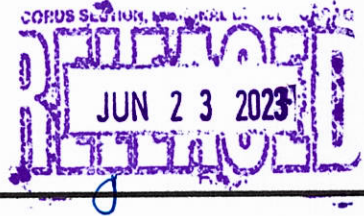




Republic of the Philippines
Department of Education
CARAGA REGION



June 23, 2023

REGIONAL MEMORANDUM

No. 0564, s. 2023

To: **SCHOOLS DIVISION SUPERINTENDENTS**
This Region

**STANDARDS TO BE ADOPTED IN THE QUALITY ASSURANCE
OF LEARNING RESOURCES**

1. To ensure the provision of quality, appropriate, and accessible locally Developed learning resources in all governance level in the region, the field is hereby instructed to adopt the Guidelines on the Design and Development and Quality Assurance of Alternative Delivery Mode (ADM) Modules as stipulated in the Unnumbered DepEd Memorandum, dated May 7, 2020.
2. Attached is the Unnumbered Memorandum entitled Guidelines on the Design and Development and Quality Assurance of Alternative Delivery Mode (ADM) Modules dated May 7, 2023.
3. For information, guidance, and compliance.

MARIA INES C. ASUNCION
Director III *mail*
Officer-In-Charge
Office of the Regional Director

Encls.: DepEd Memorandum re Guidelines on the Design and Development and Quality Assurance of ADM Modules

Reference: None

To be indicated in the Perpetual Index
under the following subjects:

ADM LEARNING RESOURCE QUALITY ASSURANCE

CLMD/mfm
6/23/2023

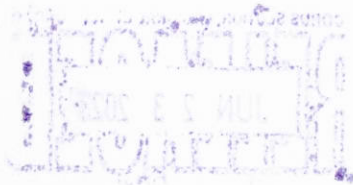


Address: J.P. Rosales Avenue, Butuan City
Trunkline No: (085) 225-1151
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph
Website: <https://caraga.deped.gov.ph/>



2023-06-08874

Doc. Ref. Code	RO-ASD-F107	Rev	00
Effectivity	02.01.23	Page	1 of 1



Department of Education
Bureau of Educational Services
Division of Technical Education

June 15, 1972

Technical Education
June 15, 1972

Technical Education
June 15, 1972

MEMORANDUM FOR THE SECRETARY OF THE BOARD OF TECHNICAL EDUCATION
SUBJECT: [Illegible]

1. The Bureau of Technical Education is pleased to announce that the Department of Education has approved the proposed curriculum for the [illegible] program. This approval is a significant step in the development of the program and is a testament to the quality of the curriculum and the commitment of the Bureau to providing high-quality technical education.

2. Attached to this memorandum are the proposed curriculum and the proposed syllabus for the [illegible] program. These documents are being submitted to the Board of Technical Education for their review and approval.

3. The proposed curriculum and syllabus are being submitted to the Board of Technical Education for their review and approval.

Very truly yours,
[Signature]
[Name]
[Title]

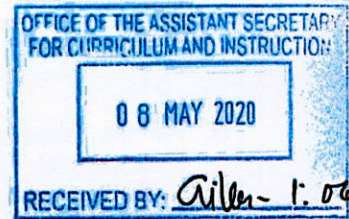
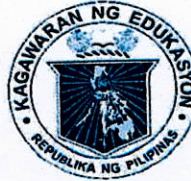
Enclosed for the Bureau of Technical Education are the proposed curriculum and syllabus for the [illegible] program. These documents are being submitted to the Board of Technical Education for their review and approval.

Very truly yours,
[Signature]

Very truly yours,
[Signature]

Very truly yours,
[Signature]
[Name]
[Title]





Republic of the Philippines
Department of Education
Undersecretary for Curriculum and Instruction

433035

MEMORANDUM

TO : REGIONAL DIRECTORS
REGIONAL SECRETARY, BARMM
CLMD CHIEFS
REGIONAL EDUCATION PROGRAM SUPERVISORS
REGIONAL ADM COORDINATORS
SCHOOLS DIVISION SUPERINTENDENTS
CID CHIEFS
DIVISION EDUCATION PROGRAM SUPERVISORS
ALL OTHERS CONCERNED

FROM : DIOSDADO M. SAN ANTONIO
Undersecretary *ph*

SUBJECT : Guidelines on the Design and Development and Quality Assurance of Alternative Delivery Mode (ADM) Modules

DATE : May 7, 2020

This refers to the agreement during the First National Assembly for Curriculum and Instruction held on December 12-15, 2018 at the Teachers Camp, Baguio City, and reiterated in the OUCI Memorandum *List of Assignments, First National Assembly of Curriculum and Instruction* dated December 27, 2018 that each Region shall develop Alternative Delivery Mode (ADM) Modules for a particular grade level.

To ensure the provision of quality, appropriate, and accessible ADM learning resources to our public school learners, all Regional Offices (ROs) are required to comply with the following guidelines on the Design and Development (DD) and Quality Assurance (QA) of ADM Modules:

1. The instructional design and technical specifications of ADM Modules shall be compliant to the ADM Learning Resource Standards (please refer to pages 17 to 36 of Enclosure 3). Digital file of the said document as well as of the ADM Template for each key stage shall be provided by the Bureau of Learning Resources (BLR) to the Regional Education Program Supervisors (EPS) in-charge of Learning Resource Management Section (LRMS) and to the Regional ADM Coordinators.

2. For the Roles and Responsibilities of the ADM Learning Resource Development and Management Teams, please refer to pages 9-12 of Enclosure 3. Please note, that the lead in managing the Design and Development of ADM Modules shall be the authorized personnel from the ROs as indicated in the standards. Additional tasks of the management team are also included hereinafter.
3. All development teams shall conduct an internal review of the draft ADM modules before subjecting to QA to ensure that the materials are free from content, language, layout and format errors, plagiarism, and copyright infringement as well as compliant to the prescribed ADM Module elements.
4. All works included in the ADM Modules must be original. In case use of third-party content is inevitable, the development team shall be responsible for seeking permission from the copyright owner of the work to be used. Permission to be requested includes giving rights to the Department of Education (DepEd) to distribute in printed and digital forms and to convert into other formats the copyrighted work requested. The development team shall submit to the Regional EPS in-charge of LRMS copies of the letter seeking permission to use copyright-protected material as well as the response of approval signed by the copyright owner. (See Annex 5, page 48 of the ADM Learning Resource Standards for a sample Communications Seeking Permission to Copy)
5. The development team shall accomplish and submit the following forms to the Regional EPS in-charge of LRMS:
 - Writer's/Artwork Assignment Agreement
 - Copyright Originality Form
 - Learning Resource Management and Development System (LRMDS) Metadata Form

If third-party contents or photos are used in the materials, the following forms shall also be accomplished and submitted:

- Inventory of Third-Party Contents
- Model Release Form

Copies of the above-mentioned forms shall be secured from the Regional EPS in-charge of LRMS. These forms are also included in the ADM Learning Resource Standards.

The Regional ADM Coordinators shall assist the Regional EPS in-charge of LRMS in gathering the above-mentioned forms from the development teams.

6. Revised materials based on internal review findings, shall then be subjected to QA (content, language, layout). However, due to exigency for appropriate learning resources to support teaching and learning amid the COVID-19 situation, the QA processes indicated on pages 8 to 9 of the ADM Learning Resource Standards are amended as follows:
 - a. QA of the ADM Modules shall be managed by DepEd field personnel from the ROs where the materials were developed (Please refer to Enclosure 1 for the Roles and Responsibilities of Regional EPS in-charge of LRMS).

- b. The Regional ADM Coordinator shall submit to the Regional EPS in-charge of LRMS the digital file and/or one (1) printed copy of each internally reviewed ADM Module which shall be used for QA.
 - c. The Regional EPS in-charge of LRMS with approval from the Chief of the Curriculum and Learning Management Division (CLMD) shall select Learning Resource Evaluators (LREs) for content, language, and layout. Selected evaluators must not be members of the development team of the ADM Modules they will be assigned to evaluate. The Division EPS in-charge of LRMS shall assist in identifying the LREs.
 - d. Content evaluators must come from the pool of Content Learning Resource Evaluators of the region/division who have been trained in the evaluation of learning resources by the BLR or region or those who have experience in evaluating learning resources. Moreover, English or Filipino EPS shall serve as language evaluators while Project Development Officers (PDOs) shall be assigned as layout evaluators.
 - e. The Regional EPS in-charge of LRMS with the assistance of the Division EPS in-charge of LRMS shall orient the LREs on the guidelines and evaluation tools to be used for content, language, and layout evaluations. Digital copies of the said documents shall be provided by BLR. These are also included as annexes to the ADM Learning Resource Standards (See Annexes 9, 10, 11 pages 52-66)
 - f. Content evaluation shall be conducted prior to language and layout evaluations. ADM Modules shall be revised by the development teams based on the findings of the content review before subjecting to language and layout evaluations.
 - g. ADM Modules with marginal notes, accomplished evaluation tool, and summary reports on content evaluation shall be submitted to the Regional EPS in-charge of LRMS who shall then transmit these to the concerned development teams for implementation.
 - h. The development team shall be given at most one week to revise the materials based on the findings of the content evaluators.
 - i. Regional Learning Area EPS shall check if necessary revisions are made based on content recommendations.
 - j. Language and layout evaluations shall be done simultaneously upon submission of the revised materials. Digital copies of the revised modules shall be used for the language and layout reviews.
 - k. ADM Modules with marginal notes, accomplished evaluation tool, and summary reports on language and layout reviews must be immediately submitted to the Regional EPS in-charge of LRMS who shall then give the said documents to the concerned development teams for implementation.
 - l. Digital copies of the revised/finalized ADM Modules shall be submitted to the Regional EPS in-charge of LRMS for final review.
 - m. Review of revised/finalized ADM Modules shall be done by Regional Learning Area EPS to ensure that the recommendations in the previous evaluation are sufficiently and correctly implemented.
 - n. A Specialty Clearance (See Annex 12, page 67 of Enclosure 3) signed by the evaluators shall be issued attesting that the materials underwent QA.
7. After all necessary revisions have been done, ready to print (material ready for mass printing) modules shall be submitted to BLD. The Regional Learning Area EPS and the writers shall sign off the materials. Please note that ready to print modules shall be converted into interactive and radio-based materials. Hence, it is expected that

permission to convert into other formats the third-party contents used have been secured by the development team even before submitting the draft module for QA.

8. The Regional Office shall issue a certification (Annex 13, page 68 of the ADM Learning Resource Standards) signed by the Chief of the CLMD and the Regional Director stating that the materials are ready to print and ready for conversion to other formats.
9. Each region is requested to submit one (1) hard copy of ready to print modules with signature of the Regional Learning Area EPS and writers as well as the date of signing on each page. In the event, the actual signature of the Regional EPS and of the writers cannot be done on the printed copy due to the current situation, digital files of the modules with electronic signatures and date of signing on each page will suffice.

The doc and pdf files of the ready to print modules (without signature and date) shall also be emailed and named following this format:

learning area with grade level_quarter number_module number_lesson
title_version number (Example: science8_q1_mod1_natureofbiology_v3)

(Note: The ready to print copy is considered as version 3 of the module. The draft module subjected to content evaluation shall be considered as version 1. The revised module based on findings of content review and subjected to language and layout reviews is version 2 of the material. All versions shall be named following the above-mentioned format.)

Electronically signed ready to print modules shall be named as follows:

signed off_learning area with grade level_quarter number_module number_lesson
title_version number3
(Example: signed off_science8_q1_mod1_natureofbiology_v3)

10. The Regional EPS in-charge of LRMS with the assistance of the Regional ADM Coordinator shall be responsible in submitting the modules, certification, and other aforementioned documents. (Please see Enclosure 2 for Submission Checklist)
11. The following are the deadlines for submission of the ADM Modules and other pertinent documents:

Materials for Submission	Date
Ready to Print ADM Modules for Quarter 1 and Other Required Documents	May 30, 2020
Ready to Print ADM Modules for Quarter 2 and Other Required Documents	June 30, 2020
Ready to Print ADM Modules for Quarter 3 and Other Required Documents	July 30, 2020
Ready to Print ADM Modules for Quarter 4 and Other Required Documents	August 30, 2020

12. Ready to print ADM modules, forms, and certifications shall be submitted and addressed to Ms. Angelika D. Jabines, Bureau of Learning Delivery-Teaching and

Learning Division, 4th Floor Bonifacio Building, DepEd Complex, Meralco Avenue,
Pasig City with email addresses: alternativedeliverymode@gmail.com and
angelika.jabines@deped.gov.ph.

For proper guidance and strict compliance. Thank you.

