



Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Region X- Northern Mindanao  
**SCHOOLS DIVISION OFFICE OF ILIGAN CITY**  
Aguinaldo St., Poblacion, Iligan City





August 29, 2017

**DIVISION MEMORANDUM**

No. 156, s. 2017

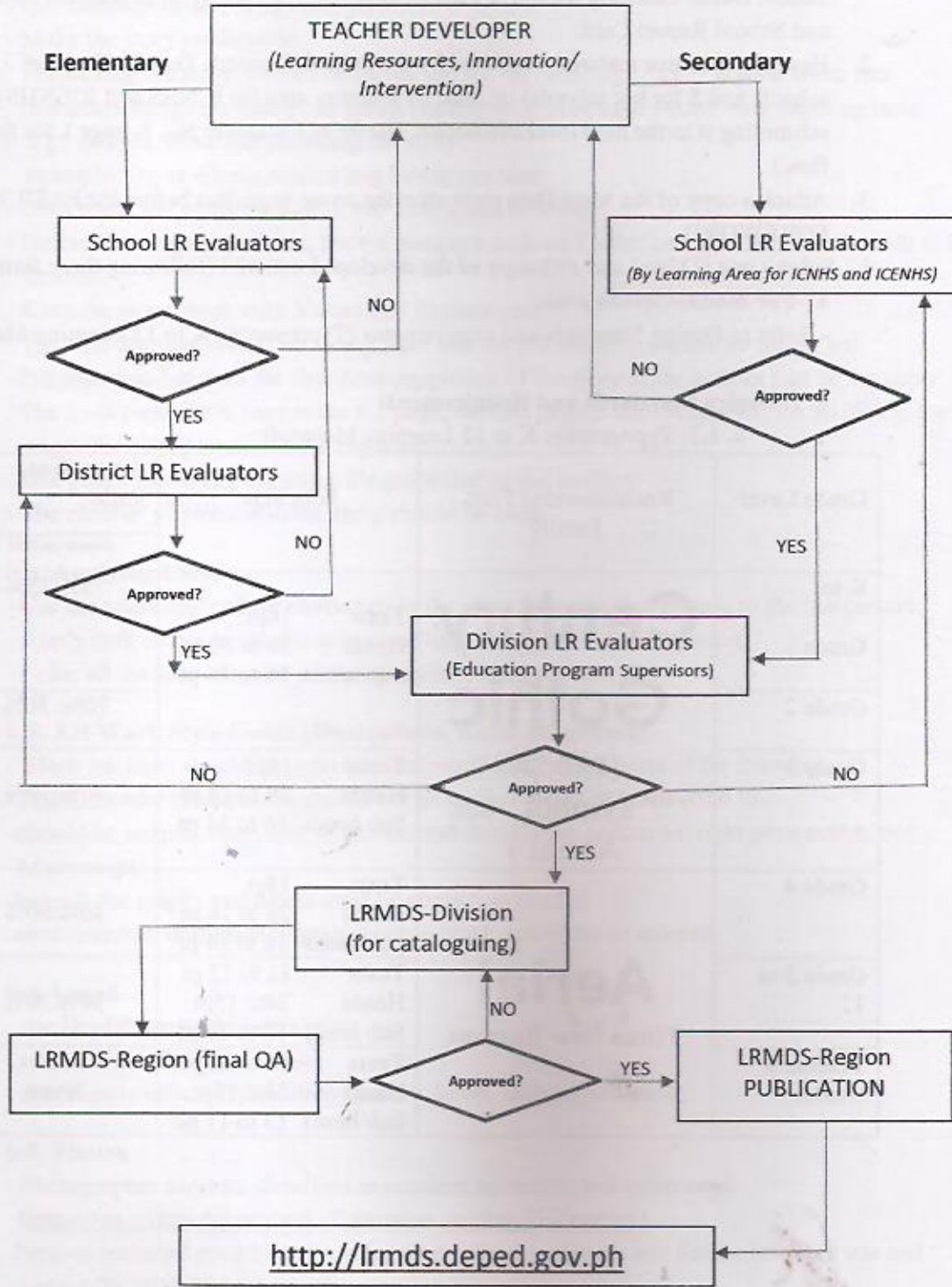
To: Curriculum and Implementation Division  
Public Schools District Supervisors  
Elementary and Secondary School Heads  
School/District Learning Resource Developers and Evaluators  
This Division

