



Republic of the Philippines  
**Department of Education**  
SOCCSKSARGEN REGION

July 15, 2021

REGION MEMORANDUM  
CLMD No. 123, s. 2021

**REVIEW AND ENHANCEMENT OF DEPED-DEVELOPED SELF-LEARNING  
MODULES FOR GRADE 7 (QUARTERS 1 & 2)**

To: All Schools Division Superintendents  
Chiefs, Curriculum and Instruction Division (CID)  
All Education Program Supervisors Concerned

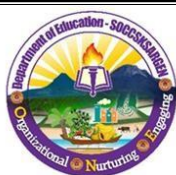
1. Relative to the implementation of the Basic Education-Learning Continuity Plan (BE-LCP) specifically in the provision of Learning Resources in this time of pandemic, the Department of Education through the Learning Resource Management System in partnership with the Alternative Delivery Mode will conduct a **Review, Streamlining and Enhancement of DepEd-Developed Self-Learning Modules for Grade 7 Quarters 1 & 2**.

2. The activity aims to ensure that SLMs, particularly Grade 7 in five (5) learning areas: English, Math, Science, Filipino and TLE for Q1 and Q2, are free from errors, social content and intellectual property concerns and any issues, as well as to maximize the use of said materials for the coming years.

3. Please see Enclosure 1 for the **List of Evaluators and Members of DQAT**; Enclosure 2 for the **Technical Specifications for the Self-Learning Modules (SLMs)**; Enclosure 3 for the **Guidelines and Tools for Content/Language/Lay-out Evaluation**, and Enclosure 4 – **Individual Workweek Accomplishment Report Template**.

4. Below are the timelines for the Round 2 evaluation, quality assurance, revision and submission of finalized manuscripts:

ACTIVITY	TIMELINE (Date)	RESPONSIBLE PERSON /TEAM
Online Orientation of LRMS on the new Guidelines	July 17, 2021	Region and Division LRMS ADM
Review, Streamlining and Enhancement of Grade 7 ADM Modules  Area 1: <b>Content</b> (inc. Social Content & Copyright) Area 2: <b>Language</b> Area 3: <b>Layout</b>	July 19-22, 2021	EPS-Subject Specialists LREs Lay-out Artists  Monitoring and Follow-up: • CLMD REPS in charge of the different learning areas



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		<ul style="list-style-type: none"><li>• Division EPS in charge of the different learning areas</li></ul>
Revision/Integration of Comments and Recommendations	July 23-27, 2021	-Writers
Conformance Review	July 28, 2021	-Division LR EPS -LR-PDOs -Librarians
Final Revision	July 29, 2021	-Writers
Submission of Finalized SLMs to: <ul style="list-style-type: none"><li>• <a href="mailto:peter.angug@deped.gov.ph">peter.angug@deped.gov.ph</a></li><li>• <a href="mailto:arturo.tingson@deped.gov.ph">arturo.tingson@deped.gov.ph</a></li><li>• <a href="mailto:joemarie.parmisana@deped.gov.ph">joemarie.parmisana@deped.gov.ph</a></li></ul>	July 30, 2021	-CLMD REPS in-charge of the different learning areas -Division LR EPS
Submission of Finalized SLMs to Central Office	July 31, 2021	-Peter Van C. Ang-ug - Arturo D. Tingson, Jr. Region LRMS

5. Editable and PDF Files of the manuscripts for review and enhancement shall be distributed to all concerned Division LR Supervisors through Mr. Peter Van C. Ang-ug, EPS-ADM/Science/ALS and/or Mr. Arturo D. Tingson, Jr. EPS-LRMS. **Members of the Quality Assurance Team are reminded not to disclose the materials to any social media platforms while the activity is on-going.**

6. The CID Chiefs and Division LR Supervisors of the Division of Origin of the assigned Grade 7 ADM modules shall be the same SDO to take charge in facilitating the review, quality assurance and enhancement of said SLMs using the Tools for Evaluation as indicated in Enclosure 2.

7. To fast track the accomplishment of different tasks, members of the different teams are encouraged to work daily online and offline including summer vacation, Saturdays, Sundays and holidays when necessary. Their daily outputs are to be reflected in the Individual Workweek Accomplishment Report Template provided in Enclosure No. 3.

8. Works that fall within summer vacation, Saturdays, Sundays and holidays are entitled for Compensatory Time Off (CTO) or Service Credits whichever is applicable for the employee in accordance with CSC and DBM Joint Circular No. 2, s. 2004 on Non-Monetary Remuneration for Overtime Service Rendered or DO 53, s. 2003, titled "Updated Guidelines in the Grant of Vacation Service Credits to Teachers."



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9. All expenses relative to this activity shall be charged against local funds, subject to the usual government accounting and auditing rules and regulations.
10. For more information and inquiry, all concerned may contact or call **Mr. Arturo D. Tingson, Jr.** REPS-LRMS at 09107439224 or email at [arturo.tingson@deped.gov.ph](mailto:arturo.tingson@deped.gov.ph) and **Mr. Peter Van C. Ang-ug** REPS-ADM/ Science/ASL at 09074189361 or email at [peter.angug@deped.gov.ph](mailto:peter.angug@deped.gov.ph).
11. Immediate dissemination of this memorandum is desired.

  
**CARLITO D. ROCAFORT**

Director III

OIC – Office of the Regional Director

Encl: As stated

Reference: SOCCSKSARGEN BE-LCP

Allotment: Local Funds

To be indicated in the Perpetual Index under the subject

QUALITY ASSURANCE      EVALUATION      LEARNING RESOURCES

ADTJR/CLMD/RM/ REVIEW AND ENHANCEMENT OF DEPED-DEVELOPED SELF-LEARNING MODULES FOR GRADE 7  
(QUARTERS 1 & 2)/127/ July 18, 2021



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Enclosure 1 to Region Memorandum CLMD No. \_\_\_\_\_, s. 2021

