



Republic of the Philippines
Department of Education
REGION II - CAGAYAN VALLEY
SCHOOLS DIVISION OF BATANES

16 October 2025

DIVISION MEMORANDUM

No. 290, s, 2025

**DIVISION INTERIM GUIDELINES ON THE DEVELOPMENT AND QUALITY ASSURANCE
OF CONTEXTUALIZED LEARNING RESOURCES (CLRS)**

TO: Asst. Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Elementary and Secondary Heads
All Other Concerned

1. In line with the Department of Education's commitment to delivering quality, accessible, relevant, and liberating basic education, and pursuant to DepEd Order No. 76, s. 2011 (National Adoption and Implementation of the Learning Resource Management and Development System), DepEd Order No. 32, s. 2015 (Adopting the Indigenous Peoples Education Curriculum Framework), and the Implementing Rules and Regulations of R.A. 10533 (Enhanced Basic Education Act of 2013), this Office—through the Curriculum Implementation Division—Learning Resource Management Section (CID-LRMS)—hereby issues the **Division Interim Guidelines on the Development and Quality Assurance of Contextualized Learning Resources (CLRs)**.
2. These guidelines aim to establish a localized and standardized process for the development, quality assurance, and utilization of learning resources that reflect the cultural, environmental, and linguistic context of learners across the division, in alignment with the existing LRMDs framework of the DepEd Central Office – Bureau of Learning Resources.
3. The implementation of these guidelines shall provide clear directions for teachers, school heads, education program supervisors, and other DepEd personnel in designing, developing, and ensuring the quality of learning resources. These CLRs shall support the attainment of desired learning outcomes and contribute to the continuous improvement of learner performance.
4. These guidelines shall take effect immediately upon issuance and shall remain in force unless amended or revoked by competent authority.



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5. Enclosed herewith are the following documents for reference and use:

- a. Enclosure 1 – Division Interim Guidelines on the Development and Quality Assurance of Contextualized Learning Resources in SDO-Batanes
- b. Enclosure 2 – Needs Analysis for Developing and Contextualizing Materials
- c. Enclosure 3 – Contextualized Learning Resources (CLRs) Proposal and Development Clearance Form
- d. Enclosure 4 – Metadata Template for Contextualized Learning Resources (CLRs)
- e. Enclosure 5 – Quality Assurance Tool for Newly Developed Print Learning Resources
- f. Enclosure 6 – Rating Sheet for New Non-Print Materials
- g. Enclosure 7 – Evaluation Rating Sheet for Storybooks and Big Books
- h. Enclosure 8 – Learning Resource Quality Assurance Findings and Recommendations Form
- i. Enclosure 9 – Pilot Testing Tool
- j. Enclosure 10 – Recommendation for Further Review of Contextualized Learning Resources
- k. Enclosure 11 – Indicators for Rating New Print Learning Resources
- l. Enclosure 12 – Descriptors for Non-Print Materials

6. All enclosed templates and resources may also be accessed through the following link: **<https://tinyurl.com/QA-SLRQAT>**.

7. For clarifications or further assistance, you may contact:

WALDEN G. HABANA

Education Program Supervisor – Learning Resources
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8. Immediate dissemination of this memorandum and strict compliance with the attached guidelines are hereby directed.


DANTE J. MARCELO, PhD, CESO VI

Assistant Schools Division Superintendent
OIC-Office of the Schools Division Superintendent

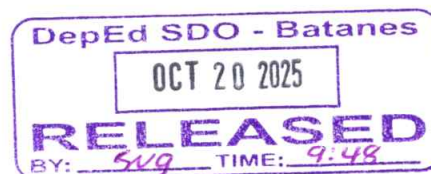
Encl: as stated

Reference: as stated

To be indicated in the Perpetual Index
under the following subjects

LRMS
CURRICULUM
INSTRUCTIONAL MATERIALS
QUALITY ASSURANCE

CID/vbg/wgh



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DIVISION INTERIM GUIDELINES ON THE DEVELOPMENT AND QUALITY ASSURANCE OF CONTEXTUALIZED LEARNING RESOURCES IN SDO-BATANES

I. RATIONALE

In the pursuit of delivering quality, accessible, and relevant education, the Department of Education (DepEd) underscores the importance of contextualizing learning resources (LRs) to reflect the unique cultural, geographical, and socio-economic landscapes of learners. For the Schools Division of Batanes, this endeavor is particularly significant, given its distinct Ivatan cultural heritage, remote island geography, and localized learning needs.

However, despite this noble intent, challenges persist. Teachers often grapple with inconsistencies in the development of contextualized LRs, leading to disparities in both quality and instructional effectiveness. A recurring concern is the frequent oversight of technical specifications, which results in materials that fall short of standards for usability, formatting, and pedagogical soundness.

To address these gaps, there is a pressing need for a standardized framework that outlines clear development processes, quality assurance protocols, and technical specifications. Such a framework will ensure uniformity, uphold quality standards, and facilitate the efficient development, validation, and utilization of contextualized LRs across the division.

This initiative is anchored on existing national education policies and mandates. The Implementing Rules and Regulations (IRR) of Republic Act No. 10533, particularly Rule II – Curriculum, Section 10.3, encourages the production and development of locally produced teaching and learning materials that are relevant to the learners' context. Moreover, DepEd Order No. 76, s. 2011, titled "National Adoption and Implementation of the Learning Resources Management and Development System (LRMDS)", provides a comprehensive framework for the creation, quality assurance, and maintenance of learning resources—which this division-level guideline adopts and contextualizes for local implementation.

Recent Department of Education issuances further reinforce the imperative for strengthened LR quality assurance and systematic provision. In particular, DepEd Order No. 012, s. 2022 (Policy Guidelines for the Provision of Learning Resources and Needed Devices and Equipment) updates operational procedures for the



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provision, evaluation, and funding of learning resources under the Basic Education Learning Continuity Plan. DepEd's national initiatives to improve the quality of Self-Learning Modules (2021) and the continued enhancement and use of the LRMDs / DepEd Learning Resource Portal underscore the Department's commitment to more rigorous QA, centralized access, and standardized evaluation criteria for learning resources — all of which this Division Guidelines seeks to align with and apply at the local level.

Through this document, the Schools Division of Batanes affirms its commitment to institutionalizing contextualization practices, ensuring that every LR developed is not only compliant with national policy but is also responsive, authentic, and meaningful to the learners it intends to serve.

II. SCOPE AND COVERAGE

These guidelines are specifically intended for implementation within the Schools Division of Batanes and apply to all public elementary and secondary schools under its jurisdiction. The document serves as a practical reference for all personnel involved in the development, review, and use of Contextualized Learning Resources (CLRs).

It is designed for use by:

- Teachers – who develop, adapt, and utilize localized learning materials;
- School Heads – who ensure the proper management and quality assurance of school-based CLRs;
- Learning Resource Coordinators – these are teachers designated by the School Head based on their proven competence, experience, and merit in the development, utilization, and management of learning resources. They spearhead school-level LR initiatives and ensure that all developed contextualized learning resources (CLRs) adhere to division and national quality standards.
- Education Program Supervisors – who monitor compliance, facilitate training, and lead the division-level QA process.

The guidelines cover the end-to-end cycle of Learning Resource contextualization and quality assurance, specifically including:

- LR Development Process – from content selection and cultural adaptation to design and final output;
- Stages of Contextualization – identifying local contexts, modifying content appropriately, and validating cultural and pedagogical alignment;
- School- and Division-Based Quality Assurance (QA) Mechanisms – including validation tools, rubrics, review workflows, and the composition of QA teams;
- Technical Specifications and Layout Standards – for Self-Learning Modules (SLMs), Strategic Intervention Materials (SIMs), Storybooks, and Worksheets;
- Templates and Standard Forms – including development templates, QA checklists, validation forms, and submission protocols;
- Monitoring and Evaluation – tools for tracking usage, effectiveness, and compliance with contextualization guidelines;



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- Capacity Building Framework – guidance on orientation and training programs for school-based LR developers and reviewers.

By unifying and clarifying the processes, roles, and standards involved, these guidelines aim to institutionalize a coherent, context-sensitive, and quality-assured approach to CLR development within the division.

III. OBJECTIVES

This interim guidelines on the development and quality assurance of contextualized learning resources aims to:

1. **Establish a Standardized Process:** Provide a clear and uniform procedure for the development, quality assurance, and utilization of contextualized learning resources within the Schools Division of Batanes.
2. **Ensure Compliance with Technical Specifications:** Define and disseminate the technical standards for various types of CLRs, including Self-Learning Modules (SLMs), Storybooks, Worksheets, and Strategic Intervention Materials (SIMs), to ensure consistency and quality.
3. **Enhance Capacity Building:** Support teachers and LR developers through clear guidelines that facilitate the creation of effective and contextually relevant learning materials.
4. **Promote Quality Assurance:** Implement a robust quality assurance mechanism at both school and division levels to evaluate and validate the effectiveness and appropriateness of contextualized LRs.

IV. KEY CONCEPTS AND DEFINITIONS

To ensure a shared understanding and consistent interpretation of terms used throughout this document, the following key concepts and definitions are adopted. These definitions are aligned with DepEd policies and contextualized to suit the learning resource (LR) needs of the Schools Division of Batanes.

1. **Contextualization.** The process of adapting learning content to the local culture, realities, and experiences of learners. This includes integrating local examples, language, practices, settings, and materials that are relevant to the learners' daily lives in Batanes.
- DepEd Order No. 32, s. 2015 (Adopting the IPED Curriculum Framework)
2. **Contextualized Learning Resource (CLR).** A type of learning resource specifically adapted to reflect the local culture, language, practices, environment, and learner experiences in a given locality. In Batanes, CLRs are developed to integrate Ivatan heritage, community settings, and real-life applications to make learning more relatable and meaningful to learners. CLRs are anchored in the K to 12 curriculum but contextualized based on learner profiles, local realities, and available community resources.
3. **Learning Resources (LRs).** Any educational material in print or digital format that supports learning and teaching. LRs may include, but are not limited to, Self-Learning Modules (SLMs), Strategic Intervention Materials (SIMs), Worksheets, Storybooks, Activity Sheets, and Multimedia Content.



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4. **Localization.** A specific form of contextualization that focuses on making content geographically or culturally specific. For example, replacing generic references in a math problem with places or events found in Batanes.

“Localization is placing the learning content within the context of the learner’s own experiences.” — DepEd

5. **LR Development Process.** The step-by-step sequence from conceptualizing and writing a contextualized LR to its quality assurance, approval, and dissemination. This process includes planning, content development, layout, review, revision, and validation.
6. **LR QA Teams (School and Division Levels).** Designated groups of trained individuals responsible for ensuring the quality of learning resources.
- **School LR QA Team (SLRQAT):** Usually composed of subject group heads, coordinators, and master teachers.
 - **Division LR QA Team (DLRQAT):** Typically includes Education Program Supervisors, LR personnel, and trained validators.
7. **Metadata.** Structured information that describes a learning resource, including title, author, subject area, grade level, learning competencies covered, etc., for easier cataloging and retrieval.
8. **Pilot Testing.** The process of trying out a developed learning material with a small group of target users to assess its appropriateness, suitability, and effectiveness before widespread implementation.
9. **Quality Assurance (QA).** A systematic process of evaluating learning resources to ensure they meet defined standards of quality, relevance, accuracy, and usability. QA occurs at both the school and division levels and involves tools, rubrics, and expert validation.
10. **Self-Learning Modules (SLMs).** Teacher- or division-developed instructional materials designed for independent learning. SLMs typically include objectives, learning activities, formative assessments, and key concepts written in a structured, learner-friendly format.
11. **Storybooks.** Illustrated learning materials that narrate fictional or nonfictional stories tailored to the cognitive level of learners. In a contextualized setting, storybooks are written in local languages or incorporate cultural elements that reflect the heritage of Batanes.
12. **Strategic Intervention Materials (SIMs).** Teacher-made materials used as instructional remediation tools for specific least mastered skills. SIMs often use interactive and engaging formats such as puzzles, stories, or games to assist learners in catching up with learning competencies.
13. **Technical Specifications.** Prescribed standards for the formatting, structure, and layout of learning resources. These include guidelines for font style and size, page margins, spacing, pagination, cover design, and required content sections.

14. **Worksheets.** Structured, activity-based tools that provide practice or assessment opportunities related to a specific lesson or competency. Contextualized worksheets use familiar local contexts to strengthen learner engagement and understanding.

V. PROCEDURES

GUIDELINES FOR CONTEXTUALIZED LEARNING RESOURCE (CLR) DEVELOPMENT AND QUALITY ASSURANCE PROCESSES AND WORKFLOW

V.1 SCHOOL LEVEL (*Quarterly*)

Stage	Description	Responsible Person(s)	Output
1. NEEDS ANALYSIS	Identify learning gaps and critical competencies by: ▪ Reviewing National Achievement Test (NAT), Comprehensive Rapid Literacy Assessment (CRLA), Rapid Mathematics Assessment (RMA), Philippine Informal Reading Inventory (PHIL-IRI) results, Quarterly Item Analysis, and other school-based assessment data to pinpoint least mastered skills. ▪ Evaluating existing learning resources (LRs) against these identified needs and current curriculum standards (Content and Performance Standards). ▪ Prioritizing specific competencies and content areas that require contextualized materials. Purpose: To ensure CLR development directly addresses identified learning deficiencies and curriculum requirements.	▪ School Head ▪ Teachers	▪ Accomplished FM-CID-LRM-008 (Needs Analysis for Developing and Contextualizing Learning Materials)

2. PROPOSAL SUBMISSION	▪ The writer/developer shall craft the initial draft of the Contextualized Learning Resource (CLR) and submit the duly accomplished Contextualized Learning Resource (CLR) Proposal and Development Clearance Form to the SLRQAT. ▪ If the proposal is approved, the writer/developer shall be authorized to proceed with either the full development or the immediate endorsement of the CLR for quality assurance, depending on the status and completeness of the initial submission. ▪ The SH shall also have the prerogative to choose or assign a teacher to develop learning resources.		▪ Accomplished SQA Form 2. Contextualized Learning Resource (CLR) Proposal and Development Clearance Form ▪ Draft of CLR manuscript. ▪ Accomplished SQA Form 3. LR Metadata
3. DEVELOPMENT OF CLRs	▪ The writer/ developer shall start writing the manuscript and/ or developing the non-print according to the standards set for the development of LRs. ▪ This process shall not sacrifice the instructional time of the ▪ writer/ developer as it can be done during vacant period.	Writer/ Developer	▪ Draft of CLR manuscript.
4. QUALITY ASSURANCE	▪ The writer/ developer shall submit developed CLR to the School Learning Resource Quality Assurance Team (SLRQAT) which shall undergo evaluation on language, content, social content, and technical specifications. ▪ After the QA Process, the writer/ developer shall integrate the suggestions/ recommendations done by the SLRQAT in at most five (5) days and submits the revised CLR to the SLRQAT for assessment as to the suggestions and recommendations. ▪ Failure of the writer/ developer to submit within the time specified will require submission of letter of explanation. Extension of the deadline of submission will be in the discretion of the School Head.	▪ SLRQAT Writer/ Developer	▪ Quality assured CLR manuscript in the School Level with evaluation tools.