From:   
**RANDOLPH B. TORTOLA, CESO V**  
Schools Division Superintendent 

Re: **GUIDELINES ON THE DEVELOPMENT, EVALUATION AND  
SUBMISSION OF LEARNING RESOURCE MATERIALS,  
INNOVATION AND INTERVENTION**

1. To ensure that the learning resources provided to public schools sufficiently develop the competencies, are accurate in content, adhere to social content standards, and comply with the instructional design framework envisioned by the Department of Education, this Office sets the **contextualized Guidelines on the Development, Evaluation and Submission of Learning Resource Materials, Innovation and Intervention.**
2. For the details of the mentioned guidelines, please refer to the following Enclosures:
  - Enclosure No. 1 - Learning Resource Evaluation/Validation/Quality Assurance Flow Chart
  - Enclosure No. 2 - Development of Learning Resources
  - Enclosure No. 3 - Meta Data
  - Enclosure No. 4 - Evaluation Tools:
    - 4.1. Educational Soundness Evaluation Checklist
    - 4.2. IPR Evaluation Checklist and Guidelines
    - 4.3. Evaluation and Review criteria for development of new PRINT Resources
3. Immediate dissemination to all concerned are enjoined.

**A. Learning Resource Evaluation/Validation/Quality Assurance Flow Chart**



**B. LEARNING RESOURCE DEVELOPMENT**

1. Align learning resource material/innovation/intervention with the actual needs and can improve learning performance, alignment to current curriculum and other requirements, School Based-Learning Resource Plan or school SIP's Priority Improvement Areas (PIAs) and School Report Card.
2. Have the resource material evaluated by the School Research Team (a Team of 3 for small schools and 5 for big schools) (at least by learning area for ICNHS and ICENHS) before submitting it to the next level evaluation. (Refer to Enclosure No. 1, page 1 for the Evaluation flow)
3. Attach a copy of the Meta Data right after the cover page, just before the PASIUNA/FOREWORD
4. Submit one (1) hard and soft copy of the developed material (following these formats:
  - a. -For module/lesson plan,
    - Refer to Design Standards and requirements (Typography: K to 12 Learning Materials)

**a. 1. Design Standards and Requirements**

a. 1.1. Typography: K to 12 Learning Materials

Grade Level	Recommended Font-Family	Font Size	Art-to-Text-Ratio	Book Size
			(based on DM 133, s.2017)	
K to Grade 1	<b>Century Gothic</b> (except “?”symbol, use Aerial )	Texts 16pt Heads 20 to 30 pt Sub heads 18 to 16 pt	75%:25%	11x17
Grade 2			70%: 30%	A4
Grade 3		Texts 14pt Heads 28 to 18 pt Sub heads 16 to 14 pt	70%:30%	A4
Grade 4	<b>Aerial</b> <b>Times New Romans</b>	Texts 14pt Heads 28 to 18 pt Sub heads 16 to 14 pt	40%:60%	A4
Grade 5 to 12		Texts 11 to 12 pt Heads 24to 15pt Sub heads 13 to 11 pt	30%:70%	A4
Teacher's Guides		Texts 11 to 12 pt Heads 24to 15pt Sub heads 13 to 11 pt	None	A4

## **b.-For Big Book/Small Book**

### **b.1. Making the Story**

- Think of a story that is familiar and can arouse the interest of the pupils.
- The picture to portray in each page should be big, easy to understand and has only one or two sentences to tell.
- Use familiar names, things and places.
- Make the story predictable.
- For writing the story, be careful on the use of "og" and "ug". "ug" is used when two characters/things are being compared. example: Si Ana ug si Pedro /Ang papel ug lapis
- "og" is used when just narrating the story.  
example: Og sa dihang miabot ang kusog nga ulan
- Dont break the word because of too little space to write.
- Before drawing the pictures, trace a margin 1 inch on 3 sides and 1 1/2 inch on the side to be binded.
- Keep the story short, with Values and Excitement
- The first drawing should be facing right and the last drawing should be facing left
- Put page number 3 on the first drawing/picture of the story at the bottom part of the paper.  
The front page /Title page is the # 1 page, the 2nd page is the PASIUNA. PASIUNA is the page citing the purpose of the big book.
- Use pencil in writing the pages for guide during the binding.
- The number of pictures in the story should be even.

### **b.2. Applying Color**

- Use the same color of the characters in the story from the first picture to the last picture.
- Apply dark colors to all characters and light colors for the background.
- Color all the spaces inside the margin with the light color.