**QUALITY ASSURANCE TEAM AND LEARNING RESOURCE EVALUATORS**

	<b>NAME</b>	<b>POSITION/DESIGNATION</b>	<b>OFFICE/DIVISION</b>
Over-all Chair	Gilbert B. Barrera	CLMD Chief	Regional Office 12
Co-chair	Arturo D. Tingson, Jr.	REPS – LR	Regional Office 12
	Peter Van C. Ang-ug	REPS – ADM/ALS/Science	Regional Office 12
<b>SCIENCE</b>			
Team Leader	Peter Van C. Ang-ug	REPS - Science	Regional Office 12
Asst. Team Leaders	Juvy B. Nitura	EPS - LR	Cotabato Province
	Lenie G. Forro	EPS - Science	Cotabato Province
Members			
Language LREs:	Cynthia S. Bustillo	P-III	Cotabato Province
	Elsie S. Galan	T-1	Cotabato Province
	Prixie S. Cruz	T-III	Cotabato Province
	Maria Jane Agrave	MT-2	Cotabato Province
	Eloisa R. Agni	HT-1	Cotabato Province
	Diane B. Sungcog	T-3	Cotabato Province
	Junacris O. Salmo	T-1	Cotabato Province
Content LREs:	Lenie G. Forro	EPSVR	Cotabato Province
	Miraflor O. Albios	HT-1	Cotabato Province
	Leoncio P. Tan	HT-1	Cotabato Province
	Luis A. Ayonan	HT-3	Cotabato Province
	Rowena P. Matavia	P-1	Cotabato Province
	Fe N. Hinay	P-1	Cotabato Province
	Annie N. Aquino	T-3	Cotabato Province
Format & Layout LREs:	Analyn J. Madera	PDO-II	Cotabato Province
	Jaypee K. Balera	MT-1	Cotabato Province
	Glen D. Napoles	T-3/PIC	Cotabato Province
	Allan T. Basubas	T-3	Cotabato Province
	Jay-ar Espartero	T-3	Cotabato Province
	Sammie Per S. Montero	T-1	Cotabato Province
	Mark Daryl Lazaro	T-2	Cotabato Province
	Kryss Mayven Fabrero	T-1	Cotabato Province
<b>MATHEMATICS</b>			
Team Leader	Jay-ar Lipura	REPS - Mathematics	Regional Office 12



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Asst. Team Leaders	Evelyn C. Frusa	EPS - LR	Koronadal City
	Judith B. Alba	EPS - LR	Sarangani
	Reynaldo C. Tagala	EPS-Mathematics	
	Noemi E. Parcon	EPS-Math	Koronadal City
Members			
Language LREs:	Live C. Angga	Master Teacher 1	Malungon NHS
	Hannah Lou T. Bantilan	Teacher - II	Kiamba NHS
	Ana Luz Arwena L. Delizo		
	Vergie Dulana		Banate NHS
	Venus P. Enumerables	Master Teacher 1	James L. Chiongbian National Trade Sch.
	Chona Bernabe	HT V	KNCHS
	Mary Jean Nequinto	MT II	KNCHS
	Jesica Palma	TII	KNCHS - SHS
	Yanessa Inamarga	T III	KNCHS
	Shienna Lyn Antenor	MT II	Concepcion NHS
Content LREs:	Ian Caesar E. Frondoza	Teacher - II	Cabales-Enarbia Srs. Integrated School
	Nathaniel A. Galopo	Teacher-II	Alabel NHS
	Marilou S. Pedregosa	Master Teacher-I	Alabel NHS
	Venus Jane E. Rosete	Teacher - III	Malalag NHS
	Mariel Villanueva	Master Teacher 1	Colon NHS
	Jamaico Taborada	Teacher 3	Colon NHS
	Leonil Lubaton	MT-II	KNCHS-SHS
	Cecile S. Dela Rosa	MT-I	KNCHS-JHS
	Raul Pojas	HT-III	KNCHS-JHS
	Aurora Quiambao	MT-I	KNCHS-JHS
	Randy L. Pendilla	P1	Rotonda NHS
	Format & Layout LREs:	Jerome Reynes	HT III
Maylene F. Grigana		Div. Librarian II	Division Office
Edward Ryan F. Gulam		HT I / LR Alt.	Division Office
Arcadio III G. De Jesus		T-II	Engkong Elem. School
Karl Edward B. Panceles		T-III	KNCHS
Alou Camille B. Sabado		T-II	KNCHS- SHS
Arvin Tejada		LIB-II	Division Office
Angelou D. Samillano		T-I	KNCHS
<b>ENGLISH</b>			
Team Leader	Gerardo Magno	REPS - English	Regional Office 12
Asst. Team Leaders	Evelyn C. Frusa	EPS - LR	Koronadal City
	Delia B. Mabalot	EPS-English	Koronadal City
Language LREs:	Emeline Doruelo	Principal 1	Sto.Nino ES



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	Grace Lumingkit	P1	Mangga ES
	Alver Lajera	P1	KCES 1
	Yanessa Inamarga	T III	KNCHS
<b>Content LREs:</b>	Dolores Carreon	HT II	Namnama ES
	Leila Y. Tejada	Principal 1	Bacongco ES
	Charmaine Rose Estandarte	T-III	KNCHS-SHS
	Jesica Palma	TII	KNCHS - SHS
<b>Format &amp; Layout LREs:</b>	Precious Joy A. Ubas	T-I	Matulas ES
	Deliah A. Seloterio	T-I	Marbel 5 Central ES
	April Joy B. Silva	T-I	Bacongco ES
	Arianne N. Tagolino	T-I	Marbel 5 Central ES
<b>FILIPINO</b>			
Team Leader	Leonardo Mission	REPS-Filipino	Regional Office 12
Asst. Team Leaders	Sally A. Palomo	EPS - LR	GSC
	Lelita A. Laguda	Div Coor-Filipino	GSC
Members	Valentin H. Loable	PDO-LR	GSC
<b>Language LREs:</b>	Melodina C. Brazil	T3	Labangal NHS
	Illuminada A. Babad	MT2	Bula NSF
<b>Content LREs:</b>	Virgilina A. Cabaylo	MT 1	Valdomar NHS
	Vernaliza C. Forones	MT 1	ISNHSM
	Ma. Nila Fuentesbella	MT 1	Fatima NHS
<b>Format &amp; Layout LREs:</b>	Rod Ryan G. Eturma	MT 1	SDO
	Reggie D. Galindez	MT 1	SDO
	Michael John B. Pelaco	T 1	SDO
<b>TLE 7/8</b>			
<b>IA - EPAS - Tacurong City</b>			
Team Leader	Gilda A. Orendain	REPS - EPP/TLE	Regional Office 12
Asst. Team Leaders	Virgie T. Metal	EPS- EPP/TLE	Tacurong City
Members			
<b>Language LREs:</b>	Memvie L. Alesna	School Principal II	Tacurong City
	Samson M. Tallodar	School Principal I	Tacurong City
	Lovelyn S. Tangpos	MTII	Tacurong City
	Romulus N. Tangpos	MTI	Tacurong City
<b>Content LREs:</b>	Jona Marie Villa-Agustin	MTII	Tacurong City
	Martin I. Diaz	School Principal I	Tacurong City
	Roel J. Dorado	MTII	Tacurong City
	Lucy F. Padillo	MTI	Tacurong City
<b>Format &amp; Layout LREs:</b>	Lawrence C. Aduca	T3	Tacurong City
	Mac Andrew M. Solano	T3	Tacurong City
<b>TLE 7/8</b>			
<b>EIM/Carpentry - Sultan Kudarat</b>			
Team Leader	Gilda Orendain	REPS - Science	Regional Office 12



