

APPENDIX A

EVALUATION RATING SHEET FOR NON-PRINT MATERIALS

Title: _____

Subject area: Mathematics

Grade / Year level: _____

Instruction: Examine the material carefully and for each evaluation criterion consider the extent to which the resource meets the criteria. Check the appropriate number [with **4** being *Very Satisfactory (VS)*; **3** - *Satisfactory (S)*; **2** – *Poor/Fair*; and **1** – *Very Poor*]. If an evaluation criterion is **Not Applicable (NA)**, leave it blank. (Not Applicable means that the criteria are not relevant to the resource being evaluated. The averages will only be recorded per area). Attach extra sheets if necessary. Your report may be completed in soft or hardcopy. Please write legibly if completing in hardcopy

Factor A. Content Quality	VS 4	S/NA 3	P 2	VP 1
1. Content is consistent with topics/skills found in the DepED Learning Competencies for the subject and grade/year level it was intended.				
2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.				
3. Content is accurate.				
4. Content is up-to-date.				
5. Content is logically developed and organized.				
6. Content is free from cultural, gender, racial, or ethnic bias.				
7. Content stimulates and promotes critical thinking.				
8. Content is relevant to real-life situations.				
9. Language (including vocabulary) is appropriate to the target user level.				
10. Content promotes positive values that support formative growth.				
Total Points				

Factor B. Instructional Quality	VS 4	S/NA 3	P 2	VP 1
1. Purpose of the material is well defined.				
2. Material achieves its defined purpose.				
3. Learning objectives are clearly stated and measurable.				
4. Level of difficulty is appropriate for the intended target user.				
5. Graphics / colors / sounds are used for appropriate instructional reasons.				

6. Material is enjoyable, stimulating, challenging, and engaging.				
7. Material effectively stimulates creativity of target user.				
8. Feedback on target users' responses is effectively employed.				
9. Targets user can control the rate and sequence of presentation and review.				
10. Instruction is integrated with target users' previous experiences.				
Total Points				

Factor C. Technical Quality	VS 4	S/N A 3	P 2	VP 1
1. Audio enhances understanding of the concept.				
2. Speech and narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.				
3. There is complete synchronization of audio with the visuals, if any.				
4. Music and sound effects are appropriate and effective for instructional purposes.				
5. Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.				
6. Visual presentations (non-text) are clear and easy to interpret.				
7. Visuals sustain interest and do not distract users' attention.				
8. Visuals provide accurate representation of the concept discussed.				
9. The users' support materials (if any) are effective.				
10. The design allows the target users to navigate freely through the material.				
11. The material can easily and independently be used.				
12. The material will run using minimum system requirements.				
13. The program is free from technical problems.				
Total Points				

Factor D. Accuracy Note down observations about the information contained in the material, where the following errors are found:	Not present 4	Present but very minor & must be fixed 3	Present & requires major redevelopment 2	Exceptional 1
1. Conceptual errors				
2. Factual errors				
3. Grammatical and / or typographical errors				
4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.)				

Total Points	
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Factor E. Delivery	VS 4	S/NA 3	P 2	VP 1
Non-verbal communication				
The teacher has a pleasing personality.				
The teacher proper posture, looks relaxed and confident.				
The teacher establishes eye contact with the target audience.				
Verbal Communication				
Volume is loud enough to be heard by the target audience.				
The teacher speaks clearly and distinctly all the time, and mispronounces no words.				
The pace captures audience attention, not too fast and not too slow.				

Other Comments/ Recommendations

I certify that this evaluation report and recommendation are my own and have been made without any undue influence from others.

Evaluator: _____
(Please print your full name)

Signature: _____
Date: _____

APPENDIX B
PROFILE OF THE TEACHER-RESPONDENTS

Google Form Link of this survey if you want to use online survey:

<https://forms.gle/SS1wyMBpvQmF2owW7>

Directions: Please answer the questionnaire honestly by ticking (✓) the appropriate boxes or by filling in the blanks. Your responses will be treated with utmost concern and confidentiality.

