



Department of Education
Region III
DIVISION OF CITY SCHOOLS
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RELEASED

JUN 28 2017

By
DepED Angeles City
Division of City Schools

June 28, 2017

Division Memorandum No. 9/2 S, 2017

TO : Chiefs of Divisions
Education Program Supervisors
Public Schools District Supervisors
Elementary, Junior & Senior High School Principals

ADDENDUM TO DIVISION MEMORANDUM NO. 302, s. 2016 DEVELOPMENT OF LEARNING RESOURCES/TEACHING RESOURCES/PROFESSIONAL DEVELOPMENT MATERIALS AND OTHER LEARNING MATERIALS

1. Relative to Division Memorandum No.302, s. 2016 entitled DEVELOPMENT OF LEARNING RESOURCES/TEACHING RESOURCES/PROFESSIONAL DEVELOPMENT MATERIALS AND OTHER LEARNING MATERIALS which encourages more teachers and school personnel to initiate the preparation and submission of innovative learning resources, the following timetable must be strictly observed and followed to properly evaluate and quality assure the above-mentioned resources/materials:
 - a. Stages 1 and 2 – June to October of every school year
 - * Submission of Letter of Intent and Project Proposal to create an Innovative LR to the school head/principal
 - * Evaluation, Approval of School Quality Assurance Team/School Evaluation Team
 - * Field Testing of the learning material by the Cluster Quality Assurance Team
 - b. Stage 3 – November of every school year
 - *Submission of Innovative LR with complete requirements to the Division Quality Assurance Team: Attention: Mrs. Emily F. Sarmiento, LRMSD Supervisor
 - NOTE: Innovations submitted beyond November will be evaluated in the next School Year
 - c. Stages 4 and 5 – January of every school year
 - * Evaluation, Validation and Field Testing of the learning material by the Division Quality Assurance Team
 - * Issuance of corresponding actions thru Indorsements by the Division QA Team
 - *Application of corrective measures if necessary by the innovator/proponent
 - d. Stage 6- February of every school year
 - *Approval of the Division Quality Assurance Team
 - * Issuance of Certificate of Acceptance and Recognition

* Submission of approved Innovative LRs to the Regional Office

2. The composition of the School Quality Assurance Team is still the same. In case one of the members of the QA Team is the innovator/proponent, he/she should inhibit in the evaluation and be substituted by another trained QA member from that school or from other school.
3. To properly orient and train all members of the School Quality Assurance Team, a District Orientation will be held at the Gabaldon Building this July, 2017; the exact date will be announced later.
4. Attached to this memorandum are the evaluation forms, innovation standards/format and sample letter of intent to be used in evaluating the submitted innovative Learning Resources.
5. Strict compliance to this memorandum is desired.


LEILANI S. CUNANAN, CESO VI
Officer in Charge
Schools Division Superintendent

STANDARDS for PRINT Resources

EXAMPLES of PRINT Resources

- Books
- Modules/Manuals
- Workbooks
- Big Books
- Story Books
- Activity Sheets
- Strategic Intervention Materials (SIMs)
- Supplementary Reading Materials (SRMs)
- Professional Development Materials (PDMs)
- Any other relevant/contextualized print Instructional Materials

PRINT-BASED RESOURCES

- Readability of text
- choice of typeface
- type size
- line spacing (leading)
- line length.

USE SANS SERIF FONTS

Helvetica Neue
Sans Serif

Myriad Sans
Sans Serif

Frutiger
Sans Serif

Helvetica
Sans Serif

TYPE SIZE *Recommended Type Sizes and Art-to-Text Ratio of Textbooks**

Grade Level		Point Size	Line Size	Art-to-Text Ratio
Grade 1	Text Heads	16 pt 30 to 16 pt	4 pt	65% : 35%
Grade 2	Text Heads	16 pt 30 to 16 pt	4 pt	60% : 40%
Grade 3	Text Heads	14 pt 28 to 14 pt	4 pt	50% : 50%
Grade 4	Text Heads	14 pt 28 to 14 pt	3 pt	40% : 60%
Grades 5 and 6	Text Heads	11 to 12 pt 24 to 12 pt	2 pt	30% : 70%
High School	Text Heads	11 to 12 pt 24 to 11 pt	2 pt	30% : 70%

BOOK / MODULE / WORKTEXT DESIGN

FRONT MATTER	TEXT PROPER	BACK MATTER
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TECHNICAL SPECIFICATIONS

PAGE SET-UP

Page Properties (except cover)	Custom (Hardcopy print booklet format)	A4 (Digital Distribution)
Paper Size	8.25" X 10.75" (if portrait) 10.75" x 8.75" (if landscape)	8.268" x 11.693"
Margin	Set to mirrored setting with custom margins as follows: Top: 1" Bottom: 1" Inside: 1" Outside: 1"	Top: 1" Bottom: 1" Inside: 1" Outside: 1"
Gutter	0.50	None

REGULAR BOOKS	BIG BOOKS	LRMDS
6.75" X 9"	11" X 17"	6".75" X 9"
7" X 9"		7" X 9"
8" X 10.5"		8" X 10.5"
		11" X 17"

PREPARATION OF BIG BOOKS

TYPOGRAPHY/PRINTS

- ☐ Size of letters is appropriate to the child.
- ☐ Font style is easy to read.
- ☐ Spaces between letters and words facilitate easy reading

KINDER to Grade 1	Recommended Font-Family (Sans-serif)	Font Size	Art-to-Text Ratio
	Century Gothic (except for "?" symbol) (body text flushed left/ ragged right to avoid hyphenations)	Text 16 pt Heads 30 to 20 pt Sub Heads 18 to 16 pt	65% : 35%

BIG BOOK COVER ELEMENTS

Cover Arts

- ☐ Layout is appropriate to the child.
- ☐ Cover is attractive and pleasing.
- ☐ Adequate visuals in relation to text is provided.
- ☐ Text and visuals are properly placed.
- ☐ Harmonious blending of visuals and text is observed.
- ☐ Is readable

Cover Page

- ☐ Title *e.g. Buti Na Lang!*
- ☐ Violator *e.g. Pag-aari ng Pamahalaan HINDI IPINAGBIBILI*
- ☐ Name of Author *e.g. Akda o Kuwento ni Rowena Dela Cruz*

ARTWORK STYLE GUIDE

What is Artwork?

Illustrative work prepared for reproduction that consist of drawings, hand lettering, paintings, photographs and other representations in printed publications. The final artwork (called camera-ready artwork) usually includes instructions for color registration and color matching.

Art Work Characteristics and Functions

- ☐ Transmits its message clearly and accurately.
- ☐ Facilitates comprehension.
- ☐ Is relevant to the text for which it is used.
- ☐ Is appropriate for the learner's age and grade level.
- ☐ Can stimulate recall of a previously encountered image.
- ☐ Is consistently clear in content and detail.
- ☐ Is culturally appropriate
- ☐ Is attractive, appealing both to human interest and emotions.
- ☐ The visuals illustrates and clarify the story.
- ☐ The illustrations are artistically appealing.
- ☐ The illustrations are easily recognizable.
- ☐ The visuals are not frightening.