### **b.3. Art Work Style Guide (Illustrations, Icons, Diagrams)**

- Black ink lines should be solid and uniformly black in all parts of the drawing
- Frame/Border (if required) should not be thicker than 1 pt black solid line
- Should be simple, clear, free of clutter, and suitably proportioned, right perspective, not Microscopic
- legends for graphs and labels must be applied as needed
- must maintain definition when printed in black and white or colored

### **b.4. Logos**

- use DepEd approved logos only
- maintain original proportion
- don't apply effects (filter, drop shadow, bevel, emboss and etc.)

### **b.5. Photos**

- Photographer must be identified as required by source and referenced  
([https://en.wikipedia.org/wiki/Education\\_in\\_the\\_Philippines](https://en.wikipedia.org/wiki/Education_in_the_Philippines))
- Persons included must have provided free and prior consent and for the intended use and context (DON'T PLAGIARIZE)
- Do not use low resolution, overexposed, underexposed, stretched, pixelated photos

### **b.6. Maps/Labels**

- Show only information relevant to the text in a clear reader-friendly style
- for diagrams, maps and other technical drawings, ensure labels are clear and reader friendly
- the font should conform to the recommended font family and styles as specified
- keep ample contrast between the labels and background. Use arrow as needed to connect labels to parts of the diagram being emphasized

### **b.7. For Effective book covers**

- Title should be big and easy to read
- Do not use cheap clip art on your cover. Don't plagiarize, create your own
- Do not use any of the following: **Comic Sans** or **Papyrus**
- No font explosion of special styling. Avoid gradients

### **c. For innovation/intervention**

In writing innovation or intervention, developer/s shall use the suggested outline:

- Title**
- I. Introduction
    - What is the innovation/intervention? Has it been used?
    - Benefits (What are its benefits? How does this compare to similar or other innovations/ interventions? Why is this better? Provide all the details
  - II. Problem Statement
    - What is the classroom problem/concern? What will be addressed or the focus of the innovation/intervention?
    - What new procedure, solution or system the developer/s would like to introduce?
  - III. Methods
    - How will the innovation/intervention be conducted? Give details on data collection and data analysis
    - Describe how you are going to evaluate the proposed innovation/intervention. Discuss the type of tests to be used with the data gathered.
  - IV. Action Plan
    - When will the innovation/intervention begin and how long will it take for its completion?
  - V. Cost Estimates
    - Give details of the cost of the innovation/intervention
    - Provide reference list
  - VI. Results and Discussion
    - Discuss how the innovation/intervention differs with the current practice and what makes it more effective.
  - VII. Conclusion and Recommendation
    - Give the general conclusion based on the identified problem in part II, then provide doable and specific recommendations for the targeted beneficiaries.
  - VIII. References (if applicable)
    - Follow APA style in citing sources.

5. The Chairman of the School/District Evaluation Team is responsible for facilitating the submission of the evaluated (soft and hard copy) learning resource material to the Education Program Supervisor (Learning Area Specialist) for Quality Assurance.
6. Once the material is approved, the material will be forwarded to the Division Learning Resource Center for cataloguing and submission to the Regional Office for final Quality Assurance procedure and publication in the LRMDS Portal.

**IMPORTANT:**

**For a material to be published in the portal, the Developer MUST be a registered member of the Learning Resource PORTAL (<http://lrmds.deped.gov.ph>)**

Enclosure No. 3 to Division Memorandum No. 158, s. 2017

**META DATA**

<b>Title:</b>	
<b>Author/s:</b>	
<b>Illustrator/s:</b>	
<b>District/School:</b>	
<b>Curriculum Information:</b>	
<b>Education Type:</b> <i>(Mother Tongue, Primary, Multi-grade, Elementary, Junior HS, Senior HS)</i>	
<b>Grade Level:</b>	
<b>Level/Keywords:</b>	
<b>Learning Area:</b>	
<b>Competency Code:</b>	
<b>Content/Topic:</b>	
<b>Intended users:</b>	
<b>Objective/s:</b>	
<b>Description:</b>	

**Copyright Information**

ISBN :  
Published :  
Publisher :  
Language :  
Category :  
Age Recommendation:  
Call No. :

## Evaluation Tools for Learning Resource Materials

### 1.1 Educational Soundness Evaluation Checklist

(Evaluation Template 7.2 Refer to Guidelines and Processes for LRMS Development and Production)

**Instructions for using this Checklist:**

- a) The purpose of the evaluation checklist is to determine whether or not a LR/TR/PDM achieved a general level of Educational soundness.
- b) This checklist is used by the subject matter or curriculum specialist or Instructional Designer to design and or review a resource.
- c) Resources NOT meeting the **mandatory (\*)** qualities should not be further evaluated. The reviewer should complete the Checklist and provide a description of the issues in the Comments Section.
- d) The completed Checklist is submitted to the QA Coordinator.
- e) Any resource that passes this initial review will be subjected to a more extensive Educational Quality review. See Sections 7.5-7.8.