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Asst. Team Leaders	Sheryl L. Osano	EPS - LR	Sultan Kudarat
	Arnulfo D. Dinero	EPS - TLE	Sultan Kudarat
Members			
<b>Language LREs:</b>	Mary Grace B. Leysa	EPS- English	Sultan Kudarat
	Mark Carlo D. Buyao	DIO Designate	Sultan Kudarat
	Joanne Cher F. Yturalde	Principal I	Sultan Kudarat
<b>Content LREs:</b>	Eric R. Balancio	EPS- Science	Sultan Kudarat
	Salvador F. Movilla	Principal I	Sultan Kudarat
	Rodgene Malunes	Teacher II	Sultan Kudarat
	Elvin Valerio	Teacher III	Sultan Kudarat
<b>Format &amp; Layout LREs:</b>	Kevin Hijastro	Teacher III	Sultan Kudarat
	Joanne Grace Mae D. Maputi	PDO II	Sultan Kudarat
	Ronald F. Ramirez	MT-II	Sultan Kudarat
<b>TLE 7/8</b>			
<b>AFA - Agri-crop Production / Animal Production - South Cotabato</b>			
Team Leader	Gilda A. Orendain	REPS - EPP/TLE	Regional Office 12
Asst. Team Leaders	Nelida A. Castillo	EPS - LRMS	South Cotabato
	Mila A. De Leon	EPS - TLE	South Cotabato
Members			
<b>Language LREs:</b>	Raffy G. Herrera	Master Teacher II	South Cotabato
	Elena M. Solaria PhD	MT I/ TIC	South Cotabato
	Lorelie C. Salinas	Master Teacher I	South Cotabato
<b>Content LREs:</b>	Alma G. Segura	Principal I	South Cotabato
	Blessy Mae M. Cabayao	Master Teacher I	South Cotabato
	Ma. Vilma H. Somodio	Principal II/ PIC	South Cotabato
	Murdy D. Bautista	Principal II	South Cotabato
	Lorna T. Padua	PSDS	South Cotabato
	Katherine Solatorio	Teacher III	South Cotabato
	Pablo L. Eulatic	PSDS	South Cotabato
	Reggie B. Enriquez	Principal II	South Cotabato
	Editha C. Madres	Principal II/ PIC	South Cotabato
<b>Format &amp; Layout LREs:</b>	Jay Sheen A. Molina	Teacher I	South Cotabato
	Merbin M. Sulit	Teacher II	South Cotabato
	Ralph B. Feller	Teacher I	South Cotabato
	Welmer B. Leysa	Teacher I	South Cotabato
	Solomon L. Lebeco	Teacher I	South Cotabato
	Vincent Bryan L. Umadhay	Div. Librarian II	South Cotabato
	Leomel B. Ledda	PDO - LRMS	South Cotabato
<b>TLE 7/8</b>			
<b>Food Processing - General Santos City</b>			
Team Leader	Gilda A. Orendain	REPS - EPP/TLE	Regional Office 12



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Asst. Team Leaders	Sally A. Palomo	EPS - LRMS	GSC
	Amalia C. Caballes	EPS	GSC
Members	Wewonna Abraham	Div. Librarian II	GSC
<b>Language LREs:</b>	Irene B. Brasileño	HT III	GSCNHS, GSC
<b>Content LREs:</b>	Anna Hazel B. Gornez	T III	ILSNHSM, GSC
	Richelle P. Tumaning	T II	BNSF, GSC
	Rachelle Lagundi	T II	NSNHS, GSC
	Fretch H. Nocete	T II	Bawing NHS, GSC
	Lezlee G. Agcaoili	T II	NSNHS, GSC
<b>Format &amp; Layout LREs:</b>	Valentin H. Loable	PDO - II	GSC
<b>TLE 7/8</b>			
<b>Plumbing – General Santos City</b>			
Team Leader	Gilda A. Orendain	REPS	Regional Office 12
Asst. Team Leaders	Sally A. Palomo	EPS	GSC
	Amalia C. Caballes	EPS	GSC
Members	Wewonna Abraham	Div. Librarian II	GSC
<b>Language LREs:</b>	Hilda D. Ngilyay	MT I	Fatima NHS
<b>Content LREs:</b>	Estrelito A. Sanchez	Teacher II	Banisil NHS
	Eric Niel Misoles	Teacher II	GSCNSSAT
	Nathaniel Paul B. Descuatan	Teacher III	Fatima NHS
	Roxanne Descuatan	Teacher I	Fatima NHS
<b>Format &amp; Layout LREs:</b>	Valentin H. Loable	PDO - II	GSC
<b>TLE 7/8</b>			
<b>SMAW – Koronadal City</b>			
Team Leader	Gilda A. Orendain	REPS	Regional Office 12
Asst. Team Leaders	Evelyn C. Frusa	EPS - LRMS	Koronadal City
	Grace J. Miravalles	EPS	Division Office
Members			
<b>Language LREs:</b>	Catherine Sua	MT 1	KNCHS
	Chona Bernabe	HT V	KNCHS
	Mary Jean Nequinto	MT II	KNCHS
	Charmaine Rose Estandarte	T-III	KNCHS-SHS
	Jesica Palma	TII	KNCHS-SHS
<b>Content LREs:</b>	Jose Joel B. Moso	HT-III	KNCHS
	Isidro L. Dagum Jr.	MT - I	KNCHS
<b>Format &amp; Layout LREs:</b>	Karl Edward B. Panceles	T-III	KNCHS
	John Lester B. Escalera	T-I	KNCHS
	Arcadio III G. De Jesus	T-II	Engkong ES



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	Jackie Lynn R. Langga	T-II	Osita Central ES
	Iza May S. Agrazamendez	T-I	Marbel 5 Central ES
<b>TLE 7/8</b>			
<b>MASONRY – Koronadal City</b>			
Team Leader	Gilda A. Orendain	REPS	Regional Office 12
Asst. Team Leaders	Evelyn C. Frusa	EPS - LRMS	Koronadal City
	Miravalles, Grace J.	EPS	Division Office
Members			
<b>Language LREs:</b>	Catherine Sua	MT 1	KNCHS
	Chona Bernabe	HT V	KNCHS
	Mary Jean Nequinto	MT II	KNCHS
	Charmaine Rose Estandarte	T-III	KNCHS-SHS
	Jesica Palma	TII	KNCHS-SHS
<b>Content LREs:</b>	Annabelle Y. Utay	Teacher III	KNCHS
	Giovanni R. Estaris	ASP II	KNCHS
<b>Format &amp; Layout LREs:</b>			
	Karl Edward B. Panceles	T-III	KNCHS
	John Lester B. Escalera	T-I	KNCHS
	Arcadio III G. De Jesus	T-II	Engkong ES
	Jackie Lynn R. Langga	T-II	Osita Central ES
	Iza May S. Agrazamendez	T-I	Marbel 5 Central ES
<b>TLE 7/8</b>			
<b>Aquaculture - Sarangani</b>			
Team Leader	Gilda A. Orendain	REPS	Regional Office 12
Asst. Team Leaders	Judith B. Alba	EPS - LRMS	Sarangani
	Mario Donio	EPS	Sarangani
Members			
<b>Language LREs:</b>	Jessie John Chato Villela	T-II	Hadji Musa IS
	Eva Mae O. Pamat	T-II	Glan-Padidu NHS
	Rowena F. Moda	MT-II	Malandag NHS
<b>Content LREs:</b>	Rachel Mae C. Bagcatin	T-II	JBT Caing Sr. MIS
	Kathleen Joy B. Dapiroc	T-II	Hadji Musa IS
	Pinky G. Tanap	P-1/DPIC	North Glan 1
	Maria Teresa D. Iglesia	T-II	Kawas Nhs
	Gina DC. Ardaniel	T-III	Kawas Nhs
	Geraldine O. Tubo	T-II	Kawas Nhs
<b>Format &amp; Layout LREs:</b>	Aletha Jane Alindo	PDO - II	Sarangani
<b>TLE 7/8</b>			
<b>Motorcyle Small Engine – Cotabato Province</b>			
Team Leader	Gilda A. Orendain	REPS	Regional Office 12