Enclosure 1:

**Roles and Responsibilities of Regional Education Program Supervisors
in-charge of LRMS**

- Manage the QA activities for the ADM Modules
- Receive the digital copies of learning resources (LRs) to be evaluated/reviewed from the Regional ADM Coordinator
- Schedule the conduct of evaluation/review of revised ADM Modules
- Identify and notify QA team members (for content, language, and layout and Learning Area supervisors) of the LRs for evaluation/review
- Meet (face-to-face or online) with the QA team members regarding schedule of the LR evaluation/review activities
- Log/transmit LRs to QA team members with corresponding LR evaluation tools and provide technical assistance
- Receive evaluated/reviewed ADM Modules and reports from QA team members
- Return the evaluated/reviewed ADM Modules to developers for revision or enhancement of the LRs
- Forward the quality assured LRs to the CLMD Chief for endorsement to and for approval of the highest approving authority (Regional Director)

Enclosure 2:

Ground Floor, Rizal Building, DepEd Complex, Meralco Avenue, Pasig City, Philippines
Direct Line: 8633-7202/8687- 4146 Fax: 8631-5057
Email Address: ouci@deped.gov.ph

Submission Checklist

Region: _____ Date: _____

Assigned Grade Level: _____

Materials to Be Submitted			Remarks
☐	1.	Digital file of ready to print ADM module (pdf file)	(specify here the title of the modules)
☐	2.	Digital file of ready to print ADM module (doc file)	
☐	3.	Hard copy or digital file of the ready to print ADM Module with signature and date on each page	
☐	4.	Signed Certification that the Material is Ready to Print and Ready for Conversion to Other Formats	
☐	5.	Communications Seeking Permission to Copy	
☐	6.	Signed Response of Approval by the Copyright Owner	
☐	7.	Inventory of Third-Party Contents	
☐	8.	Signed Writer's/Artwork Assignment Agreement	
☐	9.	Duly Accomplished Copyright Originality Form	
☐	10.	Duly Accomplished LRMS Metadata Form	
☐	11.	Duly Accomplished Model Release Form	
☐	12.	Signed Specialty Clearance (for Quality Assurance)	

Name and Signature of Regional ADM
Coordinator

Name and Signature of Regional EPS
in-charge of LRMS

Subject: English

Date: _____

Page: _____

Teacher: _____

Section		Topic	
1	1.1	Introduction to English	1.1.1
		1.1.2	1.1.3
2	2.1	Grammar	2.1.1
		2.1.2	2.1.3
3	3.1	Vocabulary	3.1.1
		3.1.2	3.1.3
4	4.1	Reading	4.1.1
		4.1.2	4.1.3
5	5.1	Writing	5.1.1
		5.1.2	5.1.3
6	6.1	Listening	6.1.1
		6.1.2	6.1.3
7	7.1	Speaking	7.1.1
		7.1.2	7.1.3
8	8.1	Assessment	8.1.1
		8.1.2	8.1.3
9	9.1	Conclusion	9.1.1
		9.1.2	9.1.3

Prepared by: _____

Reviewed by: _____

Approved by: _____

Enclosure 3



Alternative Delivery Mode Learning Resource Standards



Table of Contents

I. Background.....	1
II. Purpose of the ADM Learning Resources Standards	3
III. Definition of Terms.....	3
IV. Management and Development Process For ADM LR.....	6
A. Needs Assessment.....	7
B. Design and Development.....	7
C. Quality Assurance	8
D. Production and Delivery	9
V. ADM LR Development and Quality Assurance Teams	9
A. ADM LR Development Management Team	9
B. ADM LR Development Team.....	10
C. ADM LR Quality Assurance Management Team	12
D. ADM LR Quality Assurance Team	14
E. Qualification Standards of the Development Team	16
VI. General Specifications of ADM LR.....	17
A. Structure and Sequence.....	17
B. Content	17
C. Language.....	23
D. Illustrations	23
VII. Technical Specification.....	24
A. Page Design and Lay Out	24
B. Illustrations	36
C. Paper and Binding	37
D. Digital File Management.....	37
VIII. Social Content Guidelines	37
IX. Copyright Management.....	41
X. Style Guide	42
References.....	43

Annexes

1	Writer's/Artwork Assignment Agreement	44
2	Team Workplan.....	45
3	Illustrations Summary and Approval Sheet	46
4	Inventory of Third-Party Contents	47
5	Proforma Communications Seeking Permission to Copy	48
6	Model Release Form	49
7	Copyright Originality Form	50
8	LRMDS Metadata Form	51
9	Guidelines, Tool, and Summary of Findings Template for Content Evaluation of Daped-Developed ADM Modules	52
10	Guidelines and Summary of Findings Template for Language Evaluation of Daped- Developed ADM Modules	58
11	Guidelines, Tool and Summary of Findings Template for Layout and Design Evaluation of Daped-Developed ADM Modules	61
12	Specialty Clearance (Quality Assurance)	67
13	Sample Certification that the Material is Ready to Print and Ready for Conversion to Other Formats.....	68

ALTERNATIVE DELIVERY MODE LEARNING RESOURCE STANDARDS

** as of May 8, 2020*

I. BACKGROUND

To ensure that quality, accessible, relevant and liberating education is provided to all and that Filipino learners finish basic education though they are in difficult situations, the Department of Education (DepEd) redesigned the curriculum and implemented the Enhanced Basic Education Program as stipulated in Republic Act 10533. However, despite the recent reforms in our educational system, it is still confronted with the challenge of ensuring that all learners will be able to complete their basic education. Barriers such as poverty, geographical distance, natural disasters, and poor health condition cause learners to be pushed out of the formal school system. For this reason, alternative delivery modes of instruction are deemed very important.

Alternative Delivery Mode (ADM), as defined in Republic Act No. 10618, refers to the tried and tested alternative modalities of education within the confines of the formal system that allow schools to deliver quality education to marginalized learners and those at risk of dropping out in order to help them overcome personal, social, and economic constraints in their schooling.

ADM is a non-traditional education program recognized by the DepEd which applies a flexible learning philosophy and a curricular delivery program that includes non- formal and informal sources of knowledge and skills. An alternative delivery mode may include the use of facilitator-aided and interactive self-instructional print, audio-based learning materials, video tapes, face-to-face structured learning groups, semi-structured and unstructured discussions, one-on-one tutorials, study groups and self-learning groups, demonstration sessions, home visits, mentoring and remediation.

Specifically, the target learners of ADMs are the following:

- late enrollees;
- working students;
- over age learners;
- marginalized learners or the school-aged learners who because of poverty and distance of residence from school cannot attend to school regularly;
- learners from a transient family;
- learners who are in conflict with law;
- learners with poor medical condition;
- learners whose residence is far from the school;
- victims of natural calamities and armed conflict;
- learners who are involved in curricular and co-curricular activities
- learners who need to take care of their siblings and do other household chores;
- learners who are in difficult circumstances (i.e early pregnancy, with family problems/feuds and
- learners who are affected by class suspensions because of natural hazard and/or national/local celebrations.

The provision of appropriate and quality learning resources (LRs) is one of the factors to ensure that all ADM learners shall have access to quality education. These resources shall help learners at

risk of dropping out to meet the learning standards set by the K to 12 Curriculum even though they are not regularly in school or attending their classes traditionally.

Prior to the implementation of the K-12 Curriculum, learning resources for various ADMs such as MISOSA, E-IMPACT and EASE modules have been developed and were proven effective as shown by various past evaluations. However, the said modules were crafted using the BEC Curriculum, and hence can no longer address the needs of the current ADM learners. Furthermore, considering our fast changing society, the ADM learning resources must help students acquire the needed 21st century skills. For these reasons, redeveloped learning resources for ADM are necessary.

The learning resources for the K to 12 program are also used for ADMs. However, one feature of ADM is flexible learning which allows the learners to learn by considering their convenience for time and location. Hence, learning resources although aligned to the curriculum, must be designed in order to meet the needs and circumstances of learners. ADMs may require learning resources that are designed for independent or self-paced study. In view of this, a module is considered an appropriate learning resource for ADM learners.

A module is a type of learning resource that is essentially self-contained, self-instructional package, with learning paced by the student according to his or her individual needs and ability (Ali, et.al, 2010). The module requires the learners to interact actively with the instructional materials rather than simply allowing them to read the materials passively (Dick and Carrey, 1990 as cited in Hashim, 1999). The module shall be free standing and designed to be used by individual distance learner or in group-based instruction. Preferably, all elements of the conventional classroom teaching have to be built in the instructional unit (Hashim, 1999).

For the purpose of this ADM learning resources standards, a module is defined as a self-contained, self-instructional, self-paced, interactive learning resource for learning a specific topic or lesson.

The following are the benefits of using a module:

- learners can get immediate feedback;
- a module encourages mastery of learning;
- a module can be made readily accessible to learner;
- learners can acquire a better self-study or learning skills;
- learners are trained to be independent and responsible for their own learning;
- teachers can attend to the varying needs of students without compromising instruction;
- learners are given opportunity to reflect on information and on their learning experiences;
- learners can study at their preferred time and environment without undue interruption of work; and
- a module being a self-contained learning resource, provides a comprehensive coverage of a given topic.

II. PURPOSE OF THE ADM LEARNING RESOURCE STANDARDS

Cognizant of its mandate to provide public schools and learning centers (teachers and learners) with diverse, quality, accessible, cost-effective, and appropriate learning resources to foster effective and efficient learning, DepEd establishes the following standards on managing and developing ADM learning resources.

It is in this premise that the ADM learning resource standards is deemed important. This will be the guide of ADM internal and external stakeholders in developing learning resources such as modules. With these standards, all types of learners shall have access to learning opportunities with appropriate learning resources that are friendly and flexible.

III. DEFINITION OF TERMS

Assessment is a process that is used to keep track of the learners' progress in relation to the predefined learning standards for the development of 21st century skills that promote self-reflection and personal accountability among learners about their own learning. Assessment also aims to provide bases for profiling of learner's performance on the learning competencies and standards of the curriculum (DepEd Order No. 8, s. 2010).

Conformance checking is the process of determining whether the text-based learning resources conform with technical and quality standards.

Copyright is a legal concept, giving the creator of an original work of authorship exclusive rights to control its distribution for a certain time and/or period after which the work is classified as public domain (Volume 5 Manual of Procedures for the Procurement of Manuscripts for Textbooks and Teacher's Manual, Jan. 29, 2010).

Copyright owner/holder is a person to whom the copyright for a particular work belongs.

Curriculum Guide (CG) provides the curriculum standards, performance standards, and competencies for a specific standards and learning competencies for a specific subject area for a specific grade level.

Design and Development refers to the processes involved in defining standards, guidelines, and conventions in the creation of learning resources.

Development Team is a pool of individuals (i.e., authors, editors, layout artists, illustrators, proofreaders, etc.) tasked to develop a learning resource or material for a specific learning areas and grade level.

Evaluation tools refer to documents used to measure or assess specific factors in quality assuring a specific learning resource.

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

Focal Person is a person from the Bureau of Curriculum Development, Bureau of Learning Delivery, Bureau of Learning Resources or any office assigned in a particular subject area to oversee the development, quality assurance, and printing of any learning resource.

Gutter is the blank space between facing pages of a learning resource material or margin on the bound edge of the book page.

Illustration is a graphic interpretation or visual explanation of a text, concept or process designed for integration in developing learning resources.

Instructional Design (ID) is the systematic process used in designing and developing learning resources that considers methods, developmental activities, and assessment that help learners achieve their academic goals.

JPEG (*Joint Photographic Experts Group*) is the most common raster graphic file format used by digital cameras and other photographic image capture devices.

Key Stage refers to stages in the K to 12 Program reflecting distinct developmental milestones. These are Key stage 1 (Kindergarten to Grade 3); Key stage 2 (Grade 4 to Grade 6); Key stage 3 (Grade 7 to Grade 10); and Key stage 4 (Grades 11 and 12) (DepEd Order No. 21 s. 2019).

Learning Resources (LRs) are any text-based materials (print or non-print) or non-text based, materials (devices, tools, equipment, manipulative toys) aligned with the K to 12 curriculum used as primary bases or supplements to teaching and learning processes.

Learning Resource Evaluators (LREs) refer to qualified teachers, school heads, supervisors, retirees or professionals, from both government and non-government organizations who are formed to QA teams to serve as evaluators and reviewers of DepEd-developed Learning Resources (DDLRs) and other materials.

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

Page Design is the placement of texts, graphics and enhancement of other visual elements.

Page Layout includes the technical specifications such as page and paragraph setup.

PNG. (*Portable Network Graphic*) is a raster graphic file format that supports lossless data compression in which no image data is lost during the compression process. PNG files have a transparent background when saved.

PPI. (*Pixel per Inch*) is an input resolution or number of pixel in an inch of an image. The industry standard requirement of an image for printing is 300 ppi at 100% actual size.

PSD. (*Photoshop Document*) is a default layered image file format used in Adobe Photoshop in saving data. PSD is a proprietary file that allows the user to work with the images' individual layers.

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.

Ready to print form/material is a material ready for mass printing.

Sign-off is the stage in the development process where authorized persons (i.e., focal persons approve the manuscript in its final form, prior to mass printing.

Style Guide is a set of guidelines and standards for writing, organizing, and designing (formatting) any kind of learning resources for publication.

Tagged Image File Format (TIF) is a type of file used for high-quality raster type graphics. This format supports lossless compression, in which no image data is lost during the compression process.

