GUIDELINES AND PROCESSES FOR LRMDS ASSESSMENT & EVALUATION

VERSION: FINAL DRAFT 1.0

DATE: MARCH, 2009

Amendment History

Date	Issue	Comment	Person
4 Dec 2008	V0.1	Draft Guidelines & process for LRMDS Assessment & Evaluation system	S Atkins
15 Dec 2008	V0.2	Integrate A and E writeshop outputs into document	C3 team & S Atkins
18 Dec 2008	V0.3	Review	SA and CL
05 Jan 2009	V0.4	Review and edit	SA and CL
06 Feb 2009	V0.5	Change of template titles, update of evaluation instruments. Alignment with Dev and Prod System.	SA and CL
19 Feb 2009	V0.6	Additional instructions for planning evaluations, flowcharts and update of criteria indicators.	C3 Team, SA and CL
26 Feb 2009	V0.7	Additions of specifications and references and final edit	SA
15 March	V1.0	Final DRAFT for submission to EDPITAF	SA, CL and STRIVE C3 Team R6,7,8. STRIVE TL.

Approvals

Name/Position	Signature	Date

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Glossary of Terms

AIP	Annual Implementation Plan
ALS	Alternative Learning System
BESRA	Basic Education Sector Reform Agenda
BALS	Bureau Alternative Learning Systems
BEE	Bureau Elementary Education
BSE	Bureau Secondary Education
DEPD	Division Education Development Plan
DepED	Philippines Department of Education
ICT	Information Communication Technology
IMCS	Instructional Materials Commission Secretariat
INSET	In-Service Education and Training
IP	Indigenous People
IPR	Intellectual Property Rights
LGU	Local Government Unit
LR	Learning Resource
LRAP	Learning Resource Assistance Plan
LRM	Learning Resource Materials
LRMDS	Learning Resource Management and Development System
MOOE	Maintenance and Other Operating Expenses
NCBTS	National Competency Based Teacher Standards
NEAP	National Educators' Academy of the Philippines
NGO	Non-Government Organization
PDM	Professional Development Material
PTCA	Parents, Teachers and Community Association
QA	Quality Assurance
REDP	Regional Education Development Plan
SBM	School Based Management
SEF	Special Education Fund
SGC	School Governing Council
SIP	School Implementation Plan
SOBE	Support Options for Basic Education
SOBEF	Support Options for Basic Education Fund
SRC	School Report Card
TR	Teacher Resource

1 Introduction

The Learning Resources Management and Development System (LRMDS) comprises four integrated sub-systems designed to support increased distribution and access to learning, teaching and professional development resources at the Region, Division and School/Cluster levels of DepED.

The LRMDS provides access to quality resources from the Regions, Divisions, Cluster/School level: including,

- information on quantity and quality and location of textbooks and supplementary materials, and cultural expertise,
- access to learning, teaching and professional development resources in digital format and locates resources in print format and hard copy,
- standards, specifications and guidelines for:
  - assessing & evaluating,
  - acquiring & harvesting,
  - modification, development and production,
  - storage and maintenance, and;
  - publication and delivery.

The LRMDS also comprises a web based catalogue and online repository of learning, teaching and professional development resources. It functions as a clearinghouse. That is, the LRMDS provides information about the location of resources (hardcopy and softcopy) and allows users of the system to access directly digitized versions of resources that are published and stored within the LRMDS repository. It is also a quality assurance system providing support to DepED Regions, Divisions and Schools in the selection and acquisition of quality digital and non-digital resources in response to identified local educational needs.

The LRMDS is more fully described in the LRMDS Framework v1.0.

2 LRMDS Assessment and Evaluation System

The **Assessment and Evaluation System** for identification of materials to be procured, redeveloped or reproduced is designed to support schools, divisions, and regions:

- in identifying learning, teaching and professional development resource needs

- reviewing and recommending resources for acquisition and procurement

- identifying existing resources for reproduction and or redevelopment

- evaluating teacher developed materials for local use and shared distribution via LRMDS

This document details Section 7.1 of the LRMDS Framework V1.0.

2.1 Assessment and Evaluation Personnel

The Region or Division LRMDS Manager is responsible for coordinating the Assessment and Evaluation of learning and teaching resources and professional development materials (LR, TR, PDM).

School Learning Resource Committees (SLRC) intending to evaluate resources for local use and or procurement should also use these guidelines.

Evaluating resources for reproduction, redevelopment and procurement requires enlisting personnel within the Region, Division or school with the requisite experience.

The LRMDS personnel at the Region and Division have been trained in the process for assessment and evaluation of resources. Assessment and evaluation of resources is considered to be a primary function of all LRMDS positions.

If and when a large scale evaluation is required extra evaluators may need to be recruited from across the Region to participate in the specific evaluation event. Such an event may require payment of recruited individuals.

Region	Division	School
Core:	**Core:**	**Core:**
LRMDS Manager	LRMDS Manager/Coordinator	LR Committee
Curriculum and subject matter experts	Curriculum and subject matter experts	Subject Teachers
LRMDS ICT/Technical expert	LRMDS ICT/Technical expert	ICT Coordinator
Trained Instructional Materials Evaluators	Trained Instructional Materials Evaluators	Trained Instructional Materials Evaluators (optional)

Refer to Section 6.3.3 Selecting Evaluators for attributes of Evaluators for print and non-print resources.

NOTE: The 2008, IMCS Supplementary Materials Evaluation process is followed when a call to publishers for submission of supplementary print or non-print resources is required.

2.2 Assessment and evaluation of LR, TR and PDM needs

2.2.1 Identifying Learning, Teaching and Professional Development Resource Needs

The assessment and evaluation of LR, TR and PDM need is a responsibility of all levels. **Schools/Clusters** will analyse the School Report Card to develop as part of the SIP and AIP process a Learning Resource Plan using the LR Plan Template. Refer to Section 4.

This plan identifies areas of school need for LR/TR/PDM, to support the effective utilization of identified resources and the requisite teacher training/development in relation to:

- Underachievement – test results in national, regional/division (if any) and periodical examinations
- NCBTS Competencies – teacher competencies in subject area and pedagogy and resource gaps across subject and year levels
- Differentiated instruction and requirements of other populations that the school serves (for example, special education, special science curriculum or program for the gifted, etc.)
- Indigenization requirements
- Alternative modes of delivery to improve access to education of target populations (girls, out of school youth, seasonal absentees, etc.)
- Support facilities for the effective utilization of resources at the school level

2.2.2 Process Overview

The **School** LR Committee established at the school/cluster level conducts, completes and submits the LR Plan to the Division in conjunction with the AIP, SIP and SRC process. The process for developing the School LR Plan is described in detail in Section 4.

The **Division** consolidates the School/Cluster LR Plans and develops an LR Assistance Plan for Division Education Development Plan (DEDP). The LR Assistance Plan identifies areas of need and proposes sources of support. This might include:

- acquisition of resources as per IMCS Supplementary lists of approved materials,

- recommendations for reproduction of existing LR/TR/PDM by the Division,

- requests to the Region LRMDS for modification of existing resources and, or;

- recommendations for development and production of new resources by the Region LRMDS.

The **Region** Learning Resource Committee reviews and consolidates the LR Assistance Plans of the DEPD and develops a Regional Education Development Plan (REDP) to support procurement and production of LR/TR/PDM for distribution and inclusion in the LRMDS. The LR Assistance Plan identifies areas of need and proposes sources of support. This might include:

- procurement of resources as per IMCS Supplementary lists of approved materials for distribution region-wide,

- call to publishers for supplementary resources,

- recommendations for reproduction of existing LR/TR/PDM by the Region,

- recommendations for modification of existing resources,

- recommendations for development and production of new resources by the Region LRMDS, and;

- requests for funds to support acquisition of LR, TR, PDM from Central office.

See Diagram 1.

Diagram 1. Assessment and evaluation of LR, TR & PDM needs at each level
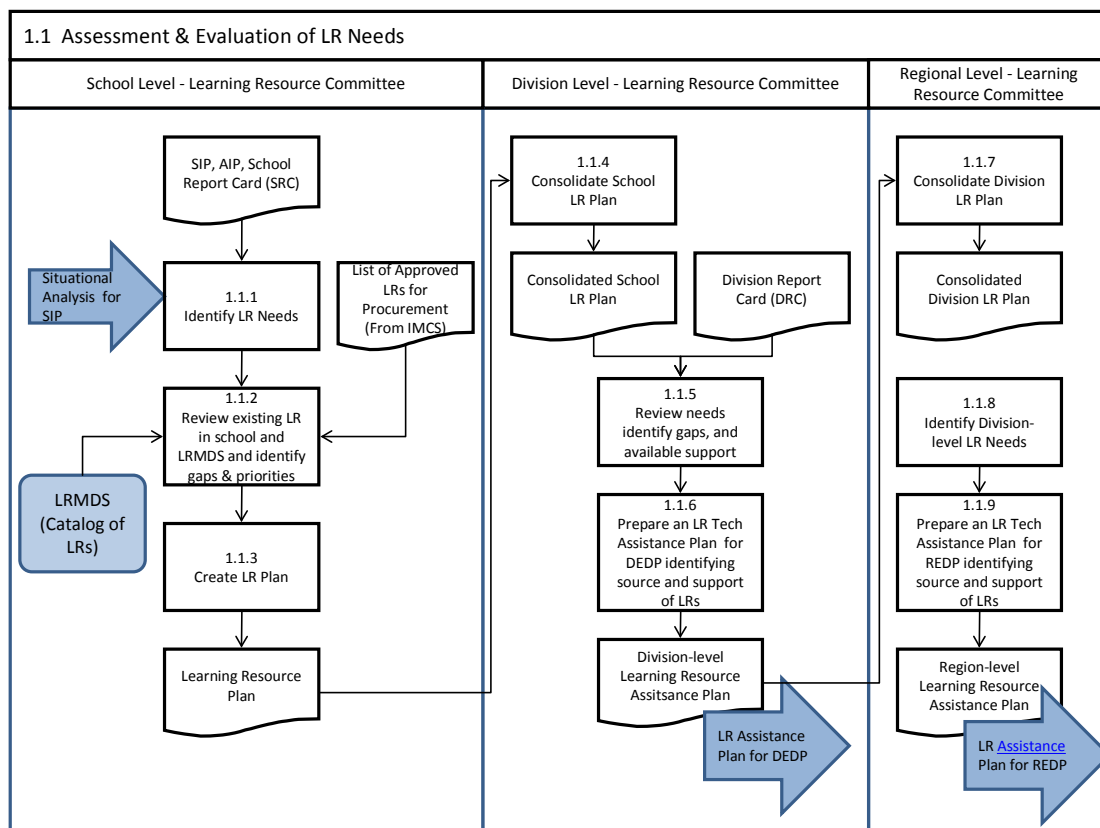
2.3 Evaluation of existing DepED and/or Foreign Assistance Program (FAP) resources for Reproduction and or Cataloguing in LRMDS

2.3.1 Overview

As a result of the process of developing the DEPD/REDP and identifying learning, teaching and professional development needs, (Diagram 1) the Regional LRMDS QA Team will evaluate Division shortlists and determine which resources will be reproduced (as is) and which resources will be redeveloped, modified and digitised.

The final list of LR/TR/PDM identified for reproduction is submitted to the Division. When resources are to be reproduced for region-wide distribution, reproduction is the responsibility of the Regional LRMDS. For Division specific resource needs reproduction will usually be managed by the Division LRMDS. (Diagram 2)

2.3.2 Process

An existing LR/TR/PDM that is in a format (hardcopy or physical copy) that precludes it being accessed and downloaded from LRMDS may be reproduced and distributed to schools, divisions, regions. For example, textbook, reference book, CD, DVD, VCD, Videotape, audio tape, charts and maps, printed module.

The existing resource is initially evaluated using the guidelines and criteria to determine conformance with the Intellectual Property Rights Management and Educational Soundness specifications. For some digital resources the Technical evaluation will also be used for evaluation. The DepED 2008 Content Evaluation of Non-print Supplementary Materials Evaluation system has been adapted for this purpose.

Curriculum and Subject Matter Experts and or trained Instructional Materials Evaluators are the key personnel involved in evaluation of these types of resources.

2.3.3 Evaluation of resources

The following evaluation instruments are used to evaluate resources for reproduction.

LRMDS Evaluation instrument	Purpose of evaluation	Resource type and format	Evaluator expertise
Intellectual Property Rights Evaluation Section 6.1	Confirm that the intellectual property rights of the entire content of the resource and that DepED has the rights to reproduce and distribute the resource.	Print Non-print materials	Curriculum and subject matter experts Instructional Materials evaluators
LRMDS Educational Soundness General Evaluation Section 6.2	Determine overall fit for purpose, curriculum relevance and readiness of the existing resource to be reproduced in its current format.	Print Non-print materials	Curriculum and subject matter experts Instructional Materials evaluators
Educational Quality Evaluation Sections 6.3- 6.8	Determine accuracy of content, correctness, appropriateness and suitability of presentation, language and visuals to target users, society and culture.	Print Non-print materials	Curriculum and subject matter expertise Instructional Materials evaluators.

Technical Evaluation for Digital Offline Resources (CD, DVD, VCD, videotape, audiotape) Section 6.9 G and H	Determine appropriateness of technical format for target users and teaching and learning environment	Non-print materials	Instructional Materials evaluators ICT Coordinators LRMDS QA Team
Technical Evaluation of Digital Web-based/interactive Multimedia resources Section 6.6 and Section 6.9 A-H	Determine usability and technical format enables access and use by target users	Non-print materials – digital and interactive.	Instructional Materials evaluators ICT Coordinators LRMDS QA Team

The Curriculum and Subject Matter Experts and or Instructional Materials Evaluators review the material to ensure that the resource in its entirety is copyright clear and DepED has the rights to reproduce and distribute. Any resource that does not pass the IPR Evaluation (Section 6.1) should not be further evaluated at this stage.

The Curriculum and Subject Matter Experts and or Instructional Materials Evaluators use the Educational Soundness Specification General Evaluation (Section 6.2) criteria to evaluate the educational quality of the resource. This provides an initial review to determine overall fit for purpose and readiness of the existing resource to be reproduced in its current format. It provides a quick and qualitative check.

If the resource is considered to be of a high or good educational quality and relevance and it is owned by (i.e. copyright belongs to) DepED, then it will be subjected to a more rigorous educational evaluation using the Educational Quality system (Sections 6.3-6.8).

A Technical Review (Section 6.9) is also required for digital interactive resources and for those resources distributed on CD, DVD, VCD, VHS, audio tape.

2.3.4 Reproduction of evaluated resources in existing format

2.3.4.1 Print based resources

Resources that are selected to be reproduced in their existing formats may be reproduced (reprinted) by the Region, Division or by a commercial production facility.

Ideally, for reproduction of any resource the original master copy is used for the reprint and reproduction work.

Where an original master of the resource is not available or not able to be located a sample copy/reproduction of the resource should be made before authorising a large scale reproduction job.

If the sample reproduction is of a highly legible (readability, graphical clarity) quality then the reproduction and reprint run can proceed.

If the sample reproduction is of a low quality a decision can be made to create a new digital master copy of the material. The design, layout and content of the original resource are retained and the new master is created exactly as it was in the original version. The LRMDS Technical Specifications for Interoperability (Section 6.9.2 G) should be used for this purpose.

The new master copy is then used for the mass production reprint/reproduction work.

The new digital master copy can then be uploaded to LRMDS and catalogued for future access by DepED personnel via the LRMDS.

2.3.4.2 Existing hardcopy resources in a digital/analogue format

Existing hardcopy digital resources include those resources that are of the following type: CD, DVD, VCD, audiotape, videotape.

In addition to the evaluation process as outlined for print based resources (Section 2.3.4.1 above). These resources should be evaluated using the LRMDS Technical Specifications for Interoperability (Section 6.9.2 G). While some resources may be of a high educational value, the technology in which they are currently produced may have been superseded.

If a digital master copy exists this should be used as the basis to create an updated digital master copy. If the original digital master does not exist and the technology of the current resource is superseded the resource should not be mass produced in its current format. A Request Brief (Section 8 p78) may be prepared to suggest redevelopment based on the original content of the resource.

Diagram 2. Evaluation of Existing LR/TR/PDM for Redevelopment
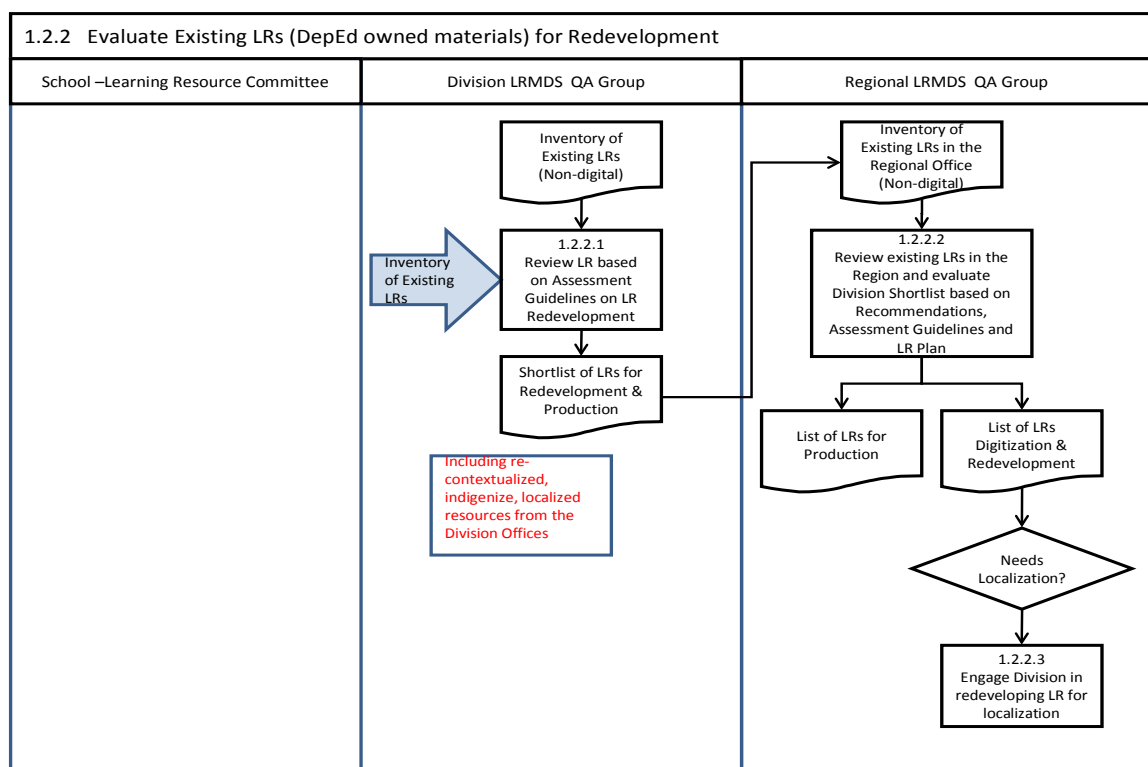
2.4 Evaluation of existing DepED or Foreign Assisted Project Resources for Redevelopment

Many resources have been produced by DepED and through the activities of Foreign Assisted Programs. These existing resources should first be reviewed and evaluated following the process in Section 2.3.

The evaluation recommendations from Section 2.3 may identify the need for existing resources to be redeveloped.

Redevelopment may occur when:

- A new digital version of a non digital resource is required to facilitate higher quality reproduction. All content and design is the same as the original.

- An existing resource has some content errors, typographical errors and or technical faults. Thus a modified version of the existing resource is produced. Content is updated and alternative graphics or images may be included.

- A resource has been identified as being of high educational quality but the current format precludes access. The content of the original resource is used as the basis for the resource but the format and media used is radically changed.

- A resource is required to be translated into Filipino or Mother-tongue.

A Request Brief (Section 8) should be prepared for any resource that is identified for redevelopment as a consequence of Evaluation under Section 2.3.

2.5 Evaluation of teacher developed materials

At the School/cluster level teachers develop LR/TR/PDM for classroom and local training use. These resources are usually developed in response to LR planning as part of the AIP/SIP process. See Section 4, LRMDS School Learning Resource Plan.

Teacher-developed materials may be digital or non-digital. These materials may be included in the LRMDS catalogue and or redeveloped for inclusion in the LRMDS repository. Where schools are developing materials locally to meet specific LR/TR/PDM needs they should use the *Guidelines and Processes for LRMDS Development and Production V1.0* to ensure achievement of educational and technical quality.

All teacher developed materials that are intended to be catalogue in LRMDS and if digital uploaded to the LRMDS repository must undergo assessment and evaluation in the first instance by the School and then by the Division to Region. (Diagrams 3 and 4) Digital resources identified and accepted by the Regional LRMDS QA team for inclusion in the LRMDS will be catalogued, and reproduced and or redeveloped by the Region.

Non-digital teacher developed materials undergo assessment and evaluation by the Division LRMDS QA Team and may be reproduced by the Division and catalogued in the LRMDS.

Through the DEPD/REDP planning process the Division and Region should be aware of the LR/TR/PDMs that are being produced locally and should actively seek from schools submission of locally produced materials that may be shared.