5. SCHOOL LEVEL PILOT TESTING	▪ Upon approval of the SLRQAT, the Contextualized Learning Resource (CLR) shall proceed to school-level pilot testing. The SLRQAT shall identify up to three (3) sections or classes as pilot groups, preferably within the grade level or learning area for which the CLR was designed. ▪ In the case of small schools with limited class sections, pilot testing may be conducted in neighboring schools within the same district to ensure adequate representation and feedback. ▪ The pilot testing shall be completed within 5 school days. Consequently, upon the completion of the School Level Pilot Testing, the SLRQAT consolidates the suggestion and recommendations of the teacher-participants in the pilot testing. The suggestions shall be sent to the writer/ developer for immediate inclusion to the CLR.	▪ Teachers ▪ Learners ▪ SLRQAT ▪ Writer/ Developer	▪ School Level Pilot Testing Tool
6. FINALIZATION OF CLRs and AWARDING OF COMPLETION CERTIFICATE.	▪ The School Learning Resource Quality Assurance Team (SLRQAT) shall reassess the Contextualized Learning Resource (CLR) following the integration of feedback gathered from pilot testing. Once the CLR meets the prescribed quality standards, the SLRQAT shall issue a Certificate of Conformance to the writer or developer. ▪ The awarding of the Certificate shall be conducted during official school gatherings, such as the Flag Raising Ceremony, Faculty Meeting, or General PTA Assembly, to formally recognize the exemplary efforts and contributions of CLR writers in enhancing localized instruction. ▪ The SLRQAT shall thereafter endorse the quality-assured CLR for official use within the school. ▪ The SLRQAT shall endorse the quality-assured CLR to the Schools Division Office, through the Learning Resource	▪ School Head ▪ SLRQAT	▪ Conformance Certificate (School Level)

	Management Section (LRMS), only if the developed material is deemed shareable and adaptable for division-wide use based on their evaluation results.		
7. SUBMISSION TO DIVISION LEVEL QA.	▪ The submission or endorsement of CLR should only be done after the Division Office LRMS issues the CALL for submission of CLRs. ▪ The SLRQAT shall submit the hardcopy of following documents to the Schools Division Office records section: ○ CLR Manuscript ○ Recommendation Form ○ Metadata ▪ Additionally, the digital copy of the manuscript and the METADATA shall be uploaded to the LRMS QA Drive through the form: ▪ https://tinyurl.com/SDOBatanes-CLR-Submission	▪ SLRQAT	▪ Manuscript Accomplished: ▪ Recommendation Form ▪ Metadata

V.2 DIVISION LEVEL (Quarterly)

Upon receiving the FM-CID-LRM-008 (Needs Analysis for Developing and Contextualizing Learning Materials) from schools, the Learning Resource Management Section (LRMS), in coordination with the concerned Learning Area Supervisors, shall identify and prioritize the Contextualized Learning Resources (CLRs) to be developed. Each approved topic shall be assigned to writers from the official **Division Pool of LR Developers**. The output produced by these division-assigned writers shall undergo the same quality assurance process applied to school-developed learning resources.

Stage	Description	Responsible Person(s)	Output
1. CALL FOR SUBMISSION OF CLRs.	▪ The Schools Division Office (SDO), through the Curriculum Implementation Division – Learning Resource Management Section (CID-LRMS), shall issue a memorandum calling for the submission of Contextualized Learning Resources (CLRs) in accordance with the division's established calendar. ▪ CLRs submitted beyond the prescribed deadline shall no longer be subjected to the quality assurance process for the current quarter. These submissions shall instead be included in the next scheduled quarterly review.	▪ CID Chief ▪ EPS-LR	Approved Division Memorandum
2. RECEIPT OF SUBMITTED LR FOR DIVISION QA	▪ Upon submission of the Contextualized Learning Resource (CLR), the receiving officer of the Schools Division Office (SDO) shall acknowledge receipt and forward the documents to the Curriculum Implementation Division – Learning Resource Management Section (CID-LRMS) for processing. ▪ The Learning Resource Project Development Officer II (LR PDO II) shall then: 1. Conduct a preliminary review to ensure the completeness and accuracy of all required forms and attachments; 2. Verify the metadata and soft copy of the CLR in the designated online repository; and 3. Record verified CLRs in the LRMS online inventory of	LR PDO-II	Evaluated CLR

	Contextualized Learning Resources (CLRs). ▪ If no soft copy is found, the LR PDO II shall notify the concerned teacher through the School Head or designated Learning Resource Coordinator to facilitate compliance before endorsement. ▪ Only CLRs that have satisfied all documentary and digital requirements shall be endorsed to the Division Learning Resource Quality Assurance Team (DLRQAT) for quality assurance and evaluation.		
3. QUALITY ASSURANCE OF CLRs	▪ The Schools Division Office (SDO), through the Learning Resource Management Section (LRMS), shall issue a memorandum to convene the Division Learning Resource Quality Assurance Team (DLRQAT) for the quarterly quality assurance of all qualified Contextualized Learning Resources (CLRs) submitted. In cases where a DLRQAT member is unavailable, a replacement shall be designated at the discretion of the CID Chief to ensure continuity of the QA process. ▪ The DLRQAT shall convene to evaluate and validate all submitted CLRs for the quarter. The quality assurance process shall be conducted and completed within a maximum of two (2) working days to ensure timely feedback and endorsement.	DLRQAT	▪ Approved memorandum to convene the DLRQAT. ▪ Accomplished FM-CID-001 (Learning Resource Quality Assurance Tracking and Feedback Form)
4. QA FINDINGS AND RECOMMENDATIONS	▪ The Division Learning Resource Quality Assurance Team (DLRQAT) shall consolidate all findings and recommendations resulting from the quality assurance process for endorsement to the writer/developer. ▪ For minor revisions—including formatting adjustments (e.g., font style, size, color), typographical errors, and grammar, the LR PDO shall perform the necessary corrections with the written or verbal permission of the	DLRQAT	Accomplished FM-CID-LRM-004 (Learning Resource Quality Assurance Findings and Recommendations)

	writer/developer to ensure alignment with technical specifications while preserving content integrity. For major revisions, such as rephrasing of content, deletion or addition of sections, or replacement/removal of images and illustrations, the LR PDO shall transmit the consolidated findings and recommendations to the writer/developer within one (1) working day after the completion of the QA process. A copy of the recommendations shall also be retained by the LRMS for reference during the validation of the final version of the CLR.		
5. WRITER/DEVELOPER ACTION ON QA FINDINGS (Revision and Finalization)	- Upon receipt of the consolidated findings and recommendations, the writer/developer shall promptly revise and finalize the CLR, ensuring full integration of the validated inputs. - The revised hard copy of the CLR shall be submitted to the Records Section of the Schools Division Office (SDO), while the soft copy shall be uploaded to the designated online link within five (5) working days from the date of receipt of the findings and recommendations. - The Division Learning Resource Quality Assurance Team (DLRQAT) shall conduct a final review of the revised CLR to verify the integration of the prescribed quality assurance findings and recommendations. Upon satisfactory compliance, the DLRQAT shall prepare the CLRs for division-level pilot testing.	Writer/Developer DLRQAT	Revised copy of the CLR.
6. DIVISION PILOT TESTING	- Upon approval of the CLR by the DLRQAT, the Curriculum Implementation Division (CID), through the Learning Resource Management Section (LRMS), shall issue a memorandum identifying the schools designated to conduct the pilot testing. - The pilot testing shall be implemented and completed	DLRQAT	Accomplished FM-CID-LRM-009 (Pilot Testing Tool)

	within a maximum of ten (10) school days, inclusive of both the conduct of pilot testing and the accomplishment of the pilot testing tools. ▪ The pilot testing must include participation from the following school types: • One (1) large school • One (1) medium-sized school • One (1) small school ▪ The Learning Area Supervisor shall be responsible for coordinating the delivery or transmission of the CLR copies and pilot testing tools to the designated pilot schools identified in the memorandum. The Supervisor shall also monitor the implementation of the pilot testing to ensure adherence to the prescribed timeline and procedures. ▪ The selected School Heads (SHs) shall oversee the conduct of the pilot testing in the school. Upon completion, the SH shall retrieve all pilot testing documents and tools and submit them to the Schools Division Office – LRMS for consolidation and further evaluation.		
7. FINALIZATION	▪ Upon receipt of the Pilot Testing Tools, the Learning Resource Management Section (LRMS) shall consolidate the comments and suggestions gathered from participating pilot schools. ▪ Suggestions that require major revisions shall be initially referred to the concerned member of the DLRQAT before being forwarded to the writer/developer. This step ensures that all major recommendations—particularly those originating from pilot school participants—are valid, necessary, and feasible. The Education Program Supervisor (EPS) in charge of the relevant learning area shall assess whether the suggestions have a sound curricular basis and are aligned with standards of	▪ Writer/ Developer	Final copy of the CLR

	contextual relevance and quality assurance protocols. This step helps prevent unnecessary revisions and upholds the integrity and contextual appropriateness of the CLR. ▪ The writer/developer shall act upon the pilot testing feedback, if any, and submit the final revised copy of the CLR to the Schools Division Office (SDO) within five (5) working days from receipt of the consolidated suggestions. ▪ CLRs that do not require further revision shall proceed directly to the next stage of the Quality Assurance (QA) process. ▪ If a writer fails to submit the revised Contextualized Learning Resource (CLR) by the initial deadline, a formal letter of justification must be provided. While requests for a submission extension may be granted at the discretion and approval of the Curriculum Implementation Division (CID) Chief, non-compliance with this extended deadline will automatically lead to the forfeiture and cessation of the Quality Assurance (QA) process for that CLR and will be marked "Discontinued" on the LRMS online inventory of CLRs.		
8. ISSUANCE OF CERTIFICATE OF CONFORMANCE	▪ The Learning Resource Management Section (LRMS) shall prepare the Contextualized Learning Resource (CLR) Quality Assurance Conformance upon completion of the pilot testing and integration of all validated recommendations. ▪ The certificate shall be reviewed and signed by the Division Learning Resource Quality Assurance Team (DLRQAT) to affirm compliance with technical specifications and quality standards. Thereafter, it shall be endorsed by the Chief of the Curriculum Implementation Division (CID) to the Schools Division Superintendent (SDS) for final approval.	▪ DLRQAT	Approved FM - CID-LRM-005 (Learning Resource Quality Assurance Conformance Certificate)

	▪ Upon approval by the SDS, the CLR Quality Assurance Conformance Certificate shall be formally transmitted to the writer/developer, signifying that the resource has successfully passed all stages of the division-level quality assurance process and is ready for reproduction and utilization.		
9. UPLOADING/ PUBLICATION	▪ The quality-assured Contextualized Learning Resources (CLRs) shall be uploaded to and stored in the SDO Batanes Learning Resource (LR) Portal/Repository for official access, reproduction, and utilization by schools and learning facilitators within the division.	▪ LR PDO II	CLR available for download at the LR Portal/Repository

VI. COMPOSITION AND TERMS OF REFERENCE OF THE SCHOOL LEARNING RESOURCE QUALITY ASSURANCE TEAM (SLRQAT)

Designation	Personnel Involved	Roles and Responsibilities
Chairperson	School Head	The School Head shall oversee the overall conduct of the Learning Resource Quality Assurance process at the school level. Specifically, the School Head shall: • Ensure that the School LR Quality Assurance Team (SLRQAT) is properly constituted and oriented on current QA tools and standards. • Schedule and facilitate QA sessions for all Contextualized Learning Resources (CLRs) submitted by teachers. • Verify completeness of all required forms, metadata, and digital files before endorsing materials to the Division LRMS. • Monitor the consistency of QA ratings and feedback to ensure objectivity and adherence to the prescribed rubrics. • Consolidate and endorse the SLRQAT findings and recommendations to the Division LRMS using the prescribed forms (e.g., Recommendation for Further Review of CLRs). • Provide administrative support to LR

		developers, such as approval of development permits, coordination of pilot testing, and facilitation of communication with the Division Office. • Recognize the efforts of teachers who develop quality-assured CLR's during school assemblies, faculty meetings, or other official gatherings.
Co-Chairperson	School Coordinator LR	• Coordinate the conduct of the quality assurance; and • Review the conformance to social content guidelines.
Learning Content Evaluator	Learning Content Specialist/ Expert	• Review the accuracy of the contents of the CLR's; • Checking of the compliance to the curriculum standards; • Giving of comments and recommendations; • Ensuring that given comments and suggestions are incorporated in the CLR's; • Preparing and submitting the CLR's with marginal notes; • Giving recommendation on the sufficiency, accuracy, appropriateness, and suitability of contents that will determine whether the LR requires minor revisions, major revisions, or ready for pilot testing; • Filing out the evaluation tools.
Language Evaluator	Filipino/ English Teachers	Review the following: • Language • Coherence and clarity of thought • Grammar and syntax • Verbosity • Spelling and punctuation • Consistency in style

Technical Specifications/ Format Evaluator	ICT Focal Person/ Coordinator	• Evaluate the layout design of the developed, revised and finalized CLR's using the guidelines and standards. • Write specific comments and recommendations on the margins of the CLR's that shall guide the writers/developers in revising and finalizing the CLR's. • Review the artworks to ensure congruency with the skills/competencies, social content guidelines, and appropriateness to target users; • Recommend suggestions for improvement/ enhancement of illustrations and layout; and/ or improve the illustrations and other art works;
Intellectual Property Rights (IPR) Evaluator	School Librarian/ Teacher	• Examine submitted CLR's and other materials to verify the originality of content and ensure that any incorporated third-party works (texts, images, videos, etc.) are properly cited and used in accordance with copyright laws. • Confirm that resources labeled as OER are used under acceptable licensing terms (e.g., Creative Commons) and that proper attribution is provided. • Check for possible violations, such as the unauthorized reproduction of copyrighted materials, plagiarism, or improper adaptation of published works. • Provide feedback and recommendations for revision or replacement of materials found to have questionable or unauthorized intellectual property content. • Provide orientation, technical assistance, and resource materials to writers/developers on ethical authorship, copyright policies, and the responsible use of existing works.

