



Republic of the Philippines
Department of Education
REGION III
SCHOOLS DIVISION OF PAMPANGA

October 21, 2025

No. 646, s. 2025

**REVISED GUIDELINES ON THE DEVELOPMENT, QUALITY ASSURANCE AND
UTILIZATION OF CONTEXTUALIZED LEARNING RESOURCES**

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. In reference to Regional Memorandum No. 593, s. 2022 and Division Memorandum No. 543, s. 2022, which states the guidelines in the development and quality assurance of contextualized learning resources, this Office, through the Curriculum Implementation Division (CID) and Learning Resource Management and Development Section (LRMDS), issues the enclosed **Revised Guidelines on the Development, Quality Assurance and Utilization of Contextualized Learning Resources**.
2. Specifically, the guidelines shall:
 - a. Provide clear procedures for the planning, development, review, and approval of contextualized and localized learning resources;
 - b. Establish quality assurance parameters anchored on content accuracy, pedagogical soundness, and language appropriateness;
 - c. Ensure that developed learning resources reflect cultural relevance, local context, and learner diversity within the Division; and
 - d. Promote consistency and uniformity in the evaluation practices of the Division Quality Assurance (QA) Team.
3. Immediate dissemination and strict compliance with this Memorandum is earnestly desired.


ROMEO M. ALIP PhD, CESO V
Schools Division Superintendent

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**REVISED GUIDELINES ON THE DEVELOPMENT, QUALITY ASSURANCE AND
UTILIZATION OF CONTEXTUALIZED LEARNING RESOURCES**

I. RATIONALE

In pursuit of providing inclusive, relevant, and high-quality education, the Department of Education emphasizes the development and utilization of contextualized learning resources that address the diverse needs of Filipino learners. Contextualization ensures that learning materials reflect the learners' cultural background, local environment, language, and real-life experiences, thereby making instruction more meaningful and engaging.

However, the creation and use of such localized and contextualized resources require a clear and systematic process to maintain accuracy, quality, and alignment with the curriculum standards. Without proper guidelines, inconsistencies in content, language, and format may arise, potentially affecting the effectiveness of instruction and learner outcomes.

The **Guidelines on the Development, Quality Assurance, and Utilization of Contextualized Learning Resources** aim to establish standardized procedures that ensure the production of quality-assured materials responsive to learners' contexts. These guidelines serve as a framework for teachers, writers, illustrators, and quality assurance teams in developing, reviewing, and implementing learning resources that uphold educational integrity, cultural relevance, and linguistic appropriateness.

Ultimately, this initiative supports the Department's vision of nurturing Filipinos who are holistically developed, globally competitive, and rooted in their local identity. By promoting quality-assured contextualized learning resources, the education system strengthens its commitment to effective teaching and learning processes that honor the richness and diversity of the Filipino learner's experiences.

II. SCOPE

The mechanism shall include **ALL** contextualized/localized learning resources which were developed by teachers and utilized in any level of governance (school, district and division) within the Schools Division of Pampanga. Thus, all locally developed LRs can be proposed/used as innovation/publication, provided that:

- a. the LR underwent the quality assurance processes as prescribed by the Division Learning Resource Management and Development Section (LRMDS); and
- b. the LR have met the prescribed requirements to be considered as innovation in any governance level.

These guidelines shall cover all **submitted** contextualized learning resources which includes the following as defined in the Framework for LRMDS v2.0 Series 2010:

- learners' resources
- teaching resources
- Professional development materials



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These learning resources are classified as:

A. Text-based

Print materials:

Activity Sheets
Learner's Material
Modules
Strategic Intervention Materials
Storybooks
Reader
Workbook

Non-print materials:

Educational Audios
Interactive Learning Resources
Educational Videos
Presentation Programs/ Application Software (Apps)
Tactile Learning Resources

B. Non-text based/Learning Tools and Equipment

Mathematics Equipment
Science Equipment
TLE/TVL Equipment
Manipulatives
Artifacts

C. Any relevant learning resources

III. DEFINITION OF TERMS

Contextualization refers to the educational process of relating the curriculum to a setting, situation or area of application to make the competencies relevant, meaningful and useful to all learners.

Field Testing refers to a process of validating the suitability and appropriateness of the LR to the target users.

Indigenization refers to the processes of enhancing the curriculum, competencies, education resources and teaching learning process in relation to the bio-geographical, historical and socio-cultural context of the learner's community.

Learning Resources (LR) refers to any of the text-based materials (print or non-print) or non-text-based materials (devices, tools, equipment, manipulative toys) aligned to the K to 12 curriculum as primary bases or supplements to teaching and learning process.

Learning Resource Evaluators (LREs) refers to qualified teachers, school heads, supervisors, retirees or professionals, from both government and non-government



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REGION III
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organizations who are formed to QA teams to serve as evaluators and reviewers of DepEd-developed Learning Resources (DDLRs) and other materials.

Localization refers to the process of relating learning content specified in the curriculum to local information and materials in the learners' community.

Manuscript refers to a draft of a Learning Resource that is ready for evaluation.

Quality Assurance is a sub-process where the LRs are evaluated by selected content experts or specialists who are not part of the development team to ensure compliance of LRs to DepEd standards and requirements.

Quality Assurance Team refers to a group of Learning Resource Evaluators (LREs) formed based on their expertise who are tasked to evaluate and review assigned learning resources using the appropriate evaluation tools.

Quality Assured LRs are learning resources which were thoroughly evaluated by selected content experts or specialists.

IV. CLASSIFICATION OF LEARNING RESOURCES

A. Print-based Learning Resources

- **Activity Sheets (AS)** are consumable learning resources with practice exercises for learners to work on.
- **Learner's Materials (LM)** is a prototype learning resource that is completely and sufficiently developed based on the prescribed learning competencies and curriculum standards for a specific grade level in a target subject area.
- **Modules** are learning resources that provide course materials in a logical, sequential order, guiding the learners through the content and assessments in the order specified by the learning facilitators. It is conceptualized as a self-contained, self-instructional, self-paced, interactive learning resource for learning a specific topic or lesson.
- **Strategic Intervention Materials (SIMs)** are meant to re-teach the concept(s) and skill(s) (Least Mastered Competencies). It is a material given to the learners to help them master a competency based skill which they were not able to develop during regular classroom teaching (Bunagan, 2012).
- **Storybook** is a contextualized teacher-made reading learning resource that supports learners' development of literacy domains
- **Reader** is a comprehensive but brief learning resource that provides authoritative information on a specific topic representing the best example of knowledge in a discipline and presentation of specific ideas of authors with different perspectives. A reader is used by learners to read, reflect and respond. Teachers use readers to guide discussions with consideration for age-appropriateness and time allotment. It is most suitable for topics with general coverage and not sequential or are stand-alone topics. Materials are already written about the topics and are available.
- **Workbook** is a compilation of worksheets used by the learners to practice what they are learning in a class.