Artwork Style Guide

Artwork	Resolution & Size	Format	Mode
Freehand or Digital	300 dpi/ppi (optimum resolution) 200 dpi/ppi (acceptable resolution) Illustration size: Actual size	JPEG - Photos JPEG or PNG - Illustration PNG- Logos, Icons	CMYK (Cyan, Magenta, Yellow & Black)

CONTENT DEVELOPMENT

1. Story

- ☐ The story has a catchy title.
- ☐ The story focuses on the main theme.
- ☐ The story arouses the interest of the child.

2. Plot

- ☐ is clear and made up of simple events.
- ☐ stimulates critical thinking.
- ☐ has logical flow that allows the child to anticipate the outcome of the events.
- ☐ allows the child to connect with the emotion/s conveyed.
- ☐ ends with a positive or satisfying mood.

3. Characters

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

4. Language and Grammar

- ☐ Vocabulary used is adapted to the child's experiences and understanding.
- ☐ Direct and indirect quotations are interestingly combined.
- ☐ Sentences are clear, short, and simple.
- ☐ Sentence constructions are consistent and appropriate.
- ☐ The sentences are grammatically correct and contain no typographical errors.
- ☐ Language adhere to correct orthography.

5. Social Content

Social content refers to specific themes or topics in general prescribed by the Department of Education in learner's materials to ensure that learners become nationalistic and morally upright citizens.

- ☐ The material is free from ideological, cultural, religious, racial, and gender biases and preudice.
- ☐ The material is related to one's own cultural experiences or those of other cultures

TECHNICAL SPECIFICATIONS PREPARATION AND REPRODUCTION

Paper and Binding

- ☐ Thick Paper
- ☐ Paper used is of good quality (e.g. can withstand wear and tear, will not strain the eyes, etc.).
- ☐ Binding is durable and can withstand frequent use.
- ☐ Pages are easy to turn.

Size and Weight

- ☐ Size is easy to handle (e.g. ease of handling is measured between 1 to 3 hand spans of a 5-year old child).
- ☐ Weight is relatively light.

Printing

- ☐ Printing is of good quality (e.g. no broken letters, no typographical errors, even density, correct alignment, properly placed screen registration, no misprints).
- ☐ COST EFFECTIVE

STANDARDS FOR BIG BOOKS

Cover, Title, Design, Paging, Printing, Layout, & Binding

- ☐ Font style and sizes are consistent; Texts are easy to read; and Spaces between words and sentence facilitate reading;
- ☐ Illustrations are adequate, attractive, culturally relevant, properly labelled and realistic with appropriate colors;
- ☐ It has an eye-catching/interesting but topic-related title; easy to handle and relatively light;
- ☐ It has name(s) of the author(s) and editors/illustrators, page number, table of contents, school etc.
- ☐ Printing is of good quality using A3/A4 Paper;
- ☐ Proper margin is observed; and Texts do not overlap with the margins;
- ☐ The cover, design, binding and layout of the material are attractive and done creatively;
- ☐ The material contains the school name and address of the school as the heading, preface, etc.; and
- ☐ The title is interesting and fits to its content.

LEARNING COMPETENCY

- ☐ Learning competencies & PELC number/code, target audience, grade level, etc. are identified and reflected;
- ☐ Two or more competencies are developed; and the material can be used in other learning areas

PRESENTATION AND ORGANIZATION

- ☐ All elements of the story are present;
- ☐ Content is accurate and suitable to the learners' needs and level of development;
- ☐ Content is free of ideological, cultural, religious, racial and gender biases and prejudices.
- ☐ Presentation is engaging, interesting and understandable with logical and smooth flow of events;
- ☐ Texts are computerized and large enough so everyone can read it;
- ☐ The book can be used in other learning areas and two track approach is introduced;
- ☐ The texts, font style and size and length of sentences are appropriate and facilitate reading;

CHARACTERS & ILLUSTRATIONS

- ☐ Illustration is original; and Images are real and not copy-pasted/photocopied from other sources;
- ☐ Names of characters are indigenized/localized;
- ☐ Pictures are big, easy to understand, and are clearly related to the texts (so learners can read the pictures);
- ☐ Relationships between characters are clear (protagonist, antagonists, and secondary characters);
- ☐ The main and secondary characters are present and their roles are clear;

SETTING OF THE STORY

- ☐ The mood or atmosphere of the story is clear and the setting is localized/indigenized;
- ☐ The place and time of the story are present.
- ☐ The plot or series of events and character actions relate to the central conflict.

CONFLICT OF THE STORY

PLOT OF THE STORY

- ☐ Events in the story are logically organized and sequenced;
- ☐ Promotes literacy and or numeracy;
- ☐ Resolutions to the conflict are evident;
- ☐ The way the climax of the story is presented really draws readers' interest;
- ☐ The plot is clear and easy to follow and the rising and falling actions are relevant to the theme;

THEME OF THE STORY

- ☐ The theme of the story conveys real life experiences and problems; and
- ☐ There is a central theme of the story that promotes core values and rights of every individual;

ASSESSMENT/ COMPREHENSION CHECK-UP

- ☐ Reading skills are assessed and developed such as:
 - Building Vocabulary and Noting Details
 - Drawing assumptions/conclusions and Distinguishing facts and opinion;
 - Inferencing, Sequencing Events and Figuring cause-effect relationship;
 - Reading Comprehension;
- ☐ Diversity of learners and their learning styles are carefully addressed (visual, auditory and kinesthetic learners);
- ☐ It provides thought-provoking questions and elicits explanations, not one-word answer at all times;
- ☐ Multiple options are parallel, arranged alphabetically/numerically, by length, etc.
- ☐ Questions are correctly developed and require high order thinking skills such as problem solving, critical thinking and reasoning;