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Asst. Team Leaders	Juvy B. Nitura	EPS-LRMS	Cotabato Province
	Marcelo Bocatera	EPS	Cotabato Province
Members			
<b>Language LREs:</b>	Merey Joy Bacaoco	T-III	Cotabato Province
	April Remel C. Singay	MT-I	Cotabato Province
	Emely Acupan	P-I	Cotabato Province
	Alfred Naparan	T-II	Cotabato Province
<b>Content LREs:</b>	Davis Mutoc	T-I	Cotabato Province
	Recon Sebastian	T-II	Cotabato Province
	Regan Barena	T-II	Cotabato Province
<b>Format &amp; Layout LREs:</b>	Jay-ar Espartero	T-III	Cotabato Province
	Sammie Per S. Montero	T-I	Cotabato Province
	Mark Daryl Lazaro	T-II	Cotabato Province
	Kryss Mayven Fabrero	T-I	Cotabato Province

**Area 1 Evaluators (Content)**

**SCIENCE**

NAME OF DIV. EPS	POSITION/DESIGNATION	DIVISION
Lenie G. Forro	EPS	Cotabato Prov.
Edilbert Reyes	EPS	General Santos
Lourdes Kahulugan	EPS	Kidapawan City
Cyril Forro	EPS	Koronadal City
Norma Rendon	EPS	Sarangani
Marichu dela Cruz	EPS	South Cotabato
Eric Balancio	EPS	Sultan Kudarat
Randy Porras	EPS	Tacurong City

**ENGLISH**

NAME OF DIV. EPS	POSITION/DESIGNATION	DIVISION
Petra Romualdo	EPS	Cotabato Prov.
Ronnie Sunggay/Helen J. Ranan	EPS	General Santos
Gina Fe B. Patenio	EPS	Kidapawan City
Delia B. Mabalot	EPS	Koronadal City
Laforeza L. Maguate	EPS	Sarangani
Zynafe V. Caijo	EPS	South Cotabao
Mary Grace Leysa	EPS	Sultan Kudarat
Arlac G. Billano	EPS	Tacurong City



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**MATHEMATICS**

NAME OF DIV. EPS		DIVISION
Odubias Elentorio	EPS	Cotabao Prov.
Zaida N. Abiera	EPS	General Santos
Ronela S. Molina	EPS	Kidapawan City
Noemi E. Parcon	EPS	Koronadal City
Reynaldo C. Tagala	EPS	Sarangani
Roselyn G. Dardo	EPS	South Cotabao
Ofelia C. Beton	EPS	Sultan Kudarat
Joseph R. Pilotos	EPS	Tacurong City

**FILIPINO**

NAME OF DIV. EPS	POSITION	DIVISION
Antonio M. Dumagpi	EPS	Cotabao Prov.
Lelita Laguda	EPS	General Santos
Madonna M. Along	EPS	Kidapawan City
Richard P. Moral	EPS	Koronadal City
Annaliza A. Domingo	EPS	Sarangani
Hermie M. Jarra	EPS	South Cotabato
Josevic F. Hurtada	EPS	Sultan Kudarat
Mary Ann C. Umadhay	EPS	Tacurong City

**TLE**

NAME OF DIV. EPS	POSITION	DIVISION
Marcelo Bocatera	EPS	Cotabao Prov.
Amalia Caballes	EPS	General Santos
Ma. Rosalyn Garcia	EPS	Kidapawan City
Grace Miravalles	EPS	Koronadal City
Mario Donio	EPS	Sarangani
Mila de Leon	EPS	South Cotabao
Arnulfo Dinero	EPS	Sultan Kudarat
Virgie Metal	EPS	Tacurong City



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*Enclosure 2 to Region Memorandum CLMD No. \_\_\_\_\_, s. 2021*

**Technical Specifications for the Self-Learning Modules (SLMs)**  
(updated: July 5, 2021)

**I. Physical Attributes and Format**

A. Cover

*1. Front Cover*

Standard cover art is used for all modules and placed on a white background. A specific color, with a corresponding RGB and CMYK color code, is assigned to the Grade Level Identifier box in each learning area. Black or white may be used as the color of the text inside the Grade Level Identifier depending on the background color applied in the box. The elements present in the title page follow the standards set by the Bureau of Learning Resources, the ADM standards and Guidelines of the Bureau of Learning Delivery, and the placement of cover elements mentioned on page 67 of the DepEd Order No.31, s. 2019: The Department of Education Service Marks and Visual Identity Manual (DSMVIM).



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**Grade Level Identifier**  
 • for TLE 7 to 10:  
 • 7/8 or 9/10

**Resource Title**  
 - Learning Area  
 - Quarter/Module Number  
 - Module Title

**SLM Code**  
 (CO\_Quarter Number\_Learning Area & Grade Level\_Module Number)

**DepEd Logo/Identifier**

**ADM cover art**

**ADM Logo**

**Violator**

**Front Cover Specifications**

Entry	Font Type	Font Size	Other Details
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<p>Resource Title:</p> <ul style="list-style-type: none"> <li>▪ Learning Area</li> <li>▪ Quarter &amp; Module Number</li> <li>▪ Module Title</li> </ul>	<p>K to 3: Alfabeto or Century Gothic</p> <p>4 to 12: Bookman Old Style</p>	<p>35 to 45 pt; Learning area text is 10 pt bigger</p>	<p>Position: aligned at the center top part of the cover below the Grade level identifier</p> <p>Quarter Number entry can be removed for the resource title of SLMs that can be used in any quarter of the school year (e.g., TLE/TVL, SHS)</p>
<p>Grade Level identifier for K to 10:</p> <ul style="list-style-type: none"> <li>▪ K for Kindergarten</li> <li>▪ Hindu Arabic Number for Grades 1-10</li> </ul>	<p>Arial, bold face</p>	<p>70 pt</p>	<p>Position: top left-hand part of the cover</p> <p>Box Size: 1.5" x 1.5" with rounded corners</p> <p>Box Border: 2 pt</p> <p>Background color: based on the assigned color per learning area</p> <p>Font Color: Black or white</p> <p>For TLE Grade 7 to 10, two numbers can be placed for SLMs that can be used in two grade levels (e.g., exploratory for 7/8)</p>



