Division Memorandum
No. 191 s. 2020

TO: The Public Schools District Supervisors
        Elementary and Secondary School Heads
        Elementary and Secondary School Teachers
        This Division

FROM: **MA. LIZA R. TABILON EdD, CESO V**
        Schools Division Superintendent

SUBJECT: Development of Learning Modules for All Grade Levels in All Subject Areas

DATE: July 3, 2020

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1.   The COVID-19 pandemic brought every Filipino the unforeseen public health crisis. In an effort to ensure safety of the learners and teachers, the Department of Education currently sets measures to address the challenges and to continue the delivery of basic education.

2.   Among these measures are the coming up of the different learning delivery modalities for SY 2020-2021 that the schools can adopt as well as the streamlining of the learning competencies as part of the DepEd's Learning Continuity Plan (LCP). The DepEd Central Office in consultation with all the bureau and regional directors decided to come up with the Most Essential Learning Competencies (MELCs).

3.   The MELCs were provided by DepEd as the primary reference for all schools in determining and implementing learning delivery approaches that are suited to the local context and diversity of learners, while adapting to the challenges posed by COVID-19. Schools are instructed to refer to the MELCs in creating learning activity sheets, self-learning modules and other instructional materials as buffer. Moreover, schools are enjoined to adhere to the content of the MELCs.

4.   The preparation of the locally-developed materials does not intend to duplicate the learning materials that DepEd Central Office will soon upload in the LRMDS Portal, but will serve as buffer/supplementary learning materials while CO has not provided yet or when CO will be delayed in the provision of modules and other learning materials.

Republic of the Philippines
Department of Education
Region IX, Zamboanga Peninsula
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE
Capitol Drive, Estaka, Dipolog City

Tel No.: (065) 212-5843   e-mail address: zn.division@deped.gov.ph

5.   Relatively, this office through the Curriculum Implementation Division (CID) is directing all teachers in all subject areas (Elementary and Secondary levels) to develop learning modules following any of the suggested formats (refer to the enclosure) with strict adherence to the Quality Assurance tool as your guide. It is understood that some schools and districts had already submitted their modules to the division office. All those will be quality assured by the concerned subject area supervisors.

6.   For now, the teachers are expected to

Quarter	Submission to the District QA Team	District Quality Assurance	Submission of Modules to DO through the EPS of the Learning Areas	Division Quality Assurance	Uploading to ZN LR Hub	Reproduction of Modules	Distribution of Modules to Schools
I	July 15, 2020	July 16 – 19, 2020	July 20, 2020	July 21 – 29, 2020	July 30, 2020	Aug. 1 – 15, 2020	Aug. 16 – 20, 2020
II	Aug. 15, 2020	Aug. 16 – 19, 2020	Aug. 20, 2020	Aug. 21 – 29, 2020	Aug. 30, 2020	Sept. 1 – 15, 2020	Sept. 16 – 20, 2020
III	Sept. 15, 2020	Sept. 16- 19, 2020	Sept. 20, 2020	Sept. 21 – 29, 2020	Sept. 30, 2020	Oct. 1 – 15, 2020	Oct. 16 – 20, 2020
IV	Oct. 15, 2020	Oct. 16 – 19, 2020	Oct. 20, 2020	Oct. 21 – 29, 2020	Oct. 30, 2020	Nov. 1 – 15, 2020	Nov. 16 – 20, 2020

7.   These materials once submitted to the division office and after having been quality assured will be available at the ZN LR Hub portal.

8.   Masterlist of all module writers per grade level, per subject, per quarter identified and notified by each Education Program Supervisor (EPS) of the learning area shall be submitted to the CID Chief. These writers are advised to refer to the LRMDS Portal for quality – assured resource/reference materials that can use to enrich the content of modules.

"Be and Do Much Better Each Day with a Sense of Urgency"

Service with a Heart

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9.   The writers shall be given certificate of recognition and will earn 3 days service credits per submitted quality-assured module but shall not exceed more than 15 days per CSC Memorandum Circular 41 s. 1998.