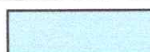
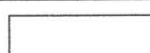
**VII. CALENDAR FOR THE SUBMISSION AND REVIEW OF CONTEXTUALIZED
LEARNING RESOURCES (CLRS) – SDO BATANES**

Timeline	Month	Week	Activities
Quarters 1-4	Every First month of the Quarter ✓ January ✓ April ✓ July ✓ October	Week 1	Division's Call for Development of CLRs (based on the submitted Needs Analysis for CLR contextualization of Schools) <i>Includes:</i> <i>School Level</i> ▪ Submission and Approval of Proposal ▪ Development Phase of the CLR ▪ School Level QA ▪ Revision of CLR <i>Division Level</i> ▪ Identification of priority CLRs for development, and assignment and issuance of corresponding topics to the Division Pool of Writers. ▪ Development phase of the assigned CLRs by the Division Pool of Writers.
		Week 2	
		Week 3	
		Week 4	
	Every Second month of the Quarter ✓ February ✓ May ✓ August ✓ November	Week 1	School Quality Assurance Phase <i>Includes:</i> ▪ School Level Pilot Testing ▪ Integration of Feedback ▪ Revision of the CLR ▪ Submission of CLRs to the Division Office for Division QA.
		Week 2	
		Week 3	CLR Evaluation/ Quality Assurance in the Division level <i>Includes:</i> ▪ Call for Quality Assurance of CLRs ▪ Communication of Findings ▪ Revision of CLRs
		Week 4	
	Every Third month of the Quarter ✓ March ✓ June ✓ September ✓ December	Week 1	Division Pilot Testing <i>Includes:</i> ▪ Issuance of Division Memo ▪ Retrieval and consolidation of Pilot Testing Tool ▪ Revision of CLR/ Finalization ▪ Issuance of Conformance Certificate ▪ Uploading to Division LR Portal ▪ Memo to inform new CLRs for division-wide use
		Week 2	
		Week 3	
		Week 4	

VIII. TECHNICAL SPECIFICATIONS FOR THE DEVELOPMENT OF CONTEXTUALIZED LEARNING RESOURCES (CLRS)

STYLE GUIDE AND SPECIFICATIONS FOR DEPED PRINTED LEARNING RESOURCES

A. Color Code per Subject Area (for Grade Level Identifier and Cover page Background)

SUBJECT AREA	COLOR	
English	Cyan/Light Blue	
Filipino	Dark Blue	
Science	Orange	
Mathematics	Green	
Araling Panlipunan	Red	
Edukasyon sa Pagpapakatao	Brown	
Music and Arts	Canary Yellow	
PE and Health	Light Yellow	
Mother Tongue-based Multilingual Education	White	
EPP/TLE	Violet	

B. Parts and Technical Specifications for Storybooks (Smallbook)

B.1 General Elements of Storybook

1. Cover page – Consists of the title of the story, author and illustrator with a full-page art.
2. Endpaper - a decorative page consists of a double-size sheet folded, with one half pasted against an inside cover (the pastedown), and the other serving as the first free page (the free endpaper or flyleaf). This may contain a strip down picture of the main character.
3. Copyright page – it contains the following information: resource title, resource identifier, copyright year, copyright notice, names of copyright holder, members of development team, and publisher's name if awarded.
4. Title page - contains the stripped-down version of the cover page
5. Preface/Rationale – is an introduction which deals with the subject of the storybook, introducing the content and indicating a point of view to be adopted by the reader. I also include results of needs analysis and identified competencies and competency code.
6. Main body – is the story itself with story panels or sequences from 6 to 30 pages
7. Guide questions – Consists of questions based on the story.

8. Translation (if needed) – the entry of this page is a translation of the story from English to MTB-MLE/Filipino or vice versa.
9. Endpaper (may be decorated and may contain the main character)
10. Inside Back cover (contains writer and illustrator identification)
11. Back cover - contains synopsis or the feedback note.

B.2 Cover Page



Entry	Font Type	Font Size	Other Details
Violator: Pag-aari ng Pamahalaan HINDI IPINAGBIBILI	Arial, boldface Arial, boldface	8pt 11pt	Rotated at the top-left corner Box size: 3" L x 0.5" W Box Border: 2pt Line spacing: 1.0 Text Position: Centered
Title	Free Style (discretion of the writer and illustrator)	Free Style (discretion of the writer and illustrator)	Style should blend and size proportionate with the cover art Position: aligned at the center top part of the cover below the Heading. Set in title case capitalization (First letter of first word and succeeding content words are capitalized)
Cover art/photo	n/a	n/a	Full spread
Name of Author, Illustrator, and Layout Artist • Kuwento ni: • Guhit ni: • Inilapat ni: First Name, Middle Initial, Last Name	Century Gothic (regular)/Alfabeto Century Gothic (regular)/Alfabeto	10pt 12pt	Position: bottom right or left hand corner

B. 3 Copyright Page

Ang Tigre at Ang Lobo
Unang Edisyon, 2024

Isinaad sa Batas Republika 8293, Seksiton 176 na Hindi Hindi maaaring magkaroon ng karapatang-ari sa anumang akda ang Pamahalaan ng Pilipinas. Gayundaman, kailangan muna ang pahintulot ng athenisiya o tanggapan ng pamahalaan na naghanda ng akda kung ito ay pagkakakitaan. Kabilang sa mga maaaring gawin ng nasabing athenisiya o tanggapan ay ang pagtakda ng kaukulang bayad.

Ang mga akda (kuwento, seleksiyon, tula, awit, larawan, ngalan ng produkto o brand name, tsaka o trademark, palabas sa telebisyon, pelikula, atbp.) na ginamit sa aklat na ito ay nagtataglay ng karapatang-ari ng mga iyon. Pinagsumikapang matunton ang mga ito upang makuhin ang pahintulot sa paggamit ng materyales. Hindi inaaangkin ng mga tagapagathala at mga may-akda ang karapatang-arin nito. Ang anumang gamit mailan sa aklat na ito ay kinakailangan ng pahintulot mula sa mga orihinal na may-akda ng mga ito.

Walang ano mang parte ng materyales na ito ang maaaring kopyahin o limbag sa ano mang paraan nang walang pahintulot sa Kagawaran.

Inilathala ng Kagawaran ng Edukasyon - Pampaaralang Pansangay ng Batanes
Pansangay na Tagapamanhala ng mga Paaralan: Alfredo B. Gumar Jr. EdD, CESO V
Katuwang na Tagapamanhala ng mga Paaralan: Dante J. Marcelo, PhD, CESO VI

Bumuo ng Materyal	
Manunulat: Tagasuri ng Nilalaman:	
Tagasuri ng Wika:	
Tagapuhit: Tagalapat:	
Management Team:	Alfredo B. Gumar Jr. EdD, CESO V, SDS Dante J. Marcelo, PhD, CESO VI, ASDS Violeta B. Gasiao, Chief CIO Myrna H. Agudo, Division Focal Supervisor

Department of Education - Schools Division of Batanes
Office Address: San Antonio, Basco, Batanes 3900
Telefax: 09996027630, 09163509382
Email Address: batanes@deped.gov.ph

Book Title and Year of Publication

Copyright Notice

Development Team

Publisher's Address

ISBN No. (Optional)

Entry	Font Type	Font Size	Other Details
Title, Year of Publication	Arial	11pt	Flushed Left Line spacing: 1.0"
Copyright Notice	Arial	11pt	Justified
Development Team	Arial	11pt	Boarder: rectangle, solid black with 1.5pt weight
Publisher's Address	Arial	11pt	

B.5 Title Page

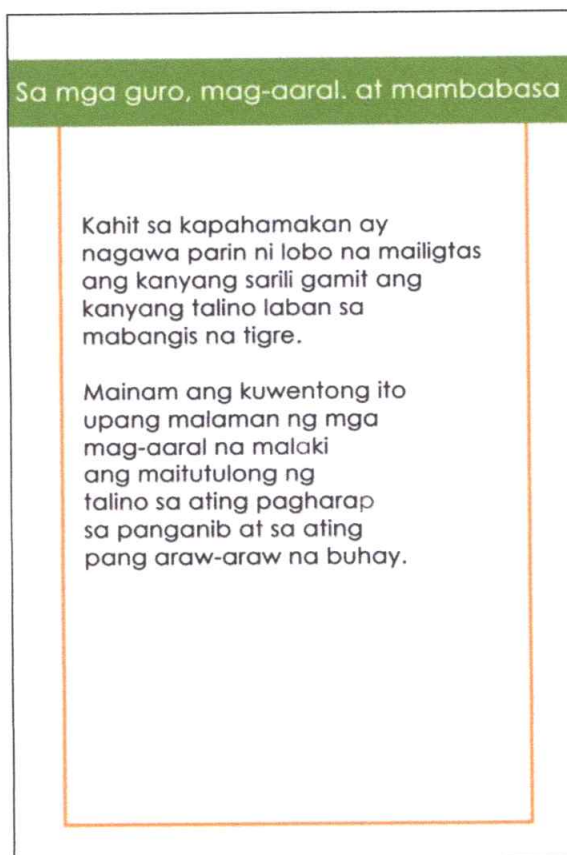
Ang Tigre at ang Lobo The Tiger and the Wolf		Book Title	
Kuwento ni / Story by Sharlyn P. Sanclaria		Author's Name	
Guhit ni / Illustrated by Jason O. Villena		Illustrator's Name	
			Title Page Art
Kagawaran ng Edukasyon • Republika ng Pilipinas		DepEd Identifier	



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 Contact No.: 09687467949, 09539704860
 Email Address: batanes@deped.gov.ph
 Facebook: facebook.com/deped.batanes
 Website: <https://depedbatanes.ph>

Entry	Font Type	Font Size	Other Details
Title Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6	Alfabeto Alfabeto Alfabeto Alfabeto Garamond Garamond Garamond (boldface)	32pt 30pt 28pt 26pt 24pt 20pt 18pt	Position: aligned at the center top part of the cover below the heading. Set in title case capitalization (First letter of first word and succeeding content words are capitalized; others set in lower case)
Lathalain ng	Alfabeto (boldface)	16pt	Position: bottom center
Background color: white			

B. 4 Preface

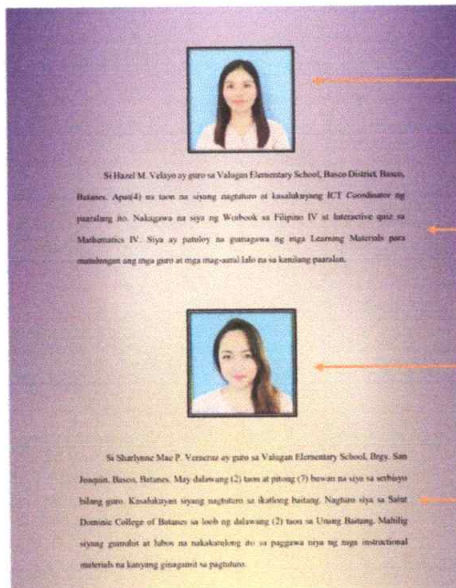


Entry	Font Type	Font Size	Other Details
Preface	Arial/Alfabeto	12 to 14pt	States the purpose of the LR Describe the scope of the learning resource or a brief explanation or summary of the book

B.6 Main Body/Text & Guide Questions

Entry	Font Type	Font Size	Ideal number of words per page (story panel)	Art-to-Text Ratio
Kindergarten	Alfabeto (body text:flushed left/ragged right)	30-32	20 words per page	Left hand page – Illustration (full-spread) Right hand page – text (Background – white)
Grade 1	Alfabeto (body text: flushed left/ragged right)	28-30	36 words per page	Left hand page – Illustration (full-spread) Right hand page – text (Background – white)
Grade 2	Alfabeto (body text: flushed left/ragged right)	26-28	64 words per page	Left hand page – Illustration (full-spread) Right hand page – text (Background – white)
Grade 3	Alfabeto (body text: flushed left/ragged right)	24-26	100 words per page	Left hand page – Illustration (full-spread) Right hand page – text (Background – white)
Grade 4	Garamond (body text: flushed left/ragged right)	24	100 words per page	Left hand page – Illustration (full-spread) Right hand page – text (Background – white)
Grade 5	Garamond (body text: Justified)	20	150 words per page	Left hand page – Illustration (full-spread) Right hand page – text (Background – white)
Grade 6	Garamond (body text: Justified)	18	150 words per page	Left hand page – Illustration (full-spread) Right hand page – text (Background – white)

B.7 Inside Back Cover



Writer's Name Photo

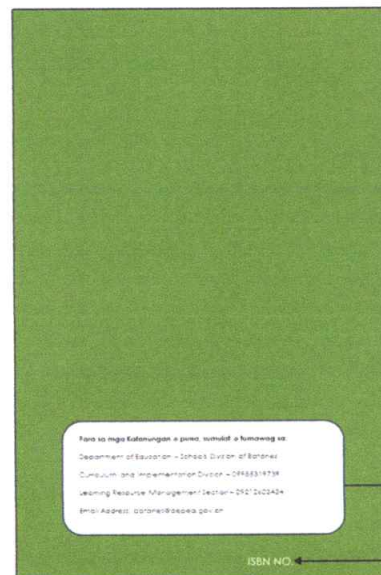
Writer's Background Information/Profile

Illustrator's Name Photo

Illustrator's Background Information/Profile

Entry	Font Type	Font Size	Other Details
Photo	Not applicable	Not applicable	Position: Left or center Size: 1.8 x 1.4
Name of Author, Illustrator and Layout Artist	Alfabeto (boldface)	12pt	Position: Center of the text
Background information about the author, illustrator, and layout artist	Alfabeto (Body text: Justified)	11pt	Background Info and photo must be placed on the right-hand page

B.8 Back cover



Feedback note

ISBN number



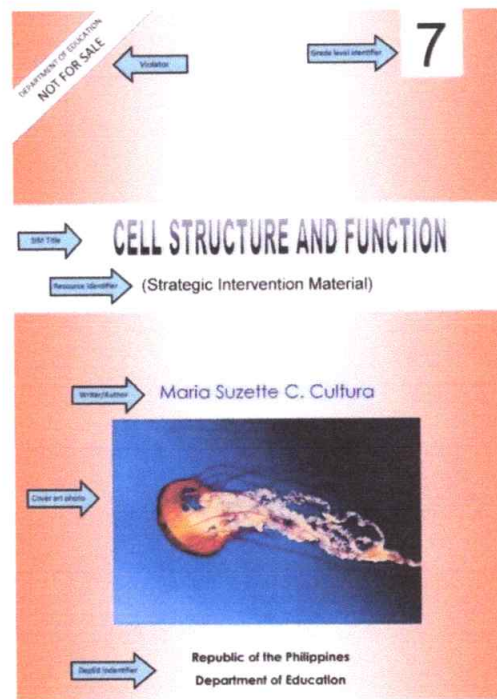
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 Email Address: batanes@depd.gov.ph
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Entry	Font Type	Font Size	Other Details
Feedback Note	Arial	12pt	
Feedback box			Rectangular: Round Corners