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Grade Level identifier for Senior High School	Arial, bold face	16 pt	Position: top left-hand part of the cover  Box Size: 3" x 0.5" with rounded corners  Background color: Black  Font color: white
<b>Entry</b>	<b>Font Type</b>	<b>Font Size</b>	<b>Other Details</b>
Violator box	NA	NA	Position: rotated -45 degrees at the bottom right-hand corner  Box Size: 5" x 0.75"  Box Border: 2-lined border
Violator text – line 1: <ul style="list-style-type: none"> <li>▪ Government Property (English Version)</li> <li>▪ Pag-aari ng Pamahalaan (Filipino Version)</li> </ul>	Arial	11 pt	Position: rotated -45 degrees aligned in the center of the violator box
Violator text – line 2: <ul style="list-style-type: none"> <li>▪ NOT FOR SALE (English Version)</li> <li>▪ HINDI IPINAGBIBILI (Filipino Version)</li> </ul>	Arial, all caps, bold face	18 pt	Position: rotated -45 degrees aligned in the center of the violator box
Cover art/photo	NA	NA	Position: Center of the cover page
Resource Identifier: ADM logo	NA	NA	Position: center of the cover page after the cover art



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







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DepEd Logo/Identifier	NA	NA	Position: top right-hand corner  Logo size: 1.5" x .75"
SLM Code	Arial	11 pt	Position: bottom lefthand part of the cover

### Assigned Background Color for the Grade Level Identifier

Each learning area has an assigned background color. Color values and percentages provided should be applied to achieve the exact color required for the learning area:

□ Red, Green, and Blue (RGB) values used for computer monitor display (layouting) □ Cyan, Magenta, Yellow, and Black (CMYK) percentages used for printing

Learning Area	Color	RGB			CMYK			
		R	G	B	C	M	Y	K
English	light blue 	77	217	255	70	15	0	0
Filipino	dark blue 	0	54	179	100	70	0	30
Science	orange 	255	128	0	0	50	100	0
Mathematics	green 	0	153	0	100	40	100	0
Araling Panlipunan	red 	255	0	0	0	100	100	0
Edukasyon sa Pagpapakatao	brown 	153	77	0	0	50	100	40
Music and Arts/ Physical Education and Health	yellow 	255	255	0	0	0	100	0
Mother Tongue- Based Multilingual Education	white 	255	255	255	0	0	0	0






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Edukasyong Pantahanan at Pangkabuhayan/ Technology and Livelihood Education	violet 	122	0	204	40	100	0	20
Kindergarten	pink 	255	140	204	0	45	20	0
Senior High School	black 	0	0	0	0	0	0	100



**Senior High School**

**A. 2. Inside Front Cover**

The inside front cover of DepEd Developed SLMs is the copyright page which contains the following information: Resource title, copyright notice, publishing office, names of the Development Team, and contact details of the DepEd Regional Management Team.



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**Resource Title** → Arts – Grade 10  
 Alternative Delivery Mode  
 Quarter 1 – Module 1: Title  
 First Edition, 2020

**Copyright Notice** → 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.

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**Publishing office with names of the DepEd Secretary and the Undersecretary for Curriculum and Instruction** → Published by the Department of Education  
 Secretary: Leonor Magtolis Briones  
 Undersecretary: Diosdado M. San Antonio

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 Jovita B. De Castro

**Development Team Members (Names only)** →

**Printing Office** → Printed in the Philippines by \_\_\_\_\_

**Contact Details of the Regional Management Team** →

Department of Education – Region I

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 Telefax: (072) 682-2324; (072) 607-8137  
 E-Mail Address: region1@deped.gov.ph

**Inside Front Cover Specifications**

Entry	Font Type	Font Size	Other Details
Resource Title: - Learning Area and Grade Level - Alternative Delivery Mode - Quarter/ Module Number - Module Title - Edition Number and production year	Arial, bold face	11 pt	Position: placed at the first four lines of the page



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Entry	Font Type	Font Size	Other Details
Copyright Notice	Arial	11 pt	Position: placed after the resource title. Alignment: justified  Copyright notice text prescribed by BLR is included in the SLM template.
Publishing office with names of the DepEd Secretary and the Undersecretary for Curriculum and Instruction	Arial	11 pt	Position: placed after the copyright notice
Development Team Members	Arial	10-11 pt	Position: placed after the Publishing office. Box Size: 6.2" x 3.5" Box Border: 1pt  Only the names of the development team members should be included to maximize the limited space provided in the box.
Printing Office	Arial, Bold face	11 pt	Position: placed after the development team box
Contact Details of the Regional Management Team	Arial	11 pt	Position: placed after the printing office



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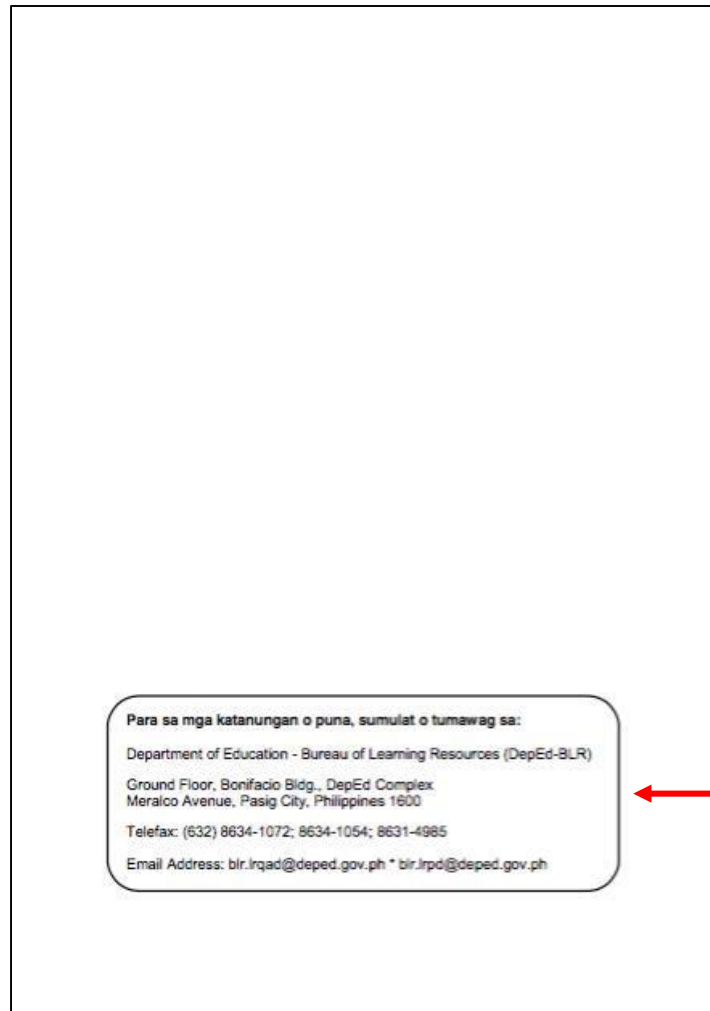




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**B. 3. Back Cover**

The back cover of the SLM shows the Feedback Note which provides the contact details of the Bureau of Learning Resources.