Diagram 3. School Evaluation of Teacher Developed LR/TR/PDM for submission to LRMDS.
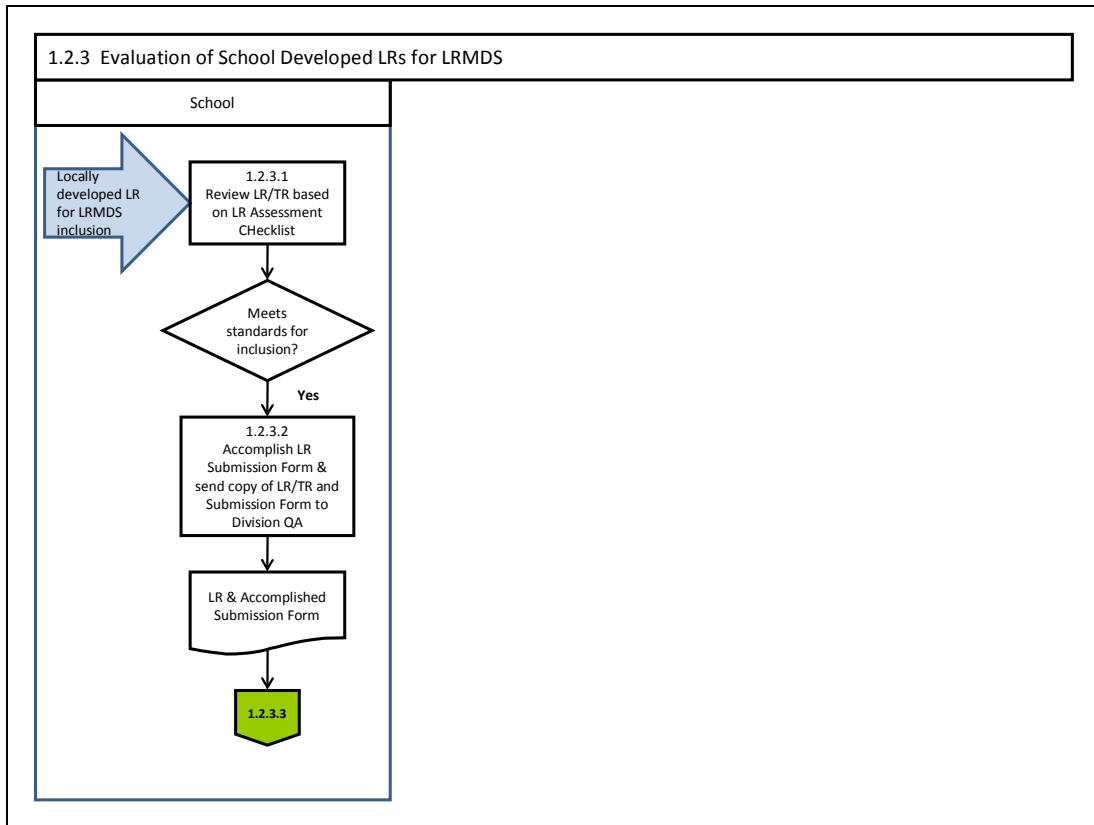
Diagram 4. Division and Region Evaluation of Teacher Developed LR/TR/PDM submissions for LRMDS.
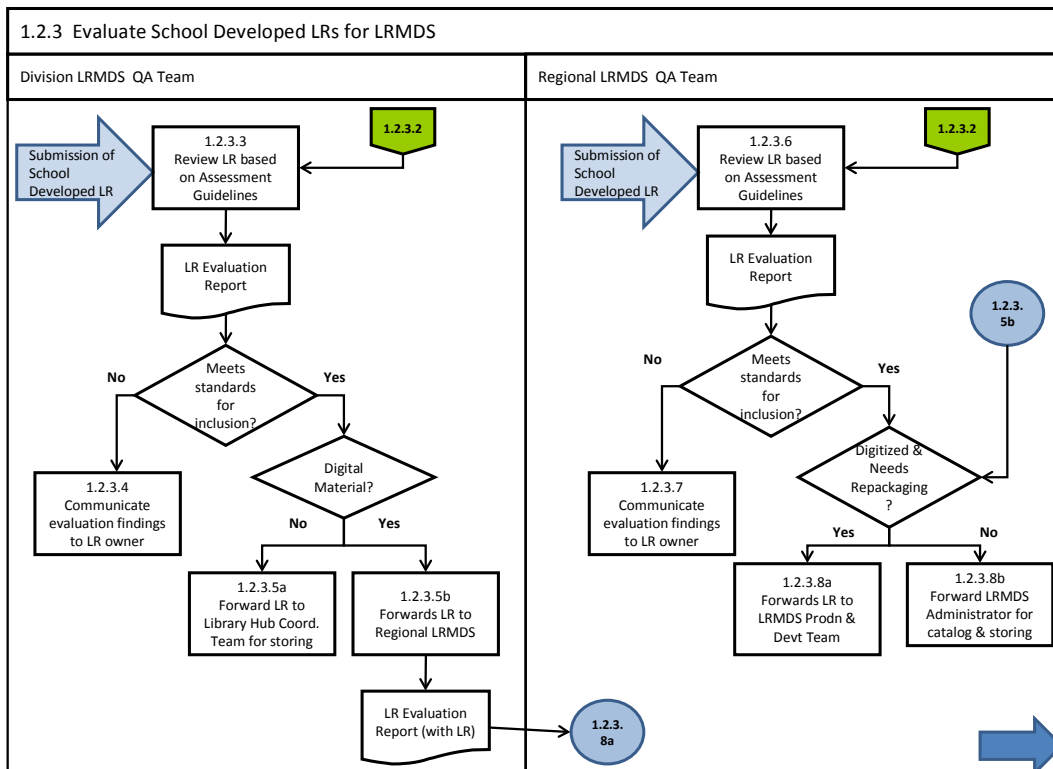
2.5.1 Evaluation of teacher developed resources

1. Intellectual Property Rights Evaluation (Section 6.1)

2. Educational Soundness Evaluation (Section 6.2)

3. Education Quality Evaluation (Section 6.3 – 6.8)

4. Technical review for digital offline resources (CD, DVD, VCD, videotape, audiotape) (Section 6.6 and Section 6.9)

Teacher developed materials may be reproduced or redeveloped for local or wider distribution.

The evaluation process is the same as describe above in Section 2.3. However, if the resource includes any third-party material, the copyright owner should be contacted for permission to reproduce and distribute for educational purposes.

If the copyright owner of third party material is unable to be located then the resource should not be reproduced for mass distribution. It may be redeveloped and all third party material should be replaced with original and newly created content.

2.6 Evaluation of Online Resources and Sites for Cataloguing in LRMDS

The Regional LR Manager is responsible for monitoring the catalogue of resources and to continue to research and review other open access sites for integration in to the LRMDS system and catalogue. (Diagram 5) A site review evaluates the online site content and links for educational quality, copyright and conditions of use, safety and security in relation to authenticity and integrity of providers. A site evaluation report is provided and if the site is suitable for cataloguing the Administration and Publication Group adds the reference URL to the catalogue with associated metadata. Sites deemed unsuitable are recorded. Reference URLs catalogued in the LRMDS are subjected to the same review and maintenance processes as described above.

Diagram 5. Evaluation of Online Resources and Sites
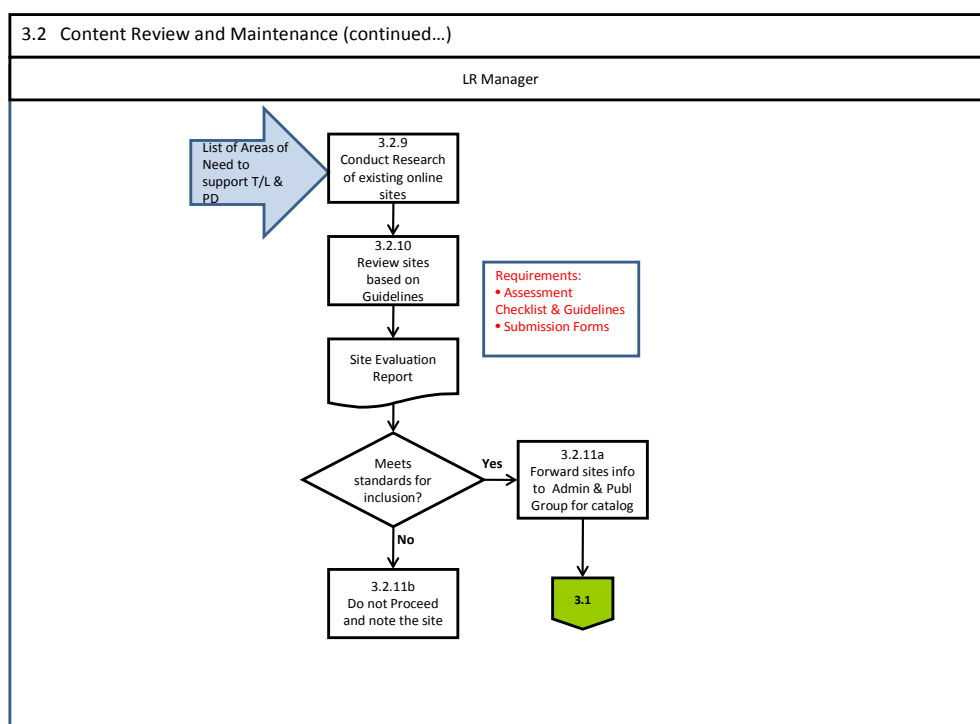
Online sites are initially reviewed using the Evaluation Instrument for Educational Soundness (Section 6.2) and the Technical Specification (Section 6.9 A-G). Each link on a site is checked and the educational quality, usability and technical requirements are evaluated.

Every link from the main home page of a site is evaluated to five levels of hyperlink browsing to ensure that the site is authentic, secure and legitimate. The Online Site Evaluation Rubrics (Section 7) should be used to guide the review.

The Intellectual Property Rights Evaluation (Section 6.1) determines the authenticity and legitimacy of the site owners and the copyright and Conditions of Use of all content that are accessible from the main URL.

Schools and Divisions may use the evaluation instruments to evaluate sites for local use. For any site to be catalogued in the LRMDS the site must be reviewed and approved for Cataloguing by the Regional LRMDS Manager.

Cataloguing a site means applying metadata to a site URL. The site is then able to be discovered when the LRMDS Catalogue is searched.

LRMDS Workflow	Guidelines, Instructions and steps	Output
School LR Committee evaluates school/cluster identified online LRs/TRs/PDMs	Use the following evaluation instruments to evaluate the school/cluster identified online LRs/TRs/PDMs: • Education Soundness • NCBTS • Intellectual Property Rights • Accessibility • Technical • Online site rubrics	School/cluster harvested online LR/TR/PDM evaluation report/ recommendations.
School recommended sites may be forwarded to Division LRMDS Manager to be considered for Cataloguing in LRMDS		
Division Division evaluates school/cluster and/or division initiated online sites and resources	Use the following criteria to evaluate the school/cluster and/or division evaluation report: • Education Soundness • NCBTS • Intellectual Property Rights • Accessibility • Technical • Online site rubrics	Division evaluation report of school /cluster and/or division-initiated online sites and resources
Division LRMDS QA Group reviews school/cluster and/or division-initiated recommended online sites and resources	Recommend online sites and resources based on assessment guidelines	Comments and recommendation
Division LRMDS QA Group forwards school/cluster and/or division-initiated online site and resources recommendations to Library Hub Coordinating Team	Recommend online sites and resources based on assessment guidelines	Division QA comments and recommendations
Division recommended sites may be forwarded to Region LRMDS Manager to be considered for		

Cataloguing in LRMDS		
Region Region evaluates online sites and resources	Use the following criteria to evaluate the online sites and resources: • Education Soundness • NCBTS • Intellectual Property Rights • Accessibility • Technical • Online site rubrics	RLRC evaluation report/ recommendations
Region LRMDS QA Group validates Division and/or Regional reviews/recommendations	Use the following criteria to evaluate the online sites and resources: • Education Soundness • NCBTS • Intellectual Property Rights • Accessibility • Technical • Online site rubrics	Regional QA comments and recommendations
Region LRMDS QA Group approves the online resource/site and forward report to LRMDS Administrator for cataloguing.		Approved online site/resource. Review report
Regional LRMDS Manager catalogues approved online sites. All reviews for all sites recommended and rejected should be retained by the Region and Division LRMDS Manager.	Posting to LRMDS portal as part of the information in the repository.	Metadata, Catalogue Online information availability

2.7 Evaluation of new (commercial) learning resources for acquisition/procurement

Overview

Evaluation of new (commercial) learning resources for acquisition/procurement (Diagram 6) is conducted at the School/cluster level by the School Learning Resource Committee and at the Division and Regional levels by the LRMDS QA Team at these levels.

Schools may use the LRMDS process for the assessment and evaluation of new LR/TR/PDMs to select and acquire using local funds. They may also access the list of IMCS approved Supplementary Materials and procure these from local funds. Schools/clusters may also assess and evaluate commercially available LR/TR/PDMs and provide an evaluation report to the Division to request procurement and or inclusion in LRMDS if MOOE and local funds are not adequate.

The Division will review submitted LR Evaluations for acquisition of new (commercial) resources and will determine whether to acquire for distribution via the Divisional LRMDS. Cataloguing of the acquired resources within LRMDS is the responsibility of the Regional LRMDS. Divisions will forward recommendations and notification of acquisition of new LR/TR/PDM if it is intended that these resources are to be included in LRMDS catalogue.

The Region reviews the Division LR Evaluation recommendations for acquisition and will:

a) catalogue the resources being acquired at the Division/Region level and or,

b) procure the LRs/TRs for inclusion in the LRMDS.

All resources procured by the Division or Region should be included in the LRMDS catalogue.

Diagram 6. Evaluation of New (Commercial) LR/TR/PDM for Acquisition or Procurement

1.2.1 Evaluate New Learning Resources for Acquisition		
School Learning Resource Committee	Division LRMDS QA Group	Region LRMDS QA Group

Call for Evaluation of new LR → **1.2.1.1** Review LR based on Assessment Guidelines → LR Evaluation Report → Informs the acquisition of LR

Call for Evaluation of new LRs → **1.2.1.2** Review LR based on Assessment Guidelines → LR Evaluation Report → Informs the acquisition of new LR

New LR Procured → **1.2.1.3** QA LR based on Assessment Guidelines → LR Evaluation Report → Meets standards? — NO → **1.2.1.4a** Forward findings to Procurement — YES → **1.2.1.4b** Forward LR and recommendations to Library Hub Coord. Team

Call for Evaluation of new LRs → **1.2.1.5** Review LR based on Assessment Guidelines → LR Evaluation Report → Informs the acquisition of new LR

New LR Procured → **1.2.1.6** QA LR based on Assessment Guidelines → LR Evaluation Report → Meets standards? — NO → **1.2.1.7a** Forward findings to Procurement — YES → **1.2.1.7b** Forward LR and recommendations to LRMDS Adm for catalog & storage → **3.1**

2.7.1 Evaluation of new (commercial) learning, teaching and professional development resources for procurement

The process and guidelines for assessing and evaluating resources in relation to resource needs may be used at any level (School, Division, Region) to support procurement of new LR, TR, PDM.

The process is designed to assist Schools, Divisions and Regions in selecting resources that meet resource needs from the IMCS approved list of supplementary materials.

The same process may also be used to evaluate any commercial resources that have not been previously evaluated via the IMCS processes.

Schools, Divisions and Regions should be able to demonstrate that procurement of new materials for learning, teaching and professional development is in response to the identified LR, TR, PDM needs as described in the School LR Plan, DEPD LR Assistance Plan and or REDP LR Assistance Plan.

Guidelines for identification and evaluation of new resources for procurement	Output
School/Cluster	
Based on the needs identified in the school LR Plan, the LR Committee checks on the availability of the resources to meet the identified needs in the Lead/Cluster school and/or the LRMDS	School LR Plan and List of available LRs to meet identified needs
If the LRs are identified from the published list of IMCS approved supplementary materials the LR committee creates a shortlist of resources.	List of publishers/distributors to be contacted.
LR Committee reviews the LR Plan and identifies funds	Funding sources identified within the School budget.

Guidelines for identification and evaluation of new resources for procurement	Output
available for procurement.	
If there are funds allocated within the school MOOE or local funds, the LR Committee reviews the short list of resources from the approved list of supplementary materials and request publishers/distributors for review copies of resources.	Request for review copies from publishers/suppliers
The School LR Committee evaluates the materials using the Evaluation Instruments in Section 6. • Educational Soundness Evaluation (6.2) and or • Educational Quality Evaluation (6.3-6.8). • Technical Evaluation (for digital format resources) (6.6 and 6.9) • Accessibility Evaluation for SPED materials (10.4)	Short listed materials evaluated.
Resources that best meet the learning resource need are recommended for approval to procure	Request to School Head for procurement.
Proceed to procurement procedure of the approved materials	Procurement process Direct contracting. *MANUAL OF PROCEDURES FOR THE PROCUREMENT OF GOODS AND SERVICES Volume 2, June 2006.* *Republic of the Philippines* *Government Procurement Policy Board*
If the needed LRs are not found in the list of approved supplementary materials, request through the Division. LRMDS QA Group for inclusion of the needed LRs in the next call for submission from publishers by the Region. LRMDS QA Group and or request the Region to develop the resources.	Letter of request to the Division and Region requesting assistance with sourcing learning resources to meet LR needs. Document in AIP/SIP required LR needs.
Division	
Based on the needs identified in the Division LRAP, determine the availability of LRs from the IMCS list of approved supplementary materials	List of available LRs and suppliers
Review funding allocation for the Division LR plan	Funding sources identified.
The Division LRMDS Manager seeks review copies and samples from the short listed providers and evaluates the materials using the Evaluation Instruments in Section 6. • Educational Soundness Evaluation (6.2) and or • Educational Quality Evaluation (6.3-6.8). • Technical Evaluation (for digital format resources) (6.6 and 6.9) • Accessibility Evaluation for SPED materials (10.4)	Short listed materials evaluated.
Resources that best meet the learning resource needs are recommended for approval to procure	Request by Division LRMDS Manager to SDS for procurement.
Proceed to procurement procedure of the approved materials	Procurement process Direct Contract or Competitive Bidding. *MANUAL OF PROCEDURES FOR THE PROCUREMENT OF GOODS AND SERVICES*

Guidelines for identification and evaluation of new resources for procurement	Output
	Volume 2, June 2006. *Republic of the Philippines* *Government Procurement Policy Board*
If the needed LRs are not available in the list of IMCS approved supplementary materials, request for inclusion of the needed LRs in the next call for submission by publishers and or for the Regional LRMDS to develop the resources.	Letter of request to Region LRMDS Manager and DEPD including LR needs
If Division funds are not available, request for inclusion in the next REDP / Region LR Assistance Plan	Letter of request to Region seeking assistance with sourcing learning resources to meet LR needs.
Region	
The Region LRMDS QA Group reviews the list of approved supplementary LRs for materials to meet the LR needs identified in the REDP LRAP.	Shortlist of potential Supplementary materials for procurement.
Review funding allocation for the Region LR plan	Funding sources identified. Recommendation to LRMDS Manager for approval to evaluate materials.
The Region LRMDS Manager seeks review copies and samples from the short listed providers and evaluates the materials using the Evaluation Instruments in Section 6 • Educational Soundness Evaluation (6.2) and or • Educational Quality Evaluation (6.3-6.8). • Technical Evaluation (for digital format resources) (6.6 and 6.9) •Accessibility Evaluation for SPED materials (10.4)	Short listed materials evaluated.
Resources that best meet the learning resource needs are recommended for approval to procure	Request by Region LRMDS Manager to Regional Director for procurement.
Proceed to procurement procedure of the approved materials	Procurement process Direct Contract or Competitive Bidding. *MANUAL OF PROCEDURES FOR THE PROCUREMENT OF GOODS AND SERVICES Volume 2, June 2006. Republic of the Philippines Government Procurement Policy Board.*
If the needed LRs are not available in the IMCS list of approved supplementary materials: The LRMDS Manager will: • ensure that the area of need is communicated to publishers. • seek to find online resources that meet the need. • determine the cost effectiveness of developing the resources.	Region LRMDS Manager report.
If Region funds are not available, request for inclusion in the next REDP / Reg. LRAP	Letter of request to Central Office

3 LRMDS Catalogue system overview

All LR/TR/PDM that are reprinted/reproduced and distributed should be catalogued in the LRMDS. Refer to LRMDS Catalogue Guidelines v0.3.

If new digital versions of the existing resource have been created as part of the reproduction of existing resources process, these may be uploaded and stored in the LRMDS repository for access.

NB. To be uploaded and stored in LRMDS the digital copy of the resource should comply with LRMDS Technical Specification v1.0.

4 LRMDS School Learning Resource Plan

4.1 Introduction

The LRMDS Assessment and Evaluation system for identification of materials to be procured, redeveloped or reproduced is designed to support schools, divisions and regions:

- in identifying learning, teaching and professional development resource needs

- reviewing and recommending resources for acquisition and procurement

- identifying existing resources for reproduction

- evaluating teacher developed materials for local use and shared distribution via LRMDS

4.2 Identifying Learning and Teaching Resource Needs

The assessment and evaluation of Learning Resource (LR), Teaching Resource (TR) and Professional Development Material (PDM) needs and the development of a Learning Resource Plan is a responsibility of all **Schools** as part of the triennial SIP and annual AIP processes.

This plan identifies areas of school need for LR/TR/PDMs, to support the effective utilization of identified resources and the requisite teacher training/development in relation to:

- Underachievement – test results in national, regional/division (if any) and periodical examinations
- NCBTS Competencies – teacher competencies in subject area and pedagogy and resource gaps across subject and year levels
- Differentiated instruction and requirements of other populations that the school serves (for example, special education, special science curriculum or program for the gifted, etc.)
- Indigenization requirements
- Alternative modes of delivery to improve access to education of target populations (girls, out of school youth, seasonal absentees, etc.)
- Support facilities for the effective utilization of resources at the school level

4.3 Process Overview

The DepED, Framework and Standards for Effective School-Based Management Practice: Towards Improved Learning Outcomes, 2006 (p2) states:

> Schools are the basic social institutions that provide formal instruction to students. Schools are expected to enable the students to learn and live their fullest potentials. In order to continuously improve learning outcomes, schools and their communities/stakeholders must be adequately enabled for self-governance. SBM is the decentralization of decision-making authority for central, regional, and division levels to the school or cluster of schools. SBM provides opportunities to unite

school heads, teachers, and students as well as the LGUs and the community in promoting effective schools. The main goal of SBM is to improve student achievement, school performance, and learning outcomes, where decision-making is made by all those who are closely involved in addressing the needs of the individual schools so much so that the specific needs of the students will be adequately met.

SBM objectives are to: (i) empower the school heads to lead their teachers and students in a continuous school improvement process which will lead to higher learning outcomes; (ii) bring resources including funds within the control of schools to support the delivery of quality educational services; (iii) strengthen partnership with the communities and LGUs in order for them to invest time, money, and resources in providing a better school learning environment; and (iv) institutionalize participatory and knowledge-based continuous school improvement process. SBM serves as the main tool for continuous improvement of the school.

The LRMDS processes for identification of learning resource need and planning for alleviation of the needs at the school, division and region are aligned to the thrusts of SBM under DepED Basic Education Sector Reform Agenda (BESRA). See Diagram 1, below.

The **School** Learning Resource Committee established at the school conducts completes and submits the LR Plan to the Division in conjunction with the triennial SIP and annual AIP processes. This is described in detail in below.

The **Division** consolidates the School Cluster LR Plans into DEPD Plans and develops its strategic and operational response to identified needs in a Division LR Assistance Plan that is also communicated in the DEDP. This plan identifies areas of need and proposes sources of support and strategies for acquisition of resources as per the List of Approved Supplementary Materials, recommendations for reproduction of LRs at the Division or requests for modification of existing resources, procurement or development and production of new resources by the Region LRMDS. See Division and Region LR Assistance Planning, Section 4.6.

The **Regional** Learning Resource Committee reviews and consolidates the LR Assistance Plans from the DEPD and develops a Regional LR Assistance Plan as part of the REDP to support procurement and production of LR/TRs for inclusion in the LRMDS. See Division and Region LR Assistance Planning, Section 4.6.

Diagram 1

1.1 Assessment & Evaluation of LR Needs

| School Level - Learning Resource Committee | Division Level - Learning Resource Committee | Regional Level - Learning Resource Committee |

SIP, AIP, School Report Card (SRC)

Situational Analysis for SIP

1.1.1 Identify LR Needs

List of Approved LRs for Procurement (From IMCS)

1.1.2 Review existing LR in school and LRMDS and identify gaps & priorities

LRMDS (Catalog of LRs)

1.1.3 Create LR Plan

Learning Resource Plan

1.1.4 Consolidate School LR Plan

Consolidated School LR Plan

Division Report Card (DRC)

1.1.5 Review needs identify gaps, and available support

1.1.6 Prepare an LR Tech Assistance Plan for DEDP identifying source and support of LRs

Division-level Learning Resource Assitsance Plan

LR Assistance Plan for DEDP

1.1.7 Consolidate Division LR Plan

Consolidated Division LR Plan

1.1.8 Identify Division-level LR Needs

1.1.9 Prepare an LR Tech Assistance Plan for REDP identifying source and support of LRs

Region-level Learning Resource Assistance Plan

LR Assistance Plan for REDP

4.3.1 SIP and AIP Process

School Improvement Planning (SIP) is a process conducted every three years by which members of the school-community conducts a thorough evaluation of their school's educational programming during the previous school year and develops a plan that:

- Establishes the starting point for ongoing evaluation of efforts,
- Provides a roadmap for school improvement; and,
- Unifies independently organized school improvement efforts from various areas of the total school program into a single, focused process.

SIPs are structured to focus on key goals and strategies which will lead to greater student learning and a more effective school organization. A School Improvement Plan is:

> A **Development Plan** which embodies the school and the community's vision of the future as well as the strategies and activities they want to undertake to attain that vision and enable schools to negotiate for development initiatives.

NEAP, 2006. Manual on the Preparation of the School Improvement Plan, p4.

From the three-year School Improvement Plan (SIP) an Annual Implementation Plan (AIP) is developed. It comprises all program/projects/activities which are targeted to be implemented by the school during the year. Through the process of monitoring and evaluation of the AIP, the school can learn from the experience of the annual plan implementation and determine the necessary adjustments to improve performance in the overall implementation of the SIP by making adjustments to the AIP.