C. Parts and Technical Specifications for Strategic Intervention Materials (SIM)

C.1 General Elements of Strategic Intervention Material

1. Cover page – covers the important information about the Learning Resource. It indicates the resource's title, subject and grade level identifier, DepEd identifier and the cover art. A violator can also be seen in the cover page.
2. Title page – It indicates the resource's full title, resource and grade identifier, the DepEd identifier and the feedback box.
3. Copyright page – contains the following information: the DepEd logo, the names of copyright holders, the copyright year and the copyright notice. It also contains the name of the writer, consultants, editors and evaluators.
4. Table of Contents – the table of contents starts on page iii. It is a listing of the contents of the resource like the introduction of the resource, the contents of the body of the SIM with its corresponding page number/s and the reference which unnumbered.
5. Introduction/preface – states the purpose of the SIM, the learning competency with contextualized objective. It also states the specific skills to be developed or the scope of the learning resources based on the revised Bloom's Taxonomy (cognitive, affective and psychomotor domains). It also contains a brief discussion on the proper utilization of the material.
6. the Body of the SIM – it contains the following:
 - 6.1 Guide Card – gives the overview of the lesson, engages the learner's interests, and leads the learners towards the performance of the tasks.
 - 6.2 Activity card – contains the task/s that the learner should undertake in order to develop a skill. The task(s) provides the learners enough practice for mastery of the skill not develop during the regular class. It is a competency-oriented and can be individual or group.
 - 6.3 Assessment Card – helps the learners measure his/her level of mastery of the skill upon completion of the task(s). It identifies the knowledge/skill that the learners may need to enhance or develop.
 - 6.4 Enrichment Card extends learning by providing additional exercises for further applications of knowledge and skills
 - 6.5 Answer Key Card – contains the answers of the activities and should not be included when the material is given to the learner.
 - 6.6 Reference Card – Provides additional content to the coverage of the lesson. It contains the list of resources that the learner may refer to for further reading



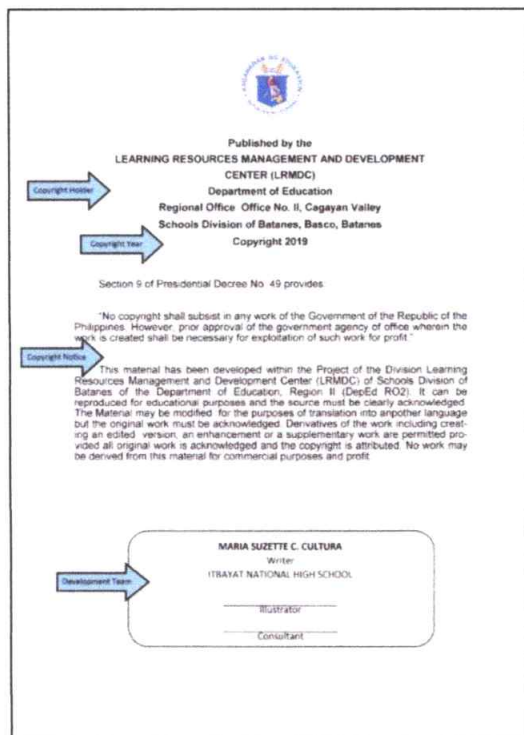
Entry	Font Type	Font Size	Other Details
Violator: Government Property	Arial or Century Gothic	11pt, small caps	Position: rotate 28 degrees top left-handed corner
Violator: NOT FOR SALE	Arial or Century Gothic	18pt, all caps	Border: solid black; 2 lines (top & bottom) and (inner-light color and outside), Width: 0.75" x 7"
Grade Level Identifier (Hindu Arabic Number)	Arial or Century Gothic	Number: 50 to 80 pt Bold	Position: top right-hand corner Box size: 1.5 x 1.5" Background color: white
SIM Title	Arial or Century Gothic	48-72pt	Color: CMYK Mode Vertical Alignment: Center
Resource Identifier	Arial or Century Gothic	18-24pt	Position: Between the book title and name of author
Cover Art			Please refer to the table for the assigned color per learning area (K to 10)
DepEd Identifier: Department of Education Republic of them Philippines	Arial or Century Gothic	15pt bold	Position: Bottom Center Color: Black depending on the background color

The diagram illustrates the layout of a title page with the following elements and their positions:

- Grade Level Identifier:** A box containing the number **7** in the top right-hand corner.
- SIM Title:** The text **CELL STRUCTURE AND FUNCTION** in the center.
- Resource Identifier:** The text **(Strategic Intervention Material)** below the title.
- Writer/Author:** The text **MARIA SUZETTE C. CULTURA** below the resource identifier.
- Feedback Box:** A large empty rounded rectangle below the author's name.
- DepEd Identifier:** The text **Republic of the Philippines** and **Department of Education** at the bottom center.

Entry	Font Type	Font Size	Other Details
Grade Level Identifier (Hindu Arabic Number)	Arial or Century Gothic	Number: 50 to 80 pt Bold	Position: top right-hand corner Box size: 1.5 x 1.5" Background color: white
SIM Title	Arial or Century Gothic	48-72pt	Vertical Alignment: Center
Resource Identifier	Arial or Century Gothic	18-24pt Combination of small and all caps	Position: Between the book title and name of author
Feedback box		12pt	Border: rectangle, solid black with 1.5pt weight
DepEd Identifier: Department of Education Republic of them Philippines	Arial or Century Gothic	15pt bold	Position: Bottom Center Color: Black

C.4 Copyright page



Entry	Font Type	Font Size	Other Details
DepEd Logo			Top center
Name of copyright holders	Arial	11-12pt, bold	Vertical alignment: Center
Copyright year	Arial	11-12pt, bold	Position: below the copyright holders
Copyright notice	Arial	11-12pt	Justified text with indentation
Development Team: Name & School of writer Name of illustrator Name of consultants Name of editors Name of evaluators	Arial	8-12pt	Border: Rectangle' solid black

C.5 Table of Contents

TABLE OF CONTENTS	
Introduction	
Guide Card	1
Task Analysis	2
Title card	2
Overview	3
Activity Card	
Activity Card 1	5
Activity Card 2	7
Activity Card 3	9
Assessment Card	9
Enrichment Card	11
Answer Key Card – Activity 1 & 2	12
Answer Key Card – Activity 3 & Assessment Activity	14
Reference Card	16

Entry	Font Type	Font Size	Other Details
Table of Contents	K to G3: Century Gothic/ Alfabeto	16-18pt (bold) for K to G3 14pt (bold) for G4-G12	Top, Center Alignment
Heading 1 (e.g activity card)	G4 to G12: Arial	14-16pt (bold) for K to 3 12pt (bold) for G4 to G12	
Heading 2 (e.g activity card 1)		14-16pt (bold) for K to 3 12pt (bold) for G4 to G12	Indented

Entry	Font Type	Font Size	Other Details
Title Cards	Alfabeto: K to G3	24-28pt, bold	Left alignment with simple background
	Arial/TNR: G4-G12	14-16pt, bold	
Introductory statements and instructions	Alfabeto: K to G3	10-12pt	May not be included May use icons
	Arial/TNR: G4-G12		
Activities	Alfabeto: K to G3	14-16pt	With pictures/graphs/tables etc.
	Arial/TNR: G4-G12	10-12pt	
Pagination	Alfabeto/Arial		Mirror pagination

Main Text	Recommended Typeface/Font Family	Font Size (Body Text)	Other Details
K to G2	Alfabeto	Heads 20-30pt Sub Head 16-18pt Text 16pt	Flushed left ragged right to avoid hyphenations
Grade 3	Alfabeto	Heads 18-28pt Sub Head 14-16pt Text 14pt	Flushed left ragged right to avoid hyphenations
Grade 4	Arial/TNR/Bookman Old Style	Heads 18-28pt Sub Head 14-16pt Text 14pt	Justified
Grade 5 to 12	Arial/TNR/Bookman old style	Heads 15 to 24pt Sub Head 11 to 13pt Text 11-12pt	Justified

D. Parts and Technical Specifications for Workbook and Activity Sheets

D.1 General Elements of Strategic Intervention Material

1. Cover page – covers the important information about the Learning Resource. It indicates the resource's title, subject and grade level identifier, DepEd identifier and the cover art. A violator can also be seen in the cover page.
2. Title page – It indicates the resource's full title, resource and grade identifier, the DepEd identifier and the feedback box.
3. Copyright page – contains the following information: the DepEd logo, the name of copyright holders, the copyright year and the copyright notice. It also contains the name of the writer, consultants, editors and evaluators.
4. Table of Contents – the table of contents starts on page iii. It is a listing of the contents of the resource like the introduction of the resource, the contents of the body of the SIM with its corresponding page number/s and the reference which unnumbered.
5. Introduction/preface – states the purpose of the Workbook, the learning competency with contextualized objective. It also states the specific skills to be developed or the scope of the learning resources based on the revised Bloom's Taxonomy (cognitive, affective and psychomotor domains). It also contains a brief discussion on the proper utilization of the material.



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6. Main Body/Content
7. References – contains all sources of information that the learner may refer to for further reading.
8. Back cover - contains feedback note along with contact number.

D.2 Cover Page

Entry	Font Type	Font Size	Other Details
Violator: Government Property	Arial or Century Gothic	11pt, small caps	Position: rotate 28 degrees top left-handed corner
Violator: NOT FOR SALE	Arial or Century Gothic	18pt, all caps	Border: solid black; 2 lines (top & bottom) and (inner-light color and outside), Width: 0.75" x 7"
Grade Level Identifier (Hindu Arabic Number)	Arial or Century Gothic	Number: 50 to 80 pt Bold	Position: top right-hand corner Box size: 1.5 x 1.5" Background color: white
SIM Title	Arial or Century Gothic	48-72pt	Color: CMYK Mode Vertical Alignment: Center
Resource Identifier	Arial or Century Gothic	18-24pt	Position: Between the book title and name of author
Cover Art			Please refer to the table for the assigned color per learning area (K to 10)
DepEd Identifier: Department of Education Republic of them Philippines	Arial or Century Gothic	15pt bold	Position: Bottom Center Color: Black depending on the background color

3.3 Title page

Entry	Font Type	Font Size	Other Details
Grade Level Identifier (Hindu Arabic Number)	Arial or Century Gothic	Number: 50 to 80 pt Bold	Position: top right-hand corner Box size: 1.5 x 1.5" Background color: white
SIM Title	Arial or Century Gothic	48-72pt	Vertical Alignment: Center
Resource Identifier	Arial or Century Gothic	18-24pt Combination of small and all caps	Position: Between the book title and name of author
Feedback box		12pt	Border: rectangle, solid black with 1.5pt weight
DepEd Identifier: Department of	Arial or Century Gothic	15pt bold	Position: Bottom Center Color: Black

Education Republic of them Philippines			
--	--	--	--

D.4 Copyright page

Entry	Font Type	Font Size	Other Details
DepEd Logo			Top center
Name of copyright holders	Arial	11-12pt, bold	Vertical alignment: Center
Copyright year	Arial	11-12pt, bold	Position: below the copyright holders
Copyright notice	Arial	11-12pt	Justified text with indention
Development Team: Name & School of writer Name of illustrator Name of consultants Name of editors Name of evaluators	Arial	8-12pt	Border: Rectangle' solid black

D.5 Table of Contents

Entry	Font Type	Font Size	Other Details
Table of Contents	K to G3: Century Gothic/ Alfabeto G4 to G12: Arial	16-18pt (bold) for K to G3 14pt (bold) for G4-G12	Top, Center Alignment
Heading 1		14-16pt (bold) for K to 3 12pt (bold) for G4 to G12	
Heading 2		14-16pt (bold) for K to 3 12pt (bold) for G4 to G12	Indented

C.6 Main Text/Content, Answer Key Card and Reference Card

Entry	Font Type	Font Size	Other Details
Title Cards	Alfabeto: K to G3 Arial/TNR: G4-G12	24-28pt, bold 14-16pt, bold	Left alignment with simple background
Introductory statements and instructions	Alfabeto: K to G3 Arial/TNR: G4-G12	10-12pt	May not be included May use icons
Content	Alfabeto: K to G3 Arial/TNR: G4-G12	14-16pt 10-12pt	With pictures/graphs/tables etc.
Pagination	Alfabeto/Arial		Mirror pagination
K to G2	Alfabeto	Heads 20-30pt Sub Head 16-18pt Text 16pt	Flushed left ragged right to avoid hyphenations

Grade 3	Alfabeto	Heads 18-28pt Sub Head 14-16pt Text 14pt	Flushed left ragged right to avoid hyphenations
Grade 4	Arial/TNR/Bookman Old Style	Heads 18-28pt Sub Head 14-16pt Text 14pt	Justified
Grade 5 to 12	Arial/TNR/Bookman old style	Heads 15 to 24pt Sub Head 11 to 13pt Text 11-12pt	Justified

E. Parts and Technical Specifications for Self-Learning Module (SLM)

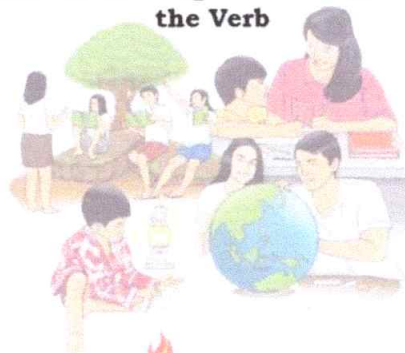
E.1 General Elements of Strategic Intervention Material

1. Cover Page – covers the important information about the Learning Resource. It indicates the resource's title, subject and grade level identifier, DepEd identifier and the cover art. A violator can also be seen on the cover page.
2. Copyright page – contains the following information: the DepEd logo, the name n of copyright holders, the copyright year and the copyright notice. It also contains the name of the writer, consultants, editors and evaluators.
3. Title page - It indicates the resource's full title, resource and grade identifier, the DepEd identifier and the feedback box.
4. Note to the Learners – Contains an introductory message for the targeted user of the module.
5. What I Need to Know – Contains the specific competency and its code, topic, learning strand/subject area, objectives, content strand.
4. What I Know – Contains questions or activity that serves as pre- assessment
5. Lesson Proper – Includes What's In, What's New, What Is It, What's More, What I have Learned. Review, present and discuss, self-check activities, analyze, abstraction and generalization, and application
6. Post assessment – contains a number of questions or activities to measure the learning gained by the learner after going through the activities in the module.
7. Summary of Learning – contains the general concept learned by the learners
8. Answer Key - contains the answers of the activities and should not be included when the material is given to the learner.
9. References – contains all sources of information that the learner may refer to for further reading.
10. Back cover - contains feedback note along with contact number.