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B. Non-text based/ Learning Tools and Equipments

- **Learning Tools and Equipment** are the constructed prototypical tools or equipment patterned to an object which can be used in the teaching-learning processes to help improve learning outcomes. These are learning resources for Science, Math and TVL, i.e., manipulative models, devices, safety equipment and first aid kit, hand tools and power tools, machines and other laboratory equipment.
- **Model** is a reproduction of a real object in a small scale, large scale or exact size but made of synthetic, indigenous, and/or recycled materials. It is a substitute for a real object which may or may not be operational (*adapted from Brown, et.al., 1969*)
- **Diorama** is a three-dimensional representation of events, ideas or concepts either in a miniature or a large-scale by placing objects, figures, etc., against a scenic background.
- **Teaching Resource (TR)** is any educational resource (digital or non-digital) that supports teachers in curriculum development, delivery and pedagogy or teacher trainers in the delivery of professional development programs such as Daily Lesson Log (DLL), Daily Lesson Plan (DLP), Lesson Exemplar (LE), Learning Activity Sheet (LAS) and Teacher's Guide (TG).
- **Professional Development Material (PDM)** is any digital or non-digital education training and development resource or program designed with a training and development purpose.

V. GENERAL TECHNICAL SPECIFICATIONS (BLR STANDARDS)

In developing any text-based LR, the following standards shall be adhered to:

1. Point Size

Grade Level	Recommended Font Family/ Typography	Text	Heads	Subheads	Line Spacing	Alignment
K to 1	Alfabeto (modified the letters I, J, q and question mark symbol (?) of Century Gothic	16 pt	30-20 pt, bold	18-16 pt	1.5	Flush Left/ Ragged right
2		16 pt	30-20 pt, bold	18-16 pt		
3		14 pt	28-18 pt, bold	16-14 pt		
4	Arial Times New Roman	14 pt	28-18 pt, bold	16-14 pt		Justified
5 to 12		11-12 pt	24-15 pt,	13-11 pt		
K to 12		11-12 pt		13-11 pt		



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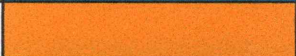
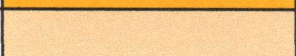
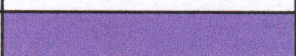


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Department of Education
REGION III
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2. Art to Text Ratio

Level	Art to Text Ratio
K to 1	65% : 35%
2	60% : 40%
3	50% : 50%
4	40% : 60%
5-12	30% : 70% Art to text ratio for SHS depends on the content being developed

3. Background Color for Cover

Learning Area	Background Color for Cover	
English	Cyan/Light blue	
Filipino	Dark blue	
Science	Orange	
Math	Green	
AP	Red	
EsP	Brown	
Music and Arts	Canary Yellow	
Physical Education and Health	Light Yellow	
Mother Tongue-Based Multilingual Education	White	
EPP/TLE	Violet	

4. Page properties

Size	Orientation	Margins	Gutter
8.27" x 11.69" (A4)	Portrait	1" on all sides	N/A

B. Interface and Information Design for Digital LR

Design	Design should be simple and should be age appropriate
Text	Screen text should be minimal in most instances. However, when texts are required, consider the following points: 1. Text instruction within the LR should be limited to single



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Department of Education
REGION III
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	sentences, dot points or short paragraphs; and 2. Texts in the body of the LRs should be restricted to information required for completing the activities
Audio	• Sound and atmospheric effects consistent with the context for learning (an authentic voice and literacy and language support) • Consideration of the amount of audio required to ensure engaged and effective learning needs to be balanced. Where audio is required, it must be possible for the user to directly control the audio, that is, they can turn it on or off and can replay it; and • Complete synchronization of the audio and visuals must be observed.
Graphics and Animation	• Navigation in digital LRs should use intuitive graphics rather than text whatever possible. Interface and information design should focus on the use of space and movement to enhance visual learning. • Graphics should be supported by texts (or numbers) • Graphics should be age-appropriate • Animations require user control- start, stop, replay. • Animations should be used to illustrate processes rather than simply replace text • Clear color should be used in graphic
Evaluation and criteria	Evaluation should focus on the following standards and requirements: • Adherence to the Intellectual Property Rights Laws; • Coverage and alignment to the learning competencies; • Accuracy of content; • Appropriateness of Presentation and Organization; • Accuracy and Appropriateness of Language; and • Suitability of the LR design.

VI. Team Compositions and their Roles and Functions

A. Development Team

The Development Team shall decide on the content of the manuscript, visuals, and layout and design of the learning resource. It is composed of the writer, illustrator, and layout artist with the following roles and functions:

1. Writer

- a. Discusses the instructional design and format of the learning resource with the development team:
- b. Ensure that the manuscript is free from factual, grammatical, typographical, computational, and plagiarized content and visual images; and
- c. Follows the DepEd technical specifications, standards, and guidelines (DepEd Order No.001, s.2021 specifically for Self-Learning Modules)



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2. Illustrator/Graphic Designer

- a. Consults and agrees with the development team on the visuals needed in the learning resource.
- b. Conceptualizes visual elements such as lines, shapes, colors, textures, and composition of the illustrations to reinforce and clarify the text and to develop an appreciation and critical thinking of the learners.
- c. Enhance the visuals and learning resource design by using technology, and
- d. Provides visuals according to DepEd standards

3. Layout Artist

- a. Lay out materials according to the physical guidelines set.
- b. Ensure that materials are accurately laid out based on the technical specification guidelines; and
- c. Follows the DepEd technical specifications, standards, and guidelines