Refer to DepED, 2006. *Guidelines for Promoting Effective School-Based Management Practice: Towards Improved Learning Outcomes. Section III. pp10-17.*

4.3.2 School Report Card

The school planning team gathers multi-year data (at the minimum 3-years) on the following relevant school information:

Data related to shaded and non-italicized areas in Table 1 should be used by the School LR Committee for analysis and identification of LR,TR and PDM needs. The identified requirements are then prioritized and strategies to address the needs are documented in the School LR Plan and reported as part of the AIP and SIP process.

Table 1.

Excerpt: *Manual on the Preparation of the School Improvement Plan.* National Educators' Academy of the Philippines *(p9)*

Enrolment (disaggregated between male and female)	**Teacher-Student Ratio**
Performance Indicators	**Student-Textbook Ratio**
1-Drop-out Rate **2-Repetition Rate** **Repetition Rate** **Achievement Rate**	*School Personnel* *I.Non-Teaching* *a.Principal* *b.Staff (determine the number of nationally or locally funded or volunteer)*
Completion Rate **Graduation Rate**	**Teaching**
	Number of Teachers (Nationally or locally funded and volunteer
Parent's Rate of Participation in School Activities (Attendance to General and Homeroom PTCA)	**Number of Teachers teaching Majors and Non-Majors**
Physical Facilities (Both instructional and non-instructional)	*Classroom Furniture e.g. tablet armchairs, teacher tables, blackboards, lab tables, lab stools*
Learning Facilities (determine facilities per subject area)	**Textbooks (indicated textbooks per subject are and if new generation or not)** **Learning materials (including Supplementary materials)** **Reference materials**
Multi-Media (includes number of computers for instruction, TV sets, video cassette players, etc)	*Office Equipment (includes number of computers for office use, typewriters, etc*
Medical/Dental Services (includes first aid kits, school nurse, etc) *Site Ownership*	*Environment and Safety (includes number of recorded theft, student conflict , etc*

4.3.2.1 Data Interpretation & Analysis of School Report Card

The following guiding questions are designed to support evidence-based analysis of the school's situation in relation to teaching and learning performance and achievements that will serve as the bases for formulating the School LR Plan within the context of the SIP/AIPprocesses.

1. Are the figures improving or declining?

    Review the performance indicators. Is there a change in the trend of the data? Are there particular curriculum areas or year levels where the data is changing? What might be the likely reasons for the changes?

2. What are the major areas of underachievement? Consider test results and performance indicators.

Is there a change in the trend of the data? Are there particular curriculum areas or year levels where the data is changing? What might be the likely reasons for the changes?

3. Review the teachers' profile.

   Are the teachers qualified to teach within the required curriculum areas? What is the average pupil to teacher ratio per class? If there is a high pupil to teacher ratio could this be related to reported areas of underachievement? If there are curriculum areas for which teachers lack the qualifications are these curriculum areas also reporting underachievement?

4. What curriculum, teaching and ICT Competencies are lacking? Consider teacher capacity in subject area and pedagogy.

   Review the School Professional Development Plan (TNA results). Identify the needs in terms of curriculum and teaching competencies. Are there any relationships between this data and the areas of underachievement?

5. Where are the gaps in the availability of learning and teaching resources across subject and year levels?

   Is there any relationship between these identified gaps and areas of student underachievement? Is there any relationship between the identified gaps and curriculum areas identified as lacking qualified teachers?

6. Where are the gaps in the availability of learning and teaching resources for students with special needs?

   Is there any relationship between these identified gaps and areas of student underachievement? Is there any relationship between the identified gaps and curriculum areas identified as lacking qualified teachers?

7. Where are the gaps in the availability of learning and teaching resources for differentiated instruction, especially, in the context of heterogeneous, large size classrooms?

   Is there any relationship between these identified gaps and areas of student underachievement? Is there any relationship between the identified gaps and curriculum areas identified as lacking qualified teachers?

8. Indigenization requirements: Where are the gaps in the availability of learning and teaching resources in mother tongue?

   In what areas is localization of the curriculum required to achieve more effective teaching and learning?

9. What resources are required for students with Special needs?

   Identify curriculum and subject areas and grade/year levels. Describe the type of resources that would be beneficial for teaching and learning.

10. What resources are required to meet the needs of learners requiring alternative modes of delivery?

    Identify curriculum and subject areas and grade/year levels. Is there any correlation between year/grade levels recording high dropout rates?

11. What support facilities are required for the effective use of learning and teaching resources at the school level?

    Consider how instruction is delivered and the factors that adversely affect effective instructional delivery.

12. In what ways can classroom instruction be re-organized to maximize technology integration in instruction?

    Consider ability and/or mixed groupings, station learning approaches, etc.

13. What capacity building activities must be undertaken to support the most effective use of teaching/learning resources by teachers?

Identify the type of professional development required.

14. What capacity building activities would support more effective development, adaptation, indigenization of LRs, TRs, PDMs by teachers?

Consider the teachers writing skills, understanding of instructional design and computer skills.

Access to Learning Resource Management and Development System (LRMDS)

15. How does your school access LRMDS? (Select one or more)

   a) Access at school via internet

   b) Access at local internet café

   c) Access at CLC

   d) Access at neighbouring school

   e) Access at Cluster Lead school

   f) Our school has never used LRMDS.

16. How is your school using LRMDS to support teaching, learning and professional development within your school?

   Are you able to find resources you need via the LRMDs catalogue? Provide a brief description of LRMDS use.

17. What technology support does your school require to access LRMDS?

   Consider internet connection, training, hardware and software, technical support.

18. What technology is required at your school to more effectively integrate ICT in classroom instruction?

   Consider hardware, software, infrastructure, projectors

4.3.3 Determining the learning and teaching resource requirements.

Each of the questions above will provide specific information in relation to areas of LR/TRPDM need. Many of the questions are closely related. For example, question 2 is about identification of areas of underachievement. This data and information should be correlated with the findings to questions 3, 4, 5, 7, 11 and 15.

For example, if the data is showing a trend of consistently low pass rate in grade IV Mathematics there could be a number of reasons. Such as, lack of text books and supplementary materials for this grade level, unqualified teachers, and or gaps in teachers' curriculum competencies.

A number of strategies could be employed to redress the problem. One strategy might be to acquire or procure quality supplementary mathematics teaching and learning resources for this grade level. Another and not mutually exclusive strategy might be to seek assistance from the Division to provide a program for building capacity within the mathematics faculty to locally develop supplementary mathematics resources. Another strategy might be to acquire or procure teaching resources specifically focussing on mathematics and numeracy remediation.

Or if there are adequate quality learning and teaching resources for grade IV Mathematics, then perhaps findings in relation to questions 4, 11 and 13 might provide some insight. For example, the large class size reduces the capacity of the teacher to plan for differentiated instruction, or use of a variety of learning and teaching resources and strategies.

As well as trying to increase staffing in this area it might be more effective especially in the short term to look for teaching and learning resources with strategies that involve mixed ability grouping and problem-solving approaches to learning.

Once the School LR Team has analysed and interpreted the data and determined strategies for addressing the problems the School LR Plan can be developed.

4.4 Developing the School LR Plan

From the analysis and interpretation of the School Report Card data there will likely be a number of teaching and learning and or resource access issues identified as requiring attention. Not all issues will necessarily be able to be addressed in one school year. Availability of resources (time and cost), will directly affect the approach, target/s and timeframe. Some issues will require a strategic approach over 1-2 years with continuous monitoring and evaluation to determine that the proposed objectives and targets are being met. Some issues may be able to be attended to in a relatively short time frame.

In the first instance, the School LR Committee will need to prioritize the identified areas of need. The prioritization process needs to consider what actual sources of funds exist and can be used or how new funding sources can be mobilized. See Resource Generation and Mobilization Section 4.4.1. Some identified priority areas may require funds to be drawn from a number of sources and secured over a number of years to achieve the identified target.

The prioritization process is the first stage of planning the what, how and when strategies for the next 3 years. The list of priorities, the respective strategies and targets is communicated to the School Planning Team to be included in the SIP/AIP.

Where the school requires specific assistance from the Division and or Region this should be clearly noted. The Division will review the SIP/AIP of all schools and develop the Division Education Development Plan (DEPD). It will also create a Division LR Assistance Plan based on analysis of all schools needs. See Section 4.6.

For example:

School Improvement Plan		
Year 1 (AIP)	Year 2 (Adjusted AIP)	Year 3 (Adjusted AIP)
• Purchase Science Teaching resources (10 sets) • Develop math LRs for Grade IV. • Capacity building: 'how to effectively assess and evaluate resources'. (Division led)	• Purchase Science Teaching resources (20 sets) • Capacity building: 'how to effectively assess and evaluate resources'. (School led) • Capacity building: resource design and development. (Division led)	• Purchase Science Teaching resources (20 sets) • Capacity building: resource design and development. (School led)
School LR Plan: detailed objectives, strategies, targets, timeframe and costs and funds	**School LR Plan:** detailed objectives, strategies, targets, timeframe and costs and funds	**School LR Plan:** detailed objectives, strategies, targets, timeframe and costs and funds

4.4.1 Resource Generation and Mobilization

Resource generation and mobilization involves tapping school-based resources (funds, grants, supplies and equipment, services) needed by the school to implement its SIP/AIP by mobilizing its various stakeholders (teachers, parents, PTCA, NGOs, LGUs, DepEd offices, etc.)

In the context of the School LR Plan the MOOE funds may not be adequate to cover all project activities and further resources may be required.

A school can effectively raise resources to augment its budget through various means and strategies. A school with a functioning School Governing Council (SGC) can tap the whole

community and Local Government Unit (LGU) support. Thus, the SGC should appreciate that schools are an integral part of the local government sector and that improvements in school based management impact on education and community development in the locality.

The Division and Region can assist schools in linking up to other possible sources of funds such as the Special Education Fund (SEF). Specific details and supporting templates and examples are provided in the DepED, 2006. *Guidelines for Promoting Effective School-Based Management Practice Towards: Improved Learning Outcomes.* Section V. Budget Management Cycle, p23.

In addition, from time to time funds will become available through various grants. These grants are often provided through Foreign Assistance Projects. For example, STRIVE an AusAid sponsored program included a grant component; Support Options for Basic Education Fund (SOBEF). The SOBE fund like many grants has specific aims and objectives, eligibility criteria and expenditure items, fund restrictions, and monitoring and evaluation requirements.

Such grants should be seen as an opportunity for direct project support in the short term or to serve as a leverage fund for drawing in Special Education Fund (SEF) of the Local Government Units and other fund sources from other stakeholders.

The DepED-STRIVE, 2009. *SOBEF Operations Manual,* provides a comprehensive overview of policies, systems and procedures to guide stakeholders primarily the Local School Boards (LSB), School communities, the Division of Schools (DS) and the Regional Offices on how the SOBEF grant facility may be accessed, utilized and managed.

The systems and procedures can be easily adopted and used as a guide by schools for accessing grants to support implementation of strategies and projects described within the LR Plan and targeted in the AIP/SIP.

What is most important about utilization of grants for projects is the design of the sustainability mechanisms within the project implementation plan to avoid the usual pitfalls of projects supported by externally-funded grants, i.e. that the project or program ceases with the end of the funding assistance.

To this end the SOBEF system design requires linkages with special local bodies and key stakeholders within the school community and demonstrated use in addition to existing initiatives and resources of the school community:

> SOBEF seeks to contribute to the sustainability of initiatives by providing the opportunity for strengthening existing special local bodies and organizational units provided under the law that are the key players in its implementation. These are the LSB, the DepED Division of Schools and the pilot schools as well as organizations such as the Parents' Teachers Community Association (PTCA) and the School Governing Councils (SGCs). (DepED-STRIVE, 2009. SOBEF Operations Manual, p6).

When schools/Clusters are developing the LR Plan as part of the AIP/SIP process the SOBEF model may assist with identification and acquisition of funding sources.

4.5 Annual Adjustments to the School LR Plan

The School LR Plan should be monitored as it is implemented. The monitoring of the implementation is the responsibility of the School LR Coordinator. Periodic reporting and review of targets and timeframes for activity or project completion ensure more successful outcomes. It will also alert the School LR Committee to any risks or unforeseen circumstances that may require the current and future plans to be adjusted.

As part of the SIP/AIP process schools are required to monitor, evaluate and report on performance and achievement of AIP targets. Each year adjustments are made to the AIP based on these reviews. Refer to Diagram 2.

The School LR Plan should include details of progress reports on achievement of targets and means of verification that achievements have been made and targets met. The outcomes of the School LR Plan monitoring and evaluation events can be used to inform the AIP/SIP monitoring and evaluation.

Diagram 2. Integrating SIP/AIP and LR Planning processes.

Developing and implementing the School LR Plan within the AIP/SIP planning process.
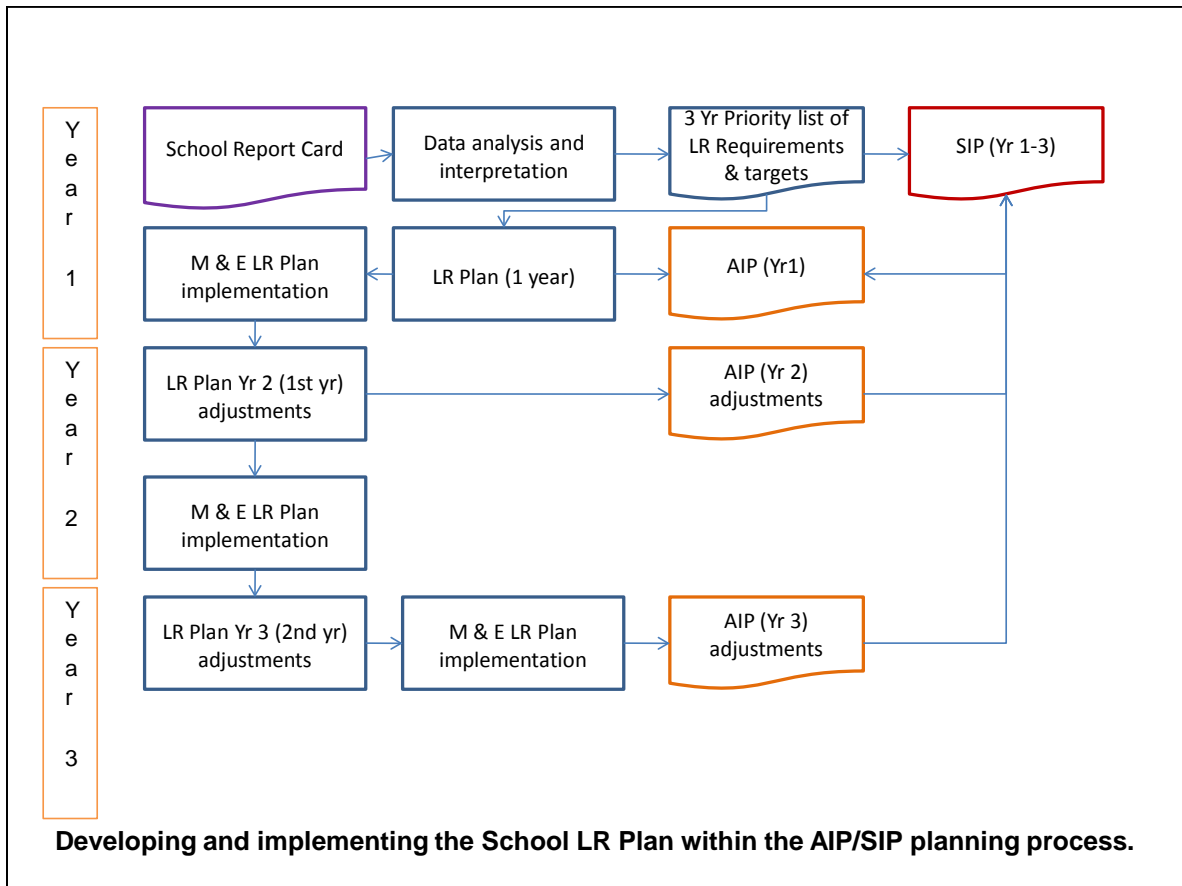
4.5.1.1 School Learning Resource Plan Template (1 Year)

This template is provided to assist schools in developing a detailed plan for acquisition and procurement of learning, teaching and professional development resources. An EXAMPLE is provided below.

Identified area of need (Desired output)	Objectives	Targets	Strategy				
			Project Plan (Activities)	**Project. Implementation. Time frame**	**Responsibility**	**Funding source (attach budget for major activities)**	**M & E AIP Adjustments Required**

EXAMPLE School Learning Resource Plan Template

Identified area of need (Desired output)	Objectives	Targets	Strategy				
			Project Plan (Activities)	**Project. Implementation. Time frame**	**Responsibility**	**Funding source (attach budget for major activities)**	**M & E AIP Adjustments Required**
Curriculum, Instruction. & LR, TR Support	Develop teaching and learning materials for least learned skills (based on national, regional (if any and periodical tests)	Using the development templates in the LRMDS, develop 3 materials /identified least-learned competency for Science, Mathematics and English for grades 4-6	Organize teachers into development teams (2/competency/subject area/grade level) Train____(number) teachers in ____ (identify)subject areas on the use of the LR development template Gather resources from the LRMDS catalogue, including, those found in the recommended links for the identified competency Assign tasks among group members Hold write shop Try the material in selected classes Improve/re-write materials based on the findings Submit 1st draft of LR to school LRMDS team ETC..	Organization and training- 1st grading period – SY _____ Development of LRs- 2nd grading period sy _____: English ; 3rd grading – Math; 4th grading - Science Trial of English LRs- 2nd grading- Review by LRMDS committee- 3rd grading Production of pilot set of materials – 4th grading	LRMDS committee-training, review of draft LRs Subject area heads (if any) to coordinate organization of teachers into working teams Subject area/grade level teachers, development of materials based on LRMDS template and resources ICT coordinator (if any) or any technology savvy teacher to	Training: Local government Production of materials-School MOOE	LR Committee evaluates the quality of the school developed resources using the LRMDS A & E guidelines and templates. LR committee evaluates through classroom observation the trial of English resources with teachers and students.

					ETC.	conduct 'on-demand' training on use of the Internet and the of LRMDS portal ETC		
Teaching Support								
Learning Support								
Mgt of Learning. Performance								
Equipment support								

4.6 Division and Region LR Assistance Planning

The **Division** consolidates the School Cluster LR Plans via the AIP/SIP process into Division Education Development Plan (DEPD) and develops its strategic and operational response to identified needs in a Division LR Assistance Plan that is also communicated in the DEDP. This plan identifies areas of need and proposes sources of support and strategies for acquisition of resources as per the List of Approved Supplementary Materials, recommendations for reproduction of LRs at the Division or requests for modification of existing resources, procurement or development and production of new resources by the Region LRMDS.

Similarly, on submission of the DEPD to the Region the **Regional** Learning Resource Committee reviews and consolidates the LR Assistance Plans from the DEPD and develops a Regional LR Assistance Plan as part of the Regional Education Development Plan (REDP) to support procurement and production of LR/TRs for inclusion in the LRMDS.

As described above the primary function of the Division and Region in terms of LRMDS is to provide resourcing support (human and financial) to schools in relation to the acquisition, procurement, reproduction and development of LR/TR/PDMs as identified through the AIP/SIP planning processes. The SBM Resource Mobilization support is a primary function of the Division and Region. Further as per RA 9155 Regions and Divisions have an obligation to support schools in connecting with other sources of funding.

Schools through the AIP/SIP process identify requirements and develop plans to address the needs. In many instances the school will be only requesting SBM or SEF funds from the Division to support the plans or seeking assistance to tap into other funding sources. In other instances, they may need assistance with training and development of school based personnel (capacity building) on how to design and develop quality LR/TR/PDMs.

However, through the submission of the AIP/SIP and the DEPD and REDP planning at the Division and Region respectively, it is possible to maximise economies of scale in terms of resource access, cost, production and distribution.

Division LR Assistance Planning

The primary objective of the Division in the DEPD planning process and creation of the Division LR Assistance Plan is to identify the areas across all schools for which there are similar needs and for which a Division wide response would be more effective in terms of time and resources. For example, if many schools are identifying a lack of teaching and learning resources in a particular curriculum area and year level it is likely to be more cost effective for the Division to assess and evaluate existing resources to meet this need and to reproduce and distribute these accordingly to all schools.

Further, where schools have proposed a strategy for generating learning and teaching resources locally the Division may want to assess and evaluate the resources produced for wider distribution and may propose to the school that they submit their School developed materials to be catalogued and included in the LRMDS repository.

Finally, at the Division level it is more likely that specific expertise, for example in terms of translation of resources into Mother tongue, is more readily available. Rather than schools expending scarce resources on this effort it may be more cost effective for the Division to manage this on the schools behalf.

Region LR Assistance Planning

As for the Division the creation of the Regional LR Assistance Plan as part of the REDP planning process should focus on identification of areas across all Divisions for which there are similar needs and for which a Region wide response would be more effective in terms of time and resources.

This is especially true for assessing and evaluating existing resources, redesign and development of LR/TR/PDMs and development of new resources. The Region LRMDS has developed capacity to support acquisition, development and production of resources and where more sophisticated design and development work is required this expertise should be utilised.

All redeveloped and newly developed resources can be catalogued and made available to all levels via the LRMDS. The Region LRMDS is also better equipped than the Division for mass production of resources where offline distribution is required.

The Guidelines and Processes for LRMDS Development and Production v1.0 describe more fully the approaches to acquisition, development and production of LR/TR/PDMs at each level.

A template for Division and Region Assistance Plan development is provided in section 4.6.1.1. This template is much the same as the School LR Plan template and differs only in terms of timeframe (3 year plan) and the scale (across all schools or all Divisions) on which it is describing planned activity.

In general all LR/TR/PDMs acquired, procured and developed by the Division and or Region will be catalogued in LRMDS as a minimum. All digital LR/TR/PDMs that have been designed to be accessible online and developed by the Division or Region will catalogued and uploaded to the LRMDS repository for direct access.

4.6.1.1 Division/Region Learning Resource Assistance Plan Template (3 Year)

This template is provided to assist Divisions and Regions in developing a detailed plan for acquisition and procurement of learning, teaching and professional development resources as part of the DEPD/REDP planning process.

Identified area of need (Desired output)	Objectives	Targets	Strategy				
			Project Plan (Activities)	**Project. Implementation. Time frame**	**Responsibility**	**Funding source (attach budget for major activities)**	**M & E** DEPD/REDP Adjustments Required
Capacity Building							
Reproduction of LR/TR/PDM							
Translation of LR/TR/PDM							
Redevelopment of LR/TR/PDM							
Acquisition of LR/TR/PDM							
Procurement of LR/TR/PDM							

5 Evaluation Planning

5.1 Introduction

Preparing a detailed Evaluation Plan is essential before you commence any aspect of LR/TR/PDM assessment and evaluation. The Evaluation Plan describes the "who, what, when, where, why and how" of the assessment and evaluation activity or event.

Creating the Evaluation Plan will ensure that the client, team members, and other relevant stakeholders will have a clear understanding of the work effort, the alignment of the instruments to the assessment and evaluation task, and the size and scope of the evaluation task. This will ensure setting of realistic timelines and budget.

5.2 Using the Evaluation template

All sections of the template should be completed. The person in charge of the Assessment and Evaluation activity completes the plan and uses the plan to explain the overall approach to the Evaluators.

5.3 Evaluation Plan Completion Guidelines

5.3.1 Purpose

What is the purpose of the evaluation? A single plan can address a variety of purposes.

For example:

To identify print based science learning and teaching resources for reproduction and distribution; and,

To identify print based science learning and teaching resources to be redeveloped in a digital format.