10.   This office also reminds everyone that in the conduct of any activity and in the performance of our respective duties and responsibilities, health standards and protocols set by the DOH, IATF, and in the Executive Orders issued to contain/prevent the spread of COVID – 19 should always be observed.

11.   Immediate dissemination and strict compliance with this memorandum is directed.

FORMAT 1: GUIDE IN ADM MODULE WRITING

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

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

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
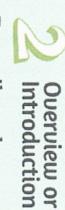   - Office of the management team

FORMAT 2: PARTS OF A MODULE

REFERENCE : DULDULAO 2000

1 Title

Should be clear ad concise, reflective to the content.

2 Overview or Introduction

Describes the scope and summarizes the content and importance of the module.

3 OBJECTIVES

Explains the knowledge, skills and attitudes you want to teach

4 Discussion of Topics

From simple to complex ideas. This should include pictures, diagrams, Illustrations, exercises and hands-on activities

5 Self-Check Test/ Evaluation Activities

Includes self-check tests, exercises or other means of assessing learning outcomes.

6 References

List of books and guides that you used in preparing the module.

EVALUATION TOOLS

1. QA Tools for DepEd-developed LRs (Annex A.1)

2. QA Tools for LRs for Donation (Annex A.2)

3. QA Tools for Textbooks and Teachers (Annex A.3)

CONTENT EVALUATION TOOL
DepEd-developed Learning Resource

Learning Area : _____

Title   : _____

Grade Level   : _____

Review the learning resource based on the following criteria. Tick the appropriate column found 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. Based on the requirement indicated under each criterion put a check (✔) mark in the appropriate column for complied or not. Write Not Applicable (NA) for items that are not appropriate in the material evaluated.

Criterion Items	Yes	No
I. Intellectual Property Rights Compliance		
1. The learning resource has no copyright violations.		
2. The LR is free from plagiarism.		
3. The copyrighted materials used in the LR are cited.		
4. The copyrighted materials used in the LR are accurately cited.		
(Note: At least 1 item is YES to comply the criterion)		
II. Learning Competencies		
Content is consistent with the targeted DepEd Learning Competencies intended for the learning area and grade level.		
	Complied	**Not Complied**
(Note: The item is YES to comply the criterion)		
III. Instructional Design and Organization of Material		
1. Content is suitable to the learner's level of development.		
2. Content reinforces, enriches, and / or leads to the mastery of the targeted learning competencies intended for the learning area and grade level.		
3. Content is logically developed and organized throughout the material.		
4. Units/chapters and lessons contain useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one lesson to another.		
5. Development of lessons allows for review, comparison, and integration with previous lessons.		
6. The LR develops higher cognitive skills (e.g., critical thinking skills, creativity, learning by doing, problem solving) and 21st century skills.		
7. The LR enhances the development of desirable values and traits.		
	Complied	**Not Complied**
(Note: At least 5 items are YES to comply the criterion)		
III. Instructional Quality		
1. The LR contributes to the achievement of specific objectives of the learning area and grade level for which it is intended.		
2. The LR is free from any social content violations.		

Criterion Items	Yes	No
3. Level of difficulty is appropriate for the intended user.		
4. Content and information are accurate and up-to-date.		
5. LR is free from factual errors.		
6. LR is free from computational errors.		
7. LR is free from grammatical errors.		
8. LR uses various types of teaching and learning strategies responsive to individual learning styles.		
(Note: At least 6 items are YES to comply the criterion)	Complied	Not Complied
IV. 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 suitable, keyed in to objectives and content.		
3. Assessments are based on Cognitive Process Dimensions—remembering, understanding, applying, analyzing, evaluating and creating.		
4. The LR provides variety of assessments 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 items are YES to comply the criterion)	Complied	Not Complied

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

☐ **Minor revision.** This material is found compliant to all criteria. However, minimal revision is recommended following the summary of findings and LR with marginal notes.

☐ **Major revision.** This material is non-compliant to any of the criteria thus, major revision is recommended following the summary of findings and LR with marginal notes.