<b>Resource Project Name/Code:</b>	
<b>Title of Resource:</b>	
<b>Location of Resource:</b>	
<b>Stage of Development of Resource</b>	
<b>QA Review:</b>	
<b>Current Format:</b>	
<b>Copyright:</b>	

**Mandatory (\*)**

Qualities of the Learning Resource, Teaching Resource, Professional Development Material	Yes/No/Not applicable (NA) Comments and Issues should be noted here.	Refer to Educational Soundness Specification v0.2
1. * Content is accurate and reflects the ways in which knowledge is conceptualized within the domain.		Integrity
2. Supports learners' deepening of knowledge within the content domain.		Integrity



3. Presents controversial issues with balance and fairness and in accordance with the DepEd curriculum policies, where these apply.		Integrity
4. Uses language and symbols of the content domain and its ways of representation, and supports learners in developing and using them.		Integrity
5. *The following are used correctly and appropriately: <ul style="list-style-type: none"> <li>• terms and expressions</li> <li>• symbols and notations</li> <li>• diagrammatic representation</li> <li>• graphical representation</li> </ul>		Integrity
6. Assists the learner with identifying and differentiating between different points of view and perspectives presented		Integrity
7. Uses content in ways that are real to life/authentic for learners/users: <ul style="list-style-type: none"> <li>• are not over simplified or trivialized</li> <li>• makes sense to learners within their imaginary or real world</li> <li>• are realistic within the relevant context</li> <li>• enhances learners' social capital – their knowledge of how the world works and how to make a way in it</li> </ul>		Learner Focus
8. Reflects the profile of the target learner/user for the curriculum or training area.		Learner Focus
9. Presents the same idea to learners/users in multiple/multi-directional modes <ul style="list-style-type: none"> <li>• visual text (e.g. pictures, diagrams)</li> <li>• verbal (written) text</li> <li>• symbolic representations</li> <li>• oral (spoken) text</li> <li>• both static and dynamic images</li> </ul>		Learner Focus
10. Learning objectives are made explicit to learners/users.		Learner Focus
11. The target learners/users are clearly identified (academic level/technical ability/demographics addressed).		Learner Focus
12. Content is structured to scaffold learning.		Learner Focus
13. Provides an opportunity for learners/users to obtain feedback either within or outside the resource.		Learner Focus
14. Pre-requisite knowledge/skills are clearly identified and their connections to prior and future learning are established.		Learner Focus
15. Is easy to use (time and effort to use it is reasonable) and the language is appropriate for the intended learner/user.		Usability

16. Clear instructions for use are provided (i.e., purpose, processes, intended outcomes are explicit).		Usability
17. Learning and information design is intuitive (i.e., the user knows what to do and how to do it).		Usability
18. The learning resource can be accessed by learners/users in deprived, depressed and underserved areas and communities.		Accessibility
19. The resource may not require teacher/facilitator intervention to be used effectively in varied learning environments and learning sequences (i.e. it may include instructions, terms, material in English/Filipino/local dialect as maybe necessary).		Accessibility
<p>20. The learning resource connects to learners' personal/local knowledge and experience</p> <ul style="list-style-type: none"> <li>• linguistic and cultural experience</li> <li>• local (community/geographic) conditions</li> <li>• individual and family circumstances- including, gender, abilities, economic conditions</li> <li>• interest and degree of engagement (in particular addresses differently abled learners)</li> </ul>		Accessibility
<p>21. *Resource does not confront or embarrass learners in any or all of the following ways:</p> <ul style="list-style-type: none"> <li>• require learner to expose personal data which may embarrass them</li> <li>• invade learners' privacy</li> <li>• unfavourably compare learners' learning performance with learners' identity</li> <li>• unfavourably or stereotypically compare family or community characteristics with learners' identity</li> <li>• unnecessarily or indiscriminately confront cultural beliefs or practices</li> </ul>		Accessibility
<p>22. Equivalent or alternative access to information is available for learners' with diverse needs</p> <ul style="list-style-type: none"> <li>• identical content or activity is presented in different modalities</li> <li>• different activities that achieve the same learning outcome are available</li> </ul>		Accessibility