B. The Quality Assurance (QA) Team

The quality assurance team shall evaluate the conformance of the learning resource to the standards stated in DepEd Order No.001 s.2021 . It is composed of at least 3 members (should not be part of the development team of the same LR for evaluation to avoid conflict of interest), the content editor, language reviewer, and learning resource design evaluator with the following roles and functions:

1. Content Editor- shall be a Learning Area Specialist or Content Expert.

- a. Checks the compliance of learning resources or manuscripts to the curriculum standards
- b. Checks if the contents are accurate with complete thought, readable, with correct grammar, and free from social content violations and plagiarized content and visual images
- c. Writes comments and suggestions on the content and inaccuracies, and.
- d. Coordinates with the members of the development team regarding issues and on content and pedagogical standards prior to submission of the ready-to-print or digitized LRs

2. Language Reviewer - shall be a Language Expert in Filipino, English, or Mother-Tongue language

- a. Checks the learning resource or manuscript for language errors (e.g., coherence and clarity, grammar and syntax, spelling and punctuation, consistency in style, etc.); and
- b. Checks and proofreads the revised and finalized learning material to ensure that corrections were implemented.



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REGION III
SCHOOLS DIVISION OF PAMPANGA

3. Learning Resource Design Evaluator - shall be an Expert in Designing and Visuals or Images

- a. Checks the layout and design for clarity and appropriateness; and
- b. Reviews the revised LR and does a last review of the layout design for clarity, social, content, and appropriateness to target users.

V. Development Process

A. School Level

Activity	Persons Involved and Brief Description
Planning Meeting	School head/School LR Leader calls for a planning meeting
Capacity Building	Development Team: -writer/s -illustrator/s -layout artists -School Head -School LR Coordinator -Head Teachers/ Master Teachers
WRITE-SHOP	Development Team: -writer/s -illustrator/s -layout artists -School Head -School LR Coordinator -Head Teachers/ Master Teachers
SUBMISSION FOR QUALITY ASSURANCE	The development team submits the LRs to the School Quality Assurance Team (SQAT) and if compliant with the standards, it shall be submitted to the Division Quality Assurance Team (DQAT). If non-compliant, it shall be returned to the development team for inclusion of the findings.



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B. Division Level

Activity	Persons Involved and Brief Description
Planning Meeting	CID Chief/ LR Supervisor calls for a planning meeting
Capacity Building	Development Team: -writers -illustrators -layout artists -Learning Area EPSs -LRMDS EPS -LRMDS PDO -LRMDS Librarian
WRITE-SHOP	Development Team: -writers -illustrators -layout artists -Learning Area EPSs -LRMDS EPS -LRMDS PDO -LRMDS Librarian
SUBMISSION FOR QUALITY ASSURANCE	The development team submits the LRs to the Division Quality Assurance Team (DQAT). If compliant, it shall be submitted to the Regional Quality Assurance Team (RQAT). If non-compliant, it shall be returned to the development team for inclusion of the findings.



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VI. Quality Assurance Process

A. School Level

Activity	Persons Involved and Brief Description
Schedule for Quality Assurance	School Head/ School LR Coordinator calls for the submission of LDLRs
Conduct of Quality Assurance Activity	School Quality Assurance Team (SQAT) -School Head -School LR Coordinator -Head Teachers/ Master Teachers
Findings and Remarks of LREs	The SQAT shall return the LR to the Development Team for inclusion of finding/remarks.
Revisions	The Development Team shall revise the LR based on the remarks of the SQAT.
Validation/Field Testing	The SQAT shall conduct validation/field testing and forward the results to the Development Team for final revision based on the findings of the conformance review/field testing.
Finalization	The Development Team shall incorporate the results of validation/field testing if not justified. Until the recommendation is satisfactorily implemented, the LDLR shall undergo an iterative review and revision.
Submission of Final Copy	Upon completion of the evaluation process using the corresponding evaluation tools, the Development Team shall submit the following documents together with the transmittal signed by the School Head, to the Division LRMD Supervisor for Division Quality Assurance: 1. required documents: 1.1 evaluated LR 1.2 Submission Checklist 1.3 Annex 1 1.4 Annex 2 1.5 Annex 3 1.6 Annex 8 1.7 duly signed original copies of the following: a. Annex 9(Annexes 182) b. Annex 10(Annex 1) c. Annex 11(Annexes 182) 2. other documents (if applicable): 2.1 Annex 4 2.2 Annex 5 2.3 Annex 6 2.4 Annex 7



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Department of Education
REGION III
SCHOOLS DIVISION OF PAMPANGA

	Notes: 1. All required documents shall be submitted. If these documents are incomplete, the request for Division Quality Assurance will not be processed. 2. If compliant with the standards, LR shall be submitted to the Division Quality Assurance Team (DQAT). 3. After the Division Quality Assurance process, the assigned DQAT shall form part of the Development Team of the LR
Issuance of Certification	Note: 1. Any LR produced at the school level shall not be recognized by the Division Office until it has gone through the Division Level Quality Assurance and with issued Certification approved by the Schools Division Superintendent (SDS). 2. Any LR/s submitted as innovation shall pass the Division Quality Assurance prior to the Approval of the Completed Innovation.
Uploading and Access	



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Enclosure 2

ANNEX 1

WRITER'S/ARTWORK ASSIGNMENT AGREEMENT

This Agreement is made and entered this ____ day of ____, ____ by and between _____, ____ (Position) of ____ (Name of School/Office) at ____ (Address of School/Office), hereinafter referred to as "**Assignor**";

The **Department of Education**, a government entity mandated by law, B.P. 232, otherwise known as the "Education Act of 1982", as amended by Republic Act No. 9155, otherwise known as "Governance of Basic Education Act of 2001", with office address at DepEd Complex, Meralco Avenue, Pasig City, represented herein by its Secretary, **SONNY ANGARA**, hereinafter referred to as "DepEd".

WHEREAS, Assignor is the copyright holder and owner of all proprietary interest in ____ Brief description of Artwork to be assigned (to be filled out by the BLR) hereinafter referred to as "Work".