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

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

Evaluators(s): _____   _____

Signature(s): _____   _____

Date accomplished: _____

LANGUAGE EVALUATION TOOL
DepEd-developed Learning Resource

Learning Area: _____ Grade: _____
Title: _____

Review the learning resource based on the following criteria. Tick the appropriate column found 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. Based on the requirement indicated under each criterion put a check (✔) mark in the appropriate column for complied or not. Write Not Applicable (NA) for items that are not appropriate in the material evaluated.

Criterion Items	Yes	No
I. 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?		
8. Are the headings or titles appropriate to the content?		
9. Is there proportional or equal treatment of topics of the same importance?		
(Note: At least 7 items are YES to comply the criterion)	Complied	Not Complied
II. Grammar and Syntax		
1. Is there agreement between subject and verb ?		
2. Is their misplaced modifier?		
3. Are there unclear antecedents?		
4. Is there faulty parallel construction?		
5. Are there split infinitives?		
6. Are there overuse of certain words?		
7. Are there redundancies		
(Note: At least 5 items are YES to comply the criterion)	Complied	Not Complied
III. 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?		
(Note: At least 2 items are YES to comply the criterion)	Complied	Not Complied
IV. Consistency in Style		
1. Where alternative spellings are permitted, was a choice made and used consistently throughout the materials?		

		Complied	Not Complied
2.	Are main heads, subheads, sections, and subsections consistently classified?		
3.	Is the need for the same tense or person observed?		
4.	Are the rules on capitalization, hyphenation, setting off in italics or boldface followed?		
5.	Is there consistence in phraseology of titles, presentation or introduction of new chapters or units?		
(Note: At least 3 items are YES to comply the criterion)			

Translation (for Contextualized LRs)

		Complied	Not Complied
1.	Original text is accurately rendered. Nuances of meaning are precisely captured.		
2.	Translation is fluent, smooth, and readable for the target user.		
3.	Vocabulary and idioms respond accurately to the original text.		
4.	Vocabulary is adapted to the target user's experience and understanding.		
5.	Correct syntax and orthography are followed.		
6.	Lessons, instructions, exercises, questions, and activities are clear to the intended user.		
7.	Right mechanics of writing is followed.		
8.	Sentences are clear, short, and simple.		
(Note: At least 6 items are YES to comply the criterion)			

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

☐ **Minor revision.** This material is found compliant to all criteria. However, minimal revision is recommended following the summary of findings and LR with marginal notes.

☐ **Major revision.** This material is non-compliant to any of the criteria thus, major revision is recommended following the summary of findings and LR with marginal notes.

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

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

Evaluators(s): _____   _____

Signature(s): _____   _____

Date accomplished: _____

EVALUATION TOOL FOR LAYOUT AND FORMAT
DepEd-developed Learning Resource

Learning Area : _____ Grade : _____
Title   : _____

Review the learning resource based on the following criteria. Tick the appropriate column found 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. Based on the requirement indicated under each criterion put a check (✓) mark in the appropriate column for complied or not. Write Not Applicable (NA) for items that are not appropriate in the material evaluated.

Criterion Items	Yes	No
1. Physical Attributes		
1.1 Cover Page		
1.1.1 Cover art is appropriate, relevant, and interesting.		
1.1.2 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 (feedback box and ISBN)		
1.2 Front matter		
1.1.2 All necessary elements are complete: title page, copyright page, table of contents, and introduction / preface (optional)		
1.2.2 Page numbers are set in 12 points lowercase roman numerals; centered at the bottom of the page; no page numbers on the title and copyright pages		
1.3 Inside pages		
1.3.1 All beginning pages for units / chapters consistently fall on the right-hand pages.		
1.3.2 Pagination is set in 12 points Arabic numerals and centered at the bottom of the page.		
1.3.3 There are no lines which are too loose or too tight; consistent spaces between lines; too big or too small spaces between words and paragraphs.		
1.3.4 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)		
1.3.5 Texts in each page are of the same length.		
1.3.6 There are a maximum of only three consecutive hyphenated words in a paragraph.		
1.3.7 Pages have no bad breaks which affect readability.		
1.4 Back Matter Pages		
Has useful back matter pages (e.g., glossary, bibliography, index, appendix, etc.)		
(Note: At least 10 items are YES to comply the criterion)	Complied	Not Complied
2. Book Layout and Design		
2.1 Unit/chapter/lesson titles & subheads are consistent in style		