REFERENCE CARD

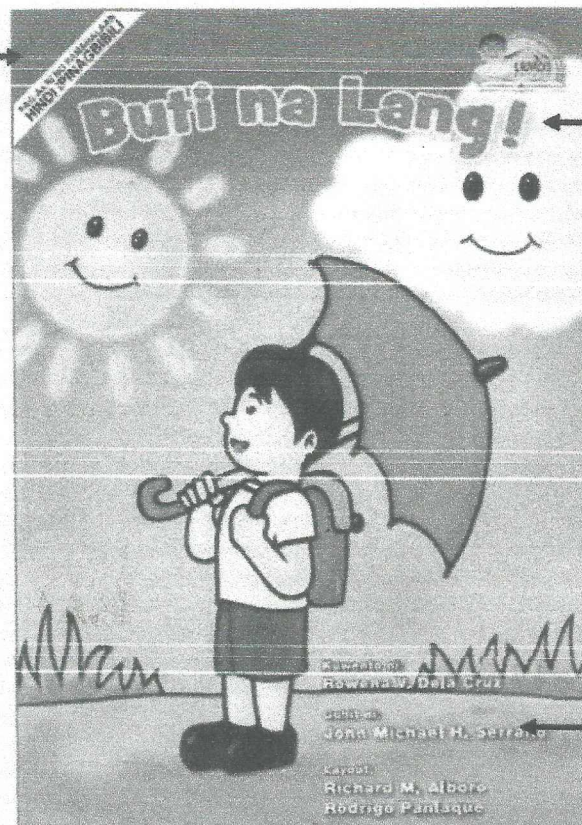
- ☐ List of resources is present and they provide additional content not found in the textbook;
- ☐ Several reference books/learning materials are cited; and APA style is used; and
- ☐ The original author/illustrator is recognized as reflected in the reference page;
- ☐ There is no plagiarism issue;

ACCURACY

- ☐ It has correct sentence construction, punctuation marks, capitalization, usage, spelling, etc.;
- ☐ There are no conceptual, factual, grammatical, computational errors and obsolete information; and
- ☐ There are no typographical and other minor errors.

I. FRONT MATTER**Violator**

Pag-aari ng
Pamahalaan
HINDI
IPINAGBIBILI

**Title**

**Name of
Author,
Illustrator,
and
Layout
Artist**

Editorial Board

This Material was digitized by the
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Teacher I

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FOREWORD OR PREFACE OR INTRODUCTION



Sa mga Magulang at Guro,

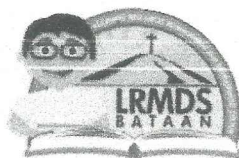
Kuwento ito ng isang balang masipag mag-aral. Isang araw, binilinan siya ng kanyang nanay na magdala ng payong dahil baka umulan. Ayaw niyang sundin ang payo ng kaniyang ina ngunit sa bandang huli ay napilit rin siya. Dahil dito, siya ay laging ligtas sa panahon ng tag-ulan.

Dalawang mahahalagang aral ang ating matututuhan sa kwentong ito: Una, iaging makinig sa pabo na atina mga magulang

TITLE PAGE

Buti na Lang!

Lathalaing ng

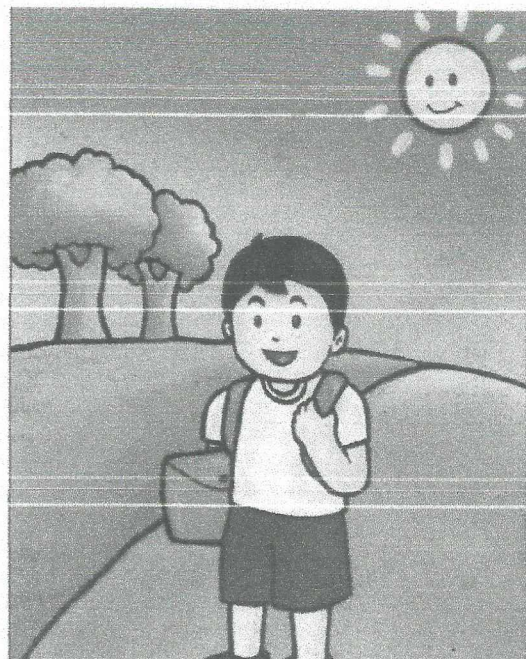


II. TEXT PROPER

- ☐ Unit or Chapter (if applicable)
- ☐ Subheads or Subheadings (if applicable)

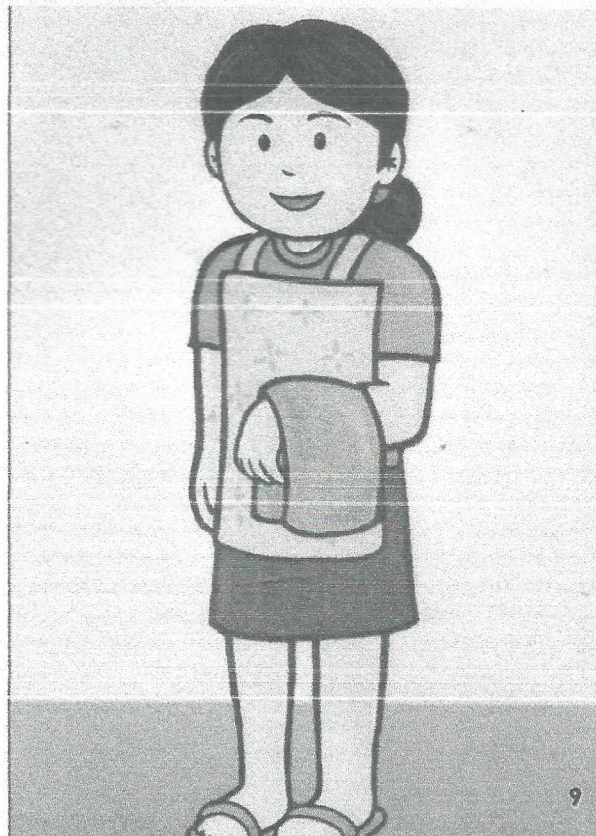
Si Biboy ay isang batang masipag mag-aral. Kahit kailan ay hindi siya lumiliban sa klase.

Araw-araw ay gumigising siya nang masaya at naghahanda para pumasok sa paaralan.



Siya si Nanay Azon. Isang mapagmahal at maalalahaning ina sa kanyang anak.

8

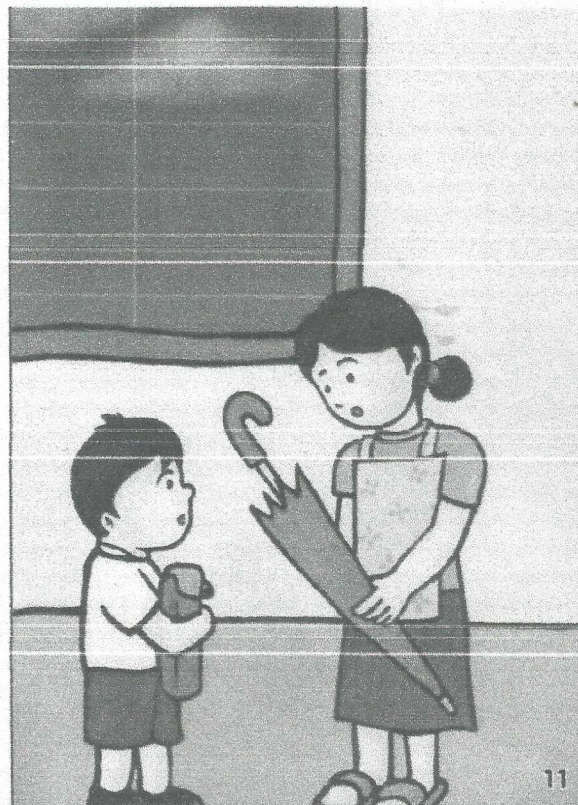


9

Isang umaga, araw ng Biyernes, napansin ni nanay Azon na madilim ang panahon.