English

Quarter 4 – Module 3

Compose Clear and Coherent Sentences Using Past, Present and Future Progressive Tenses of the Verb



CO_G4_English_Module3

NOT FOR SALE

Entry	Font Type	Font Size	Other Details
Violator: Government Property	Arial or Century Gothic	11pt, small caps	Position: rotate 28 degrees lower right-handed corner
Violator: NOT FOR SALE	Arial or Century Gothic	18pt, all caps	Border: solid black; 2 lines (top & bottom) and (inner-light color and outside), Width: 0.75" x 7"
DepEd Logo			Upper right corner
Grade Level Identifier (Hindu Arabic Number)	Arial or Century Gothic	Number: 70 pt Bold	Position: top left-hand corner Box size: 1.5 x 1.5" Background color: refer to subject color code
Subject Identifier	Arial or Century Gothic	48-72pt (bold)	Color: CMYK Mode Vertical Alignment: Center
Quarter Number, Module Number, and Title	K to 3 – Alfabeto G4 to G12 – Arial, Bookman Old Style or Times New Roman	26pt	Color: CMYK Mode Vertical Alignment: Center
Cover Art			Center
DepEd Logo			Upper right corner
ADM Logo			Position: Bottom Center

English – Grade 6
Alternative Delivery Mode
Quarter 4 – Module 3
Composing Clear and Coherent Sentences Using Past, Present and Future Progressive
Tenses of the Verb
First Edition, 2020

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Entry	Font Type	Font Size	Other Details
DepEd Logo			Top center
Name of copyright holders	Arial	11-12pt, bold	Vertical alignment: Center
Copyright year	Arial	11-12pt, bold	Position: below the copyright holders
Copyright notice	Arial	11-12pt	Justified text with indentation
Development Team: Name & School of writer Name of illustrator Name of consultants Name of editors Name of evaluators	Arial	8-12pt	Border: Rectangle' solid black

6

English
Quarter 4 – Module 3
Composing Clear and Coherent
Sentences
Using Past, Present and Future
Progressive Tenses of the Verb



Entry	Font Type	Font Size	Other Details
Grade Level Identifier (Hindu Arabic Number)	Arial or Century Gothic	Number: 70 pt Bold	Position: top right-hand corner
Subject Identifier	Arial or Century Gothic	48-72pt (bold)	Vertical Alignment: Center
Quarter Number, Module Number, and Title	K to 3 – Alfabeto G4 to G12 – Arial, Bookman Old Style or Times New Roman	26pt	Color: CMYK Mode Vertical Alignment: Center
DepEd Logo			Position: Bottom center

Lesson 1

Composing Clear and Coherent Sentences Using Past, Present and Future Progressive Tenses of the Verb



What's In

You have been exposed with many lessons involving tenses of the verbs already. Your added ideas in those prior lessons and activities will be useful in this lesson. Remember the simple forms of the verbs in order for you to understand this lesson well.

Now, using this basic knowledge on simple tenses, try the next activity.

ACTIVITY 1:

Directions: Pick out the verb in each of the following sentences and identify whether it is in present tense, past tense or future tense. Write your answer on your answer sheet.

- _____ 1. Mel celebrates her birthday today.
- _____ 2. A week ago, her family planned a surprise for her.
- _____ 3. They thought of a beach birthday party for her.
- _____ 4. Her parents reminded her siblings not to tell her about the plan.
- _____ 5. Indeed, Mel will be surprised later.

ACTIVITY 2:

Directions: Complete each sentence with the correct verb form being suggested by the tense-aspect in the parenthesis. Write your answer on your answer sheet.

- (plan- past progressive) 1. Yesterday, the Grade Six children to put up a booth when their teacher entered their room.

Main Text	Recommended Typeface/Font Family	Font Size (Body Text)	Other Details
K to G2	Alfabeto	Heads 20-30pt Sub Head 16-18pt Text 16pt	Flushed left ragged right to avoid hyphenations
Grade 3	Alfabeto	Heads 18-28pt Sub Head 14-16pt Text 14pt	Flushed left ragged right to avoid hyphenations
Grade 4	Arial/TNR/Bookman Old Style	Heads 18-28pt Sub Head 14-16pt Text 14pt	Justified
Grade 5 to 12	Arial/TNR/Bookman old style	Heads 15 to 24pt Sub Head 11 to 13pt Text 11-12pt	Justified

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072, 8634-1054, 8631-4985

Email Address: blr.lrqaad@deped.gov.ph * blr.lrp@deped.gov.ph

Entry	Font Type	Font Size	Other Details
Feedback Note	Arial	12pt	
Feedback box			Rectangular: Round Corners

F. Parts and Technical Specifications for Worksheets and Learning Activity Sheets (for MATATAG)

F.1 General Elements of Strategic Intervention Material

1. Cover page – covers the important information about the Learning Resource. It indicates the resource type, subject and grade level identifier, DepEd identifier, the quarter and lesson number. A violator can also be seen in the cover page.
2. Copyright page – contains the following information: the lesson and week number, school year intended for, the name of copyright holders, the copyright year and the copyright notice. It also contains the name of the writer, validators and management team.
3. Main Body – contains the following:
 - 3.1 LAS details, learner's name, grade and section
 - 3.2 Activity number, objectives, materials need for the activity, and instructions.



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7



Learning Activity Sheet for English

Quarter 3

Lesson

1

GOVERNMENT PROPERTY
NOT FOR SALE

Entry	Font Type	Font Size	Other Details
Violator: Government Property	Arial or Century Gothic	11pt, small caps	Position: rotate 28 degrees lower right-handed corner
Violator: NOT FOR SALE	Arial or Century Gothic	18pt, all caps	Border: solid black; 2 lines (top & bottom) and (inner-light color and outside), Width: 0.75" x 7"
Grade Level Identifier (Hindu Arabic Number)	Arial or Century Gothic	Number: 50 to 80 pt Bold	Position: top left-hand corner Box size: 1.5 x 1.5" Background color: white
Resource Identifier	Arial or Century Gothic	35pt	Vertical Alignment: Center
Quarter Number	Arial or Century Gothic	18t	Position: inside the box (upper white part)
Lesson (Number)	Arial	16pt (43)	Position: inside the box (lower black part)
DepEd Logo			Position: upper right corner



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Worksheet for English Grade 7
Quarter 3: Lesson 1 of 8 (Week 2)
SY 2024-2025

This material is intended exclusively for the use of teachers in the implementation of the MATATAG K to 10 Curriculum during the School Year 2024-2025. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

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Development Team	
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Validators:	- Nimfa G. Dimaculangan, PhD (Laguna State Polytechnic University) - Ryan G. de la Torre, MaLing (Bicol University) - PNU-RITQ Development Team
Management Team	Philippine Normal University Research Center for Teacher Quality SIMERR National Research Centre

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at blr.od@deped.gov.ph

Entry	Font Type	Font Size	Other Details
DepEd Logo			Top center
Name of copyright holders	Arial	11-12pt, bold	Vertical alignment: Center
Copyright year	Arial	11-12pt, bold	Position: below the copyright holders
Copyright notice	Arial	11-12pt	Justified text with indentation
Development Team: Name & School of writer Name of illustrator Name of consultants Name of editors Name of evaluators	Arial	8-12pt	Border: Rectangle' solid black

LEARNING ACTIVITY SHEET

Learning Area:	English	Quarter:	3rd Quarter
Lesson No.:	2	Date:	
Lesson Title/ Topic:	Draw inferences about the author's purpose and target audience based on textual clues		
Name:		Grade & Section:	

- I. Activity No. 2: Draw inferences about the author's purpose and target audience
 II. Objective(s):
 Identify the author's purpose (inform, persuade, entertain) based on textual clues.
 III. Materials Needed: pen
 IV. Instructions:

Our Oceans in Peril: The Silent Threat of Acidification

Have you ever poured vinegar on baking soda? The fizzing reaction is caused by a chemical process called acidification. This same process is happening in our oceans, but at a much slower rate. The culprit? Excess carbon dioxide (CO₂) in the atmosphere. As human activities like burning fossil fuels release more CO₂, some of it gets absorbed by the oceans. While this helps regulate atmospheric CO₂ levels, it has a negative consequence. The ocean water becomes more acidic, which disrupts the delicate balance of marine ecosystems.

The shells and skeletons of many sea creatures, like coral reefs and shellfish, are made of calcium carbonate. Acidic water makes it harder for these organisms to build and maintain their shells, making them weaker and more vulnerable. This can disrupt entire food chains in the ocean. Ocean acidification is a complex issue with far-reaching consequences. Scientists are still researching its full impact, but it's clear that it poses a serious threat to the health of our oceans and the marine life that depends on them.

1. What is the main topic or issue discussed in the text?
2. What kind of language is used? Is it complex and scientific, or clearer and easier to understand? (Consider vocabulary and sentence structure)
3. Decide on the author's purpose (Inform, Persuade, Entertain) based on the clues you found in the text (language and sentence structure). List specific examples from the text that support your choice.
4. Who do you think this text is written for? Consider the age-appropriateness of the language, the level of detail provided, and the overall tone of the text. Write your answer in the graphic organizer.

English Quarter 3

1

F.5 Main Body

Main Text	Recommended Typeface/Font Family	Font Size (Body Text)	Other Details
K to G2	Alfabeto	Heads 20-30pt Sub Head 16-18pt Text 16pt	Flushed left ragged right to avoid hyphenations
Grade 3	Alfabeto	Heads 18-28pt Sub Head 14-16pt Text 14pt	Flushed left ragged right to avoid hyphenations
Grade 4	Arial/TNR/Bookman Old Style	Heads 18-28pt Sub Head 14-16pt Text 14pt	Justified
Grade 5 to 12	Arial/TNR/Bookman old style	Heads 15 to 24pt Sub Head 11 to 13pt Text 11-12pt	Justified

IX. APA REFERENCE LIST

Format

1. Your references should start with the word "References" (without quotation marks) centered at the top of the page. This word should be **bolded**, but *neither* underlined nor written with capital letters. It should look exactly like this:

References

2. Title should be in *Italic format*.
3. References should be listed in alphabetical order.
4. Your references should be formatted with a hanging indentation.

Book/SLM/Module	Reference List (Format)
No Author	<i>Title of book (Edition). (Year of publication). Publisher.</i>
One Author	Author, A. A. (Year of publication). <i>Title of book (Edition).</i> Publisher.
Two Authors	Author, A. A., & Author B. B. (Year of publication). <i>Title of book (Edition).</i> Publisher name.
Multiple Authors	Author, A. A., Author, B. B., & Author, C. C. (Year of publication). <i>Title of book (Edition).</i> Publisher.
Journal	Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. <i>Title of Periodical, volume(issue), page numbers.</i> https://doi.org/xxxxxxx or URL
Website	Author, A. A. (Year, Month Day). <i>Title of page.</i> Site Name. URL
Photo from Online	Creator, A. A. (Year). <i>Title of photograph</i> [Description of image]. Site Name. URL
Digital Image from Online	Creator, A. A. (Year). <i>Title of image</i> [Description of image]. Site Name. URL
Video from Online	Creator, A. A. [Website username]. (Year, Month Day). <i>Title of page</i> [Video]. Site Name. URL

X. EFFECTIVITY

These guidelines shall take effect immediately upon approval by the Schools Division Superintendent and shall remain in force unless revised or rescinded by proper authority. All concerned personnel are hereby enjoined to adhere strictly to its provisions to ensure the standardized, quality-assured, and contextually relevant development of Learning Resources within the Schools Division of Batanes.

XI. REFERENCES

- Learning Resources Management and Development System (LRMDS) Framework. (Final V1.0, August 2008)
- Guidelines and Processes for LRMDS Assessment & Evaluation. (Final Draft V1.0, March 2009)
- RM No. 22, 2019. Localized Policy Guideline on Contextualizing Learning Resources



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NEEDS ANALYSIS FOR DEVELOPING AND CONTEXTUALIZING LEARNING MATERIALS (SECOND QUARTER)

School: Batanes National Science High School

Instructions: Fill out the table below. Add additional rows if needed and delete any excess rows.

Here's an example of a filled-out form for your reference. Please make sure to delete it before printing or submitting:

I. Least Mastered Competencies

List the competencies in the learning area that have been identified as the least mastered below.

Grade Level	Learning Area	Code	Competency/ies
Grade 7	Mathematics	M7NS-Ig-3	estimates the square root of a whole number to the nearest hundredth.
Grade 11	Filipino (KPWKP)	F11PT – Ia – 85	Natutukoy ang mga kahulugan at kabuluhan ng mga konseptong pangwika
Grade 4	Mathematics	M4NS-Id-45.4	solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem solving strategies and tools.
Grade 2	Mathematics	M2NS-Ib-10.2	gives the place value and finds the value of a digit in three-digit numbers.
Grade 8	TLE-Dressmaking	TLE_HEDM7/8BM-0i-7	The learner consistently performs basic maintenance of sewing machine in dressmaking/tailoring.
			<i>Add more rows if necessary.</i>

II. Priority CLR for Development

Based on the identified competencies, identify **at most three (3)** least mastered competencies without ready reference materials to be prioritized for CLR development. List the localized learning resources needed to be developed to enhance these competencies and the writer. Add additional rows if needed and delete any excess rows.

Grade Level	Learning Competency	Localized Learning Materials to be Developed (SLM, SIM, Workbook, Activity Sheets, etc.)	Writer (You may assign a particular teacher from your school or the SDO LR Team)
Grade 7	estimates the square root of a whole number to the nearest hundredth.	Activity Sheets	Mr. Juan D. Cruz
Grade 4	solves routine and non-routine problems involving multiplication of whole numbers including money using appropriate problem-solving strategies and tools.	SIM	Mrs. Danica D. Marchu
Grade 8	The learner consistently performs basic maintenance of sewing machine in dressmaking/tailoring.	SLM	SDO LR Team

Start here.

I. Least Mastered Competencies

List the competencies in the learning area that have been identified as the least mastered below.

Grade Level	Learning Area	Code	Competency/ies
			<i>Add more rows if necessary.</i>

II. Priority CLR for Development

Based on the identified competencies, identify **at most three (3)** least mastered competencies without ready reference materials to be prioritized for CLR development. List the localized learning resources needed to be developed to enhance these competencies and the writer. Add additional rows if needed and delete any excess rows.

Grade Level	Learning Competency	Localized Learning Materials to be Developed (SLM, SIM, Workbook, Activity Sheets, etc.)	Writer (You may assign a particular teacher from your school or the SDO LR Team)

Prepared by:

Noted by:

School LR Coordinator

School Head



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CONTEXTUALIZED LEARNING RESOURCES (CLRS) PROPOSAL AND DEVELOPMENT CLEARANCE FORM

I. General Information

Title of CLR:	"The Tale of the Flying Coconut"
Name of Developer(s):	Full name/s of teacher/s or team
School:	Name of the school

II. Rationale for Development.

Briefly explain the need for this CLR (e.g., least mastered competency, need for contextual examples, absence of existing resources).