Third-party Content a text, visual art, or a creation that is licensed, made, conceived, or developed by another entity, deemed essential to be included in the creation of a new work

IV. MANAGEMENT AND DEVELOPMENT PROCESS FOR ADM LRS

Figure 1 shows the ADM Learning Resources Management and Development Process

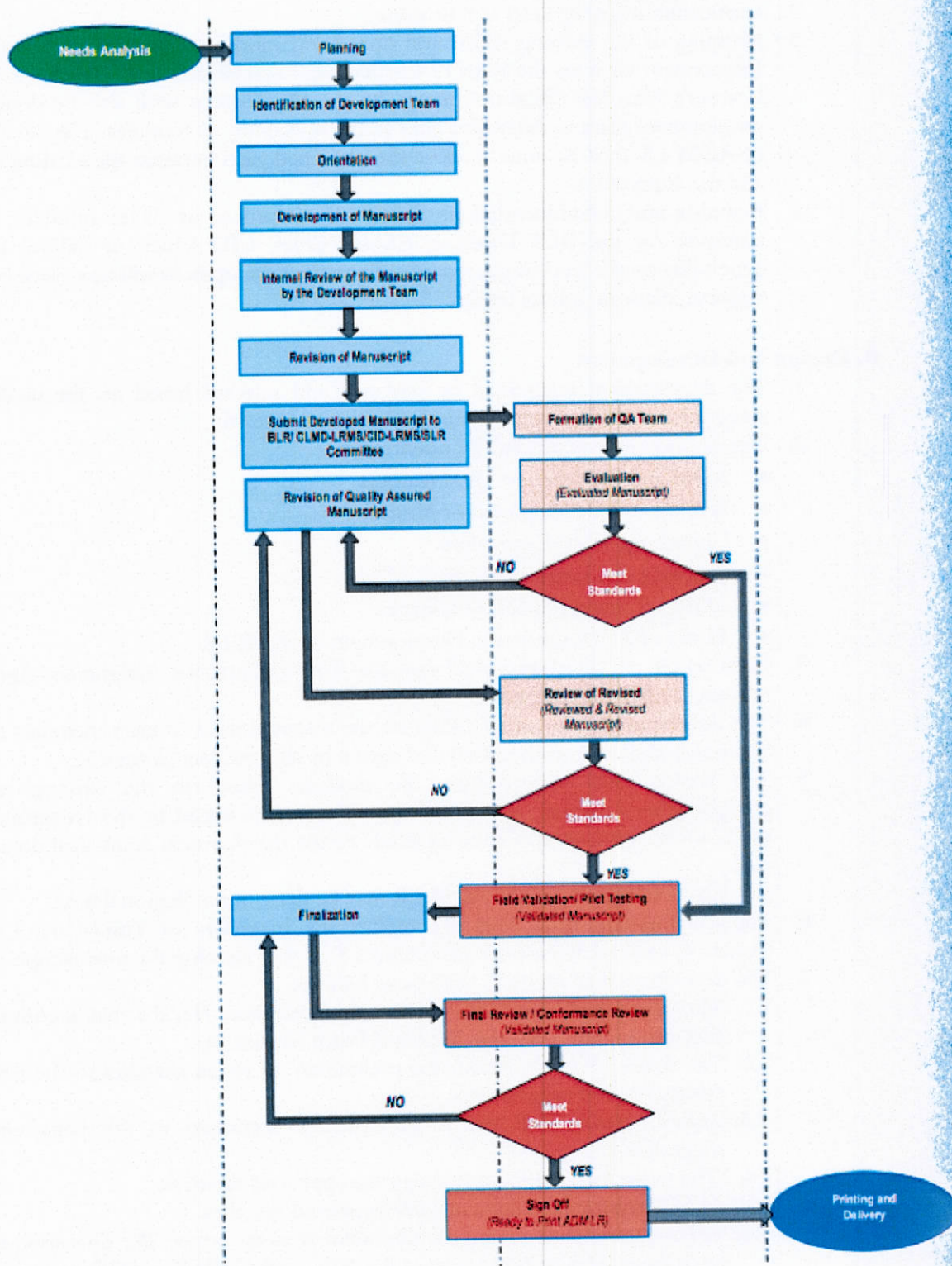


Figure 1. Management and Development Process of ADM LRS

A. Needs Assessment

1. The management team shall start with the identification and analysis of needs (i.e. learner, community, industry).
2. Curriculum mapping shall also be done.
3. Mapping of the existing ADM and non-ADM modules approved and used by the Department vis a vis the K to 12 Curriculum/ Teacher's Guide/ Teacher's Manual/ Learner's Material/ Textbook issued by the Department shall also be done by the development team to determine gaps in the availability of modules. The development of ADM LR shall be done to close the identified gaps between the existing modules and the curriculum.
4. Requests and recommendations for the development of ADM modules shall be approved by the BLR Director, CLMD Chief, CID Chief, or School Principal depending on the level of governance where the development will take place (national, regional, division, school levels).

B. Design and Development

1. The development team shall be screened and selected based on the qualification standards for development team members (see page 16).
2. The development team shall be oriented on:
 - ADM and the types of ADM learners
 - Writing and Development of Modules
 - Unpacking of the Curriculum
 - Teaching and Learning through ADM
 - ADM LR Standards and Guidelines
 - Terms of Reference in the Development of ADM LR
3. Each writer and illustrator shall sign the Writer/Illustrator Assignment Agreement (Annex 1) after the orientation.
4. The development team shall decide on the assigned tasks of each member. A Team Workplan shall be accomplished and signed by all members (Annex 2).
5. The writers shall start writing the modules based on the existing teacher's guide/teacher's manual, textbook/learner's materials issued by the Department and the K to 12 Curriculum. Other members of the development team shall do assigned task.
*** The development of the ADM LR may be done in the Regional level.
6. The development team shall accomplish the Inventory of Third-Party Contents (Annex 4) and the Metadata Form (Annex 8) as they develop the manuscript.
7. The development of art work shall be as follows:
 - 7.1. The writer shall present the content for illustration. He/she shall accomplish the Illustration Summary and Approval Form (Annex 3).
 - 7.2. The illustrator shall present the preliminary or rough sketches to the writer for comments and suggestions.
 - 7.3. The illustrator shall revise the sketches according to the comments and suggestions.
 - 7.4. The writer shall approve and sign the approved sketches.
 - 7.5. The illustrator shall ink and color approved sketches.
 - 7.6. The illustrator shall submit the final artwork to the writer. The final artwork must be in digital format (PSD layered file, SVG, JPEG, PNG or TIF) and must be in accordance with standards. Annex 3 shall be signed both by the writer and illustrator

8. Upon completion of the first draft of the manuscript, content and language editors shall do an initial review of the manuscript.
9. The development teams shall discuss among themselves if the comments and recommendations done during the internal review of the manuscript are valid or not. The writers shall then revise the draft manuscript based on the internal review findings.
10. Once all necessary revisions based on the internal review have been incorporated, the development team shall submit the manuscript to the BLR/ CLMD LRMS/ CID LRMS/ School LR Committee who shall then forward it to the quality assurance team.

C. Quality Assurance

1. The Quality Assurance (QA) Management team shall form QA team/s consisting of Learning Resource Evaluators (LREs) who will evaluate LRs by learning area, key stage, and/or grade level.
2. Quality assurance of the manuscript shall follow the guidelines in the Evaluation of DepEd Developed Learning Resources (DDLRL) prescribed by the BLR and shall focus on the following criteria:
 - Content
 - ✓ Intellectual Property Rights Compliance
 - ✓ Learning Competencies
 - ✓ Instructional Design and Organization
 - ✓ Instructional Quality
 - ✓ Assessment
 - ✓ Readability
 - Language
 - ✓ Coherence and Clarity of Thought
 - ✓ Grammar and Syntax
 - ✓ Spelling and Punctuation
 - ✓ Consistency in Style
 - Design and Layout
 - ✓ Physical Attributes
 - ✓ Design and Layout
 - ✓ Typographical Organization
 - ✓ Visuals
3. The LR with marginal notes as well as the summary of findings from the quality assurance team shall be given to the development team for validation and implementation.
4. The revised LR together with the summary of findings shall be submitted to the quality assurance team for review. The review of the revised LR shall ensure that the comments and suggestions made in the first evaluation are completely and accurately implemented and to check that the LR fully complied to the standards and requirements.
5. Once the LR satisfactorily meets the standards and requirements, it shall then be subjected to field testing prior to finalization. This activity shall be conducted to gather feedback from the target users on the usability and suitability of the LR following the procedure and tool prescribed by the BLR (Note: If the manuscript meets all standards and requirements during the first stage of quality assurance, it shall be subjected directly to field testing). Field testing shall be conducted by the development team.
6. Field tested manuscript shall be revised accordingly.

7. The finalized LR shall be subjected to final review or conformance checking prior to reproduction and utilization to ensure that the results of the field testing are completely and accurately implemented. This also ensures that the LR fully complies to standards and requirements.
8. If the LR is compliant to all standards and requirements the development, quality assurance, and management teams shall affix their initials in all pages of the LR (sign off) prior to mass production and distribution.

D. Production and Delivery

1. In printing the LR please refer to the paper and binding specifications on page 37.

V. ADM LR DEVELOPMENT AND QUALITY ASSURANCE TEAMS

A. ADM LR Development Management Team

Designation	Personnel Involved in Different Levels of Governance	Roles and Responsibilities
Chairperson	Chief Education Program Specialists BLD TLD and BLR LRPD	- Ensure that a Complete Staff Work (CSW) is prepared and approved; - Ensure completeness, correctness and adherence of the ADM modules to the standards; - Manage the development process of the ADM learning resources; and - Certify that the ADM Modules are ready for printing.
	Chief of the Curriculum and Learning Management Division (CLMD)	
	Chief of the Curriculum Implementation Division (CID)	
	School Principal/ Duly Appointed Officer in charge or Teacher in charge	
Co-chairperson	BLD ADM Focal Person and BLR ADM Focal Person	- Prepare CSW, AR and budget estimate; - Identify members of the development team; - Conduct orientation on ADM, ADM LR Standards; - Monitor the progress of the ADM LR development process; and - Ensure compliance to the ADM LR standards.
	Regional Education Program Supervisors in-charge of ADM and Learning Resource Management Section (LRMS)	
	Division Education Program Supervisors in-charge of ADM and Learning Resource Management Section (LRMS)	

Designation	Personnel Involved in Different Levels of Governance	Roles and Responsibilities
	School ADM Coordinator and School Learning Resources Coordinator	
Member	BLD/BCD Learning Area Specialist	- Conduct Needs Assessment - Identify members of the development team; - Give technical assistance on content and pedagogy; - Review and approve manuscript; - Ensure that comments and suggestions from internal and external reviewers are incorporated; - Ensure the correctness and completeness of the ADM modules; and - Sign off the ADM modules.
	Regional Learning Area Supervisor	
	Division Learning Area Supervisor	
	Master Teacher	

Table 1. ADM LR Development Management Team and Terms of Reference

B. ADM LR Development Team

Designation	Personnel Involved	Terms of Reference
Writers **** 1 to 2 writers per learning area per quarter	- Classroom teacher - Master teacher - Education Program Supervisor	- Map the curriculum, existing teacher's manual/guide, learner's materials/textbook vis-a-vis existing ADM/non ADM Modules; - Write the manuscript according to the ADM LR standards; - Approve the illustrations; - Incorporate comments and suggestions on the manuscript; - Obtain permission to use copyrighted materials from the original owners; - Ensure that the copyright and intellectual property law is strictly followed during the development process; - Certify that the manuscript is free from copyright and intellectual property issues; - Attend orientation and editorial meetings related to the development of ADM LR; - Sign off ready to print manuscript; and - Accomplish the following forms: - Writers Assignment Agreement

Designation	Personnel Involved	Terms of Reference
		- Illustrations Summary and Approval Sheet - Copyright Originality Form - Proforma Communications Seeking Permission to copy (when needed) - Inventory of Third-Party Contents - Metadata Form.
Illustrator **** 1 per learning area	• DepEd illustrator • Teacher-illustrator	• Provide illustrations and visuals needed in the manuscript according to the ADM LR standards; • Finalize illustrations and visuals based on the writers' and reviewers' comments and suggestions; • Attend orientation and editorial meetings related to the development of ADM LR; and • Accomplish: - Artwork Assignment Agreement.
In-house Content Editor **** 1 per learning area	• Classroom teacher • Master teacher • Education Program Supervisor	• Review and verify the accuracy of the contents of the manuscript and if it is free from social content violations and plagiarized content and illustrations; • Check the compliance of ADM learning resource or manuscript to the curriculum standards; • Give comments and recommendations; • Help the writer in developing content or in revising the parts that need improvement • Ensure that given comments and suggestions are incorporated in the manuscript; • Prepare and submit the manuscript with marginal notes; and • Attend orientation and editorial meetings related to the development of ADM LR.
In-house Language Editor **** 1 per learning area	• Classroom teacher • Master teacher • Education Program Supervisor	• Review the manuscript for language errors (e.g. faithfulness in translation, coherence and clarity, grammar and syntax, spelling and punctuation, consistency in style, etc.); • Ensure the compliance of ADM learning resource or manuscript to the required style guide (CMOS) • Give comments and recommendations; • Ensure that given comments and suggestions are incorporated in the manuscript;

Designation	Personnel Involved	Terms of Reference
		• Prepare and submit the manuscript with marginal notes; and • Attend orientation and editorial meetings related to the development of ADM LR.
Layout Artist **** 1 per learning area	• Teaching Material Specialist • Administrative Assistant • Project Development Officer • Librarian • Classroom teacher	• Layout the manuscript according to the ADM LR Standards; • Attend orientation and editorial meetings; and • Submit the editable digital file of the manuscript on the agreed schedule following the ADM LR standards.
Proofreader **** 1 per learning area	• English/Filipino/MTB MLE teacher	• Ensure that the material is free from errors in terms of grammar, spelling, punctuation marks, format; and • Attend orientation and editorial meetings.
*** Community elder		• Ensure that community traditions and beliefs are integrated properly and with respect in the manuscript; and • Approve manuscript for the IP.