NOW THEREFORE, in consideration of the mutual promises, covenants, warranties, and good consideration set forth herein, the Parties agree as follows:

1. **Assignment of the Work.** Assignor hereby irrevocably assigns to DepEd all right, title, and interest to the Work, including all copyright ownership and interest in the creation of the Work. DepEd shall be the exclusive owner of the Work and of the copyright in the Work from the date of this Agreement forward, and shall have the exclusive owner right to secure registration of the copyright of the Work with the Intellectual Property Office. No rights in the work, or in the copyright in the Work, shall be retained by Assignor, nor shall there be any reversion of those rights to Assignor in the future.
2. **Consideration.** In consideration of the assignment made by Assignor, as well as Assignor's premises, representations, covenants, and warranties under this Agreement, DepEd shall issue a **Certificate of Recognition** to Assignor and indicate the latter's name as the illustrator/author of the Work.
3. **Assignor's Representations and Warranties.** Assignor represents and warrants as follows:
 - a. Assignor has the legal authority to grant the assignment of the Work, including all copyright and propriety interest therein, as set forth in Section 1.
 - b. There are currently no licenses outstanding granting any other person or entity the right to enjoy or lay claim to any copyright privileges in the Work, nor will Assignor attempt to grant ay such licenses at any time in the future. The Work, and all copyright interest in the Work, is free and clear of any liens, security interests, or other encumbrances.
 - c. The Work does not infringe upon the rights, copyright or otherwise, of any other person or entity.
 - d. There are no claims currently pending or threatened, nor does Assignor have any reason to believe in the future, against Assignor's right, ownership or interest in the Work.
4. **Indemnification.** Assignor agrees to indemnify and hold harmless DepEd for any claims, suits, damages, actions, or other costs arising out of any breach of Assignor's warranties set forth in Section 3.



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Department of Education
REGION III
SCHOOLS DIVISION OF PAMPANGA

5. **Choice of Law and Venue.** This Agreement is governed by law and shall be construed in accordance with the laws of the Philippines. In case of litigation, both parties agree that the venue should be the component Courts of Pasig City to the exclusion of all other courts.
6. **Separability Clause.** If any of the provisions of this Agreement becomes invalid, illegal, or unenforceable in any respect under any law, the validity, legality, and enforceability of the remaining provisions shall not in any way be affected or impaired.
7. **Effectivity.** This agreement shall take effect immediately upon signing by the parties and shall supersede and replace any prior agreement signed between the parties.

WAIVER OF RIGHTS

I waive all the rights, including any right of prior approval, and release the Department of Education from, and will neither sue nor bring any proceeding against the Department of Education for, any claim or cause of action, whether now known or unknown, for defamation, copyright infringement, and invasion of the rights to privacy, publicity, or personality or any similar matter, or based upon or relating to the use and exploitation of the Content.

I agree that there is no obligation to use the authorization granted by me hereunder. The terms of this authorization commence on the date below and continue in perpetuity.

_____	_____
Printed Name	Signature
_____	_____
Designation	School/Office Address
_____	_____
Date	Email and contact number



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B. Division Level

Activity	Persons Involved and Brief Description
Schedule for Quality Assurance	CID Chief/LR Supervisor calls for the submission of LRs
Conduct of Quality Assurance Activity	Division Quality Assurance Team (DQAT) -Learning Area EPS -LR EPS -Librarian -PDO II -Content Editor -Language Reviewer -Illustrator -Layout Artist
Findings and Remarks of LREs	The Development Team shall return the LR based on the remarks of the DQAT.
Revisions	The Development Team shall revise the LR based on the remarks of the DQAT.
Validation/Field Testing	The DQAT shall conduct validation/field testing and forward the results to the Development Team for final revision based on the findings of the conformance review/field testing.
Finalization	The Development Team shall incorporate the results of validation/field testing if not justified. Until the recommendation is satisfactorily implemented, the LR shall undergo an iterative review and revision.
Submission of Final Copy	The Development Team shall submit the final copy for LR to the Division Learning Resources Supervisor.
Issuance of Certification	The CID Chief shall recommend the LR to the Schools Division Superintendent for approval on the Issuance of Certificate and Divisionwide utilization of the LDLR. If compliant with the standards, LR shall be submitted to the Regional Quality Assurance Team (RQAT).
Uploading and Access	If approved, the LR PDO/Librarian shall upload the quality assured LR to the LIBRU Portal
Endorsement to the Regional Quality Assurance Team	The SDS endorses the locally developed LRs to the Regional Quality Assurance team for final review