**Contact  
Details of the  
Bureau of  
Learning  
Resources  
(BLR)**

**Back Cover Specifications**

Entry	Font Type	Font Size	Other Details
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Feedback Note box	NA	NA	Position: placed at the bottom center part of the back cover Box Size: 6" x 2.5" box with rounded corners Box Border: 1pt
Feedback Note – Line 1: <ul style="list-style-type: none"><li>For inquiries or feedback, please write or call: (English Version)</li><li>Para sa mga katanungan o puna, sumulat o tumawag sa: (Filipino Version)</li></ul>	Arial, Bold face	12 pt	Position: placed at the first line inside the feedback box
Feedback Note – Information Details:  Department of Education - Bureau of Learning Resources (DepEd-BLR)  Ground Floor, Bonifacio Bldg., DepEd Complex Meralco Avenue, Pasig City, Philippines 1600  Telefax: (632) 8634-1072; 8634-1054; 8631-4985  Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph	Arial	12 pt	



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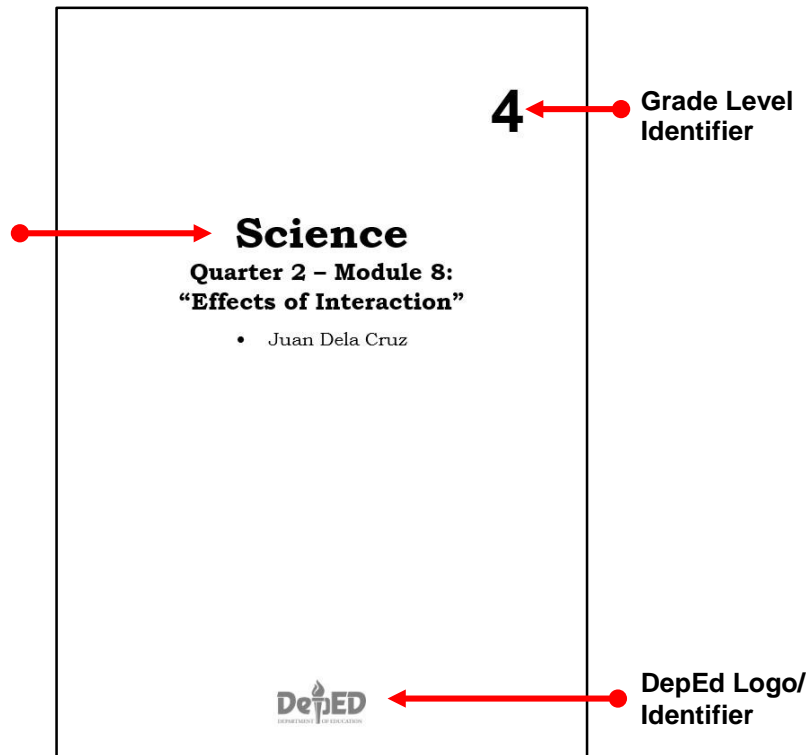
**C. 4. Inside Back Cover**

The inside back cover of SLMs should be on a plain white page with no text or any markings.

**B. Preliminary Pages**

*1. Title Page*

The title page is found in the recto (right-hand page) which serves as the first preliminary page of the learning resource with no page number. The elements present in the title page follow the standards of the Bureau of Learning Resources and the placement of the DepEd logo mentioned on page 67 of the DepEd Order No.31, s.2019: The Department of Education Service Marks and Visual Identity Manual (DSMVIM).



**Resource Title**

- Learning Area
- Quarter/

Module



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Number  
- Module  
Title

### Title Page Specifications

Entry	Font Type	Font Size	Other Details
Resource Title: <ul style="list-style-type: none"><li>▪ Learning Area</li><li>▪ Quarter &amp; Module Number</li><li>▪ Module Title</li></ul>	Format of the resource title follows the same format used in the cover.		
Grade Level identifier for K to 10: <ul style="list-style-type: none"><li>▪ K for Kindergarten</li><li>▪ Hindu Arabic Number for 1-10</li></ul>	Arial, bold face	70 pt	Position: top right-hand part of the cover Font Color: Black
Entry	Font Type	Font Size	Other Details
Grade Level identifier for Senior High School	Arial, bold face	16 pt	Position: top right-hand part of the cover Font color: Black
DepEd Logo/Identifier	NA	NA	Position: bottom-center part of the page Logo size: 1.5" x .75"



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**D. 2. Introductory Message/ Paunang Salita Page**

The introductory message page explains the instructional design, purpose, format, and features of an SLM. It is the second preliminary page of the learning resource with no page number.

<p><b>Introductory Message</b></p> <p>This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.</p> <p>Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.</p> <p>Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.</p> <p>In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.</p> <p>Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.</p> <p>If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.</p> <p>Thank you.</p>	<p><b>Paunang Salita</b></p> <p>Ang Self-Learning Module o SLM na ito ay maingat na inihanda para sa ating mag-aaral sa kanilang pag-aaral sa tahanan. Binubuo ito ng iba't ibang bahagi na gagabay sa kanila upang maunawaan ang bawat aralin at malinang ang mga kasanayang itinakda ng kurikulum.</p> <p>Ang modyul na ito ay may inilaang Gabay sa Guro/ Tagapagdaloy na naglalaman ng mga paalala, pantulong o estratehiyang magagamit ng mga magulang o kung sinumang gagabay at tutulong sa pag-aaral ng mga mag-aaral sa kanilang tahanan.</p> <p>Ito ay may kalakip na paunang pagsusulit upang masukat ang nalalaman ng mag-aaral na may kinalaman sa inihandang aralin. Ito ang magsasabi kung kailangan niya ng ibayong tulong mula sa tagapagdaloy o sa guro. Mayroon ding pagsusulit sa bawat pagtatapos ng aralin upang masukat naman ang natutuhan. May susi ng pagwawasto upang makita kung tama o mali ang mga sagot sa bawat gawain at pagsusulit. Inaasahan namin na magiging matapat ang bawat isa sa paggamit nito.</p> <p>Pinapaalalahanan din ang mga mag-aaral na ingatan ang SLM na ito upang magamit pa ng ibang mangangailangan. Huwag susulatan o mamarkahan ang anumang bahagi ng modyul. Gumamit lamang ng hiwalay na papel sa pagsagot sa mga pagsasanay.</p> <p>Hinihikayat ang mga mag-aaral na makipag-ugnayan agad sa kanilang guro kung sila ay makararanas ng suliranin sa pag-unawa sa mga aralin at paggamit ng SLM na ito.</p> <p>Sa pamamagitan ng modyul na ito at sa tulong ng ating mga tagapagdaloy, umaasa kami na matututo ang ating mag-aaral kahit wala sila sa paaralan.</p>
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**C. Body Matter**

The main text of a learning resource is found between the front matter and the back matter. The body matter, together with the answer key and the references page, have page numbers in Arabic numerals.



