5.3.2 Audience

Specify the client as well as primary and secondary audiences or consumers of the evaluation.

For example:

Regional Curriculum Unit

5.3.3 Decisions

Specify the anticipated decisions that should be influenced by the evaluation.

For example:

The evaluation will determine whether a given resource is of sufficient quality to be reproduced as is or whether it requires redevelopment prior to being reproduced.

5.3.4 Methods

Describe the evaluation design and procedures.

For example:

Each resource will be evaluated using the following instruments.

IPR Evaluation

All resources must undergo an IPR evaluation before proceeding to any further evaluations. If the resource IPR does not permit reproduction do not proceed with any further evaluation.

Educational Soundness Evaluation

Each resource will be evaluated by two evaluators.

Each resource will be evaluated using the Educational Soundness checklist. If any, inaccuracies or errors are found the resource must be redeveloped before it is reproduced.

Educational Quality Evaluation Rating for Print Resources

If any, inaccuracies or errors are found and the IPR allows for redevelopment all inaccuracies and errors must be documented by the evaluators.

Submit all completed evaluation templates to the Evaluation coordinator.

5.3.5 Request Brief

For every resource that is recommended for Reproduction or Recommended for redevelopment complete the Request Brief. This is usually completed by the Education Evaluators or it may be completed by the Client once the Evaluation results and report has been reviewed.

5.3.6 Evaluators

Specify the personnel (names and roles) required to conduct the evaluations.

For example:

Subject matter expert/s

Curriculum specialist/s

Training and development specialist/s

ICT specialist/s.

5.3.7 Instrumentation

Describe all the evaluation instruments to be used. Actual instruments should be included in the appendices for review and approval.

For example:

6.1 IPR Evaluation Checklist.

This checklist must be completed for all resources. Any resource that does not permit reproduction should not be further evaluated.

If the resource allows reproduction but not redevelopment then note this in the IPR Report and recommend for further evaluation.

5.3.8 Limitations

This section should spell out any limitations to the interpretation and generalization of the evaluation.

For example:

Only resources that have pass the Educational Quality Evaluation and have no inaccuracies or errors will be recommended to be reproduced in the current format.

5.3.9 Timeline

IPR Evaluation for all resources to be completed by Date X

Educational Evaluation to be completed by Date Y

Request Briefs for each resource that is recommended for reproduction to be completed by Date Z

5.3.10 Budget

20,000php for Evaluators fee

5000 for printing of instruments

5.3.11 Evaluation Report

All Evaluation checklists for each resource along with the completed Request Brief (unless the Client is tasked to do this after reviewing the Evaluation Report) will be submitted to the Evaluation Coordinator to be collated.

The Evaluation Coordinator will report to the Client the overall outcomes of the Evaluation.

5.4 Evaluation Plan Template

Purpose

Audience

Decisions

Methods

Request Brief

Evaluators

Instrumentation

Limitations

Timeline

Budget.

Evaluation Report.

6 Evaluation Instruments

This Section contains a number of Evaluation instruments. The instruments should be used as presented but may be modified to better reflect the purpose of the Evaluation.

For example, if the purpose of the evaluation is to select resources for reproduction from the existing format and no redevelopment work is to be undertaken then criteria relating to content accuracy would need to achieve maximum scores.

6.1 LRMDS Specification and Guidelines for Intellectual Property Rights Management

This checklist is derived from the LRMDS Intellectual Property Rights Management Specification. Refer to Section 10.3.

Introduction

The technological advancement and explosion of knowledge in our contemporary environment enables the educational community to cope with the increasingly complex and challenging state-of-the-art learning resources. What is true and modern today may become traditional and obsolete tomorrow. LRMDS provides guidelines to update upgrade and sustain the learning, teaching and professional development resources with proper acknowledgement and respect to whom the intellectual property right is due.

Definitions

Modify means enhance the content in which new copyright arises, but only to the extent that the modification cannot meaningfully inform or entertain independently of the original content. Modified materials retain the integrity of the original work. Modifications may consist in, but may not be limited to, updating of content, adding more recent examples, adding activities, worksheets, etc.

Derivative means any work derived from or developed from content including

- An Edited Version

- An Enhancement

- A Supplementary Work

Reproduction means making copies of the work by any means, including, without limitation by sound or visual recording and the right fixation and reproducing fixations of the work including storage of a protected performance or phonogram in digital form or other electronic medium. (://creativecommons.org/licenses/by-sa/3.0/legal code). Reproduction does not entail any change in the content.

Reproduction of textbooks: In the Philippines includes authorization for DepED to reprint within a period of 5 years a maximum of 25% of the original quantity awarded. (2007 Textbook Call Guidelines for Elementary Filipino)

Use- as a verb means to read, view, play, perform, operate or execute the content (depending on its nature and format) within the functionality that is offered by the copyright to an ordinary user. (Curriculum Corporation, 2008)

Reuse means to use again.

Repurpose means to use for another purpose.

Recontextualize means to place or use the original material within a new context.

Textbook (TX) means an instructional material that completely and sufficiently develops the prescribed learning competencies, concepts and or topics for a specific grade or year level in a specific subject area.

Conditions of Use - refers to the document headed "Conditions of Use" which summarizes the conditions applicable to the use of the content.

6.1.1 Guidelines and checklist to support Intellectual Property Rights Management

Instructions:

1. Section A-D should be completed for all resources as the first part of the Evaluation process and before making a decision to catalogue, reproduce and distribute, or redesign and develop a resource.

2. For each resource complete the Evaluation table. **Place X in all cells that apply.**

3. Complete the IPR Evaluation Report ensuring that all requested details accurate and submit to LRMDS Manager or person requesting the Evaluation.

IPR Evaluation Report

Resource Title:

Copyright owner: *Name, Address, Contact details*

Publisher: *Name, Address, Contact details*

Date of publication:

License Agreement: *Attach a copy to this report as appropriate.*

A. Cataloguing print or digital resources *Cataloguing means creating a record of a resource in a database that will be published online*	Yes *Check all that apply (X)*	No *Check all that apply (X)*
A 1 Is the existing LR/TR/PDM owned by DepED?	A 6	A2
A 2 Is the existing LR/TR/PDM owned by a third party?	A3	A 3
A 3 Is the owner of the LR/TR/PDM able to be identified?	A 4	Do not catalogue. Complete IPR Evaluation Report
A 4 Is there a license agreement available for this LR/TR/PDM?	A 5	A6
A 5 Do the terms in the license agreement allow cataloguing of the resource?	A 6	Complete IPR Evaluation Report.
A 6 The LR/TR/PDM may be Catalogued after successfully passing all other required evaluations.	Prepare IPR Evaluation Report	

B. Reproducing resources for offline distribution *Reproducing resources for offline distribution means to make multiple copies of a resource to distribute.*	Yes *Check all that apply (X)*	No *Check all that apply (X)*
B 1 Is the existing LR/TR/PDM owned by DepED?	B 6	B 2
B 2 Is the existing LR/TR/PDM owned by a third party?	B 3	B 2
B 3 Is the owner of the LR/TR/PDM able to be identified?	B 4	Do not Reproduce Complete IPR Evaluation Report
B 4 Is there a license agreement available for this LR/TR/PDM?	B 5	B 6
B 5 Do the terms in the license agreement allow reproduction of the resource?	B 6	Do not Reproduce.

B. Reproducing resources for offline distribution	Yes	No
Reproducing resources for offline distribution means to make multiple copies of a resource to distribute.	*Check all that apply (X)*	*Check all that apply (X)*
		Complete IPR Evaluation Report
B 6 Are there any quantity restrictions related to reproduction?	B 7. Document in IPR Report	B 7
B 7 Are there any restrictions on redeeming the cost of reproduction and distribution?	B 8. Document in IPR Report	B 8
B 8 The LR/TR/PDM may be Reproduced after successfully passing all other required evaluations.	Prepare IPR Evaluation Report.	

C. Redevelopment of resources: Digitization only	Yes	No
A digital version of a non digital resource is created and all the original content and design is retained.	*Check all that apply (X)*	*Check all that apply (X)*
C 1 Is the existing LR/TR/PDM owned by DepED?	C 6	C 2
C 2 Is the existing LR/TR/PDM owned by a third party?	C 3	C 3
C 3 Is the owner of the LR/TR/PDM able to be identified?	C 4	Do not Digitize Complete IPR Evaluation Report
C 4 Is there a license agreement available for this LR/TR/PDM?	C 5	C 6
C 5 Do the terms in the license agreement allow digitization of the resource?	C 6	Do not Reproduce. Complete IPR Evaluation Report
C 6 Are there any restrictions related to digitizing the resource?	C 7. Document in IPR Evaluation Report.	C 7
C 7 It can be verified that all design and content of the resource is the original work of the documented author/s.	C 8	C 8 Complete IPR Evaluation Report
C 8 Originality of the resource can be verified and acknowledgements of all sources of reference are identified.	C 9	Do not digitize Complete IPR Evaluation Report
C 9 Are there any restrictions relating to access and distribution via secured online distribution?	C 10. Document in IPR Evaluation Report.	C 11
C 10 The LR/TR/PDM may be Digitized after successfully passing all other required evaluations.	Prepare IPR Evaluation Report.	
C 11 The LR/TR/PDM may be digitized and upload for distribution via the LRMDS repository successfully passing all other required evaluations.	Prepare IPR Evaluation Report.	

D. Redevelopment of resources: Modification and redesign	Yes	No
A resource is created using the content of a previous version of a resource and where necessary new content is created.	*Check all that apply (X)*	*Check all that apply (X)*
D 1 Is the existing LR/TR/PDM owned by DepED?	D 6	D 2
D 2 Is the existing LR/TR/PDM owned by a third party?	D3	D 3
D 3 Is the owner of the LR/TR/PDM able to be identified?	D 4	Do not modify. Complete IPR Evaluation Report
D 4 Is there a license agreement available for this LR/TR/PDM?	D 5	D 7
D 5 Do the terms in the license agreement allow modification of the resource?	D 6	Do not modify. Complete IPR Evaluation Report.
D 6 Is all the copyright vested in DepED?		D7
D7 Is copyright of all material vested in one party?	D 8	Identify in the IPR Evaluation report required permissions to be cleared.
D 8 Is DepED authorized to modify the copyrighted LR/TR/PDM for purposes of instruction and or training?	D 9	Identify in the IPR Evaluation report required permissions to be cleared.
D 9 Is DepED authorized to create derivatives of the copyrighted LR/TR/PDM for purposes of instruction and or training?		Identify in the IPR Evaluation report required permissions to be cleared.
D 10 The LR/TR/PDM may be modified and redesigned after successfully passing all other required evaluations.	Prepare IPR Evaluation Report The minimum set of rights metadata for modifying the LR/TR/PDM is documented in the IPR Evaluation. Copyright owner, Entity parties, License agreements Address and contact details of copyright owner Conditions/restrictions for modification and redevelopment.	

Reviewer/Evaluator Name:

Contact Details:

Date of Evaluation

IPR Review results:

☐ A. **Catalogue**

Comments or restrictions

☐ B. **Reproduction**

Comments or restrictions

☐ C. **Modify**

Comments or restrictions

☐ D **Redevelop**

Comments or restrictions

Comments:

6.2 LRMDS Educational Soundness General Evaluation Checklist

This checklist is derived from the LRMDS Education Soundness Specification. Refer to Section 10.1.

Instructions for using this Checklist:

a) The purpose of the evaluation is to determine whether or not a LR/TR/PDM should be reproduced, redeveloped and/or included in the LRMDS Catalogue.

b) This checklist is used by the subject matter or curriculum specialist or Evaluation Team to evaluate an existing resource.

c) DepED Resources NOT meeting the mandatory (**shaded**) qualities should not be further evaluated unless the Intellectual Property Rights allows DepED to fix the issues. The reviewer should complete the Checklist and provide a description of the issues in the Comments Section.

d) Non-DepED Resources NOT meeting the mandatory (**shaded**) qualities should not be further evaluated. The reviewer should complete the Checklist and provide a description of the issues in the Comments Section.

e) The completed Checklist is submitted to the LRMDS Manager for filing.

f) Any resource that passes this initial review will be subjected to a more extensive Educational Quality review. See Section 6.3-6.8.

Title of Resource:

Location of Resource:

Current Format:

Copyright:

Mandatory (Shaded)

Qualities of the Learning Resource, Teaching Resource, Professional Development Material	Yes/No/Not applicable (NA) Comments	Refer to Educational Soundness Specification v0.2
1. Content is accurate and reflects the ways in which knowledge is conceptualized within the domain.	If any inaccuracy is identified this should be clearly described and referenced.	Integrity
2. Supports learners' deepening of knowledge within the content domain.		Integrity
3. Presents controversial issues with balance and fairness and in accordance with the DepED curriculum policies, where these apply.		Integrity
4. Uses language and symbols of the content domain and its ways of representation, and supports learners in developing and using them.		Integrity
5. The following are used correctly and appropriately: - terms and expressions - symbols and notations - diagrammatic representation - graphical representation	If any inaccuracy or inappropriate use is identified this should be clearly described and referenced.	Integrity
6. Assists the learner with identifying		Integrity

and differentiating between different points of view and perspectives presented		
7. Uses content in ways that are real to life/authentic for learners/users: - are not over simplified or trivialized - makes sense to learners within their imaginary or real world - are realistic within the relevant context - enhances learners' social capital – their knowledge of how the world works and how to make a way in it		Learner Focus
8. Reflects the profile of the target learner/user for the curriculum or training area.		Learner Focus
9. Presents the same idea to learners/users in multiple/multi-directional modes - visual text (e.g. pictures, diagrams) - verbal (written) text - symbolic representations - oral (spoken) text - both static and dynamic images		Learner Focus
10. Learning objectives are made explicit to learners/users.		Learner Focus
11. The target learners/users are clearly identified (academic level/technical ability/demographics addressed).		Learner Focus
12. Content is structured to scaffold learning.		Learner Focus
13. Provides an opportunity for learners/users to obtain feedback either within or outside the resource.		Learner Focus
14. Pre-requisite knowledge/skills are clearly identified and their connections to prior and future learning are established.		Learner Focus
15. Is easy to use (time and effort to use it is reasonable) and the language is appropriate for the intended learner/user.		Usability
16. Clear instructions for use are provided (i.e., purpose, processes, intended outcomes are explicit).		Usability
17. Learning and information design is intuitive (i.e., the user knows what to do and how to do it).		Usability
18 The learning resource can be accessed by learners/users in deprived, depressed and		Accessibility

underserved areas and communities.		
19. The resource may not require teacher/facilitator intervention to be used effectively in varied learning environments and learning sequences (i.e.it may include instructions, terms, material in English/Filipino/local dialect as maybe necessary).		Accessibility
20. The learning resource connects to learners' personal/local knowledge and experience - linguistic and cultural experience - local (community/geographic) conditions - individual and family circumstances- including, gender, abilities, economic conditions - interest and degree of engagement (in particular addresses differently able learners)		Accessibility
21. Resource does not confront or embarrass learners In any or all of the following ways: - require learner to expose personal data which may embarrass them - invade learners' privacy - unfavourably compare learners' learning performance with learners' identity - unfavourably or stereotypically compare family or community characteristics with learners' identity - unnecessarily or indiscriminately confront cultural beliefs or practices	If any one of the following is evident then the material is not appropriate.	Accessibility
22.. Equivalent or alternative access to information is available for learners' with diverse needs - identical content or activity is presented in different modalities - different activities that achieve the same learning outcome are available		Accessibility
Result of Evaluation of the Resource ☐ 1. Recommend reproduction and distribution in current format. Resource acceptable as is. ☐ 2. Resource requires modification	If recommended for reproduction review, resource using the IPR Guidelines. If NOT recommended for reproduction and submit completed evaluation to LRMDS Manager for records. If recommended for modification, outline and suggest what needs to be done in the Comments section and indicate required further	

before being reproduced. (Must undergo full Educational Quality Evaluation) ☐ 3. Do not reproduce. Resource does not meet specifications.	Evaluations below. If recommended for digitization, outline and suggest what needs to be done. Complete Comments Section and indicate required Evaluations below.

Comments:

Always include the criteria number from the checklist that your comment/s refers to unless it is very general. Also indicate the page, screen or location of the issue being raised within the resource.

If possible attach a photocopy, or screen capture of the issue.

☐   Recommend full Educational Quality Evaluation

☐   Recommend full Educational Quality and Technical Evaluation

☐   Recommend Accessibility Evaluation

☐   Not recommended for further evaluation

Evaluation completed by: Name and Location

Date:

Contact details:

6.3 Educational Quality Evaluation Guidelines

The Evaluation Rating Sheets and Descriptors included in Sections 6.3 to 6.8 are adapted from: DepED 2008, Regional Handbook in the Content Evaluation of Supplementary Materials. IMCS.

Instructions:

1.The Region or Division LRMDS Manager is responsible for coordinating the Evaluation of LR, TR, PDMs.

2.School LR Committees intending to evaluate resources for local use and or procurement should also use these guidelines.

6.3.1 DepED owned or copyright resources

Evaluation of all kinds of resources will encompass Intellectual Property Rights (IPR) Review, Educational Soundness General Evaluation, and Educational Quality Review as a minimum.

Digital/analogue materials will also be evaluated using the Technical Specifications for Usability and Interoperability Guidelines and Checklist.

Resources being identified for SPED should also be reviewed using the Accessibility Guidelines and checklist. Section 10.4.

Resources requiring redevelopment

Resources may be recommended for redevelopment due to:

- Editorial errors
- Content Factual errors
- Technical faults
- Recommendation to reformat
- Recommendation to be redesigned
- Translations

Any errors or required fixes must be documented clearly within the evaluation report/s. A Request Brief (Section 8) must be completed for any resource that is recommended for any type of redevelopment.

6.3.2 Non-DepED owned resources

Evaluation of all kinds of non- DEP ED-owned resources will encompass Intellectual Property Rights (IPR) Review (Section 6.1), Educational Soundness General Evaluation (section 6.2), and the appropriate Educational Quality Review (Section 6.3-6.8) as a minimum.

In addition digital/analogue materials will also be evaluated using the Technical Specifications for Usability and Interoperability Guidelines and Checklist (Section 6.6 and 6.9).

Resources being identified for SPED should also be reviewed using the Accessibility Guidelines and Checklist (Section 10.4).

Any errors or required fixes need to be documented clearly within the evaluation report/s.

For commercial (non- DepED) resources the publisher should be notified of the reported errors and faults. The Publisher may or may not choose to fix the resource. If the resource is fixed by the Publisher it should undergo another Evaluation.

6.3.3 Selecting Evaluators

Evaluators for print resources must:

- Be a Filipino citizen;

- Be either a private or public school elementary or high school teacher (with professional license), subject area supervisor, or curriculum specialist with at least five (5) years relevant experience in a specific learning area;

- Not have conflict of interest (e.g., must not be a writer, contributor, consultant, or editor of the material assigned to him / her for review

- Will not compromise the integrity of the evaluation process and keep confidential his / her identity as evaluator and the materials being evaluated.

The evaluator for **non-print** instructional materials must:

- Be a Filipino citizen;

- Be either a private or public school elementary or high school teacher (with professional license), subject area supervisor, or curriculum specialist with at least five (5) years relevant experience in a specific learning area where s/he will serve as evaluator; or

- Be computer-literate and have at least three (3) years relevant experience in the preparation and use of computer-aided instructional materials in the classroom;

- Not have a conflict of interest (e.g. must not be a writer, contributor, consultant, or editor of non-print supplementary material assigned to him / her for review).

- Will not compromise the integrity of the evaluation process and keep confidential his / her identity as evaluator and the materials being evaluated.

6.3.4 Educational Quality Evaluation

Print materials will be reviewed by the selected evaluators. Each resource should be evaluated independently by at least 2 evaluators. The Evaluators will use the Evaluation Rating Sheet (Section 6.4) and associated Descriptors (Section 6.4.1) for Print Materials, to assess suitability of materials for use in public schools and to ensure that they are free of errors. The rating sheet includes criteria on the following:

- Format

- Content

- Presentation and organization

- Accuracy and up-to-datedness of information

Instructional aides such as charts, posters, and drill / flash cards and manipulative materials will be reviewed by the selected evaluators. Each resource should be evaluated independently by at least 2 evaluators. The Evaluators will use the Evaluation Rating Sheet (Section 6.5) and Descriptors (Section 6.5.1) for instructional aides; to assess suitability of materials for use in public schools and to ensure that they are free of errors. The rating sheet includes criteria on the following:

- Content

- Other Findings

Non-print materials will be reviewed by the selected evaluators. Each resource should be evaluated independently by at least 2 evaluators. The Evaluators will use the Evaluation Rating Sheet (Section 6.6) and Descriptors (Section 6.6.1) for Non-print Materials and Technical Evaluation (Section 6.9); to assess suitability of materials for use in public schools and to ensure that they are free of errors. The rating sheet includes criteria on the following:

- Content Quality

- Instructional Quality
- Technical Quality
- Accuracy and up-to-datedness of information

General reference materials shall be reviewed by at least two evaluators. The Evaluators will use the Evaluation Rating Sheet (Section 6.7) for General Reference Materials; to assess suitability of materials for use in public schools and to ensure that they are free of errors. The rating sheet includes criteria on the following:

- Content
- Accuracy and up-to-datedness of information

Reporting Issues

Always include the evaluation criteria number from the checklist that your comment/s refers to unless it is very general. Also indicate the page, screen or location of the issue being raised within the resource.

If possible attach a photocopy, or screen capture of the issue.

This will assist with rectifying any errors, inconsistencies or usability issues within the resource.

Evaluation Pass/Fail

Materials that do not pass due to minimal editorial and or factual errors may be recommended for modification. Materials that are DepED owned will usually be redeveloped by the Region LRMDS Development and Production Team. The redevelopment of the material will follow LRMDS Development and Production quality assurance processes.

Non-DepED owned materials that do not pass the evaluation due to minimal editorial and or factual errors should be returned to the Publisher. Any resource should be completely re-evaluated when resubmitted by the Publisher.

6.3.5 Evaluation Report Submission

Submit the following documents to the Division/Regional LRMDS Manager, unit or office requesting the evaluation:

Print materials – original copies of all evaluation reports and the resource evaluated.

Non-print materials – original copies of all evaluation reports and the resource evaluated.