"Anak, huwag mong kalilimutang dalhin ang iyong payong at baka maabutan ka ng malakas na ulan," sabi ni Nanay Azon.

10



11

Activities

Kulayan ang mga bagay na ginagamit na pang-proteksyon sa ulan.



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III. Back Matter

- ☐ Summary
- ☐ Background of the Author/s, Illustrator, Layout Artist

Si Biboy ay isang batang mahilig mag-aral. Binilinan siya ng kanyang nanay na magdala ng payong dahil madilim ang panahon. Ayaw sumunod ni Biboy pero napilit pa rin siya ni Nanay Azon. Uwian na, pero hindi pa rin tumitigil ang ulan.

Ano ang gagawin ni Biboy? Paano siya magiging ligtas sa ulan?

Synopsis

Background of the Author/s, Illustrator, Layout Artist

May Akda: DOMENA VOLANTA-DELA CRUZ Nagtapos sa Ika-10 Markosol College, Tayuk, Rumi sa Aukang Records of Kindergarten Education nung 1994, naglingap sa Master of School in Asia Pacific College sa Bulacan City, Silangan ng 1994 hanggang 2000. Gawaing pang-aral na naging Most Outstanding Kindergarten Teacher nung 2010 sa Lungsod ng Bulacan. Sa katibukuyan ay gumagaling sa Kindergarten sa Clark North Elementary School sa katatagan ng Davao sinula 2002. Nagkarang ng mga kausap para sa Kindergarten at magkapanatagan sa Master of Arts in Education nung sa Early Childhood Education sa Philippine Normal University - Manila Campus.

Gumamit: JOHN MICHAEL VIDON SERRANO Nagkarang gumamit at pumalit sa mga edukasyon mula sa katatagan sa maging Interpersonal ang Region of sa Mind Pinatong Competition ng Student Technologists Entrepreneurs of the Philippines National Skills Development and Competition sa pinakata sa Davao nung 2007, Nagkarang sa magkapanatagan ng "Kapua rin Jessica Sabel" ng QWA 7 nung Setembre 2016, Nagkarang Bachelor of Elementary Education sa Linyang Polytechnic College nung 2012 at nagkarang ng "Outstanding Student Teacher Award", katatagan ng katatagan sa Rida Elementary School sa early Childhood Education ng Clark Schools.



Date

NAME OF PRINCIPAL OR SCHOOL HEAD

Designation

School

School Address

Thru: NAME OF SCHOOL LRMS COORDINATOR

Designation

Sir/Madam:

Salutations!

I am writing to express my utmost desire to request your approval to produce/submit an Innovative Learning Resource Material entitled "_____"(state the title of your learning material)". This project aims to _____(cite the objectives of your LM).

I can earnestly guarantee that this material is original, scholarly, and is not plagiarized. I believe that this can contribute to the attainment of excellence and quality of education in the Schools Division of Bataan.

Also, _____ (express your other reasons why the LM is worthy of approval).

I am looking forward to your positive and favorable response regarding the forenamed matter. Thank you and God bless.

Respectfully yours,

NAME OF WRITER/PROPONENT

Designation

Evaluation Rating Sheet for PRINT Resources

Title: _____

ISBN: _____

Author(s): _____ Illustrator(s): _____

Publisher/Distributor(s): _____

Copyright Year: _____ Number of Pages _____

Subject: _____

Intended for (Please check): _____ Kinder _____ Elementary _____ Junior HS _____ Senior HS

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	V S 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).				
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> 5.1 Pride in being a Filipino <input type="checkbox"/> 5.2 Scientific attitude and reasoning <input type="checkbox"/> 5.3 Desire for excellence <input type="checkbox"/> 5.4 Love for country <input type="checkbox"/> 5.5 Helpfulness/Teamwork/Cooperation <input type="checkbox"/> 5.6 Unity <input type="checkbox"/> 5.7 Desire to learn new things </div> <div style="width: 48%;"> <input type="checkbox"/> 5.8 Honesty and trustworthiness <input type="checkbox"/> 5.9 Ability to know right from wrong <input type="checkbox"/> 5.10 Respect <input type="checkbox"/> 5.11 Critical and creative thinking <input type="checkbox"/> 5.12 Productive work <input type="checkbox"/> 5.13 Other: (Please specify) </div> </div>				
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.				
Total Points				
Note: 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"/> Passed			

Factor 2: Format	V S 4	S/NA 3	Poor 2	Not Satisfactory 1
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 labelled or captioned (if applicable)				
2.4 Realistic / appropriate colors.				
2.5 Attractive and appealing.				
2.6 Culturally relevant.				
3. Design and Layout				
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).				
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 Resource				
5.1 Easy to handle.				
5.2 Relatively light.				
Total Points				
Note: Resource must score at least 54 points out of a maximum 72 points to pass this criterion. Please put a check (/) mark on the appropriate box.	<input type="checkbox"/> Passed <input type="checkbox"/> Failed			

Factor 3: Presentation and Organization	V S 4	S/NA 3	Poor 2	Not Satisfactory 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.				
Total Points				
Note: 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	<input type="checkbox"/> Passed <input checked="" type="checkbox"/> FAILED			

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

Other Comment(s)

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

Recommendation(s)

Note: Any material that fails factor 4 must not be recommended for use in public schools until the identified issues have been fixed.

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

- i. ☐ I / We recommend the approval of this material for possible use in public schools provided that the corrections / revisions included in this report are made. (For commercial resources (non-DepEd owned resources) the Publisher must implement all recommended corrections / revisions in their next printing or provide errata.)
- ii. ☐ I / We do not recommend the approval of this material for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

(Please sign below and at the back of each page.)

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

Evaluator(s)

Date Evaluated

Signature of Evaluator(s)

Evaluation Rating Sheet for General Reference Materials

Title: _____

Type: _____

Intended for: Grade/Year level(s): _____ Subject area(s): _____

Author(s)/Editor(s): _____

Publisher/ Supplier: _____

Copyright year: _____ No. of Pages: _____ ISBN: _____

Instructions: Read the reference material carefully and rate it along each evaluation criterion by checking the appropriate number: 5 - Excellent, 4 - Very Satisfactory, 3 - Satisfactory, 2 - Fair, 1 - Poor. If an evaluation criterion is *Not Applicable*, the material is rated 3 on said criterion. For a rating below 4, cite specific examples and/or reasons for your rating. Attach extra sheets if necessary. Your report must be completed in soft or hardcopy. Please write legibly if completing in hardcopy.