Proposed Justification:

e.g., Based on learner performance in Q1, 80% of pupils scored below proficiency in inferencing. No existing LR is available that incorporates Ivatan cultural themes related to this skill.

III. Target Competency

MELC Code	Learning Competency	Quarter	Week
EN4LC-Ie-3.4	Infer meaning of unfamiliar words	Q1	Week 5

IV. Contextualization Approach.

How will the content be localized or contextualized?

Proposed Contextual Elements:

(e.g., use of Ivatan folklore, local setting, native terms, culturally relevant situations)

Name and Signature of the Developer(s):

Name of Developer

Position

Name of Developer

Position

Name of Developer

Position

Name of Developer

Position



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Required Attachments:

- ☐ Draft or Working File
- ☐ Result of LR Needs Analysis
- ☐ Duly accomplished METADATA

Check the appropriate box:

Approved for Development/ School Quality Assurance

- ☐ Based on the review and validation of the submitted proposal, the development of the proposed Contextualized Learning Resource (CLR) is hereby approved. The developer is authorized to proceed with the preparation of the learning resource in accordance with the approved content, structure, and timeline, subject to quality assurance processes at the school and division levels.

Returned for Revision / Not Approved

- ☐ After careful review and validation, the proposed Contextualized Learning Resource (CLR) is not approved for development at this time. The developer is advised to revise the proposal based on the feedback and recommendations provided by the School Learning Resource Quality Assurance Team. Resubmission may be done upon completion of the necessary adjustments.

Name

School LR Coordinator

Name

School Head



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METADATA FOR CONTEXTUALIZED LEARNING RESOURCES (CLRs)

General Information	
<i>Title</i>	Enter the official title of the learning resource.
<i>Author</i>	Name(s) of writer/developer
<i>Keyword</i>	Provide key terms related to the resource for easier searchability. (e.g. <i>Pang-angkop, Pangatnig, Filipino Grammar, Filipino Sentence Structure</i>)
<i>Language</i>	Specify the language used in the material (e.g., English with Ivatan terms)
<i>Description</i>	Briefly describe the content and purpose of the resource. (e.g. Ang modyul na ito ay nabuo upang mas maunawaan ng mga mag-aaral ang wastong paggamit ng pang-angkop at pangatnig.)
<i>File Name</i>	Use a consistent naming format (e.g., "Grade6_Filipino_Pang-angkop.pdf")
<i>Primary Media</i>	Indicate the main format of the learning resource. Example: • <i>Text</i> (if it's a module, workbook, or reading material) • <i>Audio</i> (for listening exercises) • <i>Video</i> (for instructional recordings) • <i>Interactive</i> (for digital learning applications)
<i>Primary Storage</i>	Specify where the primary, master copy of the learning resource is physically or digitally stored. This indicates the original or authoritative storage medium. Example: <i>Print, Cloud Storage (e.g., Google Drive, OneDrive (share the link)) or USB Drive</i>
<i>Resource Location</i>	Provide the current accessible location of the learning resource for users. This indicates where the resource can be accessed or found for utilization. This is crucial for retrieval. Example: Address of your School , SharePoint Site, Personal Website, Cloud Storage (e.g., Google Drive, OneDrive (share the link))
<i>Publication Date</i>	Leave this blank unless your CLR is already published (with ISBN) prior to submission to SLRQAT/DLRQAT.

Technical Information	
<i>File Size</i>	Enter the file size (e.g., 5 MB).
<i>File Format</i>	Specify the file format (e.g., PDF, docx, xls, MP4).
<i>Software</i>	Indicate the software required to open the file. Example: • <i>Adobe PDF Reader</i> (for PDF files) • <i>MS Word</i> (for DOCX files) • <i>VLC Media Player</i> (for video files) • <i>Kotobee Reader</i>

<i>Number of Pages</i>	For text-based resources, enter the total number of pages. For PowerPoint Presentations or interactive media, enter the total number of slides.
------------------------	---

Educational Information	
<i>Material Type</i>	Identify the type of resource (e.g., <i>Curriculum, Workbook, Module</i>).
<i>Education Type</i>	Specify the education level (<i>K to 12, Alternative Learning System</i>).
<i>Grade Level</i>	Indicate the grade level (e.g., <i>Grade 6</i>).
<i>Learning Area</i>	State the subject (e.g., <i>Filipino 6</i>).
<i>Content/Topic</i>	Specify the lesson or focus (e.g., <i>Pang-angkop at Pangatnig</i>).
<i>Special Curricular Program</i>	STE, SPJ, IPED, Madrasah
<i>Content Standards</i>	Describe the expected learning outcomes based on curriculum standards. (e.g. Pagkatapos ng Ikaanim na Baitang, naipamamalas ng mag-aaral ang kakayahan sa pakikipagtalastasan, mapanuring pag-iisip at pagpapahalaga sa wika, panitikan at kultura upang makaambag sa pag-unlad ng bansa.)
<i>Performance Standards</i>	State the specific skills learners should demonstrate (to be filled in).
<i>Competencies</i>	List the DepEd competency as it appears in the MELC with codes (e.g., <i>F6WG-IIIj-12</i>).
<i>Classification (Quarter)</i>	Indicate when the resource is used (<i>Quarter 3</i>).
<i>Classification (week)</i>	Indicate when the resource is used (<i>Week 3</i>).
<i>Related Topics</i>	Specify related topics such as pandiwa...
<i>Objectives</i>	Nagagamit ang pang-angkop at pangatnig
<i>Intended Users</i>	Identify the target audience (<i>Educators, Teachers, Learners</i>).
<i>Accessibility</i>	Specify if the resource has accessibility features like: • <i>Closed captions</i> (for videos) • <i>Screen reader compatibility</i> (for digital text) • <i>Alternative text for images</i> • <i>Printable version available</i> Leave blank if no accessibility feature.
<i>Resource Type</i>	Learning Resources (LRs), Teaching Resources (TRs), Professional Development Materials (PDMs)

Intellectual Property Rights Information	
<i>Copyright</i>	Indicate copyright status (e.g., <i>Copyrighted or Open Educational Resource</i>).
<i>Copyright Owner</i>	Enter the entity holding copyright (e.g., <i>Department of Education</i>).
<i>Condition of Use</i>	Condition of Use: Specify allowed uses: • <i>Print, Reproduce, Copy</i> (if freely shareable) • <i>View only</i> (if restricted)

QUALITY ASSURANCE TOOL FOR NEW PRINT DEVELOPED LEARNING RESOURCES

Title : _____
 Author/ s: _____ Illustrator: _____
 Learning Area: _____ Grade Level: _____
 Type of Learning Resource: _____ No. of Pages: _____
 Date of Evaluation: _____

Instructions:

Examine the learning material carefully and rate it along each evaluation criterion by checking the appropriate number using the scale below:

4-Very Satisfactory 2-Fair 3-Satisfactory 1-Poor

For a rating below 4 give or write legibly your justifications in permanent ink. **Criterion that is/are NOT APPLICABLE (N/A) must be given a 4 (VS) rating.**

FACTOR		SCORE			
FACTOR 1 : CONTENT <i>(In-charge: Learning Content Evaluator)</i>		4(VS)	3(S)	2(F)	1(P)
1. Content is suitable to the learners' level of development					
2. Material contributes to the achievement of the competency/ies of the learning area and grade level					
3. Material provides for the development of higher order thinking skills, critical thinking, learning by doing, inquiry, problem solving, and 21 st century skills					
4. Learning material arouses interest of target learner/reader					
TOTAL POINTS					
Learning Resource must score at least 12 points out of a maximum 16 points to pass this criterion. Put a check mark on the appropriate box.		PASSED ☐		FAILED ☐	
FACTOR 2 : ACCURACY AND UP-TO-DATENESS OF INFORMATION <i>(Refer to the indicators ON PAGE 3)</i> <i>(In-charge: Learning Content Evaluator)</i>		4 Not present	3 Present but very minor & must be fixed	2 Present & requires major redevelopment	1 Poor. Do not evaluate further
1. Conceptual errors					
2. Factual errors					
3. Grammatical errors					
4. Computational errors					
5. Obsolete information					
6. Typographical and other minor errors (e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc..)					
TOTAL POINTS					
NOTE: Learning resource must score at least 20 points out of a maximum 24 points to pass this criterion. Please put a check mark on the appropriate box.		PASSED ☐		FAILED ☐	
FACTOR 3: PRESENTATION AND ORGANIZATION <i>(In-charge: Language Evaluator)</i>		4(VS)	3(S)	2(F)	1(P)
1. Presentation is engaging, interesting and understandable					
2. There is logical and smooth flow of ideas					
3. Vocabulary level is adapted to target reader's experience and understanding					



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4. Length of sentences is suited to the level of the learner				
5. Sentences and paragraph structures are varied and interesting to the target reader.				
TOTAL POINTS				
<i>NOTE: Learning resource must score at least 15 points out of a maximum 20 points to pass this criterion. Please put a check mark on the appropriate box.</i>		PASSED ☐		FAILED ☐
FACTOR 4 : SOCIAL CONTENT <i>(In-charge: Social Content Evaluator)</i>	4(VS)	3(S)	2(F)	1(P)
1. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices				
2. Material enhances the development of desirable values and traits such as:(Put a check mark only to the applicable values and traits) ___ Creativity and innovation ___ Communication and Collaboration ___ Flexibility and adaptability ___ Social and Cross-cultural skills ___ Productivity and Accountability ___ Leadership and Responsibility ___ Initiative and Self-direction ___ Love, respect and care for living things				
3. Adequate warning/precautionary measures are provided in topics and activities where safety and health are concerned				
TOTAL POINTS				
<i>Learning Resource must score at least 5 points out of a maximum 12 points to pass this criterion. Put a check mark on the appropriate box.</i>		PASSED ☐		FAILED ☐
FACTOR 5: FORMAT <i>(In-charge: Technical Specifications Evaluator)</i>	4(VS)	3(S)	2(F)	1(P)
1. Prints 1.1 Size of letters is appropriate to the intended user 1.2 Spaces between letters and words facilitate reading 1.3 Font is easy to read 1.4 Printing is of good quality (i.e. no broken letters, even density, correct alignment, properly placed screen registration)				
2. Illustrations 2.1 Simple and easily recognizable 2.2 Clarify and supplement the text 2.3 Properly labeled or captioned (if applicable) 2.4 Realistic/ colors are appropriate 2.5 Attractive and appealing 2.6 Culturally relevant				
3. Design and Layout 3.1 Attractive and pleasing to look at 3.2 Simple (e.g. does not distract the attention of the reader) 3.3 Adequate illustration in relation to text 3.4 Harmonious blending of elements (e.g. illustrations and text)				
4. Paper and Binding 4.1 Paper used contributes to easy reading 4.2 Durable binding to withstand frequent use				
5. Size and weight of learning resource 5.1 Easy to handle 5.2 Relatively light				
TOTAL POINTS				

NOTE: Learning resource must score at least 15 points out of a maximum 20 points to pass this criterion. Please put a check mark on the appropriate box

PASSED

☐

FAILED

☐

FACTOR 6: INTELLECTUAL PROPERTY RIGHTS

(In-charge: Librarian/ IPR Evaluator)

4(VS
)

3(S)

2(F)

1(P)

1. Originality of the work

2. Copyright material information are properly disclosed.

3. Acknowledgement & verification of all sources of reference.

4. The redesign and development work including all the new content creation is without infringement/offense from the original copyright.

TOTAL POINTS

NOTE: Learning resource must score at least 13 points out of a maximum 1c points to pass this criterion. Please put a check mark on the appropriate box.

PASSED

☐

FAILED

☐

OTHER COMMENTS

(Please write your other observations, comments and recommendations on the learning resource not captured in Factors 1-6. Use additional sheet if necessary.)

RECOMMENDATION

NOTE: A material which failed in at least one of the factors in this rating sheet should not be recommended for possible use in public schools.

Please put a check mark in the appropriate box.

☐ I/We **RECOMMEND** the approval of this learning resource material for possible use in this school provided that the corrections/revisions/suggestions included in this report is made.

☐ I/We **DO NOT RECOMMEND** the approval of this learning resource material for possible use in this school. **MAJOR REVISION IS RECOMMENDED THEN SUBJECTED FOR ANOTHER ROUND OF QUALITY ASSURANCE.**

Evaluators:

Learning Area Content Evaluator:

(Signature Over Printed Name)

Date: _____

Language Evaluator:

(Signature Over Printed Name)

Date: _____

Social Content Evaluator:

(Signature Over Printed Name)

Date: _____

Technical Specs Evaluator:

(Signature Over Printed Name)

Date: _____

IPR Evaluator:

(Signature Over Printed Name)

Date: _____



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SQA Form 4-b

RATING SHEET FOR NEW NON-PRINT MATERIALS

Title : _____
 Author/ s: _____ Illustrator: _____
Intended for: Grade/Year level(s): _____ **Subject Area(s):** _____
 Date of Evaluation: _____

Media type/s of content: Identify the dominant media format. (*Check all that apply* (✓))

☐	Word document	☐	PDF	☐	PowerPoint	☐	HTML	☐	Excel
☐	Rich Text Format RTF	☐	Adobe Flash	☐	Adobe Shockwave	☐	Java applet	☐	JPEG; GIF
☐	Other (specify)	☐		☐		☐		☐	
File Size (download): _____									

Instructions:

Examine the learning material carefully and rate it along each evaluation criterion by checking the appropriate number using the scale below:

4-Very Satisfactory**3-Satisfactory****2 - Fair****1-Poor**

For a rating below 4 give or write legibly your justifications in permanent ink. **Criterion that is/are NOT APPLICABLE (N/A) must be given a 4 (VS) rating.**

Factor 1: CONTENT QUALITY	Rating	Errors/Comments	Specify Location	Recommended Correction/Revision
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				



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NOTE: Learning resource must score at least 30 points out of a maximum 40 points to pass this criterion. Please put a check mark on the appropriate box.

PASSED

☐

FAILED

☐

Factor 2: INSTRUCTIONAL QUALITY	Rating	Errors/Comments	Specify Location	Recommended Correction/Revision
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 user's responses is effectively employed				
9. Target user can control the rate and sequence of presentation and review.				
10. Instruction is integrated with target user's previous experience.				

TOTAL POINTS

NOTE: Learning resource must score at least 30 points out of a maximum 40 points to pass this criterion. Please put a check mark on the appropriate box.