			Complied	Not Complied
	2.1	Attractive and pleasing to look at		
	2.2	Simple (i.e., does not distract the attention of the reader)		
	2.3	Adequate illustration in relation to text		
	2.4	Harmonious blending of elements (e.g., illustrations & text)		
	2.5	Interesting		
	2.6	Suitable to the target users		
	(Note: At least 5 items are YES to comply the criterion)		Complied	Not Complied
3.	**Typographical Organization** (e.g., size of letters, choice of font, use of boldface and italics, etc.)			
	3.1	Size of letters is appropriate to the intended user.		
	3.2	Font styles used are appropriate for the target user and easy to read.		
	3.3	Size of letters and choice of font enable the target users to easily identify themes / ideas and rank them in order of importance?		
	3.4	The use of boldface and italics are relevant and appropriate to the text.		
	3.5	Spaces between letters and words facilitate reading.		
	(Note: At least 3 items are YES to comply the criterion)		Complied	Not Complied
4.	**Visuals** (e.g., illustrations, photographs, maps, tables, graphs, etc.)			
	7.1	Visuals illustrate and clarify the concept / lesson and facilitate comprehension.		
	7.2	Visuals are relevant to the learner's age, culture, life situation, and gender.		
	7.3	Visuals are artistically appealing, simple, and easily recognizable.		
	7.4	Visuals sustain interest and do not distract the learner's attention.		
	7.4	Visuals are consistently clear in content and detail.		
	7.5	Visuals are realistic and use appropriate color (optional) where needed.		
	7.6	Supplement body text are found on the same page as the text citation.		
	7.7	Visuals are placed appropriately in the page and are in their intended final size.		
	7.8	Visuals are in greyscale (black-and-white) illustrations for black-and-white reproduction.		
	7.9	Visual are not shaded to avoid poorly and blotchy printed pages.		
	7.10	Visuals have captions (if needed) and credits (or sources) indicated along with the text.		
	7.11	Illustrations of animals and people are not facing outside the page.		
	7.12	Illustrations of a process involving separate steps or actions should have at least as many individual pictures or frames.		
	(Note: At least 3 items are YES to comply the criterion)		Complied	Not Complied

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

☐ **Minor revision.** This material is found compliant to all criteria. However, minimal revision is recommended following the summary of findings and LR with marginal notes.

☐ **Major revision.** This material is non-compliant to any of the criteria thus, major revision is recommended following the summary of findings and LR with marginal notes.

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

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

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

Evaluators(s): _____   _____

Signature(s): _____   _____

Date accomplished: _____

☐ **Individual SF** ☐ **Team SF**

Summary of Findings
for the DepEd-developed Learning Resource

Title: _____

Learning Area: _____ Grade Level: _____

Type of LR: _____

Carefully read the learning resource page by page, checking for any error present in the material. For each error found, write the page number and paragraph or line number where it was seen is the 1st column. Write a brief description and classify the type of error (e.g., content, language, and format) found in the 2nd and 3rd column. Provide specific recommendation for improving the identified error in the 4th column. After all errors have been encoded, determine the total number of errors found. Give an overall rating based on the number of errors found and the final recommendation of the material.

Paragraph / Line / Page number (in chronological order)	Brief description of Errors/ Findings/ Observations	Type of Error	Specific recommendations for improving the identified error

Legend: Type of Error: (C for content, L for language, LF for Layout & Format)

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

☐ **Minor revision.** This material is found compliant to all criteria. However, minimal revision is recommended following the summary of findings and LR with marginal notes.

☐ **Major revision.** This material is non-compliant to any of the criteria thus, major revision is recommended following the summary of findings and LR with marginal notes.

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

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

Evaluators(s): _____   _____

Signature(s): _____   _____

Date accomplished: _____

Summary of Corrections
for the DepEd-developed Learning Resource

Title: _____

Learning Area: _____ Grade Level: _____

Type of LR: _____

Instruction:

Paragraph / Line / Page number (in chronological order)	Brief description of Errors/ Findings/ Observations	Type of Error	Specific recommendations for improving the identified criterion	Remarks	
				Implemented	Not Implemented (Reasons/Justifications)

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

I / We certify that this summary of corrections (s) are my / our own and have been made without any undue influence from others.