Factor A. Content	E	VS	S	F	P
	5	4	3	2	1
1. Content reinforces, enriches, and / or leads to the mastery of certain learning competencies for the level and subject it was intended.					
2. Facts are accurate.					
3. Information provided is up-to-date.					
4. Language is appropriate for the level of the target user.					
5. Visuals are relevant to the text and suitable to the age level and interests of the target user.					
6. Visuals are clear in content and detail.					
7. Typographic layout / design adequately supports concepts presented.					
8. Size of the letters is appropriate for the target user.					
Total Points					
Note: 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. Criterion 2 must achieve 5 points.	<div style="display: flex; flex-direction: column; gap: 10px;"> <div><input type="checkbox"/> Passed</div> <div><input type="checkbox"/> Failed. All issues must be documented in the Other Findings section</div> </div>				

Factor B. Other Findings
1. Cite conceptual errors found, if any. (Use additional sheets if necessary)

2. Cite examples of grammatical, typographical, visual, or graphic (illustrations, diagrams, pictures, maps, graphs, tables) errors found. Indicate the line and page numbers where specific errors are found.

Other comments

Recommendation

Note: Any material that fails factor A, Criterion 2 must not be recommended for use in public schools until the identified issues have been fixed.

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

- i. ☐ I / We recommend the approval of this material for possible use in public schools provided that the corrections / revisions included in this report are made. (For commercial resources (non-DepED owned resources) the Publisher must implement all recommended corrections / revisions in their next printing or provide errata.)
- ii. ☐ I / We do not recommend the approval of this material for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

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

Evaluator(s)

Date Evaluated

Signature of Evaluator(s)

Evaluation Rating Sheet for Non-Print Materials

Type of Media (Please check):

- ☐ CD-ROM ☐ VCD ☐ DVD ☐ VHS ☐ Slides
☐ Transparencies ☐ Cassette tape ☐ Digital interactive
☐ Others (please indicate) _____

Title: _____

Subject area(s): _____ Grade / Year level: _____

DepEd Bureau/FAP: _____

Date of Publication: _____

Before completing this Evaluation, any CD ROM, VCD or DVD of materials should be viewed and the Technical Evaluation Section G (p72). Interoperability: Technical format Checklist for conformance completed. This is to ensure that the format is compatible with current playback devices and computer operating systems, software and plug-ins.

Instruction: Examine the material carefully and for each evaluation criterion consider the extent to which the resource meets the criteria. Check the appropriate number [with 4 being *Very Satisfactory (VS)*; 3 - *Satisfactory (S)*; 2 - *Poor*; 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 A. Content Quality	V S 4	S/NA 3	Poor 2	Not Satisfactory 1
1. Content is consistent with topics/skills found in the DepEd Learning Competencies for the subject and grade/year level it was intended.				
2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.				
3. Content is accurate.				
4. Content is up-to-date.				
5. Content is logically developed and organized.				
6. Content is free from cultural, gender, racial, or ethnic bias.				
7. Content stimulates and promotes critical thinking.				
8. Content is relevant to real-life situations.				
9. Language (including vocabulary) is appropriate to the target user level.				
10. Content promotes positive values that support formative				

Total Points	
Note: 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	<input type="checkbox"/> Passed <input type="checkbox"/> Failed

Factor B. Instructional Quality	V S 4	S/NA 3	Poor 2	Not Satisfactory 1
1. Purpose of the material is well defined.				
2. Material achieves its defined purpose.				
3. Learning objectives are clearly stated and measurable.				
4. Level of difficulty is appropriate for the intended target user.				
5. Graphics / colors / sounds are used for appropriate instructional reasons.				
6. Material is enjoyable, stimulating, challenging, and engaging.				
7. Material effectively stimulates creativity of target user.				
8. Feedback on target 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: 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.	<input type="checkbox"/> Passed <input type="checkbox"/> Failed			

Factor C. Technical Quality	V S 4	S/NA 3	Poor 2	Not Satisfactory 1
1. Audio enhances understanding of the concept.				
2. Speech and narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.				
3. There is complete synchronization of audio with the visuals				

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 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.				
Technical Evaluation: Complete Section G. Interoperability: Technical format Checklist for conformance If not already completed prior to this review.				
12. The material will run using minimum system requirements.				
13. The program is free from technical problems.				
Total Points				
Note: 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	<input type="checkbox"/> Passed <input type="checkbox"/> Failed			

Factor D. Other Findings Note down observations about the information contained in the material, where the following errors are found:	Not present 4	Present but very minor & must be fixed 3	Present & requires major redevelopment 2	Do not evaluate further 1
1. Conceptual errors.				
2. Factual errors.				
3. Grammatical and / or typographical errors.				
4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.).				
Total Points				
Note: Resource must score at least 16 points out of a maximum 16 points to pass this criterion. Please put a	<input type="checkbox"/> Passed			

☐ Failed. All issues must be documented in the Comments section.

Other Comments

Recommendation

Note: Any material that fails Factor D must not be recommended for use in public schools until the identified issues have been fixed.

A material which Failed in at least one of the four 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. ☐ I / We recommend the approval of this material for possible use in public schools provided that the corrections / revisions included in this report are made. (For commercial resources (non-DepEd owned resources) the Publisher must implement all recommended corrections / revisions in their next printing or provide errata.)
- ii. ☐ I / We do not recommend the approval of this material for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

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

Evaluator(s)

Date Evaluated

Signature of Evaluator(s)

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

Evaluating Online Sites and Resources for Cataloguing

Title of online site: _____

URL: _____

☐ Learning Resources ☐ Teaching Resources ☐ Professional Development Materials

Grade / Year level/s: _____

Copyright owner: _____

Contributors: _____

Date of Publication: _____

Date site reviewed: _____

Brief description of the online site and content:

Evaluation Results

The following evaluations must be completed for the online site and resources.

Evaluation Sheet	Numerical Rating	Descriptive Rating	
Educational Soundness: (Section 6.2)		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed
Evaluation sheet for non-print resources: (Section 6.6)		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed
Technical Evaluation: (Section 6.9)		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed
Online Site Evaluation Rubrics: (Section 7.1)		<input type="checkbox"/> Passed	<input type="checkbox"/> Failed

Attach all evaluation sheets.

Recommendation

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

- i. ☐ I / We recommend the approval of this site for including in the LRMDs catalogue.
- ii. ☐ I / We do not recommend this site to be included in the LRMDs catalogue for the reasons cited in this evaluation report.

