – research that is compliant with current applicable regulations (e.g. plagiarism, data integrity); (b) **Ethical** – research that is morally justifiable, open, and supports equal opportunities; and (c) **Sustainable** – research that promotes further scientific inquiry and sound policy/program recommendations.

**Item 14 – The completed basic research cites and acknowledges sources in conformity with one style guide, whether required by another authority or chosen by the researcher, throughout the research paper.** Quality research should be written according to rules of style that are consistent and legible to others. This includes spelling, grammar, syntax, and the formatting of citation, footnotes (if the chosen style guide allows it), endnotes, and bibliographic entries. The blending or simultaneous use of two or more style guides is strongly discouraged. Note that these criterion statements do not refer to the formatting style utilized in the research report (e.g. font style, font size, etc.).

**Item 15 – The completed basic research secures the free, prior, and informed assent/consent of research participants (and their parents/legal guardians if the participants are children).** The researcher/s must have obtained the free and prior informed consent of adult participants and report how this was done. Per the RMG, "free and prior informed consent" means that participants have freely agreed to participate in the research **before** it has begun in a manner free of coercion or deception. In the case of children below 18 years of age, or adults who cannot legally consent to participating in research, the researcher/s must obtain assent from these participants and consent from their parents and/or legal guardians. Ideally, participants should provide consent or assent by signing a written consent form. Oral consent or assent, recorded or unrecorded, may also be allowed to respect cultural sensitivities or protect vulnerable groups.



## **Annex 1 – Quality Control Checklist for Completed Basic Research**

**Item 16 – The completed basic research includes a clear and feasible advocacy plan, a discussion of recommendations for future research, and a set of policy and/or program recommendations.** The completed basic research must provide an advocacy plan which states the steps to be taken by the researcher/s to ensure their results are disseminated and utilized following the publication of the report. If the research tackles policy/program-related issues, the researchers must also provide policy and/or program recommendations for specific offices. As much as practicable, these recommendations should provide important details regarding how they may be implemented (timeframe, resources, risks, and safeguards). The potential benefits of adopting these recommendations must also be explained.

### **References/For Further Reading:**

- Bloomberg, L.D., & Volpe, M. (2008). *Completing Your Qualitative Dissertation: A Roadmap from Beginning to End*. Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781452226613
- Creswell, J. W. (2014). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (Pearson New International edition, 4th edition). Pearson.
- Hubbard, R. (2016). The Importance of Replication Research – Significant Sameness. In Hubbard, R. *Corrupt research* (pp. 97-132). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/978150630533
- Martensson, Par., et al. (2015). *Evaluating Research: A Multidisciplinary Approach to Assessing Research Practice and Quality*. Elsevier B.V. <http://dx.doi.org/10.1016/j.respol.2015.11.009>