Table 2. ADM LR Development Team and Terms of Reference

C. ADM LR Quality Assurance Management Team

Designation	Personnel Involved in Different Governance Level	Terms of Reference
Chairperson	• Chief Education Program Specialist of BLR LRQAD	• Receive digital and printed copies of ADM LR and transmit it to the concerned personnel for appropriate action; • Lead and oversee the conduct of evaluation and review of the manuscript; • Return the evaluated manuscript with the attached evaluation sheet to the development team for reference and revision; • Capacitate QA team through orientation; and • Endorse quality assured ADM LR to the highest approving authority prior to its adoption, utilization, cataloguing, uploading, and printing.
	• Chief of the Curriculum and Learning Management Division (CLMD)	
	• Chief of the Curriculum Implementation Division (CID)	
	• School Principal/ Duly Appointed Officer in charge or Teacher in charge	

Designation	Personnel Involved in Different Governance Level	Terms of Reference
Co-chairperson	• BLR LRQAD ADM Focal Person	• Receive from the Chairperson the digital and printed copies of ADM LR to be evaluated, reviewed, validated; • Schedule the conduct of evaluation, review, validation of ADM LR; • Identify and notify QA team members of the ADM manuscript for evaluation; • Log/transmit ADM manuscript to QA team members with corresponding LR evaluation tools and provide technical assistance to QA team members; • Receive evaluated/ reviewed/ validated manuscript and reports from QA team members; • Consolidate evaluation/ review/ validation reports to be submitted to the Chair; • Return the evaluated/ reviewed/ validated manuscript to the development team for revision or enhancement; • Forward the quality assured ADM LR to the Chair for recommendation to and for approval of the highest approving authority; • Assist the Chair in managing the conduct of capacity-building activities on QA to the QA team members; and • Prepare quality assurance reports.
	• Regional Education Program Supervisor in-charge of the Learning Resource Management Section	
	• Division Education Program Supervisor in-charge of the Learning Resource Management Section	
	• School LRMDs Coordinator	

Table 3. ADM LR *Quality Assurance Management Team and Terms of Reference*

D. ADM LR Quality Assurance Team

Designation	Personnel Involved in Different Levels of Governance	Roles and Responsibilities
Content Evaluator/ Reviewer	• DepEd and Non-DepEd personnel who passed the screening of the Central Office Selection and Screening Committee (COSSC)/ BCD and BLD Education Program Specialists • Regional Education Program Supervisors/ DepEd Personnel who passed the screening of the Regional Selection and Screening Committee (RSSC) • Education Program Supervisors/ Public School District Supervisors/ Head Teachers/ Key Teachers/ Teachers who passed the screening of the Division Selection and Screening Committee (DSSC) • Teachers who passed the screening of the School Selection and Screening Committee (SSSC)	• Attend the orientation meeting and participate in the evaluation /review/ final review workshops (if necessary); • Evaluate the developed LR, review the revised LR, and do a last review the final LR in the assigned learning area to check for accuracy of content, suitability of pedagogy and instructional design, and identify other types of errors; • Write specific comments and recommendations on the margins of the ADM manuscript that shall guide the development team in evaluating, revising, finalizing prior to production, publication, and utilization; • Discuss with other QA team members to arrive at a consensus on the comments and revisions that shall be made on the LR; • Submit the duly accomplished and appropriate tools (See Annex 9) to the QA Chairperson which shall be released to the development team; and • Check and proofread the assigned learning resource to ensure that comments and recommendations are accurately, completely, and appropriately implemented.
Language Evaluator/ Reviewer		• Attend the orientation meeting and participate in the evaluation / review/ final review workshops (if necessary); • Evaluate the developed LR, review the revised LR, and do a final review of the LR in the assigned learning area to check for language errors (e.g., coherence and clarity, grammar, diction, verbosity, syntax, spelling, consistency in style and faithfulness in translation for translated materials); • Write specific comments and recommendations on the margins of

Designation	Personnel Involved in Different Levels of Governance	Roles and Responsibilities
		the LR that shall guide the development team in evaluating, revising, finalizing prior to production, publication, and utilization; • Discuss with other QA team members in order to arrive at a consensus on the comments and revisions that shall be made on the LR; • Submit the duly accomplished and appropriate tools to the QA Chairperson which shall be released to the development team; and • Check and proofread the assigned learning resource to ensure that comments and recommendations are accurately, completely, and appropriately implemented.
Book Design/ Format/ Layout Evaluator/ Reviewer		• Attend the orientation meeting and participate in the evaluation / review/ final review workshops (if necessary); • Evaluate the developed LR, review the revised LR, and do a final review of the LR in the assigned learning area to check on layout design for clarity and appropriateness and review artworks to ensure congruency with skill/competency, social content and appropriateness to target users; • Recommend suggestions for improvement/enhancement of illustrations and layout; and/or improve the illustrations and other art works; • Write specific comments and recommendations on the margins of the LR that shall guide the book designers and illustrators in evaluating, revising, finalizing prior to production, publication, and utilization; • Discuss with other team mates to arrive at a consensus on the

Designation	Personnel Involved in Different Levels of Governance	Roles and Responsibilities
		comments and revisions that shall be made on the LR; • Submit the duly accomplished and appropriate tools(See Annex 10) to the QA Chairperson which shall be released to the development team; and • Check and proofread the assigned learning resource to ensure that comments and recommendations are accurately, completely, and appropriately implemented.

Table 4. ADM LR Quality Assurance Team and Terms of Reference

E. Qualification Standards of the Development Team

Writer

- Has at least three (3) years teaching experience in the learning area he/she is assigned to write;
- Has excellent written communication skills either in mother tongue, Filipino or English;
- Has an experience in developing modules and other instructional materials;
- Has knowledge on Office applications.

Content Editor

- At least a graduate or has an experience in teaching and/or supervising the learning area he is assigned to review;
- Has excellent written communication skills either in mother tongue, Filipino or English;
- Has an experience in developing modules and other instructional materials;
- Has attended trainings/workshops on instructional materials development.

Language Editor

- At least a Bachelor's degree graduate of any of the following:
 - Mass Communication
 - Liberal Arts
 - Communication Arts
 - Education Major in English/Filipino
 - Other related courses
- Has excellent written communication skills either in mother tongue, Filipino or English;
- Has an experience in developing modules and other instructional materials;
- Has attended trainings/workshops on instructional materials development.

Illustrator

- Has attended training/experience in illustrating for children and instructional materials;
- Literate in Adobe Photoshop and other related software or applications.

Lay out Artist

- Has attended training/experience in lay outing materials for children and other instructional materials;
- Has knowledge on Office applications and on publishing software.

Proofreader

- At least a Bachelor's degree graduate of any of the following:
 - Mass Communication
 - Liberal Arts
 - Communication Arts
 - Education Major in English/Filipino
 - Other related courses
- Has at least three years experience in proofreading materials written either in English, Filipino, or Mother Tongue;
- Has excellent written and oral communication skills in English, Filipino or Mother Tongue.

VI. GENERAL SPECIFICATIONS OF ADM LR

A. Structure and Sequence

1. LR is easy to understand.
2. Lessons shall be arranged from simple to complex.
3. Visuals and graphic organizers shall be available to facilitate better understanding of the lesson.
4. Size of the letters and sentences shall be appropriate to the target learners.
5. Presentation shall be engaging and interesting.
6. Kindergarten materials shall
 - 6.1. be engaging; activity-based and challenging;
 - 6.2. be multi-sensorial (i.e. individuals learn better if they are taught using more than one sense (modality). The senses usually employed in **multisensory learning** are visual, auditory, kinesthetic, and tactile – VAKT (i.e. seeing, hearing, doing, and touching);
 - 6.3. align with the theme of the curriculum;
 - 6.4. enhance the development of the different domains;
 - 6.5. visuals shall be in true color.
7. Materials for Kindergarten to Grade 3 shall consider I Do-We Do- You Do procedure with the help of a learning facilitator.

B. Content

1. ADM LR shall follow K to 12 Curriculum/Teacher's Guide/ Teacher's Manual/ Learner's Material/ Textbook issued by the Department.
2. The learning competency shall be sub-tasked if it is necessary.
3. Content shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative.

4. Content shall be logically arranged from simple to complex.
5. It shall consider learner's context, situations, individual needs and capabilities.
6. It shall provide activities that promote the development of higher cognitive skills such as:
 - Critical thinking
 - Creative thinking
 - Decision making
7. It shall be written in real-life context, interactive to arouse and sustain interest and motivation of a learner.
8. It shall provide activities that develop:
 - Basic Science processes
 - Observing
 - Asking questions
 - Measuring
 - Classifying
 - Inferring
 - Finding patterns
 - Predicting
 - Communicating
 - Integrated skills
 - Formulating hypothesis
 - Fair testing
 - Identifying variables
 - Controlling variables
 - Collecting and organizing data
 - Interpreting data
 - Making conclusions
9. Content shall adhere to the Social Content Guidelines.
10. Content shall develop core values such as:
 - Maka-Diyos
 - Makatao
 - Makabansa
 - Makakalikasan
11. Content shall provide activities to unlock difficult and/or new concepts, activate prior knowledge to discover and learn new lessons.
12. Content and activities shall be learner-centered and shall promote 21st century skills.
13. Content and activities shall be congruent to the learning competency.
14. Sufficient examples, activities and easy to understand directions are provided to facilitate independent learning.
15. Content shall be learner-centered, inclusive and developmentally appropriate.
16. Content shall be in smaller unit, self-instructional and self-paced
17. Caution, warning, reminders shall be provided to ensure safety of the learner while doing activities.
18. Content shall provide strategies and activities to self-monitor progress such as criterion referenced tests.
19. Content shall be flexible and friendly.
20. Content shall provide a balanced use of literature and informational text or fictional to nonfictional text (2009 NAEP Reading Framework):
 - 20.1. K to 5 – 50:50
 - 20.2. Grades 6 to 12 – 55:70

- 20.3. Informational texts for grades K-5 are defined as “biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics
- 20.4. For grades 6-12, an informational text includes “subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience”
21. Linkages between and among past and present lessons shall be evident to make lessons easy to understand.
22. Sufficient repetition through examples, illustrations, questions and summaries shall be provided to enhance understanding of concepts.
23. Content, language and the materials shall be appropriate to the reading level of the learners.
24. The difficulty of the material shall match the ability of the learners.
25. The materials shall fit the objectives.

The following shall be the elements of an ADM module:

Front Matter

1. Front Outside Cover Page
 - It contains:
 - Resource Title (Learning Area, Quarter Number, Module Number, Lesson Title)
 - Violator
 - DepEd identifier (DepEd Logo)
 - Grade level identifier
 - Cover Art
2. Copyright Page
 - Located at the front inside cover
 - Contains:
 - Title
 - Copyright
 - Publisher
 - Development team
3. Title Page
 - It contains:
 - Resource Title (Learning Area, Quarter Number, Module Number, Lesson Title)
 - DepEd identifier (DepEd Logo)
4. Introductory Message
 - It contains instructions for the learner and for the facilitator on how to use the module
 - For the Learner:
 - It uses the learner’s language and must be conversational in nature.
 - It gives an overview of the content of the module.
 - It defines and explains the standard symbols (icons) used to represent some parts of the module.

- For the Facilitator:
 - It gives instruction to the facilitator (teacher, parents, adult) on how to use the material.
 - It uses language appropriate to an adult.

Body (Inside Page)

5. Introduction

- It contains learning objectives to be developed in a material.
- It introduces the topic/content of the module briefly.
- It uses the learner's language and must be conversational.

6. Pre-assessment

- This is given to check what the learner knows about the lesson to take.
- This shall contain instruction in whether to proceed or skip the module:
 - 100% correct – skip the module
 - 50% to 99% correct – proceed with the module
- Test item-range shall be as follows:

Key Stage 1	:	5 items
Key Stage 2	:	10 items
Key Stage 3	:	15 items
Key Stage 4	:	15 items

7. Lesson Proper

- Review
 - Connects the current lesson with the previous lesson by going over concepts that were learned previously
- Activity
 - Introduces the new lesson through a story, a poem, song, situation or an activity.
- Discussion of the activity
 - Questions that will help the learner discover and understand the concept.
 - Questions shall be asked in a logical manner that lead to formative assessment.
- Mini-lesson
 - A brief discussion of the lesson
- Enrichment Activity
 - Guided/Controlled Practice
 - Guided/Controlled Assessment
 - Independent Practice
 - Independent Assessment

8. Generalization

- A question, fill in the blank sentence/paragraph to process what the learner learned from the lesson.

9. Application

- An activity that shall transfer the skills/knowledge gained or learned into real-life concerns/situations.

10. Post Assessment

- This evaluates the learner's level of mastery in achieving the learning objectives.
- The task given shall validate the concepts and provide more opportunities to deepen the learning.
- Test item-range shall be as follows:
 - Key Stage 1 : 5 items
 - Key Stage 2 : 10 items
 - Key Stage 3 : 15 items
 - Key Stage 4 : 15 items

11. Additional Activity

- An activity in any form that can increase the strength of the response and tends to induce repetitions of actions/learning.

Back Matter

12. Answer Key

- It contains answers to all the activities in the material.
- It shall be written upside down.

13. Reference

- It includes all third party materials or sources in developing the material.
- It follows Chicago Manual of Style.

14. Back Outside Cover

- Feedback Box
 - Address
 - Contact number
 - Office of the management team

The elements of the body shall be specifically designed and labeled to suit the grade level of the learners.