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

Evaluator(s)

Date Evaluated

Signature of Evaluator(s)

Evaluation Rating Sheet for Charts, Posters, Drill / Flash Cards and Manipulatives

Title: _____

Type: _____

Intended for: Grade/Year level(s): _____ Subject Area(s): _____

Author(s): _____

Publisher: _____ Distributor / Supplier: _____

Copyright year: _____ No. of Pages: _____

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 A. Content	VS 4	S/NA 3	Poor 2	VP 1
1. Content reinforces, enriches, and / or leads to the mastery of certain learning competencies for the level and subject it was intended.				
2. Material has the potential to arouse interest of the target users.				
3. Facts are accurate.				
4. Information provided is up-to-date.				
5. Visuals are relevant to the text.				
6. Visuals are suitable to the age level and interests of the target user.				
7. Visuals are clear and adequately convey the message of the subject or topic.				
8. Typographic layout / design facilitates understanding of concepts presented				
9. Size of the material is appropriate for use in school.				
10. Material is easy to use and durable.				
Total Points				
Note: 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	<input type="checkbox"/> Passed <input type="checkbox"/> Failed			

Factor B. Other Findings Note down observations about the information contained in the material, citing specific pages where the following errors are found:	Not Present 4	Present but very minor & must be fixed 3	Present & requires major redevelopment 2	Poor Do not evaluate further 1
1. Conceptual errors.				
2. Factual errors.				
3. Grammatical and/or typographical errors.				
4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.)				
Total Points				
Note: 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	<input type="checkbox"/> Passed <input type="checkbox"/> Failed. All issues must be documented in the Comments section			

Manipulative

Complete Evaluation for Factor A and B above as well as Factor C

Factor C. Additional requirements for Manipulative	V S 4	S/NA 3	Poor 2	VP 1
Instructional Design				
1. Adequate support material is provided.				
2. Activities are summarised; extension activities are provided.				
3. Suggested activities support innovative pedagogy.				
Technical Design				
1. Manipulative is safe to use.				
2. Size and composition of manipulative is appropriate for intended audience.				
3. Suggested manual tasks within the activities are compatible with the motor skills of the intended users.				
Total Points				
Note: Resource must score at least 18 points out of a maximum 24 points to pass this criterion. Please put a check mark on the appropriate box	<input type="checkbox"/> Passed <input type="checkbox"/> Failed			

Other Comments

Recommendation

Note: Any material that fails Factor B must not be recommended for use in public schools until the identified issues have been fixed.

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

- i. ☐ I / We recommend the approval of this material for possible use in public schools provided that the corrections / revisions included in this report are made. (For commercial resources (non-DepED owned resources) the Publisher must implement all recommended corrections / revisions in their next printing or provide errata.)
- ii. ☐ I / We do not recommend the approval of this material for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

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

Evaluator(s)

Date Evaluated

Signature of Evaluator(s)

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<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

Name of Author(s): _____
 District: _____

School: _____
 Title: _____

Comments: Your SIM was evaluated using the rubric below. The characteristics and descriptions checked can be used by you as a guide improving or enhancing your localized instructional material. However, you need to **resubmit revised copy** of this SIM for further evaluation prior to its adoption in the district/division/region and publication in our LRMDS portal. Continue with your implementation data gathering as to its effectiveness and plan for action in your school.

RUBRICS FOR STRATEGIC INTERVENTION MATERIALS (SIMs)

Focus Area	No.	Indicators and Descriptive Rating		
		Please check the appropriate column per indicator in each focus area. Use the rating scale of : 3-Very Satisfactory(VS); 2-Satisfactory(S); and 1-Poor(P)		
Cover, Title, Design, Paging, Printing, Layout, & Binding	1	It has name(s) of the author(s) and editors/illustrators, page number, table of contents, school, etc.	3	2
	2	The cover page, design, binding and layout of the material are attractive and done creatively;		
	3	The material contains the school name and address as the heading;		
	4	It has an eye-catching/interesting but topic-related title of SIM; easy to handle and relatively light;		
Learning Competency, Objectives and Subtasks	1	Objectives and sub-tasks address High Order Thinking Skills (HOTS)		
	2	Objectives and subtasks are stated in behavioral terms from the Least Mastered Skills;		
	3	Objectives are SMART and the PELC Number is indicated; and		
	4	The material contributes to the achievement of specific grade level/ competency/ objectives of the subject area/grade/year level		
Guide Card/ Information/ Content and Format	1	Content is accurate and suitable to the learners' needs and level of development;		
	2	Content is free of ideological, cultural, religious, racial and gender biases and prejudices.		
	3	Contextualization and indigenization are also observed and the length of sentences is suited to the learners;		
	4	Desirable values are enhanced, infused and developed;		
	5	Discussion focuses on skills, clarify and supplement learner's difficulties;		
	6	Font style and sizes are consistent, texts are easy to read, spaces between words and sentences facilitate reading;		
	7	For catchier Guide Card, an animated icon is utilized;		
	8	Illustrations are adequate, attractive, culturally relevant, properly labeled and realistic with appropriate colors;		
	9	Presentation is engaging, interesting and understandable with logical and smooth flow of ideas;		
	10	Printing and paper are of good quality		
Activity Card	1	Activities are organized based on the sequence of the focus skills and examples to concretize the concepts, particularly drawn from real-life experiences;		
	2	Assessment tool(s) is/are valid and reliable.		
	3	Authentic assessment is used through rubrics, portfolio, etc.		
Assessment Card and Answer Keys provided	1	Answer key is prepared and provided for in each assessment/activity;		
	2	Diversity of learners and their learning styles are carefully addressed (visual, auditory and Kinesthetics learners);		
	3	It provides questions and elicits explanations, not one-word answer;		
	4	Multiple options are parallel, arranged alphabetically/numerically, by length, etc.;		
	5	Questions are correctly developed and require high order thinking skills;		
	6	There is/are no computational/typographical error(s) observed.		
	7	They monitor learning and use feedback about learners' progress; and		
	8	They provide exercises, drills or activities that allow students to assess their understanding of what they've learned and correct errors when appropriate with correct answer keys.		
Enrichment Card	1	Activities encourage learners to apply what they have learned from other subject areas or in new contexts.		
	2	It is interesting and requiring high order thinking skills.		
	3	Learners' needs and difficulties are carefully addressed.		
	4	Students prior knowledge/experiences is/are activated and critical thinking, learning by doing and problem-solving skills are developed;		
Reference Card	1	It provides list of resources that will reinforce concepts or skills learned and provide additional content not found in the textbook.		
	2	Several reference books/learning materials are cited; and APA style is used;		
	3	There is no plagiarism issue.		
Accuracy and Up-to-datedness of information	1	It has correct sentence construction, punctuation marks, capitalization, spelling, etc.		
	2	There are no conceptual, factual, grammatical, computational errors and obsolete information; &		
	3	There are no typographical and other minor errors.		

School: _____

Name of Author(s): _____

District: _____

Title: _____

Comments: Your Big/Small Book was evaluated using the rubric below. The characteristics and descriptions checked can be used by you as a guide in improving your localized instructional material. However, you need to resubmit a revised output of this book for further evaluation prior to its adoption in the district/division/region and publication in the LRIMDS portal. Continue with your implementation and data gathering activities as to its effectiveness and plan for action in your school.