**Result of Evaluation of the Resource**

**Comments:**

**Evaluation completed by: Name and Location**

**Date:**

**Contact details:**

## 1.2 IPR Evaluation Checklist and Guidelines

### LRMDS Specification and Guidelines for Intellectual Property Rights Management

(Evaluation Template 7.10 Refer to Guidelines and Processes for LRMDS Development and Production)

#### Introduction

The technological advancement and explosion of knowledge in our contemporary environment enables the educational community to cope with the increasingly complex and challenging state-of-the-art learning resources. What is true and modern today may become traditional and obsolete tomorrow. LRMDS provides guidelines to update upgrade and sustain the learning, teaching and professional development resources with proper acknowledgement and respect to whom the intellectual property right is due.

#### Definitions

*Third Party* any individual who does not have a direct connection with a legal transaction but who might be affected by it. For example, an illustrator may have been engaged to contribute to the production of a learning resource produced by DepEd. The learning resource is copyright DepEd in the current published format. However, if DepEd through LRMDS or any other process wants to distribute the same resource in a different format (e.g online as a digital version) and intends to use the same illustrations, permission to use the original illustrators work should be requested along with a description of the design of the new version and intended end use and distribution of the resource.

*Modify* means enhance the content in which new copyright arises, but only to the extent that the modification cannot meaningfully inform or entertain independently of the original content. Modified materials retain the integrity of the original work. Modifications may consist in, but may not be limited to, updating of content, adding more recent examples, adding activities, worksheets, etc.

*Derivative* means any work derived from or developed from content including

- An Edited Version
- An Enhancement
- A Supplementary Work

*Reproduction* means making copies of the work by any means, including, without limitation by sound or visual recording and the right fixation and reproducing fixations of the work including storage of a protected performance or phonogram in digital form or other electronic medium. (<http://creativecommons.org/licenses/by-sa/3.0/legal> code). Reproduction does not entail any change in the content.

*Reproduction of textbooks:* In the Philippines includes authorization for DepED to reprint within a period of 5 years a maximum of 25% of the original quantity awarded. (2007 Textbook Call Guidelines for Elementary Filipino)

*Use* - as a verb means to read, view, play, perform, operate or execute the content (depending on its nature and format) within the functionality that is offered by the copyright to an ordinary user. (Curriculum Corporation, 2008)

*Reuse* means to use again.

*Repurpose* means to use for another purpose.

*Recontextualize* means to place or use the original material within a new context.

*Textbook (TX)* means an instructional material that completely and sufficiently develops the prescribed learning competencies, concepts and or topics for a specific grade or year level in a specific subject area.

*Conditions of Use* - refers to the document headed "Conditions of Use" which summarizes the conditions applicable to the use of the content.

**Guidelines and checklist to support Intellectual Property Rights Management**

Instructions:

1. Section A-D should be completed for all resources as the first part of the Evaluation process and before making a decision to catalogue, reproduce and distribute, or redesign and develop a resource.
2. Section E-G relate to Maintenance and Management of the metadata and Catalogue of LRMDS.
3. For each resource complete the Evaluation table. **Place ✓ in all cells that apply.**
4. Complete the IPR Evaluation Report ensuring that all requested details accurate and submit to LRMDS Manager or person requesting the Evaluation.

**IPR Evaluation Report**

**Resource Title:**

**Copyright owner:** *Name, Address, Contact details*

**Publisher:** *Name, Address, Contact details*

**Date of publication:**

**License Agreement:** *Attach a copy to this report as appropriate.*

<b>A. Cataloguing print or digital resources</b> <i>Cataloguing means creating a record of a resource in a database that will be published online</i>	<b>Yes</b> <i>Check all that apply ( ✓ )</i>	<b>No</b> <i>Check all that apply ( ✓ )</i>
A 1 Is the existing LR/TR/PDM owned by DepED?	A 6	A2
A 2 Is the existing LR/TR/PDM owned by a third party?	A3	A 3
A 3 Is the owner of the LR/TR/PDM able to be identified?	A 4	Do not catalogue. Complete IPR Evaluation Report
A 4 Is there a license agreement available for this LR/TR/PDM?	A 5	A6
A 5 Do the terms in the license agreement allow cataloguing of the resource?	A 6	Complete IPR Evaluation Report.
A 6 The LR/TR/PDM may be Catalogued after successfully passing all other required evaluations.	Prepare IPR Evaluation Report	