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Introduction	What I Need to Know	Alamin		
Preassessment	What I Know	Subukin		
Review	What's In	Balikan		
Activity 1	What's New	Tuklasin		
Discussion of Activity 1	What is It	Suriin		
Enrichment Activities	What's More	Pagyamanin		
Generalization	What I have Learned	Isaisip		
Application	What I can do	Isagawa		
<b>Element</b>	<b>Label in Module (English)</b>	<b>Label in Module (Filipino)</b>	<b>Assigned Icon (Grade K to 6)</b>	<b>Assigned Icon (Grade 7 to 12)</b>



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Post Assessment	Assessment	Tayahin		
Additional Activities	Additional Activities	Karagdagang Gawain		
Answer Key	Answer Key	Susi sa Pagwawasto		
References	References	Sanggunian	-	-

## 2. Body Matter standards

### a. Page numbers and SLM Codes

- The “Alamin” or “What I Need to Know” section starts on page 1 (rightside page of a spread).
- The SLM code for the body matter is the same as the code on the cover. It should be placed at the bottom-right part of the page aligned with the page number in the footer.




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**What I Need to Know**

This module was designed and written with you in mind. It is here to help you in installing the Windows operating system to your computer. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course, but the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. recognize the procedures in installing the Microsoft Windows XP operating system;
2. perform the installation procedure in proper order;
3. devote your time in mastering the installation of the Microsoft Windows XP operating system.

**What I Know**

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. If you see a message asking you to press any key to boot the CD/DVD or USB and you failed to do so, what will happen?  
A. BIOS setups  
B. Installation starts  
C. Computer restarts  
D. Computer hangs up
2. Where do you typically install the primary operating system?  
A. Drive C  
B. Drive D  
C. DVD Drive  
D. USB Drive
3. What is the recommended RAM for MS Windows XP OS?  
A. 512MB    B. 128MB    C. 64MB    D. 1GB
4. In rebooting the computer by using the keyboard, what particular key combination will you use?  
A. CTRL+ALT+ENTER    C. CTRL+ALT+DEL  
B. ALT+SHIFT+DEL    D. CTRL+DEL

1

CO\_Q2\_TLE10\_CSS\_Module 1.1

b. Lesson Title

- The lesson title must be placed after “Subukin” or “What I Know” and above “Balikan” or “What’s In”.
- The format of the lesson title heading should follow the lesson header style prescribed in the SLM template.

**Aralin**  
**1**

**Natatanging Kakayahan**

**Balikan**

Kaya ko, Magagawa ko!  
Indibidwal kung tayo’y tawagin. Patunay na tayo ay mayroong pagkakaiba sa lahat ng bagay tulad ng kilos, mga gustong gawin, talento, at abilidad. Bilang isang tao hindi lahat ng mayroon ka ay naangkin din ng kapwa tao natin. Ito ay palatandaan ng ating pagkakaiba-iba. Unti-unti ay ating nakikilala at nalalaman ang mga talento, kakayahan at abilidad na mayroon tayo bilang isang indibidwal. Ang kailangan lang ay pagtitiwala at pagpapahalaga sa sarili at sanayin ang mga bagay na gusto nating gawin.






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c. Body Text, Images, and Tables

- All contents of the body matter should be laid out using A4 paper size and should be properly placed within the set margin (1" x 1").
- There should be enough space between words, lines, titles, and visuals.
- Table titles, captions, and citations used in graphics, visuals, tables, and texts should be placed on the same page.

**1"**

 **What I Know**

**Directions:** Choose the letter of the best answer.

1. The following choices are the equipment used in playing Arnis, EXCEPT?  
A. Net  
B. Baton  
C. Head Gear  
D. Body Armor
2. Who was considered as the first master of Arnis in the Philippines?  
A. Magellan  
B. Lapu-Lapu  
C. Andres Bonifacio  
D. Emilio Aguinaldo
3. What should be the striking technique if the performer needs to position his/her stick at an eleven-o'clock position?  
A. No. 10-Left Eye Poke  
B. No. 11-Right Eye Poke  
C. No. 1-Left Temple Strike  
D. No. 2-Right Temple Strike
4. In this bow, you are standing straight with feet together, with hands holding the stick(s) in both ends doing a head low forward. Then, putting your stick in front of your chest holding and pointing upward.  
A. Courtesy Bow  
B. Fighting Stance  
C. Forward Stance  
D. Backward Stance
5. What is the other name given to Arnis?  
A. Bagto  
B. Baton  
C. Eskrima  
D. Hampasan
6. What law was signed by President Gloria Macapagal Arroyo declaring Arnis as the Philippine National Martial Art and Sport.  
A. Republic Act 9849  
B. Republic Act 9850  
C. Republic Act 9851  
D. Republic Act 9852
7. In this stance, you will make at least 4 steps between the feet, and both knees should be bent slightly. The other foot must be held at 90 degrees angle.  
A. Fighting Stance  
B. Forward Stance  
C. Courtesy Stance  
D. Backward Stance

**1"** **A4** **1"**

**1"** CO\_Q2\_PE7\_Module 3

d. Numbered and Bulleted Lists

Items in a list should be properly aligned and indented. Using the auto-number feature of MS word properly aligns the numbers/bullets and its text.





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**What I Know**

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

↔ 1. The process by which animals take in foods that have already been manufactured from raw materials is

- ↔ a. Digestion
- ↔ b. ingestion
- ↔ c. nutrition
- ↔ d. photosynthesis

↔ 2. The process by which digested foods are passed into different parts of a plant or an animal is

- ↔ a. digestion
- ↔ b. ingestion
- ↔ c. nutrition
- ↔ d. absorption

e. Typography

Format of the headings, subheadings, and body text should follow the standards prescribed for SLMs.

Grade Level	Recommended Font-Family	Point Size			Alignment	Line Spacing
		Body Text	Heads (Section/ Body Element)	Subheads		
K to 2	Alfabeto/ Century Gothic	16 pt	22 pt, bold, italic	18 pt, Bold	Flushed left/ ragged right	1 to 1.15
3		14 pt				
4	Bookman Old Style	14 pt	18 pt, bold, italic	14 pt, bold	Justified	
5 to 12		11 pt				






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D. Back Matter

1. Answer Key

The answer key to the activities and exercises should be displayed upside-down.



### **Answer Key**

<p><b>Assessment</b></p> <p>1. A 2. B 3. C 4. D 5. A</p>	<p><b>What's More</b></p> <p>1. A 2. B 3. C 4. D 5. A</p>	<p><b>What I Know</b></p> <p>1. A 2. B 3. C 4. D 5. A</p>
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2. References

References should be properly cited and should follow the referencing style prescribed by BLR using the LR referencing guide.



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### Learning Resource REFERENCING GUIDE

Learning resources produced by the Department of Education follow the general publication style, mainly borrowing guides from the 17th Edition of the Chicago Manual of Style (CMoS). This also includes in-text citation and referencing. However, BLR also recommends specific deviations in citation and referencing styles in order to tailor-fit to Philippine basic education needs.

CMoS uses two methods in citation: the Notes and Bibliography and the Author-Date. It should be noted that since CMoS is widely used in general publication, the education setting finds a need to modify and adapt styles. For one, presenting new concepts and personalities needs a more complete introduction, as compared to just stating the term or name. In order to do this, developers need to take into consideration that learners do not have the repertoire of books and authors, which is common in higher academic and research education. With this, Source Noting, a modified Notes and Bibliography style, is recommended.