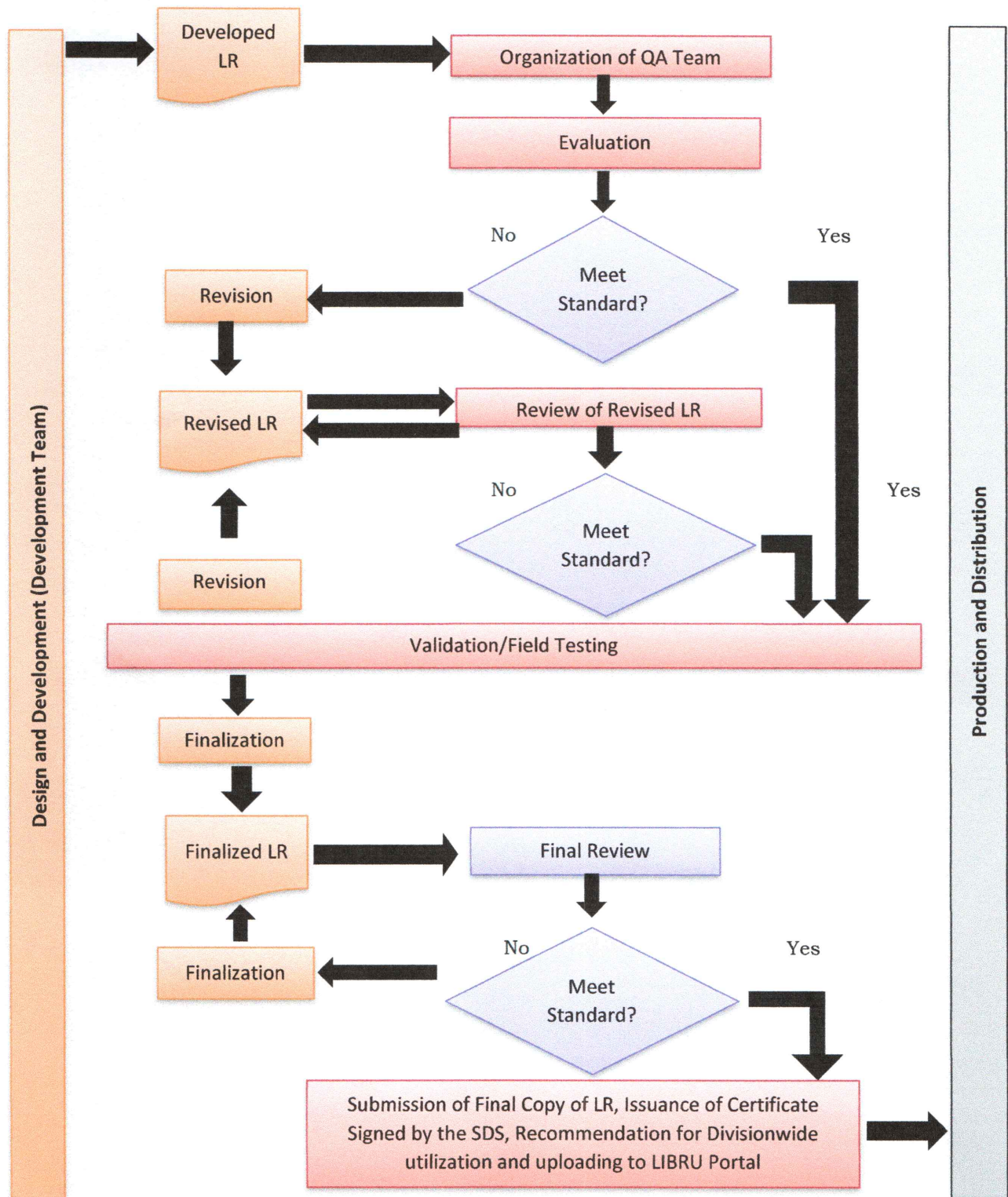


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VII. Process Flow on the Development and Quality Assurance of LDLR





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VIII. Effectivity

These guidelines shall remain in force and effect, unless sooner repealed, amended, or rescinded. All prior Division issuances or provisions thereof which are inconsistent with this Memorandum are rescinded.

IX. Enclosures

- Enclosure No. 1-Submission Checklist
- Enclosure No.2-Annex 1 Writer's and Artwork (Illustrator) Agreement
- Enclosure No.3 - Annex 2 Team Workplan
- Enclosure No. 4-Annex 3 Illustrations Summary and Approval Sheet
- Enclosure No. 5 -Annex 4 Inventory of Third-Party Contents
- Enclosure No. 6-Annex 5 Proforma Communications Seeking Permission to Copy
- Enclosure No. 7-Annex 6 Model Release Form
- Enclosure No. 8-Annex 7 Copyright Originality Form
- Enclosure No.9 - Annex 8 LRMDs Metadata Form
- Enclosure No. 10-Annex 9 Content Evaluation Tool
- Enclosure No. 11-Annex 10 Language Evaluation Tool
- Enclosure No. 12-Annex 11 Layout and Design Evaluation Tool



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Enclosure 1. Submission Checklist

Submission Checklist

School: _____

Date: _____

District: _____

Grade Level: _____

Subject: _____

Materials to be Submitted		Remarks (Done/Not Applicable)
1.	digital file of the evaluated LR (pdf file)	
2.	digital file of the evaluated LR (docx file)	
3.	hard copy of the evaluated LR with signature of writer/s and School Head with date on each page.	
4.	Submission Checklist	
5.	Annex 1 Writer/s and Artwork (illustrator) Agreement	
6.	Annex 2 Team Workplan	
7.	Annex 3 Illustrations Summary and Approval Sheet	
8.	Annex 4 Inventory of Third-Party Contents	
9.	Annex 5 Proforma Communications Seeking Permission to Copy	
10.	Annex 6 Model Release Form	
11.	Annex 7 Copyright Originality Form	
12.	Annex 8 LRMDs Metadata Form	
13.	Annex 9 Content Evaluation Tool	
14.	Annex 10 Language Evaluation Tool	
15.	Annex 11 Layout and Design Evaluation Tool	



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Enclosure 3

ANNEX 2

TEAM WORKPLAN				
Title:				
Team Leader:				
Team members	Assignment (Writer, Illustrator, Layout Artist)	Assigned Modules	Deadline	Signature
Example: Juan M. Dela Cruz	Writer	Good Manners and Right Conduct Learning Activity Sheet – Grade 1 (Quarter 2, Week 1)	June 24, 2025	



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Enclosure 4

ANNEX 3

Illustrations Summary and Approval Sheet				
Title				
Illustrator				
Writer				
Layout Artist				
Quarter and Learning Competencies				
Page no.	Description	Approved (check and affix date)	Disapproved	
			Reason/s	Suggestion/s
<i>Example: Cover page</i>	<i>Imprints</i>	<i>March 30, 2025</i>		

Total no. of illustrations	
-----------------------------------	--

Over-all Recommendations of Writer

*This will be given by the writer to the illustrator as a reference and checklist for suggestions and approval of assigned Illustrations.

Writer (signature over printed name)

Illustrator (signature over printed name)



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REGION III
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Enclosure 5

ANNEX 4

INVENTORY OF THIRD-PARTY CONTENTS

This inventory is separate from the Development Catalog, whose sole purpose is to aid in decision-making on whether to enter into an agreement with collective management organizations.

Title of Learning Resource: _____

Grade Level/ Program: _____

Type of Learning Resource: _____

Title/ Description of Third-party Content	With documen ted permissio n (Yes/No)	Copyright Informatio n (License, condition of use, permission clauses, terms and conditions)	Source and Contact Detail	Original location of third party content (book, website, print, with specific page)	Nature of third of party content (creative fiction, creative non-fiction, technical)
<i>Example:</i> <i>News Article on MATATAG Curriculum</i>	<i>Yes</i>	<i>Works of the government</i>	<i>The Pillars</i>	<i>The Pillars page 11</i>	<i>Technical</i>

Prepared by:

Signature Above Printed Name of the Writer



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Enclosure 6

ANNEX 5

PROFORMA COMMUNICATION SEEKING PERMISSION TO COPY

(Date)

(Name of Copyright Owner)
(Address of Copyright Owner)

Subject: **Request for Copyright Permission**

Dear (Name of Copyright Owner or Agent):

We are writing to ask permission to use (specific title of work or content of works to be copied) from your work entitled (Title of book or the work from where the specific content will be copied from).