Kindergarten

Element	Label in the Module (English)	Label in the Module (Filipino)
Introduction Learning Objectives	What I Need to Know	Alamin
Pretest	What I Know	Subukin
Lesson Proper		
Activity 1	What's New	Tuklasin
Discussion of Activity 1	What is It	Suriin
Enrichment Activities Activity 1 Assessment 1 Activity 2 Assessment 2 Activity 3 Assessment 3	What's More	Pagyamanin
Generalization	What I have learned	Isaisip
Application	What I can do	Isagawa

Table 5. Elements of the Body of ADM Module for Kindergarten

Grades 1 to 3

Element	Label in the Module (English)	Label in the Module (Filipino)
Introduction Learning Objectives	What I Need to Know	Alamin
Pretest	What I Know	Subukin
Lesson Proper		
Review	What's In	Balikan
Activity 1	What's New	Tuklasin
Discussion of Activity 1	What is It	Suriin
Enrichment Activities Guided Activity 1 Assessment 1 Guided Activity 2 Assessment 2 Independent Activity 1 Assessment 1 Independent Activity 2 Assessment 2	What's More	Pagyamanin
Generalization	What I have learned	Isaisip
Application	What I can do	Isagawa
Assessment	Assessment	Tayahin
Additional Activities	Additional Activities	Karagdagang Gawain

Table 6. Elements of the Body of ADM Module for Grades 1 to 3

Grades 4 to 12

Element	Label in the Module (English)	Label in the Module (Filipino)
Introduction/ Learning Objectives	What I Need to Know	Alamin
Pretest	What I Know	Subukin
Lesson Proper		
Review	What's In	Balikan
Activity 1	What's New	Tuklasin
Discussion of Activity 1	What is It	Suriin
Enrichment Activities Independent Activity 1 Independent Assessment 1 Independent Activity 2 Independent Assessment 2 Independent Activity 3 Independent Assessment 3	What's More	Pagyamanin
Generalization	What I Have Learned	Isaisip
Application	What I can do	Isagawa
Assessment	Assessment	Tayahin
Additional Activities	Additional Activities	Karagdagang Gawain

Table 7. Elements of the Body of ADM Module for Grades 4 to 12

C. Language

1. Material shall use everyday language of the learner.
2. It shall use appropriate language and vocabulary.
3. The length of the sentences, paragraphs shall be age-appropriate.
4. The language to be used for the mother manuscript shall be:
 - 4.1. K to 3 - All learning areas except English is Filipino
 - 4.2. Grades 4 to 12
 - 4.2.1. Filipino, EsP – Filipino
 - 4.2.2. English, Science and Math – English
 - 4.2.3. MAPEH , EPP-TLE
 - 4.2.3.1. Grades 4 to 5 – Filipino
 - 4.2.3.2. Grades 6 to 12 – English
 - 4.2.4. Araling Panlipunan
 - 4.2.4.1. Grades 4 to 10 – Filipino

D. Illustrations

1. Illustrations shall adhere to the Social Content Guidelines.
2. Filipino characters (if applicable) shall be the subject of illustration.
3. People, animals, places, and objects shall be appropriate to the age, grade level and context of the learners.
4. Illustrations shall clarify and/or enhance concepts.
5. Illustrations and visuals shall be gender and culture sensitive.
6. Cover art shall be original and simple.
7. Cover art shall be appropriate to the age, grade level and culture of the learners.

8. Cover art shall have elements such as colors, artwork and title.
9. Title written in the cover art shall convey the theme of the book and must be interesting to the leader.
10. Cover art shall bear the official DepEd and ADM logo.

VII. TECHNICAL SPECIFICATION

A. Page Design and Lay out

1. Page Set up

Grade Level	Paper Size	Orientation	Margin	Format	Ideal Number of Pages (Body)
Kindergarten	8.27” x 11.69” (A4)	landscape	Top: 1” Bottom: 1” Inside: 1” Outside: 1”	Mirror Margins	4 pages
Grades 1 to 2	8.27” x 11.69” (A4)	portrait	Top: 1” Bottom: 1” Inside: 1” Outside: 1”		4 pages
Grades 3 to 6					8 pages
Grades 7 to 12					16 pages

*Number of pages from Title Page to References shall be divisible by 8 or 16.

Table 8. Page Set up of ADM Modules

2. Cover Page

2.1. Front Outside Cover

- Background color of ADM modules shall be white.
- Color of the Grade Level Identifier for ADM modules shall be as follows:

Learning Area	Color	C	M	Y	K
English	light blue 	70	15	0	0
Filipino	dark blue 	100	85	35	25
Science	orange 	0	75	100	0
Mathematics	green 	80	5	85	0
Araling Panlipunan	red 	0	100	100	0
Edukasyon sa Pagpapakatao	brown 	40	65	90	35
Music and Arts	canary yellow 	5	0	90	0
Physical Education and Health	canary yellow 	5	0	90	0
Mother Tongue-Based Multilingual Education	white 	0	0	0	0
Edukasyong Pantahanan at Pangkabuhayan/Technology and Livelihood Education	violet 	70	70	0	0
Kindergarten	pink 	0	70	0	0
Senior High School	black 	75	68	67	90

Table 9. Background Color Codes of ADM Module Grade Level Identifier

- Black or white shall be used as the color of the text inside the Grade Level Identifier depending on the background color applied in the box.

2.2. Front Outside Cover

Entry	Font Type	Font Size	Other Details
Resource Title	A serif or sans serif typeface with large x-height, open counters, contrast, good linkage, uniform proportions	35 to 45 pt	Position: aligned at the center top part of the cover below the Grade level identifier
Language Type (for K to 3 Contextualized LRs)		25 to 30 pt	Position: after the resource title
Grade Level identifier for K to 10: ▪ K for Kindergarten ▪ Hindu Arabic Number for 1-10	Arial, bold face	70 pt	Position: top left-hand corner Box Size: 1.5" x 1.5" with rounded corners Box Border: 2 pt Background color: Varies depending on learning area (Refer to Table 9) Font Color: Black or White depending on the background color used in the box
Grade Level identifier for Senior High School	Arial, bold face	16 pt	Position: top left-hand corner Box Size: 3" x 0.5" with rounded corners Background color: Black Font color: White
Violator: ▪ Government Property (English Version) ▪ Pag-aari ng Pamahalaan (Filipino Version)	Arial	11 pt	Position: rotated -30 degrees at the bottom right-hand corner Box Size: 5" x 0.75" Box Border: 2 pt top and bottom

Entry	Font Type	Font Size	Other Details
Violator: ■ NOT FOR SALE (English Version) ■ HINDI IPINAGBIBILI (Filipino Version)	Arial, all caps, bold face	18 pt	Position: rotated -30 degrees at the bottom right-hand corner Box Size: 5" x 0.75" Box Border: 2 pt top and bottom
Cover art/photo	NA	NA	Position: Center of the cover page
Resource Identifier: ADM logo	NA	NA	Position: after the cover art
DepEd Identifier: ■ DepEd Logo	NA	NA	Position: top right-hand corner

Table 10. Front Outside Cover Elements for ADM Modules

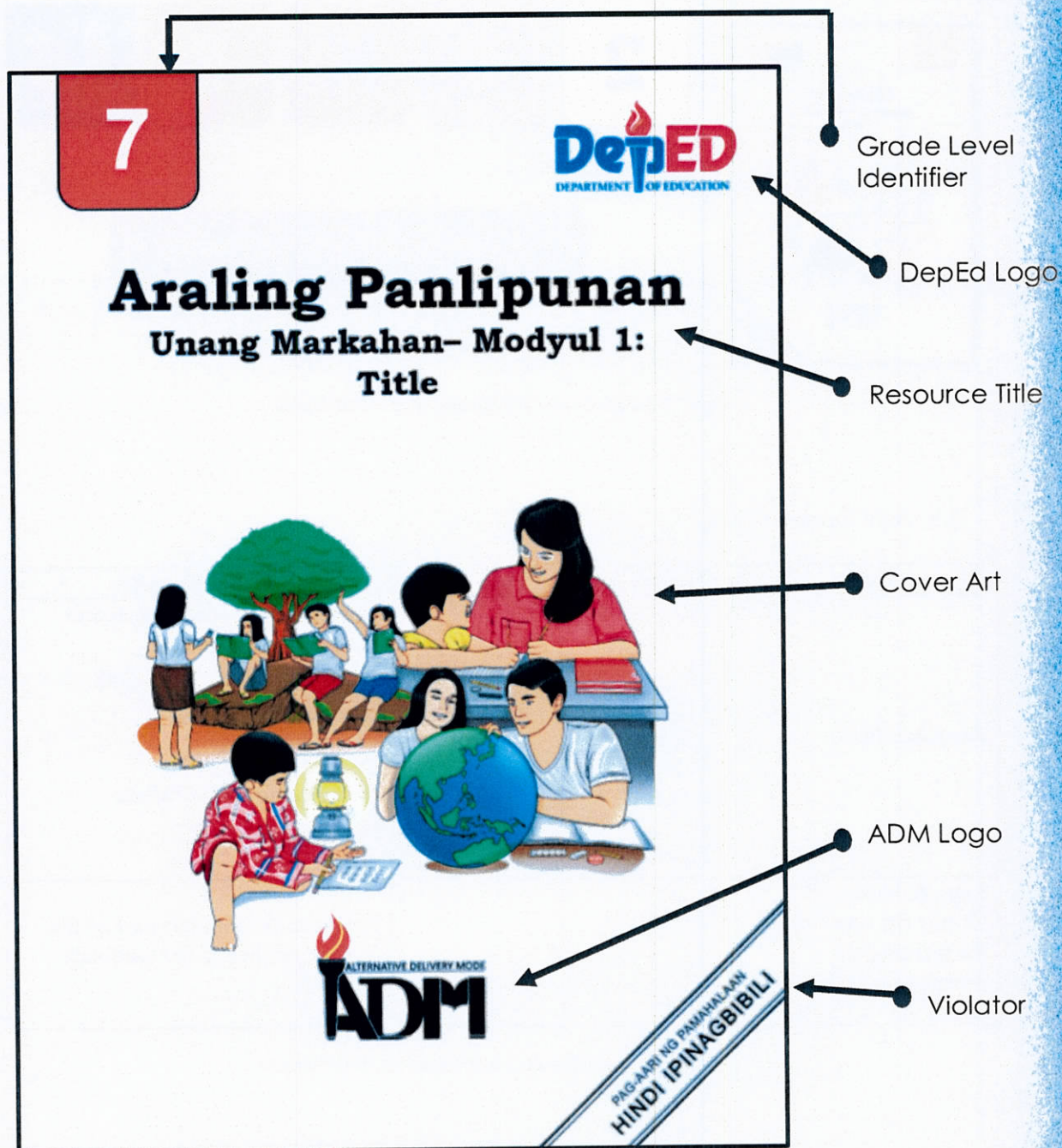


Figure 2. Sample ADM Module Cover

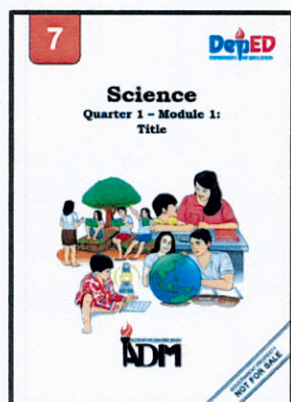


Figure 3. Sample Grade Level Identifier of an ADM Module

2.3. Back Outside Cover

Entry	Font Type	Font Size	Other Details
Feedback Note	Arial	12-pt	Position: at the bottom center part of the back cover Box size: 5.67" x 2.12" with rounded corners Box Border: 1.5 pt Background Color: White Font Color: Black
Logo & Name of Donor (In case funds for printing are donated by an NGO or LGU)			Position: Bottom left part of the back cover below the feedback note