6.4 Evaluation Rating Sheet for PRINT Resources

Title: _____

ISBN: _____

Author(s):_____Illustrator(s):_____

Publisher/Distributor(s):_____

Copyright Year:_____Number of Pages_____

Subject: _____

Intended for (Please check): ☐ Elem. (Primary) ☐ Elem. (Intermediate) ☐ High School

> **Instructions:** Examine the material carefully and for each evaluation criterion consider the extent to which the resource meets the criteria. Check the appropriate number [with **4** being *Very Satisfactory (VS)*; **3** - *Satisfactory (S)*; **2** - *Poor*; and **1** – *Not Satisfactory*]. For a rating below 4, write your comments/justifications on each evaluation criterion. If an evaluation criterion is *Not Applicable (NA)*, the material is rated **3** on said criterion. Attach extra sheets if necessary. Your report may be completed in soft or hardcopy. Please write legibly if completing in hardcopy

Factor 1: Content	V S 4	S/NA 3	Poor 2	Not Satisfactory 1
1. Content is suitable to the student's level of development.				
2. Material contributes to the achievement of specific objectives of the subject area and grade/year level for which it is intended.				
3 Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.				
4.Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.				
5.Material enhances the development of desirable values and traits such as: (Put a check mark only to the applicable values and traits)				

☐ 5.1 Pride in being a Filipino

☐ 5.2 Scientific attitude and reasoning

☐ 5.3 Desire for excellence

☐ 5.4 Love for country

☐ 5.5 Helpfulness/Teamwork/Cooperation

☐ 5.6 Unity

☐ 5.8 Honesty and trustworthiness

☐ 5.9 Ability to know right from wrong

☐ 5.10 Respect

☐ 5.11 Critical and creative thinking

☐ 5.12 Productive work

☐ 5.13 Other: (Please specify)

☐ 5.7 Desire to learn new things				
6. Material has the potential to arouse interest of target reader.				
7. Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern.				
Total Points				
Note: Resource must score **at least 21 points** out of a maximum **28 points** to pass this criterion. Please put a check mark on the appropriate box	☐ **Passed** ☐ **Failed**			

Factor 2: Format	V S 4	S/NA 3	Poor 2	Not Satisfactory 1
1.Prints				
1.1 Size of letters is appropriate to the intended user.				
1.2 Spaces between letters and words facilitate reading.				
1.3 Font is easy to read.				
1.4 Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registration).				
2. Illustrations				
2.1 Simple and easily recognizable.				
2.2 Clarify and supplement the text.				
2.3 Properly labelled or captioned (if applicable).				
2.4 Realistic / appropriate colors.				
2.5 Attractive and appealing.				
2.6 Culturally relevant.				
3. Design and Layout				
3.1 Attractive and pleasing to look at.				
3.2 Simple (i.e., does not distract the attention of the reader).				
3.3 Adequate illustration in relation to text.				
3.4 Harmonious blending of elements (e.g., illustrations and text).				
4. Paper and Binding				
4.1 Paper used contributes to easy reading.				
4.2 Durable binding to withstand frequent use.				
5. Size and Weight of Resource				
5.1 Easy to handle.				
5.2 Relatively light.				
Total Points				

Note: Resource must score **at least 54 points** out of a maximum **72 points** to pass this criterion. Please put a check mark on the appropriate box	☐ Passed ☐ Failed

Factor 3: Presentation and Organization	V S 4	S/NA 3	Poor 2	Not Satisfactory 1
1. Presentation is engaging, interesting, and understandable.				
2. There is logical and smooth flow of ideas.				
3. Vocabulary level is adapted to target reader's likely experience and level of understanding.				
4. Length of sentences is suited to the comprehension level of the target reader.				
5. Sentences and paragraph structures are varied and interesting to the target reader.				
Total Points				
Note: Resource must score **at least 15 points** out of a maximum **20 points** to pass this criterion. Please put a check mark on the appropriate box	☐ Passed ☐ Failed			

Factor 4: Accuracy and Up-to-datedness of Information Note down observations about the information contained in the material, citing specific pages where the following errors are found	Not present 4	Present but very minor & must be fixed 3	Present & requires major redevelopment 2	Poor Do not evaluate further. 1
:				
1. Conceptual errors.				
2. Factual errors.				
3. Grammatical errors.				
4. Computational errors.				

5. Obsolete information.				
6. Typographical and other minor errors (e.g., inappropriate or unclear illustrations, missing labels, wrong captions, etc.).				
Total Points				
Note: Resource must score **24** out of a maximum **24 points** to **pass** this criterion. Please put a check mark on the appropriate box.	☐ **Passed** ☐ **Failed- All issues must be documented in the comments section.**			

Other Comments

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

Recommendation

> **Note: Any material that fails factor 4 must not be recommended for use in public schools until the identified issues have been fixed.**
>
> Any material that **fails in at least one of the four factors** of the evaluation rating should not be recommended for possible use in public schools.

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

i.   ☐ I / We recommend the approval of this material for possible use in public schools provided that the corrections / revisions included in this report are made. (For commercial resources (non-DepED owned resources) the Publisher must implement all recommended corrections / revisions in their next printing or provide errata.)

ii.   ☐ I / We do not recommend the approval of this material for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

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

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

Evaluator(s):_____Signature(s): _____

Date: _____

6.4.1 Descriptors for Factors 1 to 4 of the Evaluation Rating Sheet PRINT Resources

> **Important:** These descriptors will guide you in giving an objective rating for each criterion item in the rating sheet. For ratings of 3 and below, your written comments in the rating sheet should indicate **specific pages and brief descriptions** of inadequacies in the material.

Factor 1: *Content*

1. Content is suitable to the student's level of development.

Descriptor:

The scope, range and depth of content and topics are appropriate to the target audience learning needs

The level of difficulty is appropriate for the intended target audience age and stage of learning

The level of detail is appropriate for the achievement of the specified learning outcomes for the intended target audience

2. Material contributes to the achievement of specific objectives of the subject area and grade / year level for which it is intended.

Descriptor:

Material promotes achievement of objectives of the intended subject area(s) and grade / year level(s).

Material supports the achievement of learning objectives and outcomes of the intended subject area(s) and grade / year level(s)

Material reinforces, enriches, and or leads to mastery of certain learning competencies

3. Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem solving, etc.

Descriptor:

The learning activities require cognitive effort not just chance selection of responses

The learning activities include one or more of the 6 facets of learning. (Explain, interpret, apply, have perspective, empathize, have self knowledge)

User is required to assume an increased responsibility for their learning.

Material promotes development of higher order thinking skills.

4. Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.

Descriptor:

Refer to the Social Content Guidelines Section 6.8.

There are no ideological, cultural, religious, racial, and gender biases and prejudices found in the material.

Presentation of social content including values and perspectives is fairly represented.

All social content is fairly presented and does not violate the Social Content Guidelines

5. Material enhances the development of desirable values and traits.

Descriptor:

Inclusion of identified desirable value(s) / trait(s) is/are evident and/or properly discussed in the material.

Presentation of controversial social content is balanced and structured to promote an educated understanding of differing points of view.

6. Material promotes interest of target reader.

Descriptor:

The material is presented in such a way that is likely to connect with the target reader's knowledge and experience.

Focussing techniques and cueing devices are evident such as variation in typeface, boxes and underlining.

7. Adequate warning / cautionary notes are provided in topics & activities where safety & health are of concern.

Descriptor:

Inclusion of adequate warning / cautionary notes (where needed) is evident in the material.

For example: "How to" instructions; symbols to represent health and safety requirements for activities.

Factor 2: *Format*

1. Prints

1.1 Size of letters is appropriate to the intended user.

1.2 Spaces between letters and words facilitate reading.

1.3 Font is easy to read.

1.4 Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registration).

2. Illustrations

2.1 Simple and easily recognizable

2.2 Clarify and supplement the text

2.3 Properly labelled or captioned (if applicable)

2.4 Realistic / appropriate colors

2.5 Attractive and appealing

2.6 Culturally relevant

3. Design and Layout

3.1 Attractive and pleasing to look at

3.2 Simple (i.e., does not distract the attention of the reader)

3.3 Adequate illustration in relation to text

3.4 Harmonious blending of elements (e.g., illustrations and text)

4. Paper and Binding

4.1 Paper used contributes to easy reading.

4.2 Durable binding to withstand frequent use.

Descriptor:

Consider quality of paper, packaging and binding is appropriate for the intended use and expected life of the resource.

5. Size and Weight of SM

5.1 Easy to handle

5.2 Relatively light

Descriptor:

Components are packaged for easy handling.

Factor 3: *Presentation and Organization*

1. Presentation is engaging, interesting, and understandable

Descriptor:

Presentation promotes engagement and supports understanding by the target user

Presentation stimulates active rather than passive learning.

2. There is logical and smooth flow of ideas.

Descriptor:

The logic of presentation of ideas is clear and evident to the target user.

Material is presented in well organized, consistent and predictable fashion.

Structure is apparent.

3. Vocabulary level is appropriate to target reader's experience and understanding.

Descriptor:

Vocabulary used is suitable / appropriate to the target reader age and level.

New or complex words and terms are clearly and consistently explained or defined.

Consider the amount of technical vocabulary used and the devices used to interpret, explain and define technical terms.

Consider the general level of difficulty of non-technical words used in terms of familiarity and abstractness.

4. Length of sentences is suited to the comprehension level of the target reader.

Descriptor:

Length of sentences is suitable to the target reader.

Consider the complexity of sentence patterns typically used. (Simple, compound, complex)

Be aware of attempts to simplify by omitting needed connections between ideas which may reduce the user's ability to make meaning.

5. Sentences and paragraph structures are varied and interesting to the target reader.

Descriptor:

Sentences and / or paragraph structures are varied and interesting to the target reader.

Language structures enhance meaning making.

Note the effective use and placement of topic sentences in paragraphs; this is usually easier at the beginning or end.

Factor 4: *Accuracy and Up-to-Datedness of Information*

1. Conceptual errors

Descriptor:

No conceptual error found

Presentation of content will not lead to the development of misconceptions or misunderstanding.

2. Factual errors

Descriptor:

No factual error found

Presentation of factual content is accurate and up-to-date.

No outdated information, improper use of statistics; inaccurate graphs; over simplified models, examples or simulations.

3. Grammatical errors

Descriptor:

No grammatical error found

No spelling errors.

4. Computational errors

Descriptor:
No computational error found

5. Obsolete information

Descriptor:
No obsolete information found

6. Other errors such as errors in illustrations, diagrams, pictures, maps, graphs, and tables

Descriptor:
No error found

No outdated information- maps; inaccurate graphs, diagrams or pictures.

No over simplified models, examples or simulations.

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

Title:

Type:

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

Author(s): _____

Publisher: _____ Distributor / Supplier: _____

Copyright year: _____ No. of Pages: _____

Instructions: Examine the material carefully and for each evaluation criterion consider the extent to which the resource meets the criteria. Check the appropriate number [with **4** being *Very Satisfactory (VS)*; **3** - *Satisfactory (S)*; **2** - *Poor*; and **1** – *Not Satisfactory*]. For a rating below 4, write your comments/justifications on each evaluation criterion. If an evaluation criterion is *Not Applicable (NA)*, the material is rated **3** on said criterion. Attach extra sheets if necessary. Your report may be completed in soft or hardcopy. Please write legibly if completing in hardcopy

---

Factor A. Content	V S 4	S/NA 3	Poor 2	Not Satisfactory 1
1. Content reinforces, enriches, and / or leads to the mastery of certain learning competencies for the level and subject it was intended.				
2. Material has the potential to arouse interest of the target users.				
3 Facts are accurate.				
4. Information provided is up-to-date.				
5. Visuals are relevant to the text.				
6. Visuals are suitable to the age level and interests of the target user.				
7. Visuals are clear and adequately convey the message of the subject or topic.				
8. Typographic layout / design facilitates understanding of concepts presented.				
9. Size of the material is appropriate for use in school.				
10. Material is easy to use and durable.				

Total Points				
Note: Resource must score **at least 30 points** out of a maximum **40 points** to pass this criterion. Please put a check mark on the appropriate box	☐ **Passed** ☐ **Failed**			

Factor B. Other Findings Note down observations about the information contained in the material, citing specific pages where the following errors are found:	Not Present 4	Present but very minor & must be fixed 3	Present & requires major redevelopment 2	Poor Do not evaluate further 1
1. Conceptual errors.				
2. Factual errors.				
3. Grammatical and/or typographical errors.				
4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.)				
Total Points				
Note: Resource must score **at least 16 points** out of a maximum **16 points** to **pass** this criterion. Please put a check mark on the appropriate box	☐ **Passed** ☐ **Failed. All issues must be documented in the Comments section**			

Manipulative

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

Factor C. Additional requirements for Manipulative	V S 4	S/NA 3	Poor 2	Not Satisfactory 1
Instructional Design 1. Adequate support material is provided.				
2. Activities are summarised; extension activities are provided.				
3 Suggested activities support innovative pedagogy.				
Technical Design				

4. Manipulative is safe to use.				
5. Size and composition of manipulative is appropriate for intended audience.				
6. Suggested manual tasks within the activities are compatible with the motor skills of the intended users.				
Total Points				
Note: Resource must score **at least 18 points** out of a maximum **24 points** to pass this criterion. Please put a check mark on the appropriate box	☐ **Passed** ☐ **Failed**			

Other Comments

Recommendation

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

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

i. ☐ I / We recommend the approval of this material for possible use in public schools provided that the corrections / revisions included in this report are made. (For commercial resources (non-DepED owned resources) the Publisher must implement all recommended corrections / revisions in their next printing or provide errata.)

ii. ☐ I / We do not recommend the approval of this material for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

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

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

Evaluator(s): _____Signature(s): _____

(Please print your full name)

Date: _____

6.5.1 Descriptors for Factors A to C of the Evaluation Rating Sheet for Charts, Posters, Drill / Flash Cards and Manipulatives

> **Important:** These descriptors will guide you in giving an objective and quantifiable score for each criterion item in the rating sheet. For ratings of 3 and below, your written comments in the rating sheet should indicate <u>specific part and brief descriptions</u> of inadequacies in the material. If a criterion is not applicable, give it a rating of 3.

Factor A. *Content*

1. Content reinforces, enriches, and/or leads to the mastery of certain learning competencies for the subject and grade/year level it was intended.

Descriptor:

Very satisfactorily reinforces, enriches, and/or leads to mastery of certain learning competencies

Material supports, compliments achievement of learning competencies of the subject area and grade / year level for which it is intended.

2. Material is likely to promote interest of the target users.

Descriptor:

The material is presented in such a way that it is stimulate interest in the subject matter.

Focussing techniques and cueing devices are evident such as use of symbols, highlighting, color contrasting or emphasis.

3. Facts are accurate.

Descriptor:

All facts are accurate.

Presentation of factual content is accurate and up-to-date.

No outdated information, improper use of figures, inaccurate graphs; over simplified models or diagrams.

4. Information provided is up-to-date.

Descriptor:

All information provided is up-to-date.

No outdated information, improper use of figures, inaccurate graphs; over simplified models or diagrams.

5. Visuals are relevant to the text.

Descriptor:

What is said or written clearly responds to what is shown.

Captions are clear and relevant

Placement of visuals supports the content of the text and does not interfere with reading or viewing.

6. Visuals are suitable to the age level and interests of the target user.

Descriptor:

Design, layout, complexity of information contained in visuals is appropriate for the age level.

7. Visuals are clear and adequately convey the message of the subject or topic.

Descriptor:

All visuals are clear and adequately convey the message of the subject or topic.

Visuals are used to enhance understanding of the content.

8. Typographic layout / design facilitate understanding of concepts presented.

Descriptor:

Font size and type and spacing enhance readability for the intended use of the material.
There is adequate contrast between all elements on the page.

9. Size of the material is appropriate for use in school.

Descriptor:

Easy to handle
Relatively light

10. Material is easy to use and durable.

Descriptor:

The material is easy to use and durable.

Factor B. *Other Findings*

1. Conceptual errors

Descriptor:
No conceptual error found
Presentation of content will not lead to the development of misconceptions or misunderstanding.

2. Factual errors

Descriptor:
No factual error found
Presentation of factual content is accurate and up-to-date
No outdated information, improper use of statistics; inaccurate graphs; over simplified models or examples.

3. Grammatical and / or typographical errors

Descriptor:
No grammatical error found
No spelling errors

4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.)

Descriptor:
No error found
No outdated information – maps; inaccurate graphs, diagrams or pictures.

Factor C. *Manipulative*

Instructional Design

1. Adequate support material is provided.

Descriptor:

The material should be packaged with student and teacher support material.

Clear instructions

Instructional objectives clearly stated.

2. Activities are summarized; extension activities are provided.

Descriptor:

Target activities and sequence are clearly identified and opportunities to extend activities are provided.

3. Suggested activities support innovative pedagogy.

Descriptor:

Materials should actively involve target users in exploring, testing and applying ideas.

Materials should invite repeated use over an extended period of time.

Technical Design

4. Manipulative is safe to use.

Descriptor:

Consider whether the manipulative has:

- sharp edges,
- is heavy and awkward to handle,
- is made of potentially toxic substances
- Fragile and easily broken or breakable.

5. Size and composition of the manipulative is appropriate for the intended audience.

Descriptor:

Consider the manual dexterity and strength of the intended user

Consider whether the material is durable enough to withstand repeated use.

Are there many small pieces that can be easily lost?

Can missing pieces be easily replaced or substituted?

6. Suggested manual tasks within the activities are compatible with the motor skills of the intended users

Descriptor:

Consider the manual dexterity and strength of the intended user.

6.6 Evaluation Rating Sheet for Non-Print Materials

Type of Media (Please check): ☐CD-ROM   ☐VCD   ☐DVD   ☐VHS   ☐Slides

. ☐Transparencies   ☐Cassette tape   ☐.Digital interactive.........

☐Others (please indicate)_____

Title: _____

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

DepED Bureau/FAP: _____

Date of Publication: _____

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

Instruction: Examine the material carefully and for each evaluation criterion consider the extent to which the resource meets the criteria. Check the appropriate number [with **4** being *Very Satisfactory (VS)*; **3** - *Satisfactory (S)*; **2** - *Poor*; and **1** – *Not Satisfactory*]. For a rating below 4, write your comments/justifications on each evaluation criterion. If an evaluation criterion is *Not Applicable (NA)*, the material is rated **3** on said criterion. Attach extra sheets if necessary. Your report may be completed in soft or hardcopy. Please write legibly if completing in hardcopy

Factor A. Content Quality	V S 4	S/NA 3	Poor 2	Not Satisfactory 1
1. Content is consistent with topics/skills found in the DepED Learning Competencies for the subject and grade/year level it was intended.				
2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives. .				
3. Content is accurate.				
4. Content is up-to-date.				
5. Content is logically developed and organized.				
6. Content is free from cultural, gender, racial, or ethnic bias.				
7. Content stimulates and promotes critical thinking.				
8. Content is relevant to real-life situations.				

9. Language (including vocabulary) is appropriate to the target user level.				
10. Content promotes positive values that support formative growth.				
Total Points				
Note: Resource must score **at least 30 points** out of a maximum **40 points** to pass this criterion. Please put a check mark on the appropriate box	☐ **Passed** ☐ **Failed**			

Factor B. Instructional Quality	**V S** **4**	**S/NA** **3**	**Poor** **2**	**Not Satisfactory** **1**
1. Purpose of the material is well defined.				
2. Material achieves its defined purpose.				
3. Learning objectives are clearly stated and measurable.				
4. Level of difficulty is appropriate for the intended target user.				
5. Graphics / colors / sounds are used for appropriate instructional reasons.				
6. Material is enjoyable, stimulating, challenging, and engaging.				
7. Material effectively stimulates creativity of target user.				
8. Feedback on target user's responses is effectively employed.				
9. Target user can control the rate and sequence of presentation and review.				
10. Instruction is integrated with target user's previous experience.				
Total Points				
Note: Resource must score **at least 30 points** out of a maximum **40 points** to pass this criterion. Please put a check mark on the appropriate box.	☐ **Passed** ☐ **Failed**			

Factor C. Technical Quality	V S 4	S/NA 3	Poor 2	Not Satisfactory 1
1. Audio enhances understanding of the concept.				
2. Speech and narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.				
3. There is complete synchronization of audio with the visuals, if any.				
4. Music and sound effects are appropriate and effective for instructional purposes.				
5. Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.				
6. Visual presentations (non-text) are clear and easy to interpret.				
7. Visuals sustain interest and do not distract user's attention.				
8. Visuals provide accurate representation of the concept discussed.				
9. The user support materials (if any) are effective.				
10. The design allows the target user to navigate freely through the material.				
11. The material can easily and independently be used.				
Technical Evaluation: Complete Section G. Interoperability: Technical format Checklist for conformance **If not already completed prior to this review.**				
12. The material will run using minimum system requirements.				
13. The program is free from technical problems.				
Total Points				
Note: Resource must score **at least 39 points** out of a maximum **52 points** to pass this criterion. Please put a check mark on the appropriate box	☐ Passed ☐ Failed			

Factor D. Other Findings	Not present	Present but very minor &	Present & requires major redevelopmen	Do not evaluate
Note down observations about the information contained in				

the material, where the following errors are found:	4	must be fixed 3	t 2	further 1
1. Conceptual errors.				
2. Factual errors.				
3. Grammatical and / or typographical errors.				
4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.).				
Total Points				
Note: Resource must score **at least 16 points** out of a maximum **16 points** to **pass** this criterion. Please put a check mark on the appropriate box	☐ **Passed** ☐ **Failed. All issues must be documented in the Comments section.**			

Other Comments

Recommendation

> **Note:** **Any material that fails Factor D must not be recommended for use in public schools until the identified issues have been fixed.**
>
> A material which **Failed in at least one of the four Factors** in this rating sheet should not be recommended for possible use in public schools

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

i. ☐ I / We recommend the approval of this material for possible use in public schools provided that the corrections / revisions included in this report are made. (For commercial resources (non-DepED owned resources) the Publisher must implement all recommended corrections / revisions in their next printing or provide errata.)

ii. ☐ I / We do not recommend the approval of this material for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

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

Evaluator(s): _____Signature(s): _____

(Please print your full name)

Date: _____

6.6.1 Descriptors for Factors A to D Evaluation Rating Sheet for Non-Print Materials

> **Important:** These descriptors will guide you in giving an objective and quantifiable score for each criterion item in the rating sheet. For ratings of 3 and below, your written comments in the rating sheet should indicate <u>specific part and brief descriptions</u> of inadequacies in the material. If a criterion is not applicable, give it a rating of 3.

Factor A. *Content Quality*

1. Content is consistent with topics / skills found in the DepED Learning Competencies for the subject and grade/year level it was intended.

Descriptor:

The material is consistent with topics found in the Learning Competencies (LC) for the subject and grade / year level it was intended

The material can be related to and supports development of skills related to the Learning Competencies

2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.

Descriptor:

Very satisfactorily reinforces, enriches, and/or leads to mastery of identified learning objectives.

Material supports, compliments achievement of learning objectives of the subject area and grade / year level for which it is intended.

3. Content is accurate.

Descriptor:

Presentation of factual content is accurate

No outdated information, improper use of figures, inaccurate graphs; over simplified models or diagrams.

4. Content is up-to-date.

Descriptor:

All information provided is up-to-date.

No outdated information, improper use of figures, inaccurate graphs; over simplified models or diagrams.

5. Content is logically developed and organized.

Descriptor:

The logic of the presentation and organization of the content is clear to the target user..

Content is presented in a well organized, consistent and predictable fashion.

Structure is apparent.

6. Content is free from cultural, gender, racial, or ethnic bias.

Descriptor:

Refer to the Social Content Guidelines, Section 6.8.

There are no ideological, cultural, religious, racial, & gender biases/prejudices found in the material.

Presentation of controversial social content is balanced and structured to promote an educated understanding of differing points of view. All social content is fairly presented and does not violate the Social Content Guidelines.

7. Content stimulates and promotes critical thinking.

Descriptor:

Comprehension and application of the content knowledge requires cognitive effort and not just chance selection of responses.

Material promotes higher order thinking skills.

The learning activities include one or more of the 6 facets of learning (explain, interpret, apply, have perspective, empathize and have self knowledge)

8. Content is relevant to real-life situations.

Descriptor:

The content has application to real life situations.

Content of simulations is authentic.

Metaphors and scenarios enhance understanding of real-life situations.

9. Language (including vocabulary) is appropriate for target user.

Descriptor:

Use of language is appropriate for the target user age and stage of learning.

Vocabulary used is suitable/ appropriate to the target users' level.

New or complex words and terms are clearly and consistently explained or defined.

Consider the amount of technical vocabulary use and the devices used to interpret, explain and define technical terms

Consider the general level of difficulty and density of non-technical words used in terms of familiarity and abstractness.

10. Content promotes positive values that support formative growth.

Descriptor:

Inclusions of positive value(s) is / are evident and / or properly discussed in the material.

Factor B. *Instructional Quality*

1. Purpose of the material is well defined. (i.e., implicitly or explicitly defined)

Descriptor:

The educational purpose is stated or is evident within the overall design of the material.

2. Material achieves its defined purpose.

Descriptor:

Material is well designed and is likely to achieve its defined purpose.

Content relates to achievement of the learning purpose.