The said content/s will be essential in attaining the objectives of the learning resource (title of assigned learning resource) for use by public school learners in the Philippines. The following are the limitations of the copying:

1. Rightful owners will be attributed properly.
2. Learning resource produced is purely educational and noncommercial.
3. Copied contents will not violate moral rights of the rightful owners.
4. Copying is only for the specified learning resources.
5. Copyright remains with their rightful owners.

Please complete and return the conforme slip at your earliest convenience.

Thank you very much.

Sincerely yours,

(Name of Developer/Writer, Position, and Contact Information)

(Name of Copyright Owner)
(Signature)
(Date)



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Enclosure 7

ANNEX 6

MODEL RELEASE FORM

Name of person photographed	
Address	
Telephone	
Email	
Date(s) of Photoshoot	
Location(s) of Photoshoot	

THIS MODEL AGREEMENT AND RELEASE is dated _____ and is between _____ (Photographer) and _____ (model). Agreement as follows:

I hereby grant the above mentioned Photographer permission to photograph me. I further give him/her my irrevocable consent to use, reuse, publish, republish, the photographs in whole or in part in printed learning resources. I waive any rights to intellectual property, royalties, or other compensation arising from or related to the use of the photos.

Model Name	
Address	
Email	
Model's Signature and Date:	

*If the Model is under 18 years of age, a parent or legal guardian must also sign.

PARENT/GUARDIAN'S NAME and SIGNATURE: _____

DATE SIGNED: _____



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Enclosure 8

ANNEX 7

**COPYRIGHT ORIGINALITY FORM
(INVENTORY OF ORIGINAL CONTENTS)**

Entered here are contents originally developed for the learning resource assigned. As agreed, the copyright will be assigned to DepEd with all considerations listed in ANNEX 1 (Writer's/Artwork Assignment Agreement).

Title of Learning Resource: _____
Grade Level/ Program: _____
Type of Learning Resource: _____

Title/Description of the Work	Creator

Prepared by:

Name and Signature of the Writer



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Enclosure 9

ANNEX 8

LRMDS METADATA FORM

General	Technical	Educational	Rights	Comments
General				
Title				
Language				
Keywords				
Description				
Cataloguer	LRMDS, Pampanga			
File Name				
Primary Media				
Primary Storage				
Resource Location				
External Resource Identifier				
Publication Date				
Date Created				
Date Modified				

General	Technical	Educational	Rights	Comments
Technical				
File Size				
File Type				
Operating System				
Software				
Number of Pages				



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General	Technical	Educational	Rights	Comments
Educational				
Material Type				
Education Type				
Grade				
Learning Area				
Content/Topic				
Content Standards				
Performance Standards				
Competencies				
Objectives				
Intended Users				
Resource Type				

General	Technical	Educational	Rights	Comments
Rights				
Author	Writer: Content Editor: Language Editor: Cover Illustration: Layout Artist: Content Evaluator: Language Evaluator:			
Copyright				
Copyright Owner	SDO Pampanga			
Copyright Address				
Copyright Email				
Copyright URL				
Condition of Use	use, copy, print			



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Enclosure 10

Annex 9

Content Evaluation Rating Sheet for Quality Assurance of LR

Reference Number: _____

Learning Area: _____
Grade Level: _____
Title: _____
Learning Competency/ies Code: _____
Number of Pages: _____

Writer/s: _____
Illustrator/s: _____
Layout Artist/s: _____
Language Used: _____

Instructions:

- Carefully read the learning resource (LR) page by page to evaluate the LR for compliance to standards indicated in the criterion items under the six (6) factors below.
- Put a check mark (/) in the appropriate column beside each criterion item. If your answer is NO, cite specific pages, briefly indicate the errors found, and give your recommendations in the attached *Summary of Findings* form.
- Write *Not Applicable (NA)* for criterion items that does not apply in the LR evaluated.
- Based on the number of criterion items marked "YES" under each factor, mark the appropriate column to indicate if the LR complied or not to the standards.
- For factors with items marked *Not Applicable*, count the total applicable criterion items and multiply this with **75%** to determine the cutoff for compliance.

Standards / Criterion Items		
FACTOR I. INTELLECTUAL PROPERTY RIGHTS COMPLIANCE	Yes	No
1. The learning resource has no copyright violations.		
2. The copyrighted texts and visuals used in the LR are cited.		
3. The copyrighted materials used in the LR are accurately cited.		
4. The references are properly cited in the Bibliography.		
Note: At least 3 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied
FACTOR II. LEARNING COMPETENCIES	Yes	No
Content is consistent with the targeted DepEd Learning Competencies (LCs) intended for the learning area and grade level.		
Note: The item must be marked YES to indicate compliance to this factor.	Complied	Not Complied