<b>B. Reproducing resources for offline distribution</b>	<b>Yes</b>	<b>No</b>
<i>Reproducing resources for offline distribution means to make multiple copies of a resource to distribute.</i>	<i>Check all that apply (✓)</i>	<i>Check all that apply (✓)</i>
B 1 Is the existing LR/TR/PDM owned by DepED?	B 6	B 2
B 2 Is the existing LR/TR/PDM owned by a third party?	B 3	B 2
B 3 Is the owner of the LR/TR/PDM able to be identified?	B 4	Do not Reproduce Complete IPR Evaluation Report
B 4 Is there a license agreement available for this LR/TR/PDM?	B 5	B 6
B 5 Do the terms in the license agreement allow reproduction of the resource?	B 6	Do not Reproduce. Complete IPR Evaluation Report
B 6 Are there any quantity restrictions related to reproduction?	B 7. Document in IPR Report	B 7
B 7 Are there any restrictions on redeeming the cost of reproduction and distribution?	B 8. Document in IPR Report	B 8
B 8 The LR/TR/PDM may be Reproduced after successfully passing all other required evaluations.	Prepare IPR Evaluation Report.	

<b>C. Redevelopment of resources: Digitization only</b>	<b>Yes</b>	<b>No</b>
<i>A digital version of a non-digital resource is created and all the original content and design is retained.</i>	<i>Check all that apply (✓)</i>	<i>Check all that apply (✓)</i>
C 1 Is the existing LR/TR/PDM owned by DepED?	C 6	C 2
C 2 Is the existing LR/TR/PDM owned by a third party?	C 3	C 3
C 3 Is the owner of the LR/TR/PDM able to be identified?	C 4	Do not Digitize Complete IPR Evaluation Report
C 4 Is there a license agreement available for this LR/TR/PDM?	C 5	C 6
C 5 Do the terms in the license agreement allow digitization of the resource?	C 6	Do not Reproduce. Complete IPR Evaluation Report
C 6 Are there any restrictions related to digitizing the resource?	C 7. Document in IPR	C 7

<b>C. Redevelopment of resources: Digitization only</b>	<b>Yes</b>	<b>No</b>
<i>A digital version of a non-digital resource is created and all the original content and design is retained.</i>	<i>Check all that apply (✓)</i>	<i>Check all that apply (✓)</i>
	Evaluation Report.	
C 7 It can be verified that all design and content of the resource is the original work of the documented author/s.	C 8	C 8 Complete IPR Evaluation Report
C 8 Originality of the resource can be verified and acknowledgements of all sources of reference are identified.	C 9	Do not digitize Complete IPR Evaluation Report
C 9 Are there any restrictions relating to access and distribution via secured online distribution?	C 10. Document in IPR Evaluation Report.	C 11
C 10 The LR/TR/PDM may be Digitized after successfully passing all other required evaluations.	Prepare IPR Evaluation Report.	
C 11 The LR/TR/PDM may be digitized and upload for distribution via the LRMDS repository successfully passing all other required evaluations.	Prepare IPR Evaluation Report.	

<b>D. Redevelopment of resources: Modification and redesign</b>	<b>Yes</b>	<b>No</b>
<i>A resource is created using the content of a previous version of a resource and where necessary new content is created.</i>	<i>Check all that apply (✓)</i>	<i>Check all that apply (✓)</i>
D 1 Is the existing LR/TR/PDM owned by DepED?	D 6	D 2
D 2 Is the existing LR/TR/PDM owned by a third party?	D3	D 3
D 3 Is the owner of the LR/TR/PDM able to be identified?	D 4	Do not modify. Complete IPR Evaluation Report
D 4 Is there a license agreement available for this LR/TR/PDM?	D 5	D 7
D 5 Do the terms in the license agreement allow modification of the resource?	D 6	Do not modify. Complete IPR Evaluation Report.
D 6 Is all the copyright vested in DepED?		D7
D7 Is copyright of all material vested in one party?	D 8	Identify in the IPR Evaluation report required permissions to be cleared.