The material does not contain gratuitous information or graphics

3. Learning objectives are clearly stated and measurable.

Descriptor:

What the user is going to know and be able to do is clear.

4. Level of difficulty is appropriate for the intended target user.

Descriptor:

The scope range and depth of content and topics are appropriate to the level of the target user.

Opportunities are provided for different levels of instruction.

Content chunking and sequencing are appropriate

The time spent working with the content is appropriate for the results gained.

5. Graphics / colors / sounds are used for the appropriate instructional reasons.

Descriptor:

Illustrations/visuals are effective/appropriate Makes balanced use graphics, sound and color

Uses graphics, sound and color to augment the content

6. Material is enjoyable, stimulating, challenging, and engaging.

Descriptor:

Pedagogy is innovative

Scaffolds and challenges students level of understanding. The design, presentation and representation of information promote user engagement.

7. Material effectively stimulates creativity of target user.

Descriptor:

Promotes user engagement and encourages creativity.

8. Feedback on target user's responses is effectively employed.

Descriptor:

Feedback is non-threatening, immediate, positive, motivational and user-sensitive.

Feedback is appropriate to the users' previous responses.

Feedback is contextual, immediate and logical.

All feedback to the user responses is timely and constructive

9. Target user can control the rate and sequence of presentation and review.

Descriptor:

Users can revisit and replay active content.

Users can decide when to progress to the next step.

Access to different information/concept chunks is either logical or intuitive; if random there is a clear indication of the relationship of the chunks and the various paths available for exploring them.

10. Instruction is integrated with target user's previous experience.

Descriptor:

Instructional prerequisites are stated or easily inferred.

Users are encouraged to review prior knowledge and understanding

Where prior knowledge or experience is required this is clearly identified and or a summary provided

Factor C. *Technical Quality*

1. Audio enhances understanding of the concept.

Descriptor:

Audio is used to enhance understanding and comprehension.

For example: written and spoken instructions.

Vocabulary development support

2. Speech / narration (correct pacing, intonation, and pronunciation) is clear and can be easily understood.

Descriptor:

The voice over/speech is clear and can be easily understood.
The user can replay and stop and start audio.

3. There is complete synchronization of audio with the visuals, if any.

Descriptor:

The audio and visuals are synchronized.

4. Music and sound effects are appropriate and effective for instructional purposes

Descriptor:

Music and sound effects are used effectively. For example, as a focussing or cueing device.

5. Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.

Descriptor:

The screen displays are pleasing, uncluttered, and easy to read.
The amount of text on screen is limited to the screen area rather than requiring continuous scrolling.
Longer text employs pagination techniques to navigate forward and back through the text.

6. Visual presentations (non-text) are clear and easy to interpret.

Descriptor:

Visuals (images, diagrams, animations, video), are clear and easy to interpret.
Dynamic content can be revisited and replayed by the user if required.

7. Visuals sustain interest and do not distract reader's attention.

Descriptor:

Graphic visualisation of ideas and phenomena is used to attract attention, aid retention, enhance understanding or create context
Visuals are used to compliment textual information

8. Visuals provide accurate representation of the concept discussed.

Descriptor:

Visuals are accurate and do not misrepresent the concepts presented.
Interpretation of visuals will not result in misconceptions.

9. The user support materials (if any) are effective.

Descriptor:

The user support material provides adequate and clear instructions for using the material.
User support materials are relevant and effective

10. The design allows the target user to navigate freely through the material.

Descriptor:

Navigation is clearly linked to the instructional purpose and learning design.
Navigation does not interfere with users' engagement in the content.
Any time spent learning the interface or control functions is small compared to the time on task functions.

11. The material can easily and independently be used.

Descriptor:

The material allows and encourages students to work independently.

12. The material will run using minimum system requirements.

Descriptor:

Refer to and complete Technical Evaluation Section 6.9
Can run on all platforms
Can run on MS Windows Vista, XP or Mac OS 10.
Can run on MS Windows 2000 or Mac OS 9
Can run on MS 98 below or below Mac OS 9

13. The program is free from technical problems.

Descriptor:

No technical problems
Refer to and complete Technical Evaluation Section 6.9

Factor D. *Other Findings*

1. Conceptual errors

Descriptor:
No conceptual error found
Presentation of content will not lead to the development of misconceptions or misunderstanding

2. Factual errors

Descriptor:
No factual error found
Presentation of factual content is accurate and up-to-date
No outdated information, improper use of statistics; inaccurate graphs; over simplified models or examples.

3. Grammatical and / or typographical errors

Descriptor:
No grammatical error found
No spelling errors

4. Other errors (i.e., computational errors, obsolete information, errors in the visuals, etc.)

Descriptor:
No error found

6.7 Evaluation Rating Sheet for General Reference Materials

Title:_____

Type: _____

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

Author(s)/Editor(s): _____

Publisher/ Supplier: _____

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

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

Factor A. Content	E 5	VS 4	S 3	F 2	P 1
1. Content reinforces, enriches, and / or leads to the mastery of certain learning competencies for the level and subject it was intended.					
2. Facts are accurate.					
3. Information provided is up-to-date.					
4. Language is appropriate for the level of the target user.					
5. Visuals are relevant to the text and suitable to the age level and interests of the target user.					
6. Visuals are clear in content and detail.					
7. Typographic layout / design adequately supports concepts presented.					
8. Size of the letters is appropriate for the target user.					
Total Points					
Note: Resource must score **at least 30 points** out of a maximum **40 points** to **pass** this criterion. Please put a check mark on the appropriate box Criterion 2 must achieve 5 points.	☐ **Passed** ☐ **Failed. All issues must be documented in the Other findings section**				

Factor B Other Findings
1. Cite conceptual errors found, if any. (Use additional sheets, if necessary)
2. Cite examples of grammatical, typographical, visual, or graphic (illustrations, diagrams, pictures, maps, graphs, tables) errors found. Indicate the line and page numbers where specific errors are found.
Other comments

Recommendation

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

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

  i. ☐ I / We recommend the approval of this material for possible use in public schools provided that the corrections / revisions included in this report are made. (For commercial resources (non-DepED owned resources) the Publisher must implement all recommended corrections / revisions in their next printing or provide errata.)

  ii. ☐ I / We do not recommend the approval of this material for possible use in public schools for the reasons stated below and/or cited in this evaluation report. (Please use separate sheet if necessary.)

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

Evaluator(s): _____Signature(s): _____
(Please print your full name)

Date: _____

6.8 Social Content Guidelines

To ensure that text, art, and photos / illustrations of textbooks and teacher's manuals and other instructional materials teach social values as well as Government's educational thrusts, the following guidelines on social content are prescribed:

The Nation and Citizenship

- Treat national symbols and institutions with respect.
- Foster obedience to and respect for the Constitution and the law.
- Encourage participative and responsible citizenship (e.g., depicting individual initiative rather than overdependence on organized government aids and dole-outs).
- Avoid any bias favoring foreign products, practices, and values.
- Use illustrations and photographs of Philippine communities, objects, animals, and people.
- Show Filipino technology, games, dances, dress, food, festivals, celebrations, and customs.

Society

- Depict contributions of men and women, ethnic and cultural groups in economic and social progress.
- Foster attitudes of tolerance, understanding, and appreciation of the diverse sectors and groups in society.
- Present a balanced rural and urban society.
- Give example of lifestyles or situations existing outside Metro Manila. Use both rural and urban situations without stereotyping either.
- Avoid comparisons which may be divisive to social classes, cultural, or religious groups.
- Show respect for different family patterns (nuclear, extended, single parent or two parents).
- Promote and respect the rights of children, elderly, differently able, and other vulnerable sectors of society.
- Refrain from devoting space and attention to fads or transitory personages and events, untested theories or views.
- Promote the need for the high ethical standards and codes of behavior and their observance in all aspects of Philippine society.
- Do not depict physical, sexual, and mental abuse of adults and children as well as violent sports and entertainment.
- Do not give situations that would encourage crime, violence, and vices.
- Avoid materials that malign people, promote violation of laws and matters contrary to law and morality.

Race, Ethnicity, and Culture

- Respect racial, ethnic, and cultural diversity in our society.
- Avoid bias and stereotypes in reference to any individual or groups.
- Avoid inaccurate, unnecessary, or inappropriate portrayal of or reference to racial/ethnic or cultural customs, symbols, observances, festivals, dress, names, or language.

Religion

- Use religious references, symbols, celebrations, and language (in the text, illustrations, and photographs) only when appropriate to the subject matter.
- Ensure that any appropriate references to religious groups are accurate and authentic within the setting and/or period of history presented.

Role Models

- Avoid sex bias; stereotyping of male and female roles.

- Portray husbands and wives as partners in homemaking and family management

- As much as possible avoid choice of living persons as role models, except for persons of exceptional and acknowledged accomplishment or virtue regardless of their racial, ethnic, or cultural origin or affiliation.

- Refrain from glorifying or unduly extolling persons and their accomplishments.

- Present a balanced picture of roles of workers and managers.

- Show good role models of public servants such as police officers, soldiers, and government officials instead of caricaturing or ridiculing them.

- Show workers who contribute to Philippine development.

Gender

- Avoid sexist language, bias, and stereotyping of males and females as to professions, occupations, contributions to society, and home and family roles and behaviours.

- Do not differentiate either explicitly or implicitly between the capability of males and females to contribute to the political, economic, or social well-being of Philippine society or the world.

- Maintain balance in treatment of gender roles, occupations, and contributions in the text and illustrations.

Population

- Promote responsible parenthood and shared decision-making in various areas of home life (e.g., family planning, family financing, education of the children, etc.)

Health and Safety

- Promote physical and mental well-being of males and females, children and adults.

- Discourage use of tobacco, alcohol, narcotics, and restricted drugs.

- Avoid depicting enjoyment of junk food.

- Promote health and safety standards and precautions.

Environment

- Portray efforts to conserve the country's natural resources and protect the quality of the environment.

- Promote personal and community involvement in environmental management for sustainable development.

Others

- Avoid commercial brand names and corporate logos.

- Encourage humane treatment of animals and respect for life of all kinds (including plants).

6.9 Technical Evaluation Guidelines and Checklist:

This checklist is derived from the LRMDS Technical Specification. Refer to Section 10.2.

Instructions:

1. Digital resources may be:

   a) digital and accessible online or offline (any digital file or composite of files that can be stored in an online repository or is distributed on CD, DVD, USB)

   b) digital offline (DVD, , VCD, Videotape, audio cassette tape)

2. For a)Review using Sections A-F Usability Characteristics and Section G Technical Format Characteristics

3. For 1b) Complete Sections G and H.

4. Provide the following information:

Title of the Material:

Format of the Material:

Subject Area:

Target Learner/User:

Copyright owner: **Published: (Year)**

6.9.1 A-F Usability Characteristics

Put a check (✓) in appropriate cell.

CHARACTERISTICS	YES	NO	N/A
A Multimedia Design			
1. Media elements are of sufficiently high quality.			
2. Clear and precise instructions are provided in accessing multimedia.			
3. Appropriate forms of media are used to enhance presentation.			
4. The multimedia presentations have a coherent layout, design and background.			
5. Video is accompanied by a familiar control panel, featuring pause, volume, and slider (to move quickly to a desired part of the video) controls.			
6. Audio (other than short sound effects) is accompanied by a familiar control panel, featuring pause, volume, and slider (to move quickly to a desired part of the audio) controls.			
7. All images are accompanied by a detailed explanatory caption that the user can easily access.			
8. All spoken sounds are accompanied by detailed textual transcription captions that the user can easily access.			

CHARACTERISTICS	YES	NO	N/A
B Overall Interface			
1. The design is visually appealing.			

		YES	NO	N/A
2.	The design is simple, i.e. not cluttered with irrelevant devices and information.			
3.	The design is consistent throughout successive displays.			
4.	Contains sufficient information and directions for the user to use the resource.			
5.	The ways to navigate through the material are clear.			
6.	Labels, buttons, menus, text, and general layout of the resource are consistent and visually distinct			
7.	Fonts are readable in terms of size, color and contrast between the background and the text			
8.	The user is always made aware of what to do next.			
9.	The resource provides feedback about the system status and the user's responses.			
10.	The user is informed of their position in the resource relative to its beginning and end.			
11.	The user is informed when a new window (such as a browser window, tab or pop up) will be displayed.			

CHARACTERISTICS	YES	NO	N/A
C Behavior of Controls & System Information			
1. Clear visual indicators are used to display the position of the cursor on the screen.			
2. The cursor changes shape to indicate its function and provide information to the user.			
3. The resource responds obviously and appropriately to learners' actions.			
4. Icons that can be selected are designed to suggest their intended use.			
5. Controls found in many parts of the resource (menus, buttons, and so on) that serve similar functions throughout the resource are placed in similar locations in all displays.			
6. Menus, buttons and other familiar controls use the same or similar formats and appearances throughout the resource.			
7. A control that can be selected provides dynamic information to the user about the specific function (e.g. the mouse cursor changes appropriately and/or the control changes its visual appearance in some way).			
8. A control that has been selected indicates to the user that the selected event has been recognized.			

CHARACTERISTICS	YES	NO	N/A
D Customizability/Support for User Preferences			
1. The user can adjust the size of the font for displayed text.			
2. The user can adjust the magnification of displayed materials.			
3. Methods to support navigation are clear and consistent throughout the resource (e.g. arrows, keyboard shortcuts, menus).			
4. The user can return to a previous state of the system and repeat from there.			
5. All functionality is accessible through mouse only.			

CHARACTERISTICS		YES	NO	N/A
6.	All functionality is accessible by the use of the mouse and or keyboard.			
7.	The user can control the pace at which he/she moves through the material.			

CHARACTERISTICS		YES	NO	N/A
E Data Entry by User				
1.	Data entry fields contain default values.			
2.	Inputs into data entry fields are constrained so that only permissible values can be entered.			
3.	The user is informed what the expected format of an entry (e.g. a date value) is, before the user makes the entry.			
4.	The user is explicitly told when he or she needs to provide input.			
5.	The user can control the length of time required to submit the data on a data entry form. (E.g. A "done" button is provided for the user to indicate completion of all data entry).			
6.	The user is informed of exactly what is wrong with any erroneous data entries.			
7.	The user can correct erroneous data entries / supply missing entries without having to re-enter correct items on the same form.			
8.	Mandatory fields are clearly marked as such.			
9.	Drop down lists of previously entered values are presented when the user subsequently enters data into similar fields.			
10.	Data entry forms support the tab key to move between entry fields.			
11.	The fields on the data entry form are visited in a logical order when the tab key is used to move between them.			

CHARACTERISTICS		YES	NO	N/A
F Hyperlinks				
1.	Hyperlink text provides information about where the link will lead.			
2.	Hyperlinks are formatted using acceptable formatting conventions for links (e.g. distinctive underlined font).			
3.	Hyperlink text is consistently formatted throughout the resource.			
4.	The cursor changes appearance when it moves over the text of a hyperlink to inform the user of the presence of a hyperlink.			
5.	Hyperlinks that result in the user being directed to material that is external to the current resource are clearly indicated.			

6.9.2 G. Interoperability: Technical format

Check all the areas of conformance. | X |

PRINCIPLE	REQUIREMENTS	SPECIFICATIONS
Support platform and browser independence	Resource can be used equally effectively in different browsers	☐ Mozilla Firefox 2 & 3 and Microsoft Internet Explorer 6.0 in Microsoft Windows 2000 ☐ Mozilla Firefox for 2 and Microsoft Internet Explorer 7.0 in Microsoft Windows XP ☐ Apple Safari 2.0 on Apple OS X
	Resource can be used equally effectively on different operating systems / platforms	☐ Windows (Vista, XP) ☐ Linux ☐ Mac (up to 10.5)
Conforms to international standards (e.g. IMS) for web applications	Markup language	☐ XHTML 1.1
	Style sheets	☐ CSS 1 / CSS 2
	Documents	☐ PDF ☐ RTF
	Images	☐ PNG/MNG ☐ GIF ☐ JPEG
	Movies etc	☐ MP3 ☐ MOV ☐ MP2 ☐ AVI ☐ SWF ☐ FLV
	Plug ins	☐ Flash (9) ☐ Shockwave (10) ☐ QuickTime (7+)

	Scripting	☐ Java Applets ☐ JavaScript ☐ SWF
Standalone files	Must be "portable" format	☐ Open Office ☐ Word/Excel/Power point ☐ TXT ☐ PDF ☐ RTF ☐ PDF is the recommended format (if possible)
Production / Authoring software	Support only interoperable media types	☐ See media types above + ☐ Web 2.0 ☐ XML
Size	Total file size in bytes	

6.9.3   H. Technical formats for offline digital resources

Identify for the resource being evaluated the technical requirements for viewing and using the resource. (playback devices, operating system, software, plug-in)

Video cassettes: format and player requirements.

DVD: operating system, software, plug-in and player requirements.

CD: operating system, software, plug-in and player requirements.

VCD: operating system, software, plug-in and player requirements.

Audio Cassette tapes: player requirements.

7 Evaluating online Sites and Resources for Cataloguing

Title of online site _____

URL: _____

☐ Learning resources ☐Teaching resources ☐ Professional Development materials

Grade / Year level/s:_____

Copyright owner: _____

Contributors:

Date of Publication: _____

Date site reviewed: _____

Brief description of the online site and content:

Evaluation Results

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

Educational Soundness: (Section 6.2)   ☐**Passed** ☐**Failed**

Evaluation sheet for non-print resources: (Section 6.6)   ☐**Passed** ☐**Failed**

Technical Evaluation: (Section 6.9)   ☐**Passed** ☐**Failed**

Online Site Evaluation Rubrics: (Section 7.1)   ☐**Passed** ☐**Failed**

Attach all evaluation sheets.

Recommendation

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

     i.☐ I / We recommend the approval of this site for including in the LRMDS catalogue.

    ii.☐ I / We do not recommend this site to be included in the LRMDS catalogue for the reasons cited in this evaluation report.

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

Evaluator(s): _____Signature(s): _____

(Please print your full name)

Date: _____

7.1 Online Site Evaluation Rubrics

Review the contents of the site using:

1. Educational Soundness Evaluation Checklist (Section 6.2)

2. Evaluation sheet for non-print resources: (Section 6.6)

3. Technical Specification Evaluation Section A-F (Section 6.9)

4. Complete IPR Evaluation (Section 6.1)

5. Indicate your overall response to the evaluation of online sites/links/external repositories by using the scale shown below :

1 - "Unsuitable, 2 - "Unsatisfactory", 3 - "Satisfactory", 4 - "Very satisfactory" 5 - "Excellent"

Sites to be catalogue must score 3 and above for all criteria.

CRITERIA/LEVEL	5	4	3	2	1
1 Links to external resources	All the hyperlinks are to resources that are relevant to the home site and are of a high quality.	All the hyperlinks are to resources that are relevant to the home site and of satisfactory quality.	Some of the hyperlinks are to resources that have limited relevance to the home site.	Many of the hyperlinks are to resources that are not relevant to the main purposes of the home site or are to sites of dubious quality.	All of the hyperlinks are to resources that are irrelevant to the main purposes of the home site and/or of dubious quality.
2 Copyright and Conditions of User	The site Intellectual Property Rights and Conditions of Use are clearly communicated on each page and for all resource hyperlinks.	The site Intellectual Property Rights and Conditions of Use are clearly communicated on the main pages of the site.	The site Intellectual Property Rights and Conditions of Use are clearly communicated on the home pages of the site.	The site Intellectual Property Rights and Conditions of Use are not clearly communicated.	The site Intellectual Property Rights and Conditions of Use are not stated.
3 Safety and security in relation to authenticity and integrity of providers	The site is Copyright to and maintained by an accepted and trusted educational entity and/or organization. The site is copyright free for non-commercial and educational use. Creative Commons license terms are displayed.	The site is Copyright to and maintained by an accepted and trusted educational entity and or organization. The site is copyright free for registered users for non-commercial and	The site is Copyright to and maintained by an accepted and trusted educational entity and or organization. The site is copyright and available only to subscribers for non-commercial and educational use.	The site is Copyright to and maintained by an accepted and trusted educational entity and or organization. The site is copyright but there is no information about the Conditions of Use.	There is no information available as to the status the Intellectual Property Rights of the site or the Conditions of Use.

			educational use.		
4	Site hyperlink Browsing.	There is a site map. At least 5 levels of hyperlink browsing within the site does not result in presentation of non-relevant or unethical content or information.	There is NO site map. At least 5 levels of hyperlink browsing within the site does not result in presentation of any non-relevant or unethical content or information.	There is NO site map. Hyperlink browsing results in retrieval of **some** unrelated content and information.	There is NO site map. Hyperlink browsing results mostly in retrieval of unrelated content and information.	There is NO site map and hyperlink browsing results in retrieval of totally unrelated and/or unethical content and information.

8 LRMDS Request Brief

8.1.1 Purpose

A Request Brief is a written explanation - given to the development and production team by a requesting party or client to describe the specific service required and the general design requirements of the resource to be developed or produced.

The purpose of this document is to describe in detail the service required and the design requirements of a client/user for an existing resource that is to be reproduced, digitized, or redeveloped and for the design of new resources. The brief outlines the competencies, learning outcomes, objectives, and activities of a learning/teaching PD resource, the intended user of the resource and the context or environment in which a resource will be used. It would also include information relating to production output format, distribution and modes of preferred access.

A more thorough and articulate Design Brief which is a critical part of the design process will be prepared as part of the Development and Production process. It helps develop trust and understanding between the client and designer - and serves as an essential point of reference for both parties.

8.1.2 Check all the Services Requested

☐ Reproduce print resource in current format

☐ Digitize print resource

    ☐ Retain current design and layout

    ☐ Design and layout may be modified

    ☐ Create new version in print format

☐ Reproduce off-line digital resource in current format

☐ Re-develop an existing resource:

    ☐ Edit /correct/update content

    ☐ Retain all content

    ☐ Incorporate multimedia elements

    ☐ Redesign the existing resource by converting to:

        ☐ Print   ☐ Digital (Online)   ☐ Audio tape

        ☐ Manipulative   ☐ DVD/VCD

        ☐ Blended Technology

    ☐Translate existing resource into a different language:

        ☐ Filipino   ☐ English   ☐ Mother tongue (specify)

☐ Design and Develop a new resource

    ☐ Print

☐ Multimedia

☐ Blended

Master Copy /Original copy of the resource attached

☐ Yes

☐ No

Evaluation forms of the resource attached

☐Yes

☐ No

Number of copies requested: _____

Packaging and distribution/delivery instructions specify whenever applicable or required:

Catalogue the resource in LRMDS

☐ Yes

☐ No

8.1.3   General Description of the resource

Title of Resource: _____

Nature of resource: (Check the appropriate box)

☐ Learning resource

☐ Teaching Resource

☐ Professional Development Material. Complete Section 3.3 and 3.4 and Section 8**.**

Current Format:

☐ Print

☐ Offline digital

☐ DVD

☐ CD

☐ VCD

☐ Audiotape

☐ Videotape

☐ Other (specify) _____

Owner/Originator:

Author/Writer/s Name:_____

Name of Institution (School, Division, Region, Bureau) _____

Publisher's name (if commercially developed) _____

Copyright owner: _____

Address and contact numbers

Year published: _____

Copyright year: _____

Curriculum/subject area/domain: _____

Target Users:

☐ Grade/Year level/s (specify) _____

☐ Adult learners in ALS: _____

☐ ADMs (specify): _____

☐ SPED (Specify) _____

☐ Others (Specify) _____

8.1.4 Context in which the resource is intended to be used

☐ ALS

☐ Classroom:

      ☐ Mono-grade

      ☐ Multigrade

☐ Special programs:

      ☐ Special Science curriculum

      ☐ Voc-Tech

      ☐ Special program for the Arts or other programs for the gifted

      ☐ SPED (Specify) _____

      ☐ Other (specify) _____

☐ Alternative delivery modes (indicate modality and/ or program in which resource will be used)

      Example: EASE, to be used as a print and off-line digital resource

8.1.5 Suggestions for redesign and development of an existing resource
Please provide the necessary information:

Key learning/teaching ideas/activity

Describe the key activity in relation to the concept that is intended to be learned.