Table 11. Back Outside Cover Elements for ADM Modules

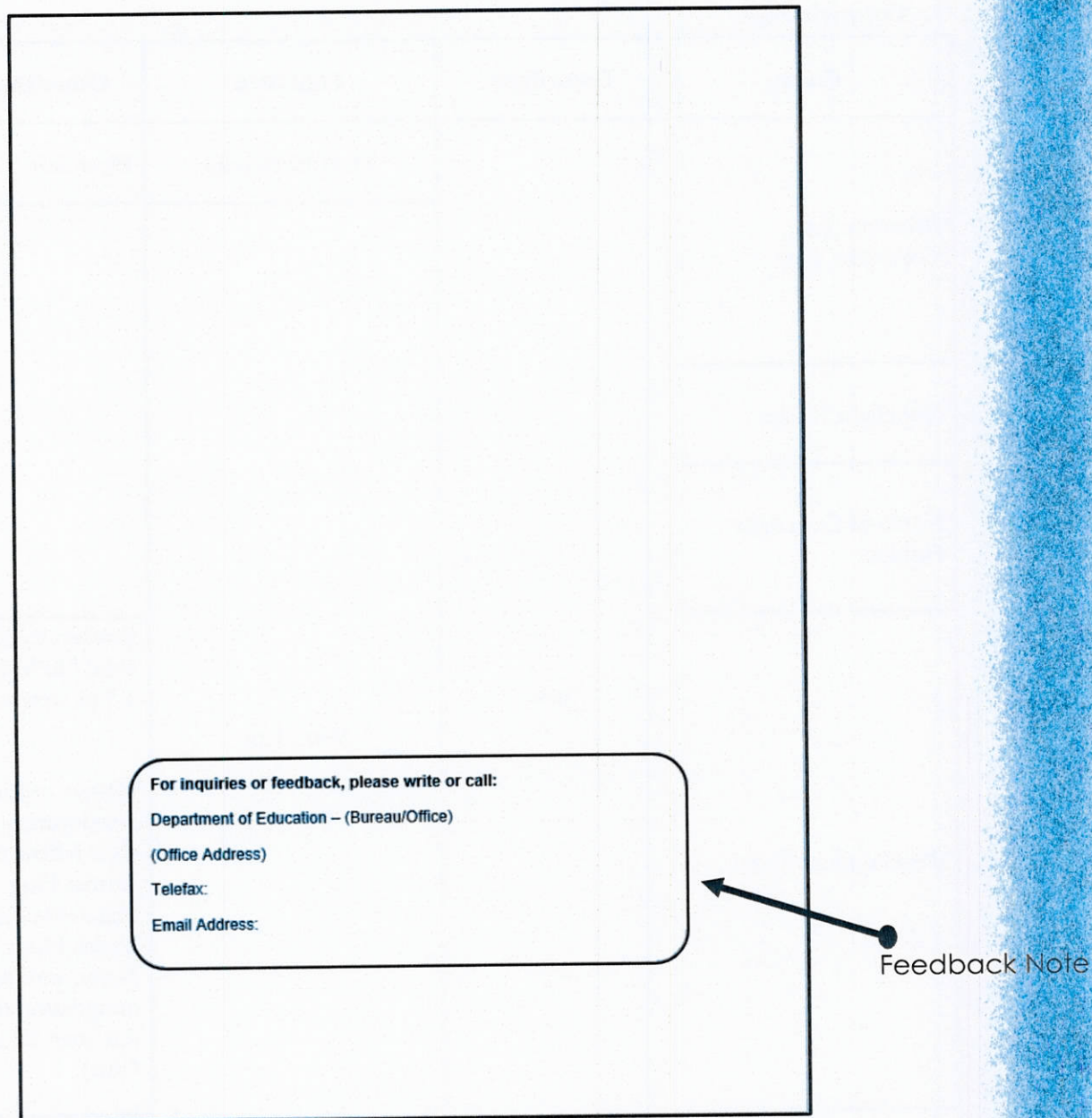


Figure 4. Sample Back Outside Cover of an ADM Module

3. Copyright Page

Entry	Font Type	Font Size	Other Details
Resource Title, Copyright Year	Arial	11 to 12 pt bold	Flush left
Copyright Notice		9 to 11 pt	Border: rectangle, solid black with 1.5 pt weight Names of the development team shall follow the format First Name+Middle Initial.+Last Name with no designation or title (i.e. Juan M. dela Cruz).
Name of Copyright Holders			
Development Team			
Printer's Company Name, Address, and Contact Details			

Table 12. Copyright Page Elements for ADM Modules

Science – Grade 7
Alternative Delivery Mode
Quarter 1 – Module 1: Title
First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this book are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
 Secretary: Leonor Magtolis Briones
 Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers: Name _____

Editors: Name _____

Reviewers: Name _____

Illustrator: Name _____

Layout Artist: Name _____

Management Team: Name of Regional Director _____

Name of CLMD Chief _____

Name of Regional EPS In Charge of LRMS _____

Name of Regional ADM Coordinator _____

Name of CID Chief _____

Name of Division EPS In Charge of LRMS _____

Name of Division ADM Coordinator _____

Printed in the Philippines by _____

Department of Education – Region (Ex. Department of Education-Region III)

Office Address: _____

Telefax: _____

E-mail Address: _____

Resource Title, Copyright Year

Copyright Notice

Name of Copyright Holder

Development Team

Printer's Company Name, Address, and Contact Details

Figure 5. Sample Copyright Page of an ADM Module

4. Title Page

Entry	Font Type	Font Size	Other Details
Grade Level identifier (Hindu Arabic Number)	font type and size is the same with the styles used in the book cover		Upper right corner (same as book cover)
Resource Title (Learning Area, Quarter and Module No., Lesson Title)			Vertical alignment: Center
DepEd Identifier: DepEd Logo	NA	NA	Position: Bottom center Color: Black

Table 13. Title Page Elements for ADM Modules

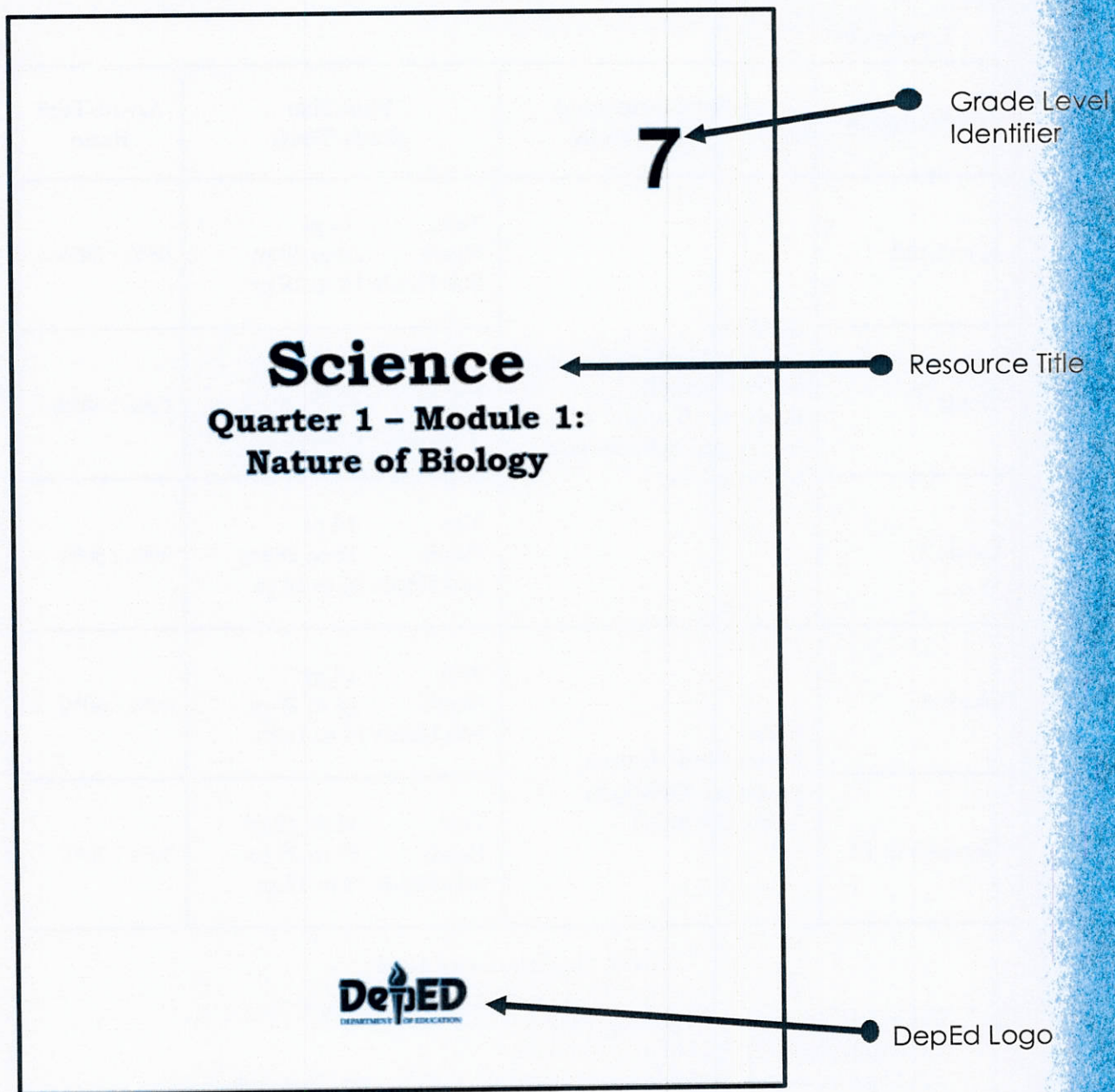


Figure 6. Sample Title Page of an ADM Module

5. Body Text Specifications

5.1. Typography

Grade Level	Recommended Font-Family	Font Size (Body Text)	Art-to-Text Ratio
K to Grade 1	Alfabeto Century Gothic (except for “?” symbol) (body text flushed left/ragged right to avoid hyphenations)	Text 16 pt Heads 20 to 30 pt Sub Heads 16 to 18 pt	65% : 35%
Grade 2		Text 16 pt Heads 20 to 30 pt Sub Heads 16 to 18 pt	60% : 40%
Grade 3		Text 14 pt Heads 18 to 28 pt Sub Heads 14 to 16 pt	50% : 50%
Grade 4	Arial Times New Roman Bookman Old Style (body text Justified)	Text 14 pt Heads 18 to 28 pt Sub Heads 14 to 16 pt	40% : 60%
Grades 5 to 12		Text 11 to 12 pt Heads 15 to 24 pt Sub Heads 11 to 13 pt	30% : 70%

Table 14. Typography of ADM Modules

5.2. Other Specifications of the Body Text

5.2.1. Leading space shall be at 1.15 points.

5.2.2. Spaces between subtitles and paragraphs shall be two (2) points.

5.2.3. Pages shall be complete and properly sequenced.

5.2.4. There shall be no overprinting / double printing.

5.2.5. Textline for K to 3 shall be justified.

5.2.6. Beginning page for JHS and SHS shall be consistent on the right or left-hand page.

5.2.7. Answer key shall be before the References page and shall be written upside-down in font size 9.

5.2.8. Body text

- K to 3 shall be flushed to the left; ragged right
- Grades 4 to 12 – justified

5.2.9. Page number shall be centered at the bottom of the page.

5.2.10. Citations for graphics and visuals shall be on the same page.

5.2.11. There shall be no just one word or half a word on paragraph endings.

5.2.12. Inside pages shall be in Arabic numerals.

- 5.2.13. Pages shall not end with hyphenated word or awkward page turn.
- 5.2.14. Pages shall be of the same length.
- 5.2.15. The last page of the manuscript shall occupy at least half of the text area.
- 5.2.16. There shall be at least two (2) lines of the text below a text head at the foot of the page.

B. Illustrations

- 1. Illustrations shall face toward the page gutter.
- 2. Illustrations shall not be divided into two (2) pages or placed in between the gutter of the learning resource.
- 3. Scanned illustration shall be saved in JPEG, PNG or TIF.
- 4. Illustrations shall use line-art in single color (preferably black) and there shall be no shading effect other than hatching, cross hatching and stipple shading.
- 5. Illustrations shall be near to the actual size of the requirement of the writer.
- 6. Enlarging and resizing a raster illustration shall not be more than once.
- 7. A right balance between filled and empty space, and the proportion of illustration to text shall be created. Please refer to Art-to-Text Ratio on Table 14, Typography of ADM Modules, page 35.
- 8. Cropping in the joints like neck, shoulder, knee and elbow shall be avoided.
- 9. Illustrations and visuals shall be attractive and appealing.
- 10. Illustrations and visuals shall sustain consistency of style, color, size and angle throughout the manuscript.
- 11. Illustrations shall be correct, original, realistic, simple, clear and recognizable.
- 12. Illustrations and visuals shall be properly labelled and captioned.
- 13. Illustrations shall have appropriate and complete details such as color.
- 14. For K to 3, illustrations of people, animals, places and objects shall be complete.
- 15. Illustrations and visuals shall be original. Permit to use copyrighted illustrations and visuals shall be secured before using it.
- 16. Illustrations shall not be a modification of an illustration from other source.
- 17. The use of photocopied, scanned published illustrations, screen captured illustrations are prohibited.
- 18. Flatbed scanner shall be used for manually drawn illustration.
- 19. Manually drawn-illustration shall be scanned in 300 to 600 dpi in actual size to capture all the details of the illustration and to produce quality scan.
- 20. Illustrations shall be framed only when necessary. Thinner lines shall be used for the frames than that of the illustrations.
- 21. Local pictures and artworks shall be validated and approved by the ethnic community.
- 22. Texts that are superimposed in the illustration shall be spelled out.
- 23. Callouts shall be used to emphasize important parts of the illustration.
- 24. Brief, consistent, and relevant file name shall be used to save similar artwork files in one manuscript.
- 25. Digital illustration shall be saved in PSD layered file, SVG, JPEG, PNG or TIF.

C. Paper and Binding

Properties	In-house Reproduction	Printer (Procured/Supplier)
Paper Size	paper size used on layout (A4)	paper size used on layout (A4)
Paper Thickness (Basis Weight)	70 – 80 gsm	70 gsm (BP)
Binding	Staple (triple) with with PVC or duct tape	Saddle stitch
Cover	Acetate or Plastic Folder	Foldcote No. 12 (FC#12) (4 color) with lamination (UV coating)
Inside	1 color/4 color	1 color/4 color

Table 15. Paper and Binding Specifications for ADM Modules

D. Digital File Management

1. ADM Module shall be encoded using Microsoft Word (at least version 97-2003).
2. There shall be one digital file per module or learning competency.
3. Each module file shall be named following this format:

learning area with grade level_quarter number_module number_lesson title_version number

Example: science8_q1_mod1_natureofbiology_v1

4. The draft manuscript ready for external review shall be version 1 of the module.
5. Ready to print module shall be stored as doc and pdf files.

VIII. SOCIAL CONTENT GUIDELINES

Quality ADM modules also means that the materials are appropriately relevant to the Filipino learners. Hence, the development of the materials must be guided by the following guidelines on social content.

Social content refers to themes or topics for which DepEd prescribes certain guidelines when these themes or topics are included or referred to in lessons in the learning resources. Among the themes or topics are those on the Filipino Learner and Teacher, The Filipino Nation and Philippine Society, Citizenship and Social Responsibility, Individuals and Social Identities, Social Institutions, Gender, Media, Technology, and Communication, Health and Safety, and Environment.

Learning resources that follow these guidelines avoid stereotypes and help develop in learners such desirable values as nationalism, justice, moral uprightness, inclusivity, understanding, and compassion among others. Through the concrete expression of such values, the DepEd's core values are realized.