<b>D. Redevelopment of resources: Modification and redesign</b> <i>A resource is created using the content of a previous version of a resource and where necessary new content is created.</i>	<b>Yes</b> <i>Check all that apply (✓)</i>	<b>No</b> <i>Check all that apply (✓)</i>
D 8 Is DepED authorized to modify the copyrighted LR/TR/PDM for purposes of instruction and or training?	D 9	Identify in the IPR Evaluation report required permissions to be cleared.
D 9 Is DepED authorized to create derivatives of the copyrighted LR/TR/PDM for purposes of instruction and or training?		Identify in the IPR Evaluation report required permissions to be cleared.
D 10 The LR/TR/PDM may be modified and redesigned after successfully passing all other required evaluations.	Prepare IPR Evaluation Report The minimum set of rights metadata for modifying the LR/TR/PDM is documented in the IPR Evaluation. Copyright owner, Entity parties, License agreements Address and contact details of copyright owner Conditions/restrictions for modification and redevelopment.	

**E. IPR Guidelines and checklist for new and redeveloped and digitized LR/TR/PDMS to be included in LRMDS repository.**

Instructions:

1. The following Guidelines and Checklist refer to new and redeveloped LRs/TRs/PDMs that are to be reproduced, catalogued or uploaded in the LRMDS
2. Section E should be completed by the Division/Regional LRMDS personnel responsible for metadata.

<b>E. Design and Develop</b>	<b>YES</b>	<b>NO</b>
E.1. The redesign and development work including all the new content creation is without infringement/offense from the original copyright.	E 2	Do not reproduce or catalogue Review content for IPR conformance
E.2. Has permission been granted from the third party copyright owner for all third party content included in the resource?	E 3	Do not catalogue. Seek permission and acknowledgement requirements for all third party content included in the resource.
E. 3 Copyright information, acknowledgements are documented in the resource	E 4	E 4
E. 4 Copyright information, acknowledgements can be documented in the metadata	E 5	Do not catalogue or upload resource to LRMDS



E. 5 Complete Rights metadata	<p>The minimum set of rights metadata for the LR/TR/PDM is documented in the Rights Elements of the Metadata.</p> <p>Copyright owner, Entity parties, License agreements</p> <p>Address and contact details of copyright owner</p> <p>Conditions/restrictions for modification and redevelopment.</p>
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**F. Maintenance of LR/TR/PDMs catalogued and included in LRMDS**

Section F is completed annually by the LRMDS Region QA Team

Specifications			
<b>F. Maintenance</b>	<b>Yes</b>	<b>No</b>	
F.1 Annual review and incorporation of new and existing legal requirements for IP rights completed.	Record of all LR/TR/PDM IPR update filed with LRMDS Manager.	Identify LRs requiring IP rights updates	

**G. Publication of LR/TR/PDMs catalogued and included in LRMDS**

Section G is completed by the LRMDS Administration and Publication personnel prior to the publication of the LR/TR/PDM.

Specifications			
<b>G. Publication and Cataloguing</b>	<b>YES</b>	<b>NO</b>	
G.1 The minimum set of rights metadata for digitizing LRs/TRs/PDMs is documented	<p>Copyright owner, entity parties</p> <p>License agreement dates</p> <p>Address and contact details of copyright owner</p> <p>Conditions of use included in metadata.</p>		

### 1.3 Evaluation and Review Criteria for development of new PRINT Resources

(Evaluation Template 7.6 Refer to Guidelines and processes for LRMS Development and Production)

Project code/name:

Client:

Title:

Subject area(s):

Grade / Year level:

DepED Bureau/FAP:

Date of Publication:

Publication format/s. (Check all that apply (✓))

Word document	PDF	PowerPoint	HTML	Excel
Rich Text Format RTF	Other (specify)			

File size:

Number of pages when printed per set of materials:

Packaging requirements for offline distribution

Requirements	(Check all that apply (✓) or write in requirements)	
Color	Black and white	
Paper size and quality:	Size: A4, A3, etc.	Quality:
Packaging and Binding requirements:	Loose-leaf sheets Booklet/s	Card board folder Ring binder Bound
Print quantity:	No. of pages per package	No. of packages or sets of materials
Other:		

## Quality Review

**Instructions:** Examine the material carefully and for each evaluation criterion consider the extent to which the resource meets the criteria. Check the appropriate number [with 4 being *Very Satisfactory (VS)*; 3 - *Satisfactory (S)*; 2 - *Poor*; and 1 - *Not Satisfactory*]. For a rating below 4, write your comments/justifications on each evaluation criterion. If an evaluation criterion is *Not Applicable (NA)*, the material is rated 3 on said criterion. Attach extra sheets if necessary. Your report may be completed in soft or hardcopy. Please write legibly if completing in hardcopy