PASSED

☐

FAILED

☐

Factor 3: TECHNICAL QUALITY	Rating	Errors/Comments	Specify Location	Recommended Correction/Revision
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				



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user's attention.				
8. Visuals provide accurate representation of the concept discussed				
9. The user support materials (if any) are effective.				
10. The design allows the target user 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				
NOTE: Learning resource must score at least 39 points out of a maximum 52 points to pass this criterion. Please put a check mark on the appropriate box.			PASSED ☐	FAILED ☐

Guide in Rating Factor 4: 4 - Not Present 2 - Present & requires major redevelopment 3 - Present but very minor & must be fixed 1 - Poor Do not evaluate further				
Factor 4: ADDITIONAL REQUIREMENTS	Rating	Errors/Comments	Specify Location	Recommended Correction/Revision
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				
NOTE: Learning resource must score at least 16 points out of a maximum 16 points to pass this criterion. Please put a check mark on the appropriate box.			PASSED ☐	FAILED ☐

OTHER COMMENTS

(Please write your other observations, comments and recommendations on the learning resource not captured in the Factors. Use additional sheet if necessary.)

RECOMMENDATION

Note: Any material that fails in at least one Factor must not be recommended for use in

(Please put a check mark (☐) in the appropriate box.)

☐ I/We **RECOMMEND** the approval of this learning resource material for possible use in this school provided that the corrections/revisions/suggestions included in this report are made.



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I/We **DO NOT RECOMMEND** the approval of this learning resource material for possible use in this school. **Major REVISION is recommended then subjected for another round of Quality Assurance.**

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

Learning Area Content Evaluator:

(Signature Over Printed Name)

Date: _____

Language Evaluator:

(Signature Over Printed Name)

Date: _____

Social Content Evaluator:

(Signature Over Printed Name)

Date: _____

Technical Specs Evaluator:

(Signature Over Printed Name)

Date: _____

IPR Evaluator:

(Signature Over Printed Name)

Date: _____



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EVALUATION RATING SHEET FOR STORY BOOKS AND BIG BOOKS

Title : _____

Author/ s: _____

Illustrator: _____

Language Used: _____

No. of Pages: _____

Date of Evaluation: _____

Appropriate for: _____ **Kinder** _____ **Gr 1 to 3** _____ **Gr 4 to 6** _____ **Junior HS** _____ **Senior HS**

Instructions:

Examine the learning material carefully and rate it along each evaluation criterion by checking the appropriate number using the scale below:

4-Very Satisfactory**2-Fair****3-Satisfactory****1-Poor**

For a rating below 4 give or write legibly your justifications in permanent ink. **Criterion that is/are NOT APPLICABLE (N/A) must be given a 4 (VS) rating.**

Factor 1: CONTENT	Rating	Errors/Comments	Page No.	Recommended Correction/Revision
1. Story 1.1 The story has a catchy title. 1.2 The story focuses on one main theme. 1.3 The story arouses the interest of the child. 1.4 The story length is appropriate to the age group, type, and content of the material.				
2. Socio-cultural sensitivity Please refer to Social Content Guidelines 2.1 The material is free from ideological, cultural, religious, racial, and gender biases and prejudices. 2.2 The material is related to one's own cultural experiences or those of other cultures. 2.3 The material promotes appreciation of positive customs and culture (e.g., special days or occasions, cultural activities or celebrations, etc.) 2.4 The material provides awareness of one's own country or of other countries.				
Factor 1: CONTENT	Rating	Errors/Comments	Page No.	Recommended Correction/Revision
3. Developmental aspect 3.1 The story considers the developmental needs of children such as:				

(Please mark appropriate item with an "X".)

- ___ Strengthens security in relationship with family members
- ___ Strengthens self-concept, helps one to appreciate his / her own worth
- ___ Meets the need for achievement
- ___ Meets the need for security and safety (freedom from fear, anxiety, and feeling of guilt)
- ___ Meets the need for experience and adventure
- ___ Meets the need to belong to a group
- ___ Meets the need for desirable values and traits
- ___ Others (please specify)

4. Plot / Story Line

- 4.1 The plot is clear and simple.
- 4.2 The plot is made up of familiar objects, themes, actions.
- 4.3 The plot stimulates critical thinking.
- 4.4 The plot has logical flow that allows the child to anticipate the outcome of events.
- 4.5 The plot allows the child to connect with the emotion/s conveyed.
- 4.6 The story ends with a positive or satisfying mood.

5. Characters

- 5.1 The main character/s is a/are model/s of virtues.
- 5.2 Each character's personality is interesting and clear.
- 5.3 The supporting character/s enhance/s the dynamics of the story.

Factor 1: CONTENT

Rating

Errors/Comments

Page No.

Recommended Correction/Revision

6. Visuals

- 6.1 The visuals illustrate and clarify the story.
- 6.2 The images are easily recognizable.
- 6.3 The images are appropriate to the reader's age and life situations.
- 6.4 The images are artistically appealing (i.e., not frightening).

7. Language

- 7.1 Vocabulary used is adapted to the child's experiences and understanding.
- 7.2 Language used plays on words (i.e., nonsense syllables, lots of repetition).



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7.3 Direct and indirect quotations are interestingly combined.				
7.4 Sentences are clear, short, and simple.				
7.5 Sentence constructions are consistent and appropriate.				
8. Grammar				
8.1 Sentences are grammatically correct and contain no typographical errors.				
TOTAL POINTS				
NOTE: Learning resource must score at least 24 points out of a maximum 32 points to pass this criterion. Please put a check mark on the appropriate box.		PASSED ☐	FAILED ☐	
Factor 2: FORMAT AND TECHNICAL ASPECTS	Rating	Errors/Comments	Page No.	Recommended Correction/Revision
1. Prints				
1.1 Size of letters is appropriate to the intended user.				
1.2 Font style is easy to read.				
1.3 Spaces between letters and words facilitate easy reading.				
Factor 2: FORMAT AND TECHNICAL ASPECTS	Rating	Errors/Comments	Page No.	Recommended Correction/Revision
2. Book Design and Layout				
2.1 Layout is appropriate to the child.				
2.2 Cover is attractive and pleasing to look at.				
2.3 Text and visuals are properly placed.				
2.4 Text and visuals are consistent.				
3. Paper and Binding				
3.1 Paper used is of good quality (i.e., can withstand wear and tear, will not strain the eyes, etc.).				
3.2 Binding is durable and can withstand frequent use.				
3.3 Size is appropriate and relatively easy to handle.				
3.4 Weight is relatively light.				
3.5 Printing is of good quality (i.e., no broken letters, no typographical errors, even density, correct alignment, properly placed screen registrations, no misprints)				
TOTAL POINTS				
NOTE: Learning resource must score at least 9 points out of a maximum 12 points to pass this criterion. Please put a check mark on the appropriate box.		PASSED ☐	FAILED ☐	

OTHER COMMENTS

(Please write your other observations, comments and recommendations on the learning resource not captured in Factors 1 and 2. Use additional sheet if necessary.)



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RECOMMENDATION

Note: A material which **Failed in at least one of the two Factors** in this rating sheet should not be recommended for possible use in public schools.

(Please put a check mark (☐) in the appropriate box.)

- ☐ I/We **RECOMMEND** the approval of this learning resource material for possible use in this school provided that the corrections/revisions/suggestions included in this report are made.
- ☐ I/We **DO NOT RECOMMEND** the approval of this learning resource material for possible in this school. **MAJOR REVISION IS RECOMMENDED THEN SUBJECTED FOR ANOTHER ROUND OF QUALITY ASSURANCE.**

Evaluators:

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

Learning Area Content Evaluator:

(Signature Over Printed Name)

Date: _____

Language Evaluator:

(Signature Over Printed Name)

Date: _____

Social Content Evaluator:

(Signature Over Printed Name)

Date: _____

Technical Specs Evaluator:

(Signature Over Printed Name)

Date: _____

IPR Evaluator:

(Signature Over Printed Name)

Date: _____



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LEARNING RESOURCE QUALITY ASSURANCE FINDINGS AND RECOMMENDATIONS

Title: **The Horse of the Yukaba**Author: **Xavier A. Gonzales**Learning Area: **Mathematics**Grade Level: **Grade 3**Type of Learning Resource: **Storybook**Date of Quality Assurance/ Evaluation: **November 22, 2025**

ON CONTENT

(Learning Area Content, Social Content, Accuracy and Up-to-Datedness of Information)

Time/Duration	SPECIFIC Findings (Write complete details)	SPECIFIC Recommendations (Write complete details)

ON LANGUAGE

(Grammar, Mechanics, Semantics, Organization)

Time Duration	SPECIFIC Findings (Write complete details)	SPECIFIC Recommendations (Write complete details)

ON TECHNICAL SPECIFICATIONS

(Print, Illustrations, Photo, Layout and Design, IPR)

Time/Duration	SPECIFIC Findings (Write complete details)	SPECIFIC Recommendations (Write complete details)

PILOT TESTING TOOLTeacher: **Juan E. Masipag**

Grade &

G6-Atis

Section:

School: **Batanes School**

INSTRUCTION: Tick the appropriate box for each statement below.
Please write your comments/suggestions on the space provided.

STATEMENTS	4	3	2	1
1. The Content of the material suits to the student's level of development.				
2. The material helps in the achievement of specific learning objectives for the target grade level.				
3. The material provides development of higher order thinking skills.				
4. The material arouses student's interest.				
5. The material provides precautionary measures along safety and health topics and activities.				
6. The activities are doable at given period of time.				
7. The activities are aligned with the learning competencies.				
8. The activities are adequate to develop clear concepts.				
9. The material provides an assessment for learning.				
10. The directions for every activity are clear.				
Comments/Suggestions:				

Legend:

- 4- Very Satisfactory
- 3- Satisfactory
- 2 - Fair
- 1- Poor

RECOMMENDATION FOR FURTHER REVIEW OF THE CONTEXTUALIZED LEARNING RESOURCES

Title of the CLR	Writer/ Developer	Type of Material
------------------	-------------------	------------------

After through quality assurance and evaluation of the CLR listed above, the undersigned members of the *School Learning Resources Quality Assurance Team* (SLRQAT) do hereby strongly recommend to the Schools Division Office through the Learning Resource Management Section for further review and evaluation by the *Division Learning Resource Quality Assurance Team* (DLRQAT).

Name of SLRQAT Member	Designation/ Position	Role in SLRQAT	Signature	Date Signed
		Language Evaluator		
		Learning Content Evaluator		
		Social Content Evaluator		
		Technical Specs Evaluator		
		IPR Validator		

School Principal

Date: _____



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INDICATORS IN RATING NEW **PRINT** DEVELOPED LEARNING RESOURCES

NOTE: These indicators will serve as the evaluator's guide in assigning points for specific criterion items under each factor. For ratings of 3 and below, indicate specific pages with findings applicable to the criterion item and briefly explain inadequacies noted in space provided in the rating sheet.

FACTOR 1: CONTENT

1. Content is suitable to the learners' level of development.

Indicators:

- 4 – All content and topic/s are suitable to the learners' level of development
- 3 – There are 1-2 concept/s topics not suitable to the learners' comprehension level
- 2 – There are 3-4 concepts/ topics not suitable to the learners' comprehension level
- 1 – There are 5 or more concepts/ topics not suitable to the learners' comprehension level

2. Material contributes to the achievement of the competency/ies of the learning area and grade level

Indicators:

- 4 – Material contributes to the achievement of 3 or more competencies
- 3 – Material contributes to the achievement of 2 competencies
- 2 – Material contributes to the achievement of 1 competency
- 1 – Material does not contribute to the achievement of any competency/ies

3. Material provides for the development of higher order thinking skills, critical thinking, learning by doing, inquiry, problem solving, and 21st century skills.

Indicators:

- 4 – All topics/exercises/activities in the learning resource develop higher order thinking skills, critical thinking, learning by doing, inquiry, problem solving, and 21st century Skills
- 3 – There is 1 topic/exercise/activity in the learning resource that does not develop higher order thinking skills, critical thinking, learning by doing, inquiry, problem solving, and 21st century Skills
- 2 – There are 2 topics/exercises/activities in the learning resource that do not develop higher order thinking skills, critical thinking, learning by doing, inquiry, problem solving, and 21st century Skills
- 1 – There are 3 or more topics/exercises/activities in the learning resource that do not develop higher order thinking skills, critical thinking, learning by doing, inquiry, problem solving, and 21st century Skills

4. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices

Indicators:

- 4 – There are no ideological, cultural, religious, racial, and gender biases and prejudices found in the material
- 3 – There are 1-2 violations based on the social content guidelines
- 2 – There are 3-4 violations based on the social content guidelines
- 1 – There are 5 or more violations based on the social content guidelines

5. Material enhances the development of desirable values and traits

Indicators:

- 4 – Inclusion of identified desirable value/s trait/s is/are evident and/or properly discussed in the material
- 3 – There are 1-2 undesirable value/s trait/s is/are evident and/or properly discussed in the material
- 2 – There are 3-4 undesirable value/s trait/s is/are evident and/or properly discussed in the material
- 1 – There are 5 or more undesirable value/s trait/s is/are evident and/or properly discussed in the material

6. Learning material arouses interest of target learner/reader

Indicators:

- 4 – All topics/exercises/activities in the learning resource are interesting to the target learner
- 3 – There are 1-2 topics/exercises/activities in the learning resource are not interesting to the target learner
- 2 – There are 3-4 topics/exercises/activities in the learning resource are not interesting to the target learner
- 1 – There are 5 or more topics/exercises/activities in the learning resource are not interesting to the target learner

6. Adequate warning/precautionary measures are provided in topics and activities where safety and health is concerned
Indicators:
 - 4 – Inclusion of adequate warning/precautionary notes (where needed) is evident in the material
 - 3 – There is 1 worrisome topic and activity without adequate warning/cautionary notes
 - 2 – There are 2 worrisome topics and activities without adequate warning/cautionary notes
 - 1 – There are 3 worrisome topics and activities without adequate warning/cautionary notes

FACTOR 2: FORMAT

1. Prints

Indicators:

- | | |
|---|---|
| 4 – All 4 indicators are satisfied | 3 – There is 1 indicator that is not satisfied |
| 2 – There are 2 indicators that are not satisfied | 1 – There are 3-4 indicators that are not satisfied |

2. Illustrations

Indicators:

- 4 – All indicators are satisfied
- 3 – There are 1-2 indicators that are not satisfied
- 2 – There are 3-4 indicators that are not satisfied
- 1 – There are 5-6 indicators that are not satisfied

3. Design and Layout

Indicators:

- | | |
|---|---|
| 4 – All 4 indicators are satisfied | 3 – There is 1 indicator that is not satisfied |
| 2 – There are 2 indicators that are not satisfied | 1 – There are 3-4 indicators that are not satisfied |

4. Paper and Binding

Indicators:

- 4 – Paper used contributes to easy reading and binding is durable and can withstand frequent use
- 3 – Paper used is a little bit dark and binding is durable and can withstand frequent use
- 2 – Paper used is dark and binding is not durable
- 1 – Paper used is very dark and binding is not durable

5. Size and weight of learning resource

Indicators:

- 4 – Learning resource is easy to handle and relatively light
- 3 – Learning resource is easy to handle but a little heavy
- 2 – Learning resource is hard to handle and a little heavy
- 1 – Learning resource cannot be handles and very heavy

FACTOR 3: PRESENTATION AND ORGANIZATION

1. Presentation is engaging, interesting and understandable

Indicators:

- 4 – The entire learning resource is engaging, interesting and understandable
- 3 – 1 -2 portions of the learning resource are not engaging, interesting and understandable
- 2 – 3-4 portions of the learning resource are not engaging, interesting and understandable
- 1 – The learning resource is not engaging, interesting and understandable

2. There is logical and smooth flow of ideas

Indicators:

- 4 – There is logical and smooth flow of idea in the entire learning resource
- 3 – There are 1-2 portions of the learning resource that are illogically presented and do not have smooth flow of idea
- 2 – There are 3-4 portions of the learning resource that are illogically presented and do not have smooth flow of idea
- 1 – There are 5 or more portions of the learning resource that are illogically presented and do not have smooth flow of idea

3. Vocabulary level is adapted to target reader's experience and understanding

Indicators:

- 4 – Vocabulary used is suitable to the target learner
- 3 – There are 1-5 words not suitable to the target learner
- 2 – There are 6-10 words not suitable to the target learner
- 1 – There are more than 10 words not suitable to the target learner

4. Length of sentences is suited to the level of the learner

Indicators:

4 – Length of sentence used is suitable to the target learner

3 – There are 1-2 sentences not suitable to the target learner

2 – There are 3-4 sentences not suitable to the target learner

1 – There are 5 or more sentences not suitable to the target learner

5. Sentences and paragraph structures are varied and interesting to the target reader

Indicators:

4 – All Sentences and paragraph structures are varied and interesting to the target reader

3 – There are 1-2 sentences and paragraph structures not varied and interesting to the target reader

2 – There are 3-4 sentences and paragraph structures not varied and interesting to the target reader

1 – There are 5 or more sentences and paragraph structures not varied and interesting to the target reader

FACTOR 4: ACCURACY AND UP-TO-DATEDNESS OF INFORMATION

1. Conceptual errors

Indicators:

4 – No conceptual error found

2 – 3 – 4 conceptual errors found

3 – 1 – 2 conceptual errors found

1 – 5 or more conceptual errors found

2. Factual errors

Indicators:

4 – No factual error found

2 – 3-4 factual errors found

3 – 1-2 factual errors found

1 – 5 or more factual errors found

3. Grammatical errors

Indicators:

4 – No grammatical error found

2 – 3-4 grammatical error found

3 – 1-2 grammatical error found

1 – 5 or more grammatical error found

4. Computational errors

Indicators:

4 – No computational error found

2 – 3-4 computational error found

3 – 1-2 computational error found

1 – 5 or more computational error found

5. Obsolete information

Indicators:

4 – No obsolete information found

2 – 3-4 obsolete information found

3 – 1-2 obsolete information found

1 – 5 or more obsolete information found

6. Typographical and other minor errors

(e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc.)

Indicators:

4 – No error found

2 – 3-4 errors found

3 – 1-2 errors found

1 – 5 or more errors found

FACTOR 5: INTELLECTUAL PROPERTY RIGHTS (IPR)

1. Originality of the work

2. Copyright material information are properly disclosed

3. Acknowledgement & verification of all sources of reference

4. The redesign and development work including all the new content creation is without infringement/offense from the original copyright

Indicators:

4 – If all indicators are met

3 – If 3 indicators are met

2 – If 2 indicators are met

1 – if 1 indicator is met



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SOCIAL CONTENT GUIDELINES

To ensure that text, art, and photos / illustrations of textbooks and teacher's manuals and other instructional materials teach social values as well as Government's educational thrusts, the following guidelines on social content are prescribed:

The Nation and Citizenship

- Treat national symbols and institutions with respect.
- Foster obedience to and respect for the Constitution and the law.
- Encourage participative and responsible citizenship (e.g., depicting individual initiative rather than overdependence on organized government aids and dole-outs).
- Avoid any bias favoring foreign products, practices, and values.
- Use illustrations and photographs of Philippine communities, objects, animals, and people.
- Show Filipino technology, games, dances, dress, food, festivals, celebrations, and customs.

Society

- Depict contributions of men and women, ethnic and cultural groups in economic and social progress.
- Foster attitudes of tolerance, understanding, and appreciation of the diverse sectors and groups in society.
- Present a balanced rural and urban society.
- Give example of lifestyles or situations existing outside Metro Manila. Use both rural and urban situations without stereotyping either.
- Avoid comparisons which may be divisive to social classes, cultural, or religious groups.
- Show respect for different family patterns (nuclear, extended, single parent or two parents).
- Promote and respect the rights of children, elderly, differently able, and other vulnerable sectors of society.
- Refrain from devoting space and attention to fads or transitory personages and events, untested theories or views.
- Promote the need for the high ethical standards and codes of behavior and their observance in all aspects of Philippine society.
- Do not depict physical, sexual, and mental abuse of adults and children as well as violent sports and entertainment.
- Do not give situations that would encourage crime, violence, and vices.
- Avoid materials that malign people, promote violation of laws and matters contrary to law and morality.

Race, Ethnicity, and Culture

- Respect racial, ethnic, and cultural diversity in our society.
- Avoid bias and stereotypes in reference to any individual or groups.
- Avoid inaccurate, unnecessary, or inappropriate portrayal of or reference to racial/ethnic or cultural customs, symbols, observances, festivals, dress, names, or language.

Religion

- Use religious references, symbols, celebrations, and language (in the text, illustrations, and photographs) only when appropriate to the subject matter.
- Ensure that any appropriate references to religious groups are accurate and authentic within the setting and/or period of history presented.

Role Models

- Avoid sex bias; stereotyping of male and female roles.
- Portray husbands and wives as partners in homemaking and family management
- As much as possible avoid choice of living persons as role models, except for persons of exceptional and acknowledged accomplishment or virtue regardless of their racial, ethnic, or cultural origin or affiliation.
- Refrain from glorifying or unduly extolling persons and their accomplishments.
- Present a balanced picture of roles of workers and managers.
- Show good role models of public servants such as police officers, soldiers, and government officials instead of caricaturing or ridiculing them.
- Show workers who contribute to Philippine development.



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Gender

- Avoid sexist language, bias, and stereotyping of males and females as to professions, occupations, contributions to society, and home and family roles and behaviours.
- Do not differentiate either explicitly or implicitly between the capability of males and females to contribute to the political, economic, or social well-being of Philippine society or the world.
- Maintain balance in treatment of gender roles, occupations, and contributions in the text and illustrations.

Population

- Promote responsible parenthood and shared decision-making in various areas of home life (e.g., family planning, family financing, education of the children, etc.)

Health and Safety

- Promote physical and mental well-being of males and females, children and adults.
- Discourage use of tobacco, alcohol, narcotics, and restricted drugs.
- Avoid depicting enjoyment of junk food.
- Promote health and safety standards and precautions.

Environment

- Portray efforts to conserve the country's natural resources and protect the quality of the environment.
- Promote personal and community involvement in environmental management for sustainable development.

Others

- Avoid commercial brand names and corporate logos.
- Encourage humane treatment of animals and respect for life of all kinds (including plants).



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DESCRIPTORS FOR NEW **NON-PRINT** MATERIALS

Important:

These descriptors will guide you in giving an objective and quantifiable score for each criterion item in the rating sheet. For ratings of 3 and below, your written comments in the rating sheet should indicate specific part and brief descriptions of inadequacies in the material. If a criterion is not applicable, give a rating of 3.

Factor A. Content Quality

1. Content is consistent with topics / skills found in the DepEd Learning Competencies for the subject and grade/year level it was intended.

Descriptor: The material is consistent with topics found in the Learning Competencies (LC) for the subject and grade / year level it was intended. The material can be related to and supports development of skills related to the Learning Competencies.

2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.

Descriptor: Very satisfactorily reinforces, enriches, and/or leads to mastery of identified learning objectives. Material supports, compliments achievement of learning objectives of the subject area and grade / year level for which it is intended.

3. Content is accurate.

Descriptor: Presentation of factual content is accurate. No outdated information, improper use of figures, inaccurate graphs; over simplified models or diagrams.

4. Content is up-to-date.

Descriptor:

All information provided is up-to-date. No outdated information, improper use of figures, inaccurate graphs; over simplified models or diagrams.

5. Content is logically developed and organized.

Descriptor: The logic of the presentation and organization of the content is clear to the target user. Content is presented in a well-organized, consistent and predictable fashion. Structure is apparent.

6. Content is free from cultural, gender, racial, or ethnic bias.

Descriptor: Refer to the Social Content Guidelines. There are no ideological, cultural, religious, racial, & gender biases/prejudices found in the material. Presentation of controversial social content is balanced and structured to promote an educated understanding of differing points of view. All social content is fairly presented and does not violate the Social Content Guidelines.

7. Content stimulates and promotes critical thinking.

Descriptor: Comprehension and application of the content knowledge requires cognitive effort and not just chance selection of responses. Material promotes higher order thinking skills. The learning activities include one or more of the 6 facets of learning (explain, interpret, apply, have perspective, empathize and have self-knowledge)

8. Content is relevant to real-life situations.

Descriptor: The content has application to real life situations. Content of simulations is authentic. Metaphors and scenarios enhance understanding of real-life situations.

9. Language (including vocabulary) is appropriate for target user.

Descriptor: Use of language is appropriate for the target user age and stage of learning. Vocabulary used is suitable/ appropriate to the target users' level. New or complex words and terms are clearly and consistently explained or defined. Consider the amount of technical vocabulary use and the devices used to interpret, explain and define technical terms. Consider the general level of difficulty and density of non-technical words used in terms of familiarity and abstractness.

10. Content promotes positive values that support formative growth.

Descriptor: Inclusions of positive value(s) is / are evident and / or properly discussed in the material.



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Factor B. Instructional Quality

1. Purpose of the material is well defined. (i.e., implicitly or explicitly defined)

Descriptor: The educational purpose is stated or is evident within the overall design of the material.

2. Material achieves its defined purpose.

Descriptor: Material is well designed and is likely to achieve its defined purpose. Content relates to achievement of the learning purpose. The material does not contain gratuitous information or graphics

3. Learning objectives are clearly stated and measurable.

Descriptor: What the user is going to know and be able to do is clear.

4. Level of difficulty is appropriate for the intended target user.

Descriptor: The scope range and depth of content and topics are appropriate to the level of the target user. Opportunities are provided for different levels of instruction. Content chunking and sequencing are appropriate. The time spent working with the content is appropriate for the results gained.

5. Graphics / colors / sounds are used for the appropriate instructional reasons.

Descriptor: Illustrations/visuals are effective/appropriate Makes balanced use graphics, sound and color. Uses graphics, sound and color to augment the content.

6. Material is enjoyable, stimulating, challenging, and engaging.

Descriptor: Pedagogy is innovative. Scaffolds and challenges students level of understanding. The design, presentation and representation of information promote user engagement.

7. Material effectively stimulates creativity of target user.

Descriptor: Promotes user engagement and encourages creativity.

8. Feedback on target user's responses is effectively employed.

Descriptor: Feedback is non-threatening, immediate, positive, motivational and user-sensitive. Feedback is appropriate to the users' previous responses. Feedback is contextual, immediate and logical. All feedback to the user responses is timely and constructive.

9. Target user can control the rate and sequence of presentation and review.

Descriptor: Users can revisit and replay active content. Users can decide when to progress to the next step. Access to different information/concept chunks is either logical or intuitive; if random there is a clear indication of the relationship of the chunks and the various paths available for exploring them.

10. Instruction is integrated with target user's previous experience.

Descriptor: Instructional prerequisites are stated or easily inferred. Users are encouraged to review prior knowledge and understanding. Where prior knowledge or experience is required, this is clearly identified and or a summary provided.

Factor C. Technical Quality

1. Audio enhances understanding of the concept.

Descriptor: Audio is used to enhance understanding and comprehension. For example: written and spoken instructions. Vocabulary development support

2. Speech / narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.

Descriptor: The voice over/speech is clear and can be easily understood. The user can replay and stop and start audio.

3. There is complete synchronization of audio with the visuals, if any.

Descriptor: The audio and visuals are synchronized.

4. Music and sound effects are appropriate and effective for instructional purposes

Descriptor: Music and sound effects are used effectively. For example, as a focusing or cueing device.

5. Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.

Descriptor: The screen displays are pleasing, uncluttered, and easy to read. The amount of text on screen is limited to the screen area rather than requiring continuous scrolling. Longer text employs pagination techniques to navigate forward and back through the text.

6. Visual presentations (non-text) are clear and easy to interpret.



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Descriptor: Visuals (images, diagrams, animations, video), are clear and easy to interpret. Dynamic content can be revisited and replayed by the user if required.

7. Visuals sustain interest and do not distract reader's attention.

Descriptor: Graphic visualization of ideas and phenomena is used to attract attention, aid retention, enhance understanding or create context. Visuals are used to compliment textual information

8. Visuals provide accurate representation of the concept discussed.

Descriptor: Visuals are accurate and do not misrepresent the concepts presented. Interpretation of visuals will not result in misconceptions.

9. The user support materials (if any) are effective.

Descriptor: The user support material provides adequate and clear instructions for using the material. User support materials are relevant and effective

10. The design allows the target user to navigate freely through the material.

Descriptor: Navigation is clearly linked to the instructional purpose and learning design. Navigation does not interfere with users' engagement in the content. Any time spent learning the interface or control functions is small compared to the time on task functions.

11. The material can easily and independently be used.

Descriptor: The material allows and encourages students to work independently.

12. The material will run using minimum system requirements.

Descriptor :Can run on all platforms. Can run on MS Windows Vista, XP or Mac OS 10.Can run on MS Windows 2000 or Mac OS 9. Can run on MS 98 below or below Mac OS 9

13. The program is free from technical problems.

Descriptor: No technical problems.

Factor D. Other Findings

1. Conceptual errors

Descriptor: No conceptual error found. Presentation of content will not lead to the development of misconceptions or misunderstanding

2. Factual errors

Descriptor: No factual error found. Presentation of factual content is accurate and up-to-date
No outdated information, improper use of statistics; inaccurate graphs; over simplified models or examples.

3. Grammatical and / or typographical errors

Descriptor: No grammatical error found. No spelling errors

4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.)

Descriptor: No error found