The following guidelines on social content are recommended for integration in ADM Modules:

A. The Filipino Learner

1. Portray the learners as multi-faceted with physical, intellectual, and psycho-emotional, spiritual and sociocultural traits.
2. Highlight the dignity of learners and communicate respect for their rights.
3. Uphold the learners' unique values and principles that shape their way of thinking and dealing with others.
4. Mirror the diversity of learners' lived experiences, settings, and contexts.
5. Depict learners as capable of constructing and reflecting on their own experiences and the experiences of others.
6. Portray learners as active seekers of knowledge who rely on multiple sources of information and are able to think critically about that knowledge.
7. Depict learners as having 21st century skills (information, media, and technology skills, learning and innovation skills, communication skills, life and career skills) who actively develop, take advantage of, and put such skills to good use.
8. Nurture learners' curiosity and creativity so they will develop into life-long learners.

B. The Filipino Nation and Philippine Society

1. Depict national symbols and institutions in contexts that promote respect for their meanings.
2. Foster a sense of justice and obedience to and respect for the Constitution and the law.
3. Maximize the use of illustrations and photographs depicting the diversity of Philippine settings and environments (e.g., local communities, local objects, flora and fauna endemic to the Philippines).
4. Highlight the diversity of Philippine cultural communities, including indigenous cultural communities (ICCs).
5. Depict expression of Philippine cultures— technologies, inventions, games, dances, songs, literature, dress, food, festivals, celebrations, practices, customs, and others - guided by protocols for culture sensitivity such as DO 51, s. 2014 (Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture).
6. Show community settings that feature a mix of rural, sub-urban, and urban situations without stereotyping any of them.
7. Refrain from giving importance and attention to popularized fads, transitory personages and events, and untested theories or views.
8. Include foreign products, practices, and values only as needed and appropriate to the competencies being covered. When included, these foreign products must be featured in ways that do not prejudice Philippine products, practices, and values.

C. Citizenship and Social Responsibility

1. Encourage participative and responsible citizenship (e.g., depicting individual initiative rather than overdependence on organized government, dole-outs, or foreign aid).
2. Promote respect for the rights of children, elderly, persons with disability (PWDs), Indigenous Cultural Community (ICCs)/Indigenous Peoples (IPs), pregnant women, workers, and other vulnerable sectors of the society.
3. Promote the observance of high ethical standards and codes of behavior in all aspects of the society.
4. Foster attitudes of inclusivity, acceptance, understanding, and appreciation for diverse cultures, sectors, and groups in society.
5. Depict contributions of individuals and ethnic, cultural, and religious groups that promote the common good of the community and the larger society.
6. Feature role models who come from different places, historical periods, socio-cultural contexts, genders, abilities, and ages. They must be of exceptional and acknowledged accomplishment or virtue regardless of their ethnic, cultural, or political origin or affiliation.
7. Depict a person's or a group's accomplishments and virtues accurately and avoid sensationalizing or unduly extolling them.
8. Avoid the depiction of physical, sexual, verbal, and mental abuse of adults and children as well as violent sports and entertainment.
9. Avoid featuring or including situations and materials that encourage or rationalize crime, violence, and the maligning of people.

D. Individuals and Social Identities

1. Depict the ethnic, physical, mental, religious, cultural and socio-economic diversity of individuals and their circumstances in society and promote sensitivity to and respect for the dignity and equal treatment of all. These may include PWD learners and their learning circumstances and learners in varied cultural and religious contexts among others.
2. Avoid views or opinions that highlight stereotypes and encourage cultural, moral, and social insensitivities against particular social classes, gender groups, political affiliations, cultural or religious groups.
3. Avoid inaccurate, unnecessary, or inappropriate portrayal of or reference to the physical appearance, cultural customs, social classes, symbols, observances, festivals, dress, names, or language of any ethnic group or nationality.
4. Avoid sexist language, bias, prejudice, and stereotyping of various genders in the depiction of behaviors, home and family roles, professions, occupations, and contributions to society.

E. Social Institutions

Family

1. Show respect for different family patterns (e.g., nuclear, extended, with a single parent, or with two parents, etc.).
2. Promote responsible parenthood which include shared parenting, shared home management, and shared decision-making in various areas of home life (e.g., finances, education of the children, reproductive health, and the like).

Religions / Faith groups

3. Use religious references, symbols, celebrations, and language (in the text, illustrations, or photographs) free of bias and only when it is appropriate in relation to the subject matter.
4. Ensure that any reference to a religious group is appropriate, accurate, and authentic in relation to the setting and/or period of history in which they are presented.

Work institutions

5. Present and promote a balanced and just relationship between workers and managers in the depiction of their roles and responsibilities.
6. Shows workers of various professions that contribute positively to the development or growth of their communities or of the country.
7. Present public servants such as police officers, soldiers, and government officials as responsible, accountable, trustworthy, and working for the common good of the community.

Commercial entities

8. Avoid mentioning commercial brand names and corporate logos in text or showing them in illustrations or photographs. Instead, writers may invent or fabricate a brand in order to fulfill the purpose of the lesson without promoting real-life brand names and products.
9. Avoid incorporating any form of commercial solicitation and advertising like promotional materials, chain letters, and pyramid schemes.

F. Gender

1. Avoid differentiating, either explicitly or implicitly between the capability of males and females to contribute to the political, economic, or social well-being of Philippine society of the world.
2. Maintain balance in the treatment of gender roles, occupations, and contributions in both text and non-text material.
3. Depict gender and sexuality as an aspect of one's personhood in positive ways.
4. Portray gender and sexual diversity in a respectful manner using a rights-based approach.

G. Media, Technology, and Communication

1. Portray ethical media practices.
2. Demonstrate the importance of using different forms of media as a means for communication and expression of ideas.
3. Highlight technological innovations as products of human ingenuity and as part of human development.
4. Depict responsible, safe, and secure use of information and communications technology (ICT).
5. Promote positive and healthy attitudes towards ICT and its use.

H. Health and Safety

1. Promote the physical and mental well-being of children and adults while applying gender sensitivity with regard to health concerns.
2. Promote proper nutrition and avoid featuring junk food and their enjoyment.
3. Promote healthy and safety standards and precautions.
4. Promote disaster-risk management and preparedness.
5. Discourage the habitual use of tobacco and alcohol and the use of narcotics, restricted drugs, and other addictive substances.

I. Environment

1. Portray a lifestyle that contributes toward reducing the impact of climate change.
2. Portray efforts to conserve and care for the country's natural resources and protect the well-being of the environment.
3. Promote personal and community involvement in environmental management for sustainable development.
4. Encourage humane treatment of and respect for all life forms.

IX. COPYRIGHT MANAGEMENT

Phase 1: Designing

1. The development team shall be oriented on intellectual property (proper use of attribution, referencing and acknowledgement) and on accomplishing the Inventory of Third Party Contents.
2. Writers and illustrators shall accomplish the Writer's/Artwork Assignment Agreement (Annex 1).

Phase 2: Development

3. Learning Resource Referencing Guide (See Section X. Style Guide) shall be used to reference third party contents.
4. Inventory of Third-Party Contents (Annex 4) shall be use to list down details of third-party contents.
5. The development team shall secure permission to use third-party contents from the copyright owners. Permission to be requested includes giving rights to distribute in printed and digital forms and to convert into other formats the copyrighted work requested. Proforma Communications Seeking Permission to Copy (Annex 5) may be used in seeking permission from the copyright owners.
6. If photos are to be used, permission from the photo subjects shall also be secured. Use Photo Waiver (Annex 6).
7. Writers shall limit the use of third-party contents.
8. Writers shall certify that works included in the manuscript are original using the Copyright Originality Form (Annex 7).
9. Writers shall accomplish the List of References/Bibliography following the Recommended Entry of the materials.
10. Writers shall use LR Referencing Guide if the Recommended Entry is not present.

Phase 3: Quality Assurance

11. Proper use of LR Referencing Guide shall be ensured.

12. Permission to use copyright materials shall be available.
13. Inventory of third party contents shall be verified.
14. Plagiarism check shall be done.

Phase 4: Project Management

15. Agreements shall be implemented as written in the contract.
16. Development team shall be notified if there are changes in the agreements.
17. Proper attribution to the development team shall be ensured.
18. Certificate of Recognition or remuneration to non-DepEd personnel shall be given.

X. STYLE GUIDE

DepEd Style Guide is a set of guidelines and standards for writing, organizing, and designing (formatting) any kind of learning resources for publication.

To style learning resources written in English, the following references shall be used:

1. For basic style concerns: the latest edition of the Chicago Manual of Style (CMOS) by the University of Chicago Press;
2. For grammar and style concerns: the latest edition of Elements of Style by William Strunk Jr. and E. B. White;
3. For spelling and word division: latest edition of Merriam-Webster International Dictionary of the English Language (unabridged); and
4. For in-text citations and reference lists: sixth edition of the 16th Edition of the Chicago Manual of Style.

To style learning resources written in Filipino, the grammar rules and standards set by the Komisyon sa Wikang Filipino, as directed by Kautusang Pangkagawaran No. 34, series 2013 (Ortograpiyang Pambansa) and Komisyon sa Wikang Filipino Manwal sa Masinop na Pagsulat 2014 and the orthography for mother tongue shall be used.

REFERENCES

Ali, R., Ghazi, S., Khan, M., Hussain, S. and Fatoina, Z., 2010. Effectiveness of Modular Teaching in Biology at Secondary Level. *Asian Social Science*, 6(9).

Hashim, Yusup. 1999. "Are Instructional Design Elements Being Used In Module Writing?". *British Journal Of Educational Technology* 30 (4): 341-358.

Republic Act No. 10533: Enhanced Basic Education Act of 2013

Republic Act No. 10618: An Act Establishing Rural Farm Schools as Alternative Delivery Mode of Secondary Education and Appropriating Funds Therefor

Volume 5 Manual of Procedures for the Procurement of Manuscript for Textbooks and Teacher's Manual

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, **LEONOR MAGTOLIS BRIONES**, 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 any 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.
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

Designation

Date

Signature

School/Office Address

Email and contact number

ANNEX 2

TEAM WORKPLAN				
Title: _____				
Team Leader: _____				
Team members	Assignment (Writer, Illustrator)	Assigned Modules	Deadline	Signature

ANNEX 3

[illegible]

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)

ANNEX 4

INVENTORY OF THIRD-PARTY CONTENTS

This inventory is separate from the Development Catalog, whose sole purpose is to aid 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	Creator	Copyright Holder	Source and Contact Detail	Nature of Copying	Conditions of Use

Prepared by:

ANNEX 5

PROFORMA COMMUNICATIONS 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 for permission to use [specific title of work or content of work 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.

Use of selected work includes distribution in printed and digital forms and conversion into other formats such as, among others, ebook, interactive material, and radio-based material, subject to the following limitations:

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, Position, and Contact Information]

CONFORME:

[Name of Copyright Owner]
[Signature]
[Date]

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 SIGNATURE AND
DATE: _____

ANNEX 7

COPYRIGHT ORIGINALITY FORM

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 LRC Forms 1 (Writer's Assignment Agreement) and 2 (Artwork Assignment Agreement).

Title of Learning Resource: _____

Grade Level/ Program: _____

Type of Learning Resource: _____

Title/Description of the Work	Creator	Conditions of Use (Not outlined in LRC Forms 1 and 2)

Prepared by

ANNEX 8

LEARNING RESOURCE MANAGEMENT AND DEVELOPMENT SYSTEM (LRMDS)

(Metadata Form)

General	Educational	Rights
General		
Title*		
Language*		
Keywords*		
Description*		

General	Educational	Rights
Educational		
Material Type *		
Education Type *		
Grade level *		
Intended users *		
Learning Area *		
Content/Topic *		
Content Standards*		
Performance Standards*		
Competencies *		
Resource type*		
Objectives		
Accessibility		
Resource Type*		

General	Educational	Rights
Rights		
Developer		
Copyright *		
Copyright Owner *		

ANNEX 9

Guidelines, Tool, and Summary of Findings Template for Content Evaluation of DepEd-Developed ADM Modules

Guidelines on the Content Evaluation of DepEd-Developed ADM Modules

Objectives

- To evaluate the content of the assigned ADM modules for compliance with the content standards of the Department of Education.
- To write specific comments and findings on pages of the ADM modules where inadequacies in content and/or errors are found.
- To prepare and submit a report using the prescribed Content Evaluation Tool and Summary of Findings template for each assigned ADM module.
- To discuss with the development team/s the comments, recommendations, and revisions to be implemented on the ADM modules (if needed).