Describe the active learning processes in relation to knowledge, skills associated with the domain/discipline.

Describe the pedagogical/andragogical approach, e.g., simulated investigation and proposed student interaction with data and information to be included.

Key learning/teaching ideas/activity

Add any suggestions in relation to the realization of data and information. For example, *"it is important that the process being described is represented visually through interactive animations, or including game format activities"*, etc.

- Specific technical and/or accessibility requirements: (Example, specification of font size and kind for visually impaired, etc.)

8.1.6 Professional Development Resource

Complete this section for Requests to redesign and develop an existing Professional Development resource.

Attach a copy of the existing resource to this Request.

NOTE: For Development and Production of a **new** Professional Development Resource a completed Training and Development Program Design must be attached to this Request Brief.

Context in which this resource is to be used:

Mode of delivery

        ☐ Face to face training with facilitator

        ☐ Individualized/Self-paced learning

        ☐ Mentoring

        ☐ Coaching

        ☐ Other (describe)

Target group: identify

NCBTS competencies: Specify, if not covered in NCBTS.

Objectives to be covered:

Topic/subject area

Key Concepts

Design Brief prepared by:

Name of Requesting Party:

Contact details:

Date:

9 References

BECTA 2006. *Quality principles for learning resources.* *://www.becta.org.uk*

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10 Appendices

10.1 LRMDS Educational Soundness Specification

Introduction

The Educational Soundness Specification is based on the holistic approach to education that gives emphasis on the underlying principles that each person finds identity, meaning and purpose in life through connections to the community, to the natural world and to spiritual values such as compassion and peace.

> *Holistic education aims to call forth from people an intrinsic reverence for life and a passionate love of learning. This is the definition given by Ron Miller, founder of the journal Holistic Education Review (now entitled Encounter: Education for Meaning and Social Justice). The term holistic education is often used to refer to the more democratic and humanistic types of alternative education. Robin Ann Martin (2003) describes this further by stating, "At its most general level, what distinguishes holistic education from other forms of education are its goals, its attention to experiential learning, and the significance that it places on relationships and primary human values within the learning environment." (Paths of Learning)*
> http://en.wikipedia.org/wiki/Holistic_education

The specification for educational soundness is focused on the underlying principles of connectedness, wholeness, and being; thus within this context learning resource materials will be developed, produced, and evaluated.

Taking into consideration these underlying principles, the specifications will ensure capacity of online and offline learning and teaching resources to successfully promote quality learning.

This Educational Soundness Specification adopted and made use of relevant and applicable measures and requirements of the existing specification of the The Learning Federation Schools Online Curriculum Content Initiative. ://www.thelearningfederation.edu.au

Purpose

This Specification for Educational Soundness will guarantee the pedagogical quality of online and offline learning and teaching resources (LR/TR) and is guided by the six goals of Education for All (EFA) by 2015 (UNESCO) and by the requirements of DepED Curriculum 2010.

The six goals are:

Goal 1: Expand early childhood care and education

Goal 2: Provide free and compulsory primary education for all

Goal 3: Promote learning and life skills for young people and adults

Goal 4: Increase adult literacy by 50 per cent

Goal 5: Achieve gender parity by 2005, gender equality by 2015

Goal 6: Improve the quality of education

Obligations

Curriculum planners, developers and stakeholders will fulfil the following obligations in undertaking and delivering learning, teaching and professional development resources DepED students and teachers.

- to work towards the DepED policy vision of achieving high quality online/offline curriculum resources which foster the essential skills and knowledge that young Filipino learners need for the 21st century

- to consult with relevant organisations and user groups in establishing, implementing and reviewing this educational soundness specification

- to draw on relevant domain expertise, stakeholder representation and users in the formulation and enactment of the specification for evaluation, design and development and quality assurance purposes through involvement in validation, refinement, pilot-testing before the actual implementation.

- to proactively review, give feedback and, as appropriate, evolve the educational soundness specification to reflect the body of knowledge and practice derived from the quality assurance framework of LRMDS.

Monitoring and Usage

The Specification for Educational Soundness underpins assessment and evaluation, design, development and delivery of Learning and teaching resources. This specification applies to all learning, teaching and professional development resources (digital and non-digital) catalogued and accessed or located via the LRMDS online portal.

The specification guidelines will be used as primary basis for monitoring of quality assurance based on the principles specified herein.

The Specification for Educational Soundness will also apply to non-commissioned content that is proposed for inclusion in the LRMDS online portal. The version of the specification used is the one that prevails at the time that non-commissioned content is proposed for inclusion.

The quality assurance processes applied during content assessment and evaluation, design and development and delivery will enable continuous monitoring of the applied specifications in terms of their relevance and reliability. The specification and related guidelines for application and use are documented and published for each of LRMDS systems.

Conformance

All resources catalogued and or accessible via the LRMDS repository must adhere to the principles and measures and requirements described in this specification.

Principles

The Specification is underpinned by four principles:

- Integrity
- Learner-focus
- Usability
- Accessibility

Integrity

This principle recognises that the integrity of the content is a critical component of educational soundness. Integrity will be achieved when the content is authentic and when the learning resource design takes account of:
- the ways knowledge is conceptualised within the domain
- the skills and competencies of the domain
- the ways of communicating both within and outside the domain
and is inclusive of the knowledge and understandings valued by various user groups and communities.

Learner Focus

This principle recognises that the learner is central to the concept of educational soundness.

- The design of digital and non-digital learning, teaching and professional development resources will respond to a detailed profile of the users for whom the material is intended. This profile is derived from relevant school demographics and educational data.

- The design will recognise that no two students learn in the same way. Across and within the same profile group, learners vary greatly in the ways they communicate (see, hear, speak, move), relate, think, behave, experience, feel, act, reflect, create, engage and remember.

- The design recognises cognitive development, diversity of learning, application to real world situation, multiple intelligences, constructivism and tele-collaborative, collaborative and cooperative learning

Resources will be considered to have learner focus when it has purpose, meaning and relevance for the learners and it:

- Makes explicit the intended process(es) of learning

- Enables learners to interact with, organise, represent, interpret and manage the process of learning and the information flow

- Contextualises student learning by making connections with prior learning and likely future learning through virtual and physical/face-to-face modalities

Usability

This principle recognises that usability in the educational context is fundamental. Usability means that the learning or teaching resource:

- is relevant in terms of the curriculum

- supports the process of learning

- recognises the importance of feedback mechanism as a means of monitoring progress

- enhances the ability of the learner to engage with its content.

Accessibility

This principle recognises the range of contexts in which teaching and learning take place and the diversity of teacher and student populations.

The LR/TR/PDM is designed, developed, evaluated and delivered so that users have access to educationally sound content regardless of age, socioeconomic status, race, culture, disability, gender or geographic location.

Measures and requirements

Integrity

Measures that will achieve learning resource integrity include the following.

Learning design that:

- accurately represents the ways of knowing and conceptualising the content domain

- uses the language and symbols of the content domain and its ways of representation and supports students in developing and using them

- presents controversial issues with balance and fairness and in accordance with mandated curriculum policies, where these apply

- supports students' deepening of knowledge within the content domain

- assists the learner with identifying and differentiating between different points of view and perspectives presented

- incorporates content area advice supplied by expert representatives from relevant domains and practice areas.

Learner Focus

Measures that will achieve learner focus include the following.

- age and stages of schooling, including ALS

- community and cultural affiliations

- languages and dialects they speak, read and write

- socioeconomic status

- existing skills, knowledge and understanding.

Learning design that enables learners to interact with, organise, represent, interpret and manage the process of learning and the information flow through:

- making choices and decisions

- inquiring, investigating and problem solving

- eliciting and receiving relevant, timely and informative feedback

- interpreting, developing and presenting meaningful and useful products

- applying knowledge in a range of contexts.

Learning design that makes explicit and consolidates the process of learning through:

- structuring informational content in order to scaffold student learning

- enabling students to engage at varying levels of complexity

- reflecting an awareness of the varying educational environments in which

- learning sequences and objects may be used

- facilitating assessment of how learning is progressing.

Learning design that contextualises student learning through:

- establishing connections with prior and likely future learning

- making explicit to the learner the connections between the online content and the learning intention

- supporting communication, activity and collaborative action, both online and offline

- allowing the input of data collected offline to directly affect the responses, behaviour and product of the learning object

- using authentic situations where appropriate.

Learning tool design (such as content assemblage, generation, conversion and publishing) that maintains learner focus through the interaction between users and the learning content.

Usability

Measures that will achieve usability include the following.

Learning design in which:

- the purpose, process and intended outcomes of the learning are explicit

- learning and information design is intuitive (that is, the user knows what to do and how to do it)

- the time and effort needed to use it is reasonable

- the medium is exploited to maximise the opportunities for learners to achieve the learning outcomes

- content is constructed in manageable and meaningful concept chunks to facilitate learning.

Accessibility

Measures that will achieve accessibility include the following.

The resource will be accessible when it:

- complies with accessibility standards for students with disabilities and for culturally diverse and remote communities

- utilises the capacity of media including multimedia to support student acquisition of intelligible English and Filipino languages

- provides specific language support for students whose first language is not English

- is appealing to and inclusive of students of all genders, socioeconomic groups, ages, races and cultures.

- recognises learning presented in the Mother Tongue.

Maintenance and review

This specification will be reviewed annually to ensure relevance and application to DepED education policy developments.

References

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LRMDS Educational Soundness General Evaluation Criteria

Instructions:

a) The criteria may be used for the purpose of Assessing and Evaluating existing LR/TR/PDM for reproduction, redesign and development.

b) The criteria may also be used during the design and development stages of Development and Production of LR/TR/PDMs.

c) This checklist is used by the Education specialist (subject matter or curriculum expert) to evaluate an existing resource.

Title of Resource:

Location of Resource:

Current Format:

Copyright:

Mandatory (Shaded)

Qualities of the Learning Resource, Teaching Resource, Professional Development Material	Yes/No/Not applicable (NA) Comments	Refer to Educational Soundness Specification v0.2
1. The content of the learning resource is accurate and reflects the ways in which knowledge is conceptualized within the domain.		Integrity
2. Supports learners' deepening of knowledge within the content domain.		Integrity
3. Presents controversial issues with balance and fairness and in accordance with the DepED curriculum policies, where these apply.		Integrity
4. Uses language and symbols of the content domain and its ways of representation, and support learners in developing and using them		Integrity
5. The following are used correctly and appropriately: - terms and expressions - symbols and notations - diagrammatic representation - graphical representation		Integrity
6. Assists the learner with identifying and differentiating between different points of view and perspectives presented		Integrity
7. Uses text data in ways that are real to life/authentic for learners - are not over simplified or trivialized - make sense to learners within their imaginary or real world - are realistic within the relevant context		Learner Focus

- enhance learners' social capital – their knowledge of how the world works and how to make a way in it		
8. Reflects the learner profile for (an agreed group of priority grade/year levels/strands) agreed curriculum priority area		Learner Focus
9. Presents the same idea to – learners in multi/multiple directional modes - *visual text (e.g. pictures, diagrams) - *verbal (written) text - symbolic representations - oral (spoken) text - both static and dynamic images		Learner Focus
10. Learning objectives are made explicit to learners		Learner Focus
11. The target learners are clearly identified (academic level/technical ability/demographics addressed)		Learner Focus
12. The learning resource structures information content in order to scaffold learners learning		Learner Focus
13. The learning resource provides an opportunity for learners to obtain feedback either within or outside the learning content		Learner Focus
14. Pre-requisite knowledge/skills are clear with connections to prior and future learning		Learner Focus
15. The learning resource stands alone and reflects an awareness of the varying educational environments in which learning sequences and resources may be used.		Learner Focus
16. The learning resource is easy to use (time and effort to use it is reasonable) and the language is appropriate for the user.		Usability
17. Clear instructions for using the learning resource are provided (purpose, processes, intended outcomes are explicit).		Usability
18. Learning and information design is intuitive (the user knows what to do and how to do it)		Usability
19. The learning resource medium maximizes the opportunities for learners to achieve the learning outcomes		Usability

20. The learning resource is accessible to learners in deprived, depressed and underserved areas and communities.		Accessibility
21. The learning resource may not require teacher/facilitator intervention to be used effectively in varied learning environments and learning sequences (support in English/Filipino/local dialect).		Accessibility
22. The learning resource connects to learners' personal/local knowledge and experience - linguistic and cultural experience - local (community/geographic) conditions - individual and family circumstances- including gender, abilities, economic conditions - interest and degree of engagement (in particular addresses alienated learners)		Accessibility
23. The learning resource does not confront or embarrass learners. Activities do not: - require learner to expose personal data which may embarrass them - invade learners' privacy - unfavourably compare learners or characteristic with learners identify - unfavourably and stereotypically compare family or community characteristics with learners' identify - unnecessarily or indiscriminately confront cultural practices		Accessibility
24. Equivalent or alternative access to information is available for learners' with diverse needs - identical content or activity is presented in different modalities - different activities are available that achieve the same learning outcome		Accessibility
Comments:		
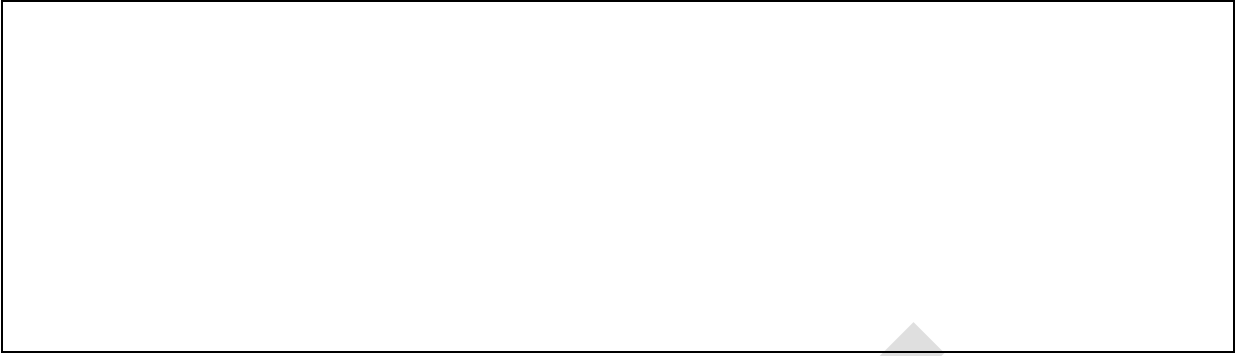
10.2 LRMDS Technical Specification for learning, teaching and professional development resources

Introduction

This document describes the principles and standards for the technical aspects of the LR/TR/PDM as related to LRMDS. The standards herein, following the ISO definition of the term *standard*, represent agreements that contain technical specifications and other precise criteria to be used rigorously to ensure that materials, products, processes and services of the LR/TR/PDM and LRMDS are technically fit for their purpose.

Purpose

The specifications in this document define the guiding principles and technical standards that should be applied in the assessment and/or production of digital learning, teaching and professional development resources that are to be incorporated into the LRMDS and subsequently made available to educators, education stakeholders and learners through catalogues and repositories.

The specifications follow established international standards, in particular the e-learning standards of the IMS Global Learning Consortium ://www.imsproject.org/ for accessibility and guidelines on user interface design and evaluation from The Learning Federation ://www.thelearningfederation.edu.au

A range of established technologies is prescribed in the standards to ensure the interoperability of the LRMDS systems and resources.

Obligations

The technical specification team will implement the following obligations in undertaking and delivering the technical standards outcomes:

1. consult with BESRA TWG, NLS-TWG, IMCS, ICT committee, central DepED, region and division management, and technical advisers and associated DepED personnel representing LRMDS and the other components of STRIVE
2. ensure that the standards are adopted by DepED and are thus subject to adoption for national education support systems and adapted and augmented in the future as necessary

Monitoring and Usage

This specification applies to all learning, teaching and professional development resources developed by the LRMDS.

The specification will also be applied to resources produced externally to LRMDS and which are being considered for inclusion in the LRMDS catalogue and thus made available for use in teaching and learning nationwide.

The specifications will be updated and enhanced to respond to technological and related developments and the changing needs of target users of the system and the learning resources.

Principles

Accessibility

The resources and associated systems can be said to be accessible to the learners and teachers directly and indirectly when they interact with LRMDS, if the resources are responsive to the needs of individual users, in particular taking into account individual differences between users in their preferences for, and abilities to effectively process, various media and modalities. This implies that various modalities are used together in a coordinated way, so that information is not conveyed through the use of one modality alone. In particular, accessible resources permit the user to exercise some control over ensuring that the resource caters for that user's personal preferences.

Usability

The usability of a system is connected with its accessibility (see immediately above); however, here usability refers to the conformance of the resources and systems of the LRMDS to a set of standards that have been adapted from well-established guidelines for the design of effective user interfaces.

Interoperability

The standards specify that the resources, and the LRMDS itself, can be used to their full extent on a variety of common platforms, operating systems and web browsers.

It should be noted that, if the resources conform to the interoperability standards, the potential for their flexible use (for example in repurposing of the resource) is enhanced.

Scalability

In terms of these technical specifications, the LRMDS is scalable if it can deal with (a) increasing quantities of developed resources being added to the repository, and (b) increasing numbers of end users searching for, and downloading, resources via the resource catalogue.

The use of international storage standards that ensure efficient storage (for example MP2, MP3, etc) of learning resources, as described in relation to the other principles in the following section, serves as one facilitator of the scalability of the LRMDS. A second facilitator is a set of scalability guidelines, which can be found in section D.

System Storage and Maintenance

The LRMDS will feature subsystems that are concerned with the storage of metadata, learning resources, and associated subsystems to catalogue and search for stored resources. These subsystems will require maintenance to ensure their sustained successful operation.

Since the detailed design of these systems is part of the implementation of the ICT Work plan, a phase of the plan which is due to commence in October 2008, it is not possible here to give the precise standards to for storage and maintenance at this stage, apart from the international standards for multimedia and other file storage that are specified in the following section. As for Scalability therefore, this document includes only overall guidelines to apply to storage and maintenance. These are given in section E

LR Status Control and Tracking

The subsystems of the LRMDS (LRMDS Framework V1.0) are the LRMDS Assessment and Evaluation system, the LRMDS Development and Production system, the LRMDS Storage and Maintenance system and the Publication and Delivery system. The status of a resource, as reflected by its position in the workflow processes associated with these four subsystems, needs to be associated with the resource as that resources progress through one or more of the subsystems.

As for storage and maintenance (above), guidelines, rather than detailed specifications, are given for status control and tracking of LRs, as the precise mechanisms by which these guidelines are satisfied relies on decisions to be made during the detailed design of the ICT support for the LRMDS, following the STRIVE ICT Workplan V1.0. The guidelines are given in section F.

Maintenance and Development of the Standards

The standards, specification and guidelines in this document must be maintained and amended to respond to any of the continual rapid developments in ICT that have an impact on the LR and LRMDS.

As far as STRIVE is concerned, the standards in this document are to be subject to further review as specified in the ICT Workplan V1.0, through a series of activities led by the STRIVE TAs that will involve representatives of the STRIVE divisions and regions. These activities are specified as guidelines in section G.

Measures and requirements

A. Accessibility

PRINCIPLE	REQUIREMENTS	SPECIFICATIONS
Provide equivalent access to auditory and visual content based on user preference * Make applications	Caption all auditory and visual content Provide a text transcription of all auditory content to	it shows the title and the duration Audio must be supplied in MPEG Audio Layer 3 (MP3) format. Refer to "coding of moving pictures and audio", ISO at ://www.chiariglione.org/mpeg/standards/m

	support reading readability	peg-1/mpeg-1.htm
accessible to those with hearing and visual impairments	support reading readability Provide equivalent access to all visual aspects of content Add detailed text descriptions Provide audio description tracks for multimedia describing visual aspects of content	peg-1/mpeg-1.htm Video must be supplied in one of the following formats: QuickTime (v7.1.6) format - refer to ://www.apple.com/quicktime/ MPEG-4 video formats (ISO/IEC 13818) refer to "MPEG standards", the ISO website at ://www.chiariglione.org/mpeg/standards.htm.

B. Usability

PRINCIPLE	2- REQUIREMENTS	SPECIFICATIONS (see Annex A for detailed criteria used to apply these standards)
Provide consistency in the use of design elements such as formatting, appearance and functionality Allow learners to control their interactions, give them freedom to choose how to complete the task Follow established standards of design and use conventions that are familiar to learners Simplify the design wherever possible and stick to basic principles of aesthetics Provide context and orientation information Provide customizable interface features for interactive resources	The resource should feature sufficient information so that the user knows how to use it effectively. Teach user how to navigate The resource should features to give the user has control over his/her navigation The design must exploit consistency so that the user can continue to interact with the resource in the way their earlier interactions with that resource suggests.	Features that support navigation should enable the user to move smoothly through the material in obvious ways Related controls such as menus, buttons, navigation arrows etc, should be placed in similar locations on different screens, so that the user can easily locate them Controls such as buttons, menus, clickable objects etc should be of a design that suggests their function (affordance) Use simple and familiar designs for controls such as buttons, menus etc Avoid cluttering the display with graphics and other devices such as animation that play no real role in the learning resource Provide context sensitive help that the user can view whenever they need to A consistent layout should be maintained between pages/related screens
Use effective graphical design	Each page or screen should be visually balanced Use physical placement on the screen or page to establish and strengthen visual relationships between items Select one or more visual elements and use them	Graphic file to around 250x360 pixel but not larger than 300x300 pixel Graphic format should contain web friendly colors and allow text to show up more clearly, preferably JPG Graphic file size of (JPEG format – for static and non-moving and regular graphics) is 50k and under for fast loading in emails, and guest books and websites Graphic images are of fine quality and not

	throughout the piece to create a sense of rhythm	blurred
		Graphic styles are appealing to all users
	Make different things look obviously different to create contrast between them	JIF is 85k and under for graphics with transparent backgrounds or animations for fast loading in emails, and guest books, and on websites
	Create a harmonious whole for all related items	Graphics must be represented in one of the following formats:
		Scalable Vector Graphics (SVG) version 1.0 format – refer to "Scalable Vectors Graphics (SVG), XML graphics for the web, W3c website at http://www.w3.org/Graphics/SVG/
		PNG/MNG version 1.0 format – refer to PNG, W3C website at http://www.w3.org/Graphics/PNG/
		JPEG format – refer to the JPEG website at http://www.jpeg.org/
		Embedded objects (images etc) should conform to relevant interoperability and accessibility standards (see section 3.3)
		The contrast of color schemes can be checked at http://www.snook.ca/technical/colour_contrast/colour.html
		Note that Color Blindness affects green/red differentiations. The effect of this on a design can be checked at http://www.vischeck.com/

C. Interoperability

PRINCIPLE	REQUIREMENTS	SPECIFICATIONS
Support platform and browser independence	Objects can be used equally effectively in different browsers	Mozilla Firefox 2 & 3 and Microsoft Internet Explorer 6.0 in Microsoft Windows 2000 Mozilla Firefox for 2 and Microsoft Internet Explorer 7.0 in Microsoft Windows XP Apple Safari 2.0 on Apple OS X
	Objects can be used equally effectively on different operating systems / platforms	Windows (Vista, XP) Linux Mac (up to 10.5)
Conforms to international standards (e.g. IMS) for web applications	Markup language	XHTML 1.1
	Style sheets	CSS 1 / CSS 2
	Documents	PDF RTF

	Images	PNG/MNG
		GIF
		JPEG
	Movies etc	MP3
		MOV
		MP2
		AVI
		SWF
		FLV
	Plug ins	Flash (9)
		Shockwave (10)
		QuickTime (7+)
		Java Applets
	Scripting	JavaScript
		SWF
Standalone files	Must be "portable" format	Open office
		Word/Excel/Power point
		TXT
		PDF
		RTF
		PDF is the recommended format (if possible)
Production / Authoring software	Support only interoperable media types	See media types above
		Web 2.0
		XML

D. Scalability Guidelines

The following table provides the guidelines to promote the scalability of the LRMDS as a system:

PRINCIPLE	GUIDELINES

	Only temporary storage of developed resources should be supported on division and region servers
Repositories of developed resources must be scalable	
	Templates and other tools should be locally stored for easy uninterrupted access
	Completed resources should be uploaded to a centrally administered repository (see ICT Workplan – STRIVE Milestone no. 14)
LRMDS catalogue must be scalable to deal with predicted rates of increase in access to computers by schools, LRMDS stakeholders and private individuals in the Philippines	Simple searchable indexes to the metadata should be maintained - these indexes should be searched and a link to the associated metadata followed. The metadata itself should not be directly searched in normal circumstances

E. System Storage and Maintenance Guidelines

The guidelines applying to storage and maintenance are as follows:

1- The servers used to store the partially completed resources, templates and other data at the region and divisions must be administered and maintained as part of the duties of the ICT co-ordinator that is appointed as the systems administrator in the respective region or division, as detailed in the ICT workplan. The following services must be provided in this regard:
- ensuring system security and securing systems from external attack, virus infestation
- regular system backup and the administration of a system restore feature
- management of user levels, access rights, user accounts and other end user related system services
- generally ensuring that the system runs optimally, troubleshooting and problem solving in general system operation
2- An archiving facility is essential.
3- The following activities must take place, at regular intervals:
- the technical specifications must be reviewed (ideally annually), as part of the LRMDS M&E activities
- QA for all updates of the LRMDS must be carried out (also part of the LRMDS M&E)

F. LR Status Control and Tracking Guidelines

As described in the LRMDS framework V1.0, the LRMDS will consist of four major subsystems:

- Assessment and evaluation system
- Development, acquisition and production system
- Storage and maintenance system
- Publication and delivery system

Each of the above systems has embedded support subsystems dedicated to monitoring the progress of internally developed LR/TR/PDM and the acquisition of externally adopted LR/TR/PDM, including its effectiveness to end users. Identified learning resources will undergo a series of evaluations from school, division and region to establish their suitability and appropriateness to target users.