Writers(s): _____   _____

Signature(s): _____   _____

Date accomplished: _____

Validation/ Pilot Testing Tool

Name of Validator (optional)_____ Grade & Section _____

Name of School: _____ Division/District:

_____

Region: _____

Please tick the appropriate column of your honest answer for each criterion.

Particulars	Yes	No	Remarks	
			Page No.	Comments
1. Is the language used in the LR easily understood by the target user?				
2. Are the instructions easily understood by the target user?				
3. Can the target user accomplish the activities?				
4. Can the target user perform the activities on a required period of time?				
5. Are the illustrations/pictures interesting?				
6. Are the illustrations/pictures helpful to the target user in understanding the lessons and activities?				
7. Are the illustrations/pictures clear?				
8. Is lay out of the LR attractive, orderly, and consistent?				
9. Is the LR free from offensive content on gender, cultural and race?				
10. Are there errors found in the LRs? (please specify)				
Suggestion/Recommendation				

_____   _____

Name and Signature of the Learner/ Teacher   Date

Level 1 Evaluation/ Preliminary Screening of LR Donations

The donor is (please check appropriate box):

Individual ☐ Family/Group ☐ Association ☐ Company ☐ Publisher/Supplier ☐ Other ☐

Name of (e.g., Individual, Company, Publisher,): _____

Title: _____

Step 1: *To be accomplished by assigned DepEd Unit/Office. Please put a check mark on the appropriate box.*

1. Off-the-shelf form   Yes ☐ No ☐

2. With copyright year   Yes ☐ No ☐

3. Copyright year is acceptable   Yes ☐ No ☐

4. With ISBN   Yes ☐ No ☐

5. Is in good physical condition & still usable   Yes ☐ No ☐

6. With accompanying print material/s   Yes ☐ No ☐

7. Material is one (1) copy or more   Yes ☐ No ☐ N/A ☐

8. Attached information and list of submission   Yes ☐ No ☐ N/A ☐

9. Donor is willing to deliver the LR   Yes ☐ No ☐ N/A ☐

10. Donor is willing to claim LR if rejected   Yes ☐ No ☐ N/A ☐

11. Donor is willing to claim results of review   Yes ☐ No ☐ N/A ☐

LR is not considered if the answer is No to at least one of the items in nos. 1 to 5.

Step 2: *To be accomplished by QA Team. Please refer to DepEd Guide in the Level 1 Preliminary Screening. Put a check mark on the appropriate box and fill in selected items.*

1. Supports an ongoing DepEd project/program   Yes ☐ No ☐

2. Intended for pre-school/elem./junior/senior learners   Yes ☐ No ☐

   If Yes, SM is suitable for:

   Grades 1 to 3 ☐   Years I and II ☐

   Grades 4 to 6 ☐   Years III and IV ☐

               Senior HS ☐

   Others (specify year): _____

3. Helps in the teaching and / or learning of specific concepts, skills, and values.   Yes ☐ No ☐

   If Yes specify learning area/s (i.e., English, Filipino, Math, Science, etc.):

   _____

4. Recommended for use in public schools (passed content evaluation), if textbook   Yes ☐ No ☐

5. If SM is a general reference, there are no incorrect/ derogatory information about the Philippines.   Yes ☐ No ☐

6. Unabridged classic novel / literary work   Yes ☐ No ☐

7. Award-winning title Yes ☐ No ☐

8. Developed by a prestigious publishing house   Yes ☐ No ☐

Approved (no need for Level 2 Content Evaluation)

Recommended for Level 2 Content Evaluation

Not Recommended (If the answer is No to at least one of the items in nos. 1 to 5)

Step 3:

Accepted: ☐   Not Accepted: ☐

Approved (no need for Level 2 Content Evaluation): ☐
(If answer is Yes in Step 2 nos. Nos. 4-10)

Recommended (for Level 2 Content Evaluation) ☐
(If material is Yes in Step 2 Nos. 1-3)

Signature over printed name: _____

Date: _____