Factor 1: Content		VS 4	S/NA 3	Poor 2	Not Satisfactory 1
1. Content is suitable to the student's level of development					
2. Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended					
3. Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.					
4. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices					
5. Material enhances the development of desirable values and traits such as: (Put a check mark only to the applicable values and traits)					
<input type="checkbox"/>	5.1 Pride in being a Filipino	<input type="checkbox"/>	5.8 Honesty and trustworthiness		
<input type="checkbox"/>	5.2 Scientific attitude and reasoning	<input type="checkbox"/>	5.9 Ability to know right from wrong		
<input type="checkbox"/>	5.3 Desire for excellence	<input type="checkbox"/>	5.10 Respect		
<input type="checkbox"/>	5.4 Love for country	<input type="checkbox"/>	5.11 Critical and creative thinking		
<input type="checkbox"/>	5.5 Helpfulness/Teamwork/Cooperation	<input type="checkbox"/>	5.12 Productive work		
<input type="checkbox"/>	5.6 Unity	<input type="checkbox"/>	5.13 Other: (Please specify)		
<input type="checkbox"/>	5.7 Desire to learn new things				
6. Material has the potential to arouse interest of target reader					
7. Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern					
<b>Total Points</b>					
<b>Note:</b> Resource must score at least 21 points out of a maximum 28 points to pass this criterion. Please put a check mark on the appropriate box		<input type="checkbox"/>	<b>Passed</b>		
		<input type="checkbox"/>	<b>Failed</b>		

Factor 2: Format	V S 4	S/NA 3	Poor 2	Not Satisfactory 1
<b>1. Prints</b>				
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).				
<b>2. Illustrations</b>				
2.1 Simple and easily recognizable				
2.2 Clarify and supplement the text				
2.3 Properly labelled or captioned (if applicable)				
2.4 Realistic / appropriate colors				
2.5 Attractive and appealing				
2.6 Culturally relevant				
<b>3. Design and Layout</b>				
3.1 Attractive and pleasing to look at				
3.2 Simple (i.e., 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)				
<b>4. Paper and Binding</b>				
4.1 Paper used contributes to easy reading				
4.2 Durable binding to withstand frequent use				
<b>5. Size and Weight of Resource</b>				
5.1 Easy to handle				
5.2 Relatively light				
<b>Total Points</b>				
<b>Note:</b> Resource must score <b>at least 54 points</b> out of a maximum <b>72 points</b> to pass this criterion. Please put a check mark on the appropriate box	<input type="checkbox"/> Passed			
	<input type="checkbox"/> Failed			

<b>Factor 3: Presentation and Organization</b>	<b>V S</b> 4	<b>S/NA</b> 3	<b>Poor</b> 2	<b>Not Satisfactory</b> 1
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 likely experience and level of understanding				
4. Length of sentences is suited to the comprehension level of the target reader				
5. Sentences and paragraph structures are varied and interesting to the target reader				
<b>Total Points</b>				
<b>Note:</b> Resource must score <b>at least 15 points</b> out of a maximum <b>20 points</b> to pass this criterion. Please put a check mark on the appropriate box	<b>Passed</b>			
	<b>Failed</b>			

<b>Factor 4: Accuracy and Up-to-datedness of Information</b>	<b>Not present</b> 4	<b>Present but very minor &amp; must be fixed</b> 3	<b>Present &amp; requires major redevelopment</b> 2	<b>Poor</b> <b>Do not evaluate further.</b> 1
<b>Note down observations about the information contained in the material, citing specific pages where the following errors are found</b>				
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.)				
<b>Total Points</b>				
<b>Note:</b> Resource must score <b>24</b> out of a maximum <b>24 points</b> to <b>pass</b> this criterion. Please put a check mark on the appropriate box	<b>Passed</b>			
	<b>Failed- All issues must be documented in the comments section.</b>			

**Other Comments**

(Please write your comments and recommendations on the material not captured in Factors 1-4. Use additional sheet if necessary.)

**Recommendation**

Evaluator(s):

Date:

## REFERENCES

1. Guidelines in Learning Resource Development Adobe files dated August 15-19, 2016
2. Making a Big Book by Arlene A. Penales, PII- Sibugon Integrated School
3. DepEd Memorandum No. 133, s. 2017 – 2017 National Competition for Storybook Writing for Kindergarten to Grade 3 Teachers