As CMoS noted (16<sup>th</sup> Edition), "conventions for documentation vary according to scholarly discipline, the preferences of publishers and authors, and the needs of a particular work."

#### SOURCE NOTING (NOTES AND BIBLIOGRAPHY)

Source noting is important in developing learning resources wherein writers find the need to use third party materials such as news and journal articles, tables, graphs, and illustrations. In such cases, a source note shall immediately follow the said materials.

For styling purposes, source notes shall be one (1) point smaller than the regular text; shall be flushed right; and shall be in regular font except for italicized titles for books and long works following the DepEd Stylebook. The word "Source" shall be written in bold face.

Example:

When streams of waters create waterways, rivers are formed. But it is a wonder of nature when the water passes through a cave and drains itself to the sea. The Puerto Princesa Underground River is a subterranean waterway under a mountain range. It is one of the longest rivers flowing under the earth. What makes it more beautiful is the system of navigable caves boasting karst formation and internal natural stalagmites, stalactites, and columns.

The river is a part of the larger Puerto Princesa Underground River Natural Park, which is included in the list of UNESCO World Heritage Sites. Also, the underground river reaches international fame as the second verified winner in the New Seven Wonders of Nature global poll. It won because of the uniqueness of its formation and because of its rich mountain-to-sea ecosystem.

The coastal part (St. Paul Bay) features mangroves, grassy sea bed, and coral reefs.

Source: JJ Corlova, *Seven Natural Wonders of the Philippines* (Markina: Maley Publishing, 2014), 74.

## II. Guidelines for Visuals/Illustrations

1. Visuals should enhance, compliment, and facilitate understanding of content.
2. They should be:
  - appropriate, relevant, and original;
  - clear in content, detail, and proportionately drawn;
  - in high resolution with uniform and solid black ink lines; and □ facing the gutter/center of a page.
3. Copyrighted illustrations from other sources, if any should have permission and properly cited/attributioned.
4. Colored visuals should be appropriate and relevant to the content/competency.
5. Visuals that require labels should be correctly labeled/captioned.



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- Callout lines set in black color and one point thinner than the illustration should be placed around the illustration.
  - Sans Serif fonts (e.g., Calibri, Arial, Century Gothic, Segoe UI, Alfabeto, etc.) should be used for labels and captions.
  - Labels must be placed alongside/near the callout lines.
6. Visuals of a process involving separate steps or actions should be consistent and should have individual pictures or frames.



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Enclosure 3 to Regional Memo CLMD No. \_\_\_\_\_, s. 2021

## **Guidelines on the Content Evaluation of DepEd-developed SLMs**

### **Objectives**

- To evaluate the content of the assigned SLMs for compliance with the content standards of the Department of Education.
- To write specific comments and findings on pages of the SLMs 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 SLM.
- To discuss with the development team/s the comments, recommendations, and revisions to be implemented on the SLMs (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 SLM with marginal comments and the duly accomplished summary report on a staggered basis until all assigned 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 o ensure that corrections/ suggested revisions were sufficiently and correctly implemented.
  2. You will receive the following materials:
    - Assigned set/s of SLMs 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
- 



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- 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 SLM.
- 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





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- 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
  - 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.



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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 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 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.



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**Annex 1**

**EVALUATION TOOL FOR CONTENT**

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
<b>Factor I. Intellectual Property Rights Compliance</b>		
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.		
<b>Note:</b> At least 3 criterion items must be marked YES to indicate compliance to this factor.	<b>Complied</b>	<b>Not Complied</b>
<b>Factor II. Learning Competencies</b>		
Content is consistent with the targeted DepEd Learning Competencies (LCs) intended for the learning area and grade level.		
<b>Note:</b> The item must be marked YES to indicate compliance to this factor.	<b>Complied</b>	<b>Not Complied</b>
<b>Factor III. Instructional Design and Organization</b>		
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.		



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Standards / Criterion Items	Yes	No
3. Content is suitable to the target learner's level of development, needs, and experience.		
4. Content reinforces, enriches, and / or leads to the mastery of the targeted learning competencies intended for the learning area and grade level.		
5. Content is logically developed and organized throughout the material. (Lessons/activities are arranged from simple to complex, from observable to abstract).		
6. The LR contains useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one lesson to another.		
7. Development of lessons allows for review, comparison, and integration with previous lessons.		
8. Motivational strategies (e.g., overviews, advance organizers, puzzles, games, etc.) are provided.		
9. The LR uses various teaching and learning strategies to meet individual differences/ learning styles. (if applicable)		
10. The LR develops higher cognitive skills (e.g., critical thinking skills, creativity, learning by doing, problem solving) and 21 <sup>st</sup> 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) _____		
<b>Note:</b> At least 8 criterion items must be marked YES to indicate compliance to this factor.	<b>Complied</b>	<b>Not Complied</b>
<b>Factor IV. Instructional Quality</b>		
1. Content and information are accurate.		



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Standards / Criterion Items	Yes	No
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.		
<b>Note:</b> At least 5 criterion items must be marked YES to indicate compliance to this factor.	<b>Complied</b>	<b>Not Complied</b>
<b>Factor V. Assessment</b>		
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.		
<b>Note:</b> At least 5 criterion items must be marked YES to indicate compliance to this factor.	<b>Complied</b>	<b>Not Complied</b>
<b>Factor VI. Readability</b>		
1. Vocabulary level is adapted to target users' experience and understanding.		
2. Length of sentences is suited to the comprehension level of the target user.		
3. Sentences and paragraph structures are varied and appropriate to the target user.		
4. There is logical and smooth flow of ideas within a lesson and from lesson to lesson.		
5. There is consistently good use of transition devices to focus on the main topics and signal a change of topic.		
6. Lessons, instructions, exercises, questions, and activities are clear to the target user.		



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Standards / Criterion Items	Yes Complied	No Not Complied
<b>Note:</b> At least 5 criterion items must be marked YES to indicate compliance to this factor.		

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

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

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

Evaluator: \_\_\_\_\_

Signature: \_\_\_\_\_

Date accomplished: \_\_\_\_\_



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## Guide in the Language Review of DepEd-developed Self-Learning Modules

**Objective:** To review the language used in the assigned SLMs 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 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 modules with marginal comments and the duly accomplished summary report on a staggered basis until all assigned 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 modules to be reviewed
  - 2.2 Guide in the Language Review of DepEd-developed modules
  - 2.3 Summary of Language Findings template (Annex 1) – digital copy to be provided
3. Evaluate the assigned 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?



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6. Are the sentences too long or complex?
7. Is the language appropriate for the target readers?

- **Grammar and Syntax**

Check the LRs for:

1. Agreement between subject and verb
2. Correct used of verb tenses
3. Misplaced/Dagging modifiers
4. Unclear antecedents and agreement between pronouns and their antecedent
5. Faulty parallel construction
6. Split infinitives
7. Overuse of certain words
8. 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 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. Make changes, if needed, to make your review as consistent and 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.



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7. After individual evaluation of each LR, immediately submit each 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.



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**Other Comments and Recommendations:**

Prepared by:

Date accomplished:

\_\_\_\_\_  
Signature over printed name



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