Mechanics

1. **Terms of Reference.** The Learning Resource Evaluators (LREs) for content shall perform the following roles and responsibilities:
 - 1.1 Evaluate and check the assigned modules for conceptual, factual, procedural, pedagogical, computational, and grammatical errors, violations on social content, and other types of errors.
 - 1.2 Write specific comments, findings, and suggested revisions on the margin of the pages of with inadequacies or errors in content.
 - 1.3 Accomplish the prescribed evaluation tool and prepare the Summary of Findings Report that shall guide the development team in implementing the recommended revisions.
 - 1.4 Submit the evaluated ADM materials with marginal comments and the duly accomplished summary report on a staggered basis until all assigned LRS have been evaluated.
 - 1.5 Discuss with the development team, if needed, to clarify comments and recommendations made in your content review.
 - 1.6 Review the revised and finalized DDLRs to ensure that corrections/ suggested revisions were sufficiently and correctly implemented.
2. You will receive the following materials:
 - Assigned set/s of ADM modules to be evaluated
 - Guidelines on the Content Evaluation of DepEd-developed Learning Resources (DDLRs)
 - Content Evaluation Tool (see Annex 1) – digital copy to be provided
 - Summary of Content Findings template (see Annex 2) – digital copy to be provided
3. Allot sufficient time to evaluate and accomplish the Individual Content Evaluation tool and Summary of Findings for each assigned ADM module.
4. Evaluate the assigned modules one at a time. Read each module page by page to identify possible errors using the following criterion items found in the Content Evaluation tool (Annex 1) as your guide and in writing your marginal comments:
 - A. Intellectual Property Compliance**
 - Check the LRs for:
 - Copyright violations
 - Proper and accurate citations for copyrighted texts and visuals
 - B. Learning Competencies**
 - Check the alignment of the content of the LRs with the targeted DepEd Learning Competencies intended for the learning area and grade level.
 - C. Instructional Design and Organization**
 - Content of the LR should:
 - Contribute to the achievement of specific learning objectives

- Be arranged and organized logically to facilitate achievement of learning objectives
- Be suitable to the target learner's level of development, needs, and experience
- Reinforce, enrich, and /or lead to the mastery of the targeted learning competencies
- Use devices that facilitate progressions from lesson to lesson
- Allow for review, comparison, and /or integration with previous lessons
- Provide motivational strategies/activities
- Use various teaching and learning strategies to meet individual differences/ learning styles
- Promote the development of higher cognitive thinking skills and 21st century learning skills
- Enhance the development of desirable values and traits

D. Instructional Quality

- Check the LRs for:
 - Conceptual errors
 - Factual errors
 - Procedural errors
 - Pedagogical errors
 - Computational errors
 - Grammatical errors
 - Violations on Social Content
 - Other types of errors

E. Assessment

- Check LRs for assessment that:
 - Helps teacher evaluates learner's progress
 - Is aligned with the specific learning objectives
 - Facilitates self-checks
 - Are varied

F. Readability

- LRs should have:
 - Words and sentences that are within the level of the target learners
 - Paragraphs and sentences that are structured to the level of the target learners
 - Smooth flow of ideas within a lesson and from one lesson to lesson
 - Good use of transition devices
 - Lessons, Instructions, exercises, questions, and activities that are clear to the learners

5. Write comments on salient points based on the criteria while examining the module. Highlight the part of the page that needs to be improved/revised or where the error is found. Specify comments, findings, and recommendations beside the highlighted portion to guide the development team in revising the modules.
6. Use the Summary of Findings template in Annex 2 to identify the specific parts that need to be corrected / revised by indicating specific pages and line numbers.
7. Avoid using vague words and nonspecific/generalized comments in your marginal comments (e.g., *some words are not appropriate; many of the examples are not aligned with the content; the sentence is not clear; the verb is grammatically incorrect*)
8. After evaluating the module, go over your marginal comments to validate/confirm that the findings and recommendations are consistent and thorough and to check that none is missed out.
9. Ensure that all comments and recommendations indicated in the modules are included in the Summary of Findings report. Notes on the specific pages of the modules must adequately support comments written in the Summary of Findings report.
10. Provide an overall assessment on the content quality based on the comments and findings noted in the ADM modules. Encode the Summary of Findings report of the overall findings and recommend if the module requires minor or major revisions.
11. After individual evaluation of each LR, immediately submit each ADM module with marginal comments and the duly accomplished summary report on a staggered basis until all assigned modules have been evaluated.
12. If deemed necessary, discuss your report with the development team/s or focal persons to clarify findings and agree on the revisions and improvements to be made in the modules evaluated.

Thank you for your cooperation!

Annex 1

EVALUATION TOOL FOR CONTENT ADM DepEd-developed Modules

Learning Area : _____ Grade Level : _____

Title: _____

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 six (6) 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	Yes	No
Factor I. Intellectual Property Rights Compliance		
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		
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
Factor III. Instructional Design and Organization		
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)		

Standards / Criterion Items		Yes	No
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)			
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			
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			
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			
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.			

Standards / Criterion Items	Yes	No
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

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: _____

Annex 2

Summary of Content Findings for ADM DepEd-developed Modules

Title of LR: _____ Grade Level: _____

[illegible]

Prepared by:

Date accomplished:

Signature over printed name

ADM LR STANDARDS
* as of May 8, 2020

ANNEX 10

Guidelines and Summary of Findings Template for Language Evaluation of DepEd-Developed ADM Modules

Guide in the Language Review of DepEd-developed ADM Modules

Objective: To review the language content of the assigned ADM modules and write marginal notes to indicate errors found.

Mechanics:

1. **Terms of Reference.** The Learning Resource Evaluators (LREs) for language shall perform the following roles and responsibilities:
 - 1.1 Evaluate and check the assigned ADM modules for language and grammatical errors.
 - 1.2 Write specific comments, findings, and recommended revisions on the margin of the pages of the assigned modules.
 - 1.3 Accomplish the Summary of Findings Report that shall guide the development team in implementing the recommended revisions.
 - 1.4 Submit the evaluated ADM modules with marginal comments and the duly accomplished summary report on a staggered basis until all assigned ADM modules have been evaluated.
 - 1.5 Discuss with the development team of the assigned LRs, if needed, to clarify comments and recommended revisions made in your review.
2. You will receive the following materials:
 - 2.1 Assigned ADM modules to be reviewed
 - 2.2 Guide in the Language Review of DepEd-developed ADM modules
 - 2.3 Summary of Language Findings template (Annex 1) – digital copy to be provided
3. Evaluate the assigned ADM modules one at a time. Carefully read the modules page by page to identify language errors using the following guidelines in making your marginal notes:
 - **Coherence and Clarity of Thought**
 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?
 - **Grammar and Syntax**

Check the materials for:

 1. Agreement between subject and verb
 2. Misplaced modifiers
 3. Unclear antecedents
 4. Faulty parallel construction
 5. Split infinitives
 6. Overuse of certain words
 7. Redundancies
 - **Spelling and Punctuation**
 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 and and or) observed?
 - **Consistency in Style**

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?
4. Write your comments and findings in on the margins of the module/s while examining the LRs. Highlight the portion that needs to be improved / revised or where the error is found. Specify comments, findings, and recommendations beside the highlighted portion to guide the development team in revising the LR.
5. Re-read your written marginal notes and validate / confirm your comments / findings or to make needed changes in order that your review may be as consistent and as thorough as possible.
6. Based on your marginal notes, prepare a summary of findings report to indicate the errors found in the module/s and the recommended revisions. Use the Summary of Findings template in Annex 1.
7. After individual evaluation of each LR, immediately submit each ADM module with marginal comments and the duly accomplished summary report on a staggered basis until all assigned modules have been evaluated.
8. If deemed necessary, discuss your report with the development team/s or focal persons to clarify findings and agree on the revisions and improvements to be made in the modules evaluated.

Thank you for your cooperation!

Annex 1

Summary of Language Findings for DepEd-developed Learning Resources ADM Modules

Title of Module: _____ Grade Level: _____
 Writer: _____ Illustrator: _____

[illegible]

Other Comments and Recommendations:

Prepared by:

Date accomplished:

Signature over printed name

ANNEX 11

Guidelines, Tool and Summary of Findings Template for Layout and Design Evaluation of DepEd-Developed ADM Modules

Guidelines in the Evaluation of Layout and Design of DepEd-developed ADM Modules

Objectives

- To evaluate the layout and design of the assigned ADM modules for compliance with the standards by the Department of Education.
- To write specific comments and findings on the margins of pages of the ADM modules where inadequacies in layout and design are found.
- To prepare and submit a report using the prescribed Layout and Design Evaluation Tool and Summary of Findings template for each assigned module.
- To discuss with the development team/s the comments, recommendations, and revisions to be implemented on the modules (if needed)

Mechanics

2. **Terms of Reference.** The Learning Resource Evaluators (LREs) shall perform the following roles and responsibilities:
 - 1.1 Evaluate and check the assigned DDLRs for physical attributes, design and layout, typographical organization, visuals, and other types of format errors.
 - 1.2 Write specific comments and findings on the margins of the assigned modules and prepare an evaluation report that shall guide the development team in making needed revisions.
 - 1.3 Discuss with the development team to clarify the comments and findings made on the layout and design of assigned ADM modules (if needed).
3. You will receive the following materials:
 - Assigned set/s of ADM modules to be evaluated
 - Guide in the Evaluation of Layout and Design of DepEd-developed ADM Modules
 - Evaluation Tool for Layout and Design (see Annex 1) - digital copy to be provided
 - Summary of Findings template (see Annex 2) - digital copy to be provided
13. Allot sufficient time to evaluate and accomplish the Individual Content Evaluation tool and Summary of Findings for each assigned ADM module.
14. Evaluate the assigned modules one at a time. First, scan the material in order to appreciate quickly its organization, coverage, and general approach. Then, evaluate the LR in its entirety to determine if there are errors in layout and design.
15. Use the following criterion items found in the Evaluation Tool template (Annex 1) as your guide in writing marginal notes:
 - A. **Physical Attributes**
 - Check the LR for:
 - Appropriateness of cover
 - Completeness of required elements
 - B. **Design and Layout**
 - The LR should:
 - Observe consistent use of elements
 - Have simple and attractive design
 - Contain adequate illustrations in relation to text
 - Have harmonious blending of elements
 - Be suitable to the target users
 - C. **Typographical Organization**

- The LR should:
 - Use appropriate font size and styles
 - Follow the rules in the use of boldface and italics

D. Visuals

- Visual of the LR should:
 - Supplement the text
 - Clarify the concept
 - Be consistently clear in content and detail
 - Be appropriate to the learner's age, culture, and life situation
 - Sustain interest and not distract learners's attention
 - Be appropriately placed in the page and proportionally drawn in size
 - Be appealing, simple, and easily recognizable
 - Be realistic and use appropriate color
 - Be set in grayscale if original visuals are colored
 - Not be shaded if line drawings
 - Be facing inside the pages if illustrations are people or animals
 - Have individual picture frames if illustrations are about a process
6. Make marginal notes on salient points based on the criteria while examining the modules. Encircle the portion that needs to be improved or revised. Write specific comments, findings, and recommendations beside the encircled portion to guide the writers / illustrators in improving the layout, design, and visuals.
 7. Give specific examples by citing page and line numbers. Avoid using vague words such as *few*, *some*, *several*, *many*, etc.
 8. After evaluating the module, go over your marginal comments to validate/confirm that the findings and recommendations are consistent and thorough and to check that none is missed out.
 9. Prepare your Summary of Findings report using the template in Annex 2. Ensure that all comments and recommendations indicated in the modules are included in the Summary of Findings report. Notes on the specific pages of the modules must adequately support comments written in the Summary of Findings report.
 10. Provide an overall assessment on the layout and design based on the comments and findings noted in the ADM modules. Encode the Summary of Findings report of the overall findings and recommend if the module requires minor or major revisions.
 11. After individual evaluation of each LR, immediately submit each ADM module with marginal comments and the duly accomplished summary report on a staggered basis until all assigned modules have been evaluated.
 12. If deemed necessary, discuss your report with the development team/s or focal persons to clarify findings and agree on the revisions and improvements to be made in the modules evaluated.

Thank you for your cooperation!

Annex 1

EVALUATION TOOL FOR LAYOUT AND DESIGN DepEd-developed Learning Resource

Learning Area : _____ Grade Level: _____

Title : _____

Instructions:

6. 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.
7. 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.
8. Write *Not Applicable (NA)* for criterion items that does not apply in the LR evaluated.
9. 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.
10. 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.)		
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		
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.)			
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.)			
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

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 Findings, Corrections, and Review* 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 Findings, Corrections, and Review* form and LR with marginal notes must be implemented.

☐ **For field validation.** This material is found compliant to all factors with NO corrections.

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

Evaluator: _____

Signature: _____

Date accomplished: _____

Annex 2

Summary of Layout and Design Findings for DepEd-developed Learning Resource

Title of LR: _____ Grade Level: _____

[illegible]

Prepared by:

Date accomplished:

ANNEX 12



Republic of the Philippines
DEPARTMENT OF EDUCATION
DepEd Complex, Meralco Avenue, Pasig City



SPECIALTY CLEARANCE

CERTIFICATION

This is to certify that the title of the LR for Grade__ developed by development team underwent quality assurance to check that all recommended revisions are correctly and sufficiently implemented in the ready-to-print copy of the LR. The said LR is found to be free of content, language, and layout and format errors, and suitable for use.

This certification is issued on _____ for whatever legal purpose it may serve.

QA/Review team members:

_____	_____	_____
_____	_____	_____

Approved by:

(Head of Office)
Signature over Printed Name

Not valid without the dry seal

ANNEX 13

(Sample Certification that the Material is Ready to Print and Ready for Conversion to Other Formats)

Regional Letter Head

Certification

-

This is to certify that the following Grade ____ ADM Modules reviewed, validated and finalized are free from content, language, layout and format errors, plagiarism and copyright infringement. Hence, the undermentioned learning resources are deemed ready to print and ready for conversion to other formats.

Learning Resource	Name of Digital File
1. Quarter 1- Module 1:(Title)	
2. Quarter 1 - Module 2: (Title)	
3. Quarter 1 - Module 3: (Title)	
4. Quarter 1 - Module 4:(Title)	
5. Quarter 1 - Module 5: (Title)	
6. Quarter 1 - Module 6: (Title)	
7. Quarter 1 - Module 7 (Title)	
8. Quarter 1 - Module 8:(Title)	
9. Quarter 1 - Module 9: (Title)	
10. Quarter 1 - Module 10: (Title)	

Issued this__ day of ____, 2020.

Recommending approval:

Chief of the Curriculum and Learning
Management Division (CLMD)

Approved by:

Regional Director

Not valid without the dry seal