Though the *educational* evaluation of LR/TR/PDM is beyond the scope of these technical specifications, the evaluation processes will require control and tracking mechanisms to determine the current status of every learning resource, in terms of its location in the workflow processes associated with the major subsystems of LRMDS as outlined above.

PRINCIPLE	GUIDELINES
It must be possible to distinguish between	Division and region systems must clearly distinguish, for each

LR/TR/PDM in terms of their status in the workflow processes	resource, whether that resource is:
	• earmarked for publication, but not yet ready
	• ready for publication
	• assigned to be digitized
	• being repurposed / contextualized
	• undergoing development
	• developed
	• published
	• repurposed / contextualized
	Features of the system that control the above must be administered by an assigned ICT coordinator who oversees:
	• the tracking of the LR through the workflow process
	• the coding convention that indicates revision, version and modification status the LR.
	Repurposed learning resources must be uploaded to LRMDS for re-cataloging and storing

G. Guidelines for Maintenance and Development of the Standards

The following table provides the guidelines for the further development and refinement of the standards and their adoption and continued support by DepED.

PRINCIPLE	GUIDELINES
The standards must be further developed and refined during the design of the STRIVE ICT support systems for LR and LRMDS	The standards must be refined following the functional and technical design of the LRMDS
	(see ICT Workplan (Milestone 14) V1.0, Annex E : Detailed Development & implementation Schedule, Items 70-72)
	First Quarter, 2009
The standards should be adopted and subjected to future review, maintenance and development by DepED	Standards are to be refined and approved by DepED in a Workshop following formulation by STRIVE ICT TAs (representatives of Regions, Divisions, ICT Coordinators, DepED ICT Committee)
	UIS replication plan to include guidelines for further review, development and maintenance of the standards
	(see ICT Workplan (Milestone 14) V1.0, Annex E : Detailed Development & implementation Schedule, Items 70-72)
	First Quarter, 2010
	Replication plan to specify roll out of LRMDS ICT systems by DepED after the lifetime of STRIVE
	To be endorsed by DepED

Annex A

CRITERIA FOR THE USER INTERFACE TO THE LR & LRMDS

Title of the Material:

Format of the Material:

Subject Area:

Target Learner:

Copyright owner:

Rating: YES / NO / Not Applicable

USABILITY CHARACTERISTICS

CHARACTERISTICS	YES	NO	N/A
A Multimedia Design			
1. Media elements are of sufficiently high quality			
2. Clear and precise instructions are provided in accessing multimedia			
3. Appropriate forms of media are used to enhance presentation			
4. The multimedia presentations have a coherent layout, design and background			
5. Video is accompanied by a familiar control panel, featuring pause, volume, and slider (to move quickly to a desired part of the video) controls			
6. Audio (other than short sound effects) is accompanied by a familiar control panel, featuring pause, volume, and slider (to move quickly to a desired part of the audio) controls			
7. All images are accompanied by a detailed explanatory caption that the user can easily access			
8. All spoken sound is accompanied by a detailed textual transcription caption that the user can easily access			

CHARACTERISTICS	YES	NO	N/A
B Overall Interface			
1 The design is visually appealing			
2 The design is simple and not cluttered with irrelevant devices and information			
3 The design is consistent throughout successive pages/displays			
4 The resource contains sufficient information to make it clear to the user how it is to be used			
5 The ways in which the user can navigate through the material are clearly outlined			
6 Labels, buttons, menus, text, and general layout of the resource are consistent and visually distinct			
7 Fonts are readable in terms of size, color and contrast with the background to the text			
8 The user is always made aware of what to do next			

		YES	NO	N/A
9	The resource provides feedback about the system status and the user's responses			
10	The user is informed of the length (e.g. number of pages) of the document			
11	The user is informed of their position in the document relative to its beginning and end			
12	The user is informed when a new window (such as a browser window, tab or pop up) will be displayed			

CHARACTERISTICS	YES	NO	N/A
C Behavior of Controls & System Information			
2. Clear visual indicators are used to display the position of the cursor on the screen			
3. The cursor changes shape to indicate its function/provide information to the user			
4. The resource responds obviously and appropriately to learners' actions			
5. Icons that can be clicked are designed to suggest their intended use			
6. Controls found in many parts of the resource (menus, buttons, and so on) that serve similar functions throughout the resource are placed in similar locations in all displays			
7. Menus, buttons and other familiar controls use familiar formats and appearances			
8. A control that can be clicked provides dynamic information to the user suggesting this (e.g. the mouse cursor changes appropriately and/or the control changes its visual appearance in some way)			
9. A control that has been clicked indicates to the user that the click event has been recognized			

CHARACTERISTICS	YES	NO	N/A
D Customizability/Support for User Preferences			
• The user can adjust the size of the font for displayed text			
• The user can adjust the magnification of displayed materials			
• There are various methods to support navigation (e.g. arrows, keyboard shortcuts, menus, etc)			
• The user can return to a previous state of the system and repeat from there			
• All functionality is accessible through both a mouse and a keyboard or a keyboard alone			
• The user can control the pace at which he/she moves through the material			

CHARACTERISTICS	YES	NO	N/A
E Data Entry by User			
➢ Default values are presented for data entry fields			
➢ Inputs into data entry fields are constrained so that only permissible values can be entered			
➢ The user is informed what the expected format of an entry (e.g. a date value) is, before the user makes the entry			
➢ The user is explicitly told when he or she needs to provide input			
➢ The user can control the length of time required to submit the data on			

CHARACTERISTICS	YES	NO	N/A
a data entry form (e.g. a "done" button is provided for the user to indicate completion of all data entry)			
➢ The user is informed of exactly what is wrong with any erroneous data entries			
➢ The user can correct erroneous data entries / supply missing entries without having to re-enter correct items on the same form			
➢ Items to be entered that are mandatory are clearly marked as such			
➢ Drop down lists of previously entered values should be presented when the user subsequently enters data into similar fields			
➢ Data entry forms support the tab key to move between entry fields			
➢ The fields on the data entry form are visited in a logical order when the tab key is used to move between them			

CHARACTERISTICS	YES	NO	N/A
F Hyperlinks			
• Hyperlink text provides information about where the link will lead			
• Hyperlinks are formatted using acceptable formatting conventions for links (e.g. distinctive underlined font)			
• Hyperlink text is consistently formatted throughout the resource			
• The mouse cursor changes its appearance to inform the user of the presence of a hyperlink when the cursor moves over the text of that hyperlink			
• Hyperlinks that result in the user being directed to material that is external to the current resource are clearly indicated			

10.3 LRMDS Intellectual Property Rights Management Specification

Introduction

The Intellectual Property Right (IPR) Specification is one of the specifications for Learning Resource Management and Development System (LRMDS). It refers to the exclusive right of the commissioned and non commissioned developers and aims to protect them from exploitation via unauthorised reproduction or adaptation of their intellectual property creation for a specified period of time with permission and as mandated in Republic Act No. 8293. This Act provides that the state shall protect and secure the exclusive right of the artist and other gifted citizen to their intellectual property and creation.

Purpose

The Learning Resource Management and Development System (LRMDS) Intellectual Property Rights and Management specification is based on national and international best practices in the emerging areas of digital/non-digital rights management. It is based on ensuring that DepED will meet with relevant statutory and contractual obligations, and optimise the creation, trade and usage of online and analogue content.

Obligations

The Learning Resource Management and Development System (LRMDS) will fulfil the following legislative and leadership obligations in undertaking and delivering the Learning Resources (LR), Teacher Resources (TR), and Professional Development Materials (PDM) to target users.

- To protect copyrighted materials from unauthorized usages and to honour the exclusive rights that are exercised by the management of LRMDS online and analogue content as specified under the Republic Act Number 8293.

- To ensure that the digital rights management model and attendant technology enhances the capacity of the schools sector to cost efficiently meet its statutory obligations under Republic Act Number 8293 and that the model is available to inform the Philippine education sectors' performance in this area.

Monitoring and Usage

The LRMDS IPR specification applies to all learning resources commissioned, catalogued and accessible or located via the LRMDS.

This specification will also be applied to non-commissioned resources proposed for inclusion in the LRMDS repository. Not all of these specifications may be applicable to non-commissioned content and deviations may be negotiated with the rights owner.

The LRMDS IPR specification is the generic specification to be applied to all LR, TR and PDM development and production, evaluation and assessment, storage and distribution. However, a contracted content specification will be based on an adaptation of the available licensing models, legally enacted through contract.

The quality assurance processes applied during content development and production, evaluation and assessment, storage and distribution of LR/TR/PDM will enable continuous monitoring of the applied specifications in terms of their relevance and reliability.

Conformance

Content conforming to this specification must adhere to the principles and the measures and requirements described in this specification.

Principles

The specification will be used to assess whether the creation, trade and usage of the LRMDS intellectual property rights conforms to the following principles:

- Equitable rights licensing

- Authoritative rights branding

- Flexible rights trading

- Legal rights compliance

Equitable rights licensing

The first principle aims to ensure that the negotiation of intellectual property licensing is undertaken in a balanced manner to benefit the education sector as well as stimulating the education resource development market.

Authoritative rights branding

The second principle recognizes the significance of user trust in the management, documentation and publication of rights information by DepED. Enactment of this principle is dependent on agreement to a common structure, format and expression of rights information.

Flexible rights trading

This principle derives from the digital, analogue, modular and dynamic nature of the learning content and its envisaged usages. User assemblage of the learning resources will be supported through rights licensing streamlining and provision of digital/non-digital rights management system within the LRMDS.

Legal rights compliance

The final principle enshrines the System's commitment to acknowledge and respect the rights of the original source.

Measures and requirements

Equitable rights licensing

Measures that will achieve equitable rights licensing include the following:

- Appropriate licensing models, developed in consultation with the DepED that delivers cost-effective resource development.
- Streamlined license negotiation with commissioned and non-commissioned developers based on clearly established LRMDS licensing regime and templates.
- Capacity to negotiate innovative licensing terms that contribute to sustainability of LRMDS resources and offer exploitation opportunities to developers and publishers.

Authoritative rights branding

Measures that will achieve authoritative rights branding include the following:

- Automation of rights management information submission and validation throughout content development.
- Referencing of curriculum materials in standardized, internationally compliant and consistent manner
- Adherence to a minimum set of rights metadata for acceptance into the LRMDS repository.
- Transparent and accessible rights information records that foster target users and community confidence in system performance.

Flexible rights trading

Measures that will achieve flexible rights trading include the following:

- Accommodation of diversity of intellectual property assets within the LRMDS repository.
- Utilization of digital/non-digital rights management system that manages content development and remuneration.
- Use of robust rights information models that can handle complex and dynamic rights agreements, entities, roles and parties.
- Exploit the reuse, repurpose, redevelop and reproduce of modular and dynamic learning content to support new content creations and rewarding of upstream rights holders.

Legal rights compliance

Measures that will achieve legal rights compliance include the following:

- Utilizing the Monitoring and Evaluation System to check and validate content permissions and as appropriate, enforcement technology to protect its usage.

- Availability of digital/non-digital rights management tools to downstream users to ensure capability for meeting rights management responsibilities.

- Availability of rights information to educate users the responsibilities in relation to usage of the LRMDS content.

- Tracking of users and content usage to ensure statutory compliance and compulsory licensing recording within LRMDS.

Maintenance and review

Measures that will achieve maintenance and review include the following:

- Getting feedback from the learners/various stakeholders

- Sourcing of funds (GOs, GAA, NGOs)

- Mobilization of community resources as well as international community in terms of expertise

- Review of existing and incorporation with the new laws of IP rights as related to republic of the Philippines.

Reference

Curriculum Corporation, The Learning Federation: Australia Intellectual Property Rights Specification

Code of Fair Practices in Fair Use for Media in Literacy Education

://www.centerforsocialmedia.org/resources/publications/code_for_media_literacy_education/

Creative Commons ://creativecommons.org/licenses/by-sa/3.0/legal code

2007 Textbook Call Guidelines for Elementary Filipino

Curriculum Corporation, The Learning Federation, Australia

://www.thelearningfederation.edu.au

Republic Act No. 8293 "Intellectual Property Code of the Philippines"

IPR Evaluation Checklist and Guidelines

LRMDS Specification and Guidelines for Intellectual Property Rights Management

Introduction

The technological advancement and explosion of knowledge in our contemporary environment enables the educational community to cope with the increasingly complex and challenging state-of-the-art learning resources. What is true and modern today may become traditional and obsolete tomorrow. LRMDS provides guidelines to update upgrade and sustain the learning, teaching and professional development resources with proper acknowledgement and respect to whom the intellectual property right is due.

Definitions

Modify means enhance the content in which new copyright arises, but only to the extent that the modification cannot meaningfully inform or entertain independently of the original content. Modified materials retain the integrity of the original work. Modifications may consist in, but may not be limited to, updating of content, adding more recent examples, adding activities, worksheets, etc.

Derivative means any work derived from or developed from content including

- An Edited Version
- An Enhancement
- A Supplementary Work

Reproduction means making copies of the work by any means, including, without limitation by sound or visual recording and the right fixation and reproducing fixations of the work including storage of a protected performance or phonogram in digital form or other electronic medium. (://creativecommons.org/licenses/by-sa/3.0/legal code). Reproduction does not entail any change in the content.

Reproduction of textbooks: In the Philippines includes authorization for DepED to reprint within a period of 5 years a maximum of 25% of the original quantity awarded. (2007 Textbook Call Guidelines for Elementary Filipino)

Use- as a verb means to read, view, play, perform, operate or execute the content (depending on its nature and format) within the functionality that is offered by the copyright to an ordinary user. (Curriculum Corporation, 2008)

Reuse means to use again.

Repurpose means to use for another purpose.

Recontextualize means to place or use the original material within a new context.

Textbook (TX) means an instructional material that completely and sufficiently develops the prescribed learning competencies, concepts and or topics for a specific grade or year level in a specific subject area.

Conditions of Use - refers to the document headed "Conditions of Use" which summarizes the conditions applicable to the use of the content.

Guidelines and checklist to support Intellectual Property Rights Management

Instructions:

1. Section A-D should be completed for all resources as the first part of the Evaluation process and before making a decision to catalogue, reproduce and distribute, or redesign and develop a resource.

2. Section E-G relate to Maintenance and Management of the metadata and Catalogue of LRMDS.

3. For each resource complete the Evaluation table. **Place X in all cells that apply.**

4. Complete the IPR Evaluation Report ensuring that all requested details accurate and submit to LRMDS Manager or person requesting the Evaluation.

IPR Evaluation Report

Resource Title:

Copyright owner: *Name, Address, Contact details*

Publisher: *Name, Address, Contact details*

Date of publication:

License Agreement: *Attach a copy to this report as appropriate.*

A. Cataloguing print or digital resources *Cataloguing means creating a record of a resource in a database that will be published online*	Yes *Check all that apply (X)*	No *Check all that apply (X)*
A 1 Is the existing LR/TR/PDM owned by DepED?	A 6	A2
A 2 Is the existing LR/TR/PDM owned by a third party?	A3	A 3
A 3 Is the owner of the LR/TR/PDM able to be identified?	A 4	Do not catalogue. Complete IPR Evaluation Report
A 4 Is there a license agreement available for this LR/TR/PDM?	A 5	A6
A 5 Do the terms in the license agreement allow cataloguing of the resource?	A 6	Complete IPR Evaluation Report.
A 6 The LR/TR/PDM may be Catalogued after successfully passing all other required evaluations.	Prepare IPR Evaluation Report	

B. Reproducing resources for offline distribution *Reproducing resources for offline distribution means to make multiple copies of a resource to distribute.*	Yes *Check all that apply (X)*	No *Check all that apply (X)*
B 1 Is the existing LR/TR/PDM owned by DepED?	B 6	B 2
B 2 Is the existing LR/TR/PDM owned by a third party?	B 3	B 2
B 3 Is the owner of the LR/TR/PDM able to be identified?	B 4	Do not Reproduce Complete IPR Evaluation Report

B. Reproducing resources for offline distribution *Reproducing resources for offline distribution means to make multiple copies of a resource to distribute.*	Yes *Check all that apply (X)*	No *Check all that apply (X)*
B 4 Is there a license agreement available for this LR/TR/PDM?	B 5	B 6
B 5 Do the terms in the license agreement allow reproduction of the resource?	B 6	Do not Reproduce. Complete IPR Evaluation Report
B 6 Are there any quantity restrictions related to reproduction?	B 7. Document in IPR Report	B 7
B 7 Are there any restrictions on redeeming the cost of reproduction and distribution?	B 8. Document in IPR Report	B 8
B 8 The LR/TR/PDM may be Reproduced after successfully passing all other required evaluations.	Prepare IPR Evaluation Report.	

C. Redevelopment of resources: Digitization only *A digital version of a non digital resource is created and all the original content and design is retained.*	Yes *Check all that apply (X)*	No *Check all that apply (X)*
C 1 Is the existing LR/TR/PDM owned by DepED?	C 6	C 2
C 2 Is the existing LR/TR/PDM owned by a third party?	C 3	C 3
C 3 Is the owner of the LR/TR/PDM able to be identified?	C 4	Do not Digitize Complete IPR Evaluation Report
C 4 Is there a license agreement available for this LR/TR/PDM?	C 5	C 6
C 5 Do the terms in the license agreement allow digitization of the resource?	C 6	Do not Reproduce. Complete IPR Evaluation Report
C 6 Are there any restrictions related to digitizing the resource?	C 7. Document in IPR Evaluation Report.	C 7
C 7 It can be verified that all design and content of the resource is the original work of the documented author/s.	C 8	C 8 Complete IPR Evaluation Report
C 8 Originality of the resource can be verified and acknowledgements of all sources of reference are identified.	C 9	Do not digitize Complete IPR Evaluation Report

C. Redevelopment of resources: Digitization only *A digital version of a non digital resource is created and all the original content and design is retained.*	Yes *Check all that apply (X)*	No *Check all that apply (X)*
C 9 Are there any restrictions relating to access and distribution via secured online distribution?	C 10. Document in IPR Evaluation Report.	C 11
C 10 The LR/TR/PDM may be Digitized after successfully passing all other required evaluations.	Prepare IPR Evaluation Report.	
C 11 The LR/TR/PDM may be digitized and upload for distribution via the LRMDS repository successfully passing all other required evaluations.	Prepare IPR Evaluation Report.	

D. Redevelopment of resources: Modification and redesign *A resource is created using the content of a previous version of a resource and where necessary new content is created.*	Yes *Check all that apply (X)*	No *Check all that apply (X)*
D 1 Is the existing LR/TR/PDM owned by DepED?	D 6	D 2
D 2 Is the existing LR/TR/PDM owned by a third party?	D3	D 3
D 3 Is the owner of the LR/TR/PDM able to be identified?	D 4	Do not modify. Complete IPR Evaluation Report
D 4 Is there a license agreement available for this LR/TR/PDM?	D 5	D 7
D 5 Do the terms in the license agreement allow modification of the resource?	D 6	Do not modify. Complete IPR Evaluation Report.
D 6 Is all the copyright vested in DepED?		D7
D7 Is copyright of all material vested in one party?	D 8	Identify in the IPR Evaluation report required permissions to be cleared.
D 8 Is DepED authorized to modify the copyrighted LR/TR/PDM for purposes of instruction and or training?	D 9	Identify in the IPR Evaluation report required permissions to be cleared.
D 9 Is DepED authorized to create derivatives of the copyrighted LR/TR/PDM for purposes of instruction and or training?		Identify in the IPR Evaluation report required permissions to be cleared.
D 10 The LR/TR/PDM may be modified and redesigned after successfully passing all other required evaluations.	Prepare IPR Evaluation Report The minimum set of rights metadata for	

D. Redevelopment of resources: Modification and redesign *A resource is created using the content of a previous version of a resource and where necessary new content is created.*	**Yes** *Check all that apply (X)*	**No** *Check all that apply (X)*
		modifying the LR/TR/PDM is documented in the IPR Evaluation.
		Copyright owner, Entity parties, License agreements
		Address and contact details of copyright owner
		Conditions/restrictions for modification and redevelopment.

E. IPR Guidelines and checklist for new and redeveloped and digitized LR/TR/PDMS to be included in LRMDS repository.

Instructions:

1. The following Guidelines and Checklist refer to new and redeveloped LRs/TRs/PDMs that are to be reproduced, catalogued or uploaded in the LRMDS

2. Section E should be completed by the Division/Regional LRMDS personnel responsible for metadata.

E. Design and Develop	YES	NO
E.1. The redesign and development work including all the new content creation is without infringement/offense from the original copyright.	E 2	Do not reproduce or catalogue Review content for IPR conformance
E.2. Has permission been granted from the third party copyright owner for all third party content included in the resource?	E 3	Do not catalogue. Seek permission and acknowledgement requirements for all third party content included in the resource.
E. 3 Copyright information, acknowledgements are documented in the resource	E 4	E 4
E. 4 Copyright information, acknowledgements can be documented in the metadata	E 5	Do not catalogue or upload resource to LRMDS
E. 5 Complete Rights metadata	The minimum set of rights metadata for the LR/TR/PDM is documented in the Rights Elements of the Metadata. Copyright owner, Entity parties, License agreements Address and contact details of copyright owner Conditions/restrictions for modification and redevelopment.	

F. Maintenance of LR/TR/PDMs catalogued and included in LRMDS

Section F is completed annually by the LRMDS