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Standards / Criterion Items																
FACTOR III. INSTRUCTIONAL DESIGN AND ORGANIZATION	Yes	No														
1. The LR contributes to the achievement of specific objectives of the learning area and grade level for which it is intended.																
2. Sequencing of contents and activities within each lesson facilitates achievement of objectives.																
3. Content is suitable to the target learner's level of development, needs, and experience.																
4. Content reinforces, enriches, and / or leads to the mastery of the targeted learning competencies intended for the learning area and grade level.																
5. Content is logically developed and organized throughout the material. (Lessons/activities are arranged from simple to complex, from observable to abstract).																
6. The LR contains useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one lesson to another.																
7. Development of lessons allows for review, comparison, and integration with previous lessons.																
8. Motivational strategies (e.g., overviews, advance organizers, puzzles, games, etc.) are provided.																
9. The LR uses various teaching and learning strategies to meet individual differences/ learning styles. (if applicable)																
10. The LR develops higher cognitive skills (e.g., critical thinking skills, creativity, learning by doing, problem solving) and 21 st century skills.																
11. The LR enhances the development of desirable values and traits such as: (Mark the appropriate box with an "X" applicable for values and traits only)																
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">11.1 Pride in being a Filipino</td> <td style="width: 50%;">11.2 Scientific attitude and reasoning</td> </tr> <tr> <td>11.3 Striving for excellence</td> <td>11.4 Love for country</td> </tr> <tr> <td>11.5 Helpfulness, teamwork, cooperation</td> <td>11.6 Unity</td> </tr> <tr> <td>11.7 Desire to learn new things</td> <td>11.8 Honesty & trustworthiness</td> </tr> <tr> <td>11.9 Ability to know right from wrong</td> <td>11.10 Respect</td> </tr> <tr> <td>11.11 Critical and creative thinking</td> <td>11.12 Productive work</td> </tr> <tr> <td colspan="2">11.13 Others (Please specify) _____</td> </tr> </table>	11.1 Pride in being a Filipino	11.2 Scientific attitude and reasoning	11.3 Striving for excellence	11.4 Love for country	11.5 Helpfulness, teamwork, cooperation	11.6 Unity	11.7 Desire to learn new things	11.8 Honesty & trustworthiness	11.9 Ability to know right from wrong	11.10 Respect	11.11 Critical and creative thinking	11.12 Productive work	11.13 Others (Please specify) _____			
11.1 Pride in being a Filipino	11.2 Scientific attitude and reasoning															
11.3 Striving for excellence	11.4 Love for country															
11.5 Helpfulness, teamwork, cooperation	11.6 Unity															
11.7 Desire to learn new things	11.8 Honesty & trustworthiness															
11.9 Ability to know right from wrong	11.10 Respect															
11.11 Critical and creative thinking	11.12 Productive work															
11.13 Others (Please specify) _____																
Note: At least 8 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied														
FACTOR IV. INSTRUCTIONAL QUALITY	Yes	No														



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Standards / Criterion Items		
1. Content and information are accurate.		
2. Content and information are up-to-date.		
3. The LR is free from any social content violations.		
4. LR is free from factual errors.		
5. LR is free from computational errors (if applicable)		
6. LR is free from grammatical errors.		
Note: At least 5 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied
FACTOR V. ASSESSMENT	Yes	No
1. The LR provides useful measures and information that help the teacher evaluate learner's progress in mastering the target competencies.		
2. Assessments are aligned with the specific objectives and content.		
3. The LR provides "self-checks," ready-made achievement tests, and/or review activities.		
4. The LR provides variety of assessment types.		
5. Assessments have clear demonstration / examples, instructions, and/or rubrics to serve as guide on how these will be used.		
6. Variety of activities within the LR are utilized to ensure active engagement of the learners.		
Note: At least 5 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied
FACTOR VI. READABILITY	Yes	No
1. Vocabulary level is adapted to target users' experience and understanding.		
2. Length of sentences is suited to the comprehension level of the target user.		
3. Sentences and paragraph structures are varied and appropriate to the target user.		
4. There is logical and smooth flow of ideas within a lesson and from lesson to lesson.		
5. There is consistently good use of transition devices to focus on the main topics and signal a change of topic.		
6. Lessons, instructions, exercises, questions, and activities are clear to the target user.		
Note: At least 5 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied

Reference: Guidelines on the Content Evaluation of DepEd-developed ADM Modules



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Recommendation

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

- ☐ **Minor revision.** This material is found compliant to the minimum requirements in all six factors. Revision based on the recommendations included in the *Summary of Content Findings* form and LR with marginal notes must be implemented.
- ☐ **Major revision.** This material is non-compliant to the requirements in one or more factors. Revision based on the recommendations included in the *Summary of Content Findings* form and LR with marginal notes must be implemented.
- ☐ **For field validation.** This material is found compliant to all factors with NO corrections.

I certify that this evaluation report and the recommendation(s) in the summary report are my own and have been made without any undue influence from others.

Evaluator: _____

Signature: _____

Date accomplished: _____



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Enclosure 11

Annex 10

Language Review Rating Sheet for Quality Assurance of LRs

Learning Area: _____

Writer/s: _____

Reference Number: _____

Grade Level: _____

Title: _____

Learning Competency/ies Code: _____

Number of Pages: _____

Illustrator/s: _____

Layout Artist/s: _____

Language Used: _____

Instructions:

1. Carefully read the learning resource (LR) page by page to evaluate the LR for compliance to standards indicated in the criterion items under the four (4) factors below.
2. Put a check mark (/) in the appropriate column beside each criterion item. If your answer is NO, cite specific pages, briefly indicate the errors found, and give your recommendations in the attached *Summary of Findings* form.
3. Write *Not Applicable (NA)* for criterion items that does not apply in the LR evaluated.
4. Based on the number of criterion items marked "YES" under each factor, mark the appropriate column to indicate if the LR complied or not to the standards.
5. For factors with items marked *Not Applicable*, count the total applicable criterion items and multiply this with **75%** to determine the cutoff for compliance.

Standards / Criterion Items		
FACTOR I. COHERENCE AND CLARITY OF THOUGHT	Yes	No
1. Do the statements / phrases make sense?		
2. Do the sentences in the paragraph contribute to one idea?		
3. Are the thoughts / ideas logically sequenced?		
4. Are conjunctions and transitional phrases used to link sentences or paragraphs?		
5. Is the choice of words / expressions appropriate?		
6. Are the sentences too long or complex?		
7. Is the language appropriate for the target readers?		
Note: At least 5 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied



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Standards / Criterion Items		
FACTOR II. GRAMMAR AND SYNTAX	Yes	No
1. Agreement between subject and verb		
2. Correct use of verb tenses		
3. No misplaced/Dangling modifiers		
4. No unclear antecedents and agreement between pronouns and their antecedent		
5. No faulty parallel construction		
6. No split infinitives		
7. No overuse of certain words		
8. No redundancies		
Note: At least 6 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied
FACTOR III. SPELLING AND PUNCTUATION	Yes	No
1. Are words, whether local or foreign, correctly spelled?		
2. Are the right punctuations in the right places?		
3. Is the use of the serial comma (comma before <u>and</u> and <u>or</u>) observed?		
Note: At least 3 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied
FACTOR IV. CONSISTENCY IN STYLE	Yes	No
1. Where alternative spellings are permitted, was a choice made and used consistently throughout the material?		
2. Is the need for the same tense or person observed?		
3. Are the rules on capitalization, hyphenation, setting off in italics or boldface followed?		
Note: At least 3 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied

Reference: Guidelines on the Language Review of DepEd-developed ADM Modules



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Recommendation

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

- ☐ **Minor revision.** This material is found compliant to the minimum requirements in all four factors. Revision based on the recommendations included in the *Summary of Language Findings* form and LR with marginal notes must be implemented.
- ☐ **Major revision.** This material is non-compliant to the requirements in one or more factors. Revision based on the recommendations included in the *Summary of Language Findings* form and LR with marginal notes must be implemented.
- ☐ **For field validation.** This material is found compliant to all factors with NO corrections.

I certify that this evaluation report and the recommendation(s) in the summary report are my own and have been made without any undue influence from others.

Evaluator: _____

Signature: _____

Date accomplished: _____



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Enclosure 12

Annex 11

**Layout and Design Evaluation Rating Sheet for Quality Assurance of
LRs**

Reference Number: _____

Learning Area: _____
Grade Level: _____
Title: _____
Learning Competency/ies Code: _____
Number of Pages: _____

Writer/s: _____
Illustrator/s: _____
Layout Artist/s: _____
Language Used: _____

Instructions:

1. Carefully read the learning resource (LR) page by page to evaluate the LR for compliance to standards indicated in the criterion items under the four (4) factors below.
2. Put a check mark (/) in the appropriate column beside each criterion item. If your answer is NO, cite specific pages, briefly indicate the errors found, and give your recommendations in the attached *Summary of Findings, Corrections, and Review* form.
3. Write *Not Applicable (NA)* for criterion items that does not apply in the LR evaluated.
4. Based on the number of criterion items marked "YES" under each factor, mark the appropriate column to indicate if the LR complied or not to the standards.
5. For factors with items marked *Not Applicable*, count the total applicable criterion items and multiply this with **70%** to determine the cutoff for compliance.

Standards / Criterion Items	Yes	No
FACTOR I. PHYSICAL ATTRIBUTES		
A. Cover Page		
1. Cover art is appropriate, relevant, and interesting.		
2. Cover elements are correct and complete. (i.e., w/ grade indicator & learning area, book title & type (LM, TG), cover art, DepEd text entries, spine entries, back cover entries)		
B. Front Matter Pages		
1. All necessary elements are complete (e.g., title page, copyright page, table of contents, and introduction / preface (optional)).		
2. Page numbers are set in lowercase roman numerals; centered at the bottom of the page; no page numbers on the title and copyright pages.		
C. Inside Pages		
1. Beginning page of the LR consistently falls on the right-hand page.		
2. Pagination is set in Arabic numerals and centered at the bottom of the page.		
3. Spaces between letters, words, and paragraphs facilitate reading.		
4. Page endings do not end with a hyphenated word or an awkward page turn. (i.e., there are at least two lines of text below a text head at the foot of a page.)		



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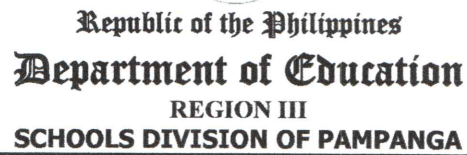


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5. There is a maximum of only three consecutive hyphenated words in a paragraph.		
6. Pages have no bad breaks which affect readability.		
D. Back Matter Pages		
1. Has useful back matter pages (e.g., glossary, bibliography, index, appendix, etc.)		
Note: At least 8 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied
Factor II. Design and Layout	Yes	No
1. Consistency of elements (i.e., main heads, subheads, sections, and subsections are consistently classified)		
2. Simple (i.e., does not distract the attention of the reader)		
3. Attractive and pleasing to look at		
4. Adequate illustrations in relation to text		
5. Harmonious blending of elements (e.g. Illustrations & text)		
6. Suitable to the target users		
Note: At least 4 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied
FACTOR III. TYPOGRAPHICAL ORGANIZATION (e.g., size of letters, choice of font, use of boldface and italics, etc.)	Yes	No
1. Size of letters is appropriate for the target user.		
2. Font styles used are appropriate for the target user and easy to read.		
3. Size of letters and choice of font enable the target users to easily identify themes / ideas and rank them in order of importance.		
4. The use of boldface and italics are relevant and appropriate to the text.		
Note: At least 3 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied
FACTOR IV. VISUALS (e.g., illustrations, photographs, maps, tables, graphs, etc.)	Yes	No
1. Supplement the text		
2. Clarify the concept / topic and facilitate comprehension		
3. Consistently clear in content and detail		
4. Relevant to the learner's age, culture, and life situation		
5. Sustain interest and do not distract the learner's attention		
6. Appropriately placed in the page and proportionately drawn in size		
7. Properly labelled / captioned (if needed)		
8. Artistically appealing, simple, and easily recognizable		
9. Realistic and use appropriate color (optional) where needed		
10. Colored visuals are set in greyscale for black-and-white reproduction		
11. Line drawings are not shaded to avoid poorly and blotchy printed pages		
12. Illustrations of animals and people are facing inside the page		
13. Illustrations of a process involving separate steps or actions have individual pictures or frames		
Note: At least 9 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied



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SCHOOLS DIVISION OF PAMPANGA

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

- ☐ **Minor revision.** This material is found compliant to the minimum requirements of all four factors. Revision based on the recommendations included in the *Summary of Layout and Design Findings for DepEd-developed ADM Modules* form and LR with marginal notes must be implemented.
- ☐ **Major revision.** This material is non-compliant to the requirements in one or more factors. Revision based on the recommendations included in the *Summary of Layout and Design Findings for DepEd-developed ADM Modules* form and LR with marginal notes must be implemented.
- ☐ **For field validation.** This material is found compliant to all factors with NO corrections.

I certify that this evaluation report and the recommendation(s) in the summary report are my own and have been made without any undue influence from others.

Evaluator: _____

Signature: _____

Date accomplished: _____



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