Name (Optional) : _____

Age: _____

Email: _____

Contact Number: _____

Sex: ☐ Male
☐ Female

Highest Level of Formal Education:

- ☐ Bachelor's Degree
- ☐ Master's Units Earned
- ☐ Master's Completed Academic Requirements
- ☐ Master's Degree Holder
- ☐ Doctorate Units Earned
- ☐ Doctorate Completed Academic Requirements
- ☐ Doctorate Degree Holder
- ☐ Others (specify): _____

Grade Level Taught:

- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12

Length of Teaching Experience (to the nearest year): _____

Current Teaching Position: _____

APPENDIX C

SELF-CONFIDENCE IN USING ICT

Direction: Please rate your degree of agreement to the following statements on self-confidence in using ICT by checking the corresponding grid/box. Use the following scale:

1- Strongly Disagree 2- Disagree 3-Agree 4- Strongly Agree

Items	SD	D	A	SA
1. I feel confident that I understand computer capabilities well enough to maximize them in my classroom.				
2. I feel confident that I have the skills necessary to use the computer for instruction.				
3. I feel confident that I can successfully teach relevant subject content with appropriate use of technology.				
4. I feel confident in my ability to evaluate software for teaching and learning.				
5. I feel confident that I can use correct computer terminology in writing directions on computer use.				
6. I feel confident I can help students when they have difficulty with the computer.				
7. I feel confident I can effectively monitor students' computer use for project development in my classroom.				
8. I feel confident I can mentor students in appropriate uses of technology.				
9. I feel confident about assigning and grading technology-based projects.				
10. I feel confident that I can consistently use educational technology in effective ways.				
11. I feel confident that I can provide individual feedback to students during technology use.				
12. I feel confident I can regularly incorporate technology into my lessons, when appropriate to student learning.				
13. I feel confident about selecting appropriate technology for instruction based on curriculum standards.				
14. I feel confident about keeping curricular goals and technology uses in mind when selecting an ideal way to assess student learning.				
15. I feel confident about using technology resources (such as spreadsheets, electronic portfolios, etc.) to collect and analyze data from student tests and products to improve instructional practices.				
16. I feel confident I am comfortable using technology in my teaching.				
17. I feel confident I can be responsive to students' needs during computer use.				
18. I feel confident that, as time goes by, my ability to address my students' technology needs will continue to improve.				
19. I feel confident that I can develop creative ways to cope with system constraints and continue to teach effectively with technology.				
20. I feel confident in my ability to integrate multiple technologies into my instruction.				
21. I feel confident in integrating technology based on the curriculum to create technology-based lessons.				
22. I am confident in my ability to successfully integrate technology into the classroom by utilizing all of the resources available to me.				
23. I am confident that I can use technology in my classroom because of its ease of use and accessibility.				

Items	SD	D	A	SA
24. I am more confident using technology for personal purposes than for classroom purposes.				

APPENDIX K

TABLE OF SPECIFICATIONS FOR SELF-CONFIDENCE IN USING ICT

<i>Statements to Facilitate or Inspire</i> S1. I understand computer capabilities well enough to maximize them in my classroom. S4. I feel confident in my ability to evaluate software for teaching and learning. S5. I feel confident that I can use correct computer terminology when directing student's computer use. S8. I feel confident I can mentor students in appropriate uses of technology.
<i>Statements of Design and Development</i> S2. I feel confident that I have the skills necessary to use the computer for instruction. S3. I feel confident that I can successfully teach relevant subject content with appropriate use of technology. S6. I feel confident I can help students when they have difficulty with the computer. S7. I feel confident I can effectively monitor students' computer use for project development in my classroom. S12. I feel confident I can regularly incorporate technology into my lessons, when appropriate to student learning. S13. I feel confident about selecting appropriate technology for instruction based on curriculum standards. S14. I feel confident about keeping curricular goals and technology uses in mind when selecting an ideal way to assess student learning. S15. I feel confident about using technology resources (such as spreadsheets, electronic portfolios, etc.) to collect and analyze data from student tests and products to improve instructional practices. S17. I feel confident I can be responsive to students' needs during computer use.
<i>Statements about Modeling Digital Professionalism</i> S9. I feel confident about assigning and grading technology-based projects. S10. I feel confident that I can consistently use educational technology in effective ways. S16. I feel confident I am comfortable using technology in my teaching.
<i>Statements of Digital Citizenship and Responsibility</i> S11. I feel confident that I can provide individual feedback to students during technology use. S18. I feel confident that, as time goes by, my ability to address my students' technology needs will continue to improve.
<i>Statements of Professional Growth</i> S19. I feel confident that I can develop creative ways to cope with system constraints and continue to teach effectively with technology. S20. I feel confident in my ability to integrate multiple technologies into my instruction. S21. Integrating technology is not pertinent to my curriculum because of the time it takes to create technology-based lessons.
<i>Statements on School Technology Department</i>

S22. I am aware of all the resources available to me to help me successfully integrate technology into the classroom.

S23. The ease of use and access to technology plays a role in its use in my classroom.

S24. I use technology for personal use more than classroom use.