RUBRICS FOR LOCALIZED PRINTED BIG/SMALL BOOK

Focus Area	No	Indicators and Descriptive Rating		
			3	2
Cover, Title, Design, Paging, Printing, Layout, & Binding	1	Font style and sizes are consistent; Texts are easy to read; and Spaces between words and sentences facilitate reading;		
	2	Illustrations are adequate, attractive, culturally relevant, properly labeled and realistic with appropriate colors;		
	3	It has an eye-catching/interesting but topic-related title; easy to handle and relatively light;		
	4	It has name(s) of the author(s) and editors/illustrators, page number, table of contents, school, etc.		
	5	Printing is of good quality using A3/A4 Paper;		
	6	Proper margin is observed; and Texts do not overlap with the margins;		
	7	The cover, design, binding and layout of the material are attractive and done creatively;		
	8	The material contains the school name and address of the school as the heading, preface, etc.; and		
	9	The title is interesting and fits to its content.		
Learning Competency	1	Learning competencies & PELC number/code, target audience, grade level, etc. are identified and reflected;		
	2	Two or more competencies are developed; and The material can be used in other learning areas;		
Presentation and Organization	1	All elements of the story are present;		
	2	Content is accurate and suitable to the learners' needs and level of development;		
	3	Content is free of ideological, cultural, religious, racial and gender biases and prejudices.		
	4	Presentation is engaging, interesting and understandable with logical and smooth flow of events;		
	5	Texts are computerized and large enough so everyone can read it;		
	6	The book can be used in other learning areas and two track approach is introduced;		
	7	The texts, font style and size and length of sentences are appropriate and facilitate reading;		
Characters & Illustrations	1	Illustration is original; and Images are real and not copy-pasted/photocopied from other sources;		
	2	Names of characters are indigenized/localized;		
	3	Pictures are big, easy to understand, and are clearly related to the texts (so learners can read the pictures);		
	4	Relationships between characters are clear (protagonist, antagonists, secondary characters);		
	5	The main and secondary characters are present and their roles are clear;		
Setting of the Story	1	The mood or atmosphere of the story is clear and the setting is localized/indigenized;		
	2	The place and time of the story are present.		
	3	The plot or series of events and character actions relate to the central conflict.		
Conflict of the Story	1	Desirable values are enhanced, infused and developed;		
	2	The internal and or external conflict is clear and resolved;		
Plot of the Story	1	Events in the story are logically organized and sequenced;		
	2	Promotes literacy and or numeracy;		
	3	Resolutions to the conflict are evident;		
	4	The way the climax of the story is presented really draws readers' interest;		
	5	The plot is clear and easy to follow and the rising and falling actions are relevant to the theme;		
Theme of the Story	1	The theme of the story conveys real life experiences and problems; and		
	2	There is a central theme of the story that promotes core values and rights of every individual;		
Assessment/Comprehension Check-Up	1	Reading skills are assessed and developed such as:		
	2	a) Building Vocabulary and Noting Details		
	3	b) Drawing assumptions/conclusions and Distinguishing facts and opinion;		
	4	c) Inferencing, Sequencing Events and Figuring cause-effect relationship;		
	5	d) Reading Comprehension;		
	6	Diversity of learners and their learning styles are carefully addressed (visual, auditory and kinesthetics learners);		
	7	It provides thought-provoking questions and elicits explanations, not one-word answer at all times;		
	8	Multiple options are parallel, arranged alphabetically/numerically, by length, etc.;		
	9	Questions are correctly developed and require high order thinking skills such as problem solving, critical thinking and reasoning;		
Reference Card	1	List of resources is present and they provide additional content not found in the textbook;		
	2	Several reference books/learning materials are cited; and APA style is used; and		
	3	The original author/illustrator is recognized as reflected in the reference page;		
	4	There is no plagiarism issue;		
Accuracy	1	It has correct sentence construction, punctuation marks, capitalization, usage, spelling, etc.;		
	2	There are no conceptual, factual, grammatical, computational errors and obsolete information; and		
	3	There are no typographical and other minor errors.		

NOTE: Total

- 1) Resource must score at least 115 points out of a maximum of 153 points to pass the criteria;
- 2) Indicators with a rating of 1 or 2 need to be corrected and improved;
- 3) All indicators under Accuracy must be Very Satisfactory prior to approval of this Office; and

Name of Author(s): _____
 District: _____

School: _____
 Name of IM/Title: _____

COMMENTS: Your instructional material was evaluated using the rubric below. The characteristics and descriptions checked can be used as a guide in improving it. However, you need to submit to this Office a Concept Paper relative to the preparation, development and of the said material following the given format below and an improved material for further evaluation and revisions prior to adoption implementation in the district/division/region and for LRMDs portal. Continue with your implementation data gathering on its effectiveness and plan for action in your school.

1. Description & Rationale	4. Duration	7. Preparation	11. Resource List
2. Target Audience	5. Objectives	8. Instructions/Procedure	
3. Subject Matter	6. Outputs	10. Evaluation	

RUBRICS FOR PROFESSIONAL DEVELOPMENT MATERIALS (PDM)

Focus Area	Descriptive Rating and Indicators (VS- Very Satisfactory; S- Satisfactory; NI/NE- Needs Improvement/Not Evident)		
	(Please encircle the number of the indicator(s) that is/are not met in each focus area and check the appropriate column for its descriptive rating.)	VS	S
Description & Rationale	1. The description of the PDM is presented stating its: <ul style="list-style-type: none"> ➤ Rationale and Title of the material ➤ Uses and relevance ➤ applicability to either individual or group ➤ levels and abilities of learners ➤ learning styles 		
Target Audience and Materials	1. The target audience is identified. 2. The PDM addresses teachers' needs and learners and their learning styles.		
Subject Matter, Content and Duration	1. The subject matter in which the instructional material is intended for is identified. 2. Concept(s) to be taught is/are concretized by using the material. 3. The instructional material is challenging and task-oriented. 4. Contents are accurate and suitable to the learners' needs and level of development with focus skills and clarify and supplement learner's difficulties; 5. Desirable values are enhanced, infused and developed; 6. The duration in the use of the material is indicated.		
Objectives	1. The objectives are stated in behavioral terms. 2. The objectives focus on teachers on how they could maximize their instructional time. 3. The objectives also focus on learners on how they could understand better the concepts and develop their skills in problem solving and critical thinking.		
Outputs	1. Expected outputs are identified. 2. Outputs are useful in developing the concepts taught. 3. Outputs are relevant in problem solving and critical thinking for learners		
Preparation & Instruction	1. The needed materials are indicated including their quantity and quality. 2. Materials to be used by the learners are prepared. 3. The procedure in making the instructional material is orderly presented. 4. Instruction for teachers/learners are orderly stated.		
Teaching Hints & Strategies	1. Various hints and strategies in the use of the material are presented.		
Teacher's Guides & Resource List	1. The material provides exercises, drills or activities that allow students to assess their understanding of what they learned and correct their errors. 2. Teachers and learners can monitor learning and use feedback about learners' progress. 3. The material uses authentic assessment. 4. The skills to be assessed are in higher levels of cognitive domain. 5. It is easy to prepare the material/assess students' learning. 6. Materials needed are identified and various roles are in place.		
Accuracy and Up-to-datedness of information	1. It observes correct punctuation marks and capitalization. 2. It observes correct grammar and spelling. 3. It observes correct sentence construction and no conceptual errors. 4. There is no obsolete information and factual and computational error. 5. No typographical errors.		
Design, Layout, & Binding	1. The design, binding and layout of the material are done creatively. 2. Illustrations are adequate, attractive, culturally relevant, properly labeled, and realistic with appropriate color.		

General Comment: Your instructional material is subject for:

Name of Author(s): _____
 District: _____

School: _____
 Name of IM/Title: _____

COMMENTS: Your instructional material was evaluated using the rubric below. The characteristics and descriptions checked can be used as a guide in improving it. However, you need to submit to this Office a Concept Paper relative to the preparation, development and of the said material following the given format below and an improved material for further evaluation and revisions prior to adoption, implementation in the district/division/region and for LRMS portal. Continue with your implementation data gathering on its effectiveness and plan for action in your school.

1. Description & Rationale	4. Duration	7. Preparation	11. Resource List
2. Target Audience	5. Objectives	8. Instructions/Procedure	
3. Subject Matter	6. Outputs	10. Evaluation	

RUBRICS FOR MANIPULATIVE INSTRUCTIONAL MATERIALS

Focus Area	Descriptive Rating and Indicators (VS- Very Satisfactory; S- Satisfactory; NI/NE- Needs Improvement/Not Evident)				
	(Please encircle the number of the indicator(s) that is/are not met in each focus area and check the appropriate column for its descriptive rating.)			VS	S
Description & Rationale	1. The description of the IM's is presented stating its: <ul style="list-style-type: none">➤ rationale➤ uses➤ applicability to either individual or group➤ levels and abilities of learners➤ learning styles				
Target Audience	1. The target audience is identified. 2. The instructional material addresses diversity of learners and their learning styles.				
Subject Matter, Content and Duration	1. The subject matter in which the instructional material is intended for is identified. 2. Concept(s) to be taught is/are concretized by using the material. 3. The instructional material is challenging and task-oriented. 4. Contents are accurate and suitable to the learners' needs and level of development with focus skills and clarify and supplement learner's difficulties; 5. Desirable values are enhanced, infused and developed; 6. The duration in the use of the instructional material is indicated.				
Objectives	1. The objectives are stated in behavioral terms. 2. The objectives focus on teachers on how they could maximize their instructional time. 3. The objectives also focus on learners on how they could understand better the concepts and develop their skills in problem solving and critical thinking.				
Outputs	1. Expected outputs are identified. 2. Outputs are useful in developing the concepts taught. 3. Outputs are relevant in problem solving and critical thinking.				
Preparation & Instruction	1. The needed materials are indicated including their quantity and quality. 2. Materials to be used by the learners are prepared. 3. The procedure in making the instructional material is orderly presented. 4. instruction for teachers and learners are orderly stated.				
Teaching Hints & Strategies	1. Various hints and strategies in the use of the instructional material are presented.				
Assessment & Resource List	1. The material provides exercises, drills or activities that allow students to assess their understanding of what they learned and correct their errors. 2. Teachers and learners can monitor learning and use feedback about learners' progress. 3. The material uses authentic assessment. 4. The skills to be assessed are in higher levels of cognitive domain. 5. It is easy to assess students' learning. 6. Materials to be used in the activities are prepared.				
Accuracy and Up-to-datedness of information	1. It observes correct punctuation marks and capitalization. 2. It observes correct grammar and spelling. 3. It observes correct sentence construction and without conceptual errors. 4. There is no obsolete information and factual and computational error.				
Design, Layout, & Binding	1. The design, binding and layout of the material are done creatively. 2. Illustrations are adequate, attractive, culturally relevant, properly labeled, and realistic with appropriate color				

General Comment: Your instructional material is subject for:

Name of Author(s): _____
 District: _____

School: _____
 Title: _____

Comments: Your instructional material was evaluated using the rubric below. The characteristics and descriptions checked can be used by you as a guide in improving your localized worksheet. However, you need to **resubmit a revised output** for further evaluation process prior to its adoption in the district/division/region and for LRMDs portal. Continue with your implementation data gathering as to its effectiveness and plan for action in your school.

EVALUATION RATING SHEET FOR OTHER PRINTED INSTRUCTIONAL MATERIALS (Worksheets, Posters, Charts)

DESCRIPTIVE RATING: Very Satisfactory (VS); Satisfactory (S); Poor (P); and Not Satisfactory (NS)

FACTOR 1: CONTENT	VS (4)	S(3)	P(2)	NS
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)				
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.				
Total Points				
Note: 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"/> Passed <input type="checkbox"/> Failed			
FACTOR 2: FORMAT	VS (4)	S(3)	P(2)	NS
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 labelled or captioned (if applicable)				
2.4 Realistic / appropriate colors.				
2.5 Attractive and appealing.				
2.6 Culturally relevant.				
3. Design and Layout				
3.1 Attractive and pleasing to look at.				
3.2 Simple (i.e., does not distract the attention of the reader).				

4. Paper and Binding	VS (4)	S(3)	P(2)	NS
4.1 Paper used contributes to easy reading.				
4.2 Durable binding to withstand frequent use.				
5. Size and Weight of Resource				
5.1 Easy to handle.				
5.2 Relatively light.				
Total Points				
Note: Resource must score at least 54 points out of a maximum 72 points to pass this criterion. Please put a check mark on the appropriate box	<input type="checkbox"/> Passed		<input type="checkbox"/> Failed	
FACTOR 3: PRESENTATION AND ORGANIZATION				
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.				
Total Points				
Note: 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	<input type="checkbox"/> Passed		<input type="checkbox"/> Failed	
FACTOR 4: ACCURACY AND UP-TO-DATEDNESS OF INFORMATION				
Note: down observations about the information contained in the material, citing specific pages where the following errors are found.	VS (4)	S(3)	P(2)	NS
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: Resource must score 24 out of a maximum 24 points to pass this criterion. Please put a check mark on the appropriate box.	<input type="checkbox"/> Passed		<input type="checkbox"/> Failed	

Other Comments

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

Recommendation

Note: Any material that fails factor 4 must not be recommended for use in public schools until the identified issues have been fixed.

Any material that falls in at least one of the four factors of the evaluation rating 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 material for possible use in public schools provided that the correction: revisions included in this report are made. (For commercial resources (non-DepED owned resources) the Publisher must implement all recommended corrections / revisions in their next printing or provide errata.)
- ☐ I / We do not recommend the approval of this material for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

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

General Comments: Your SIM is subject for:

	First revision	Second revision	Third revision	Final revision
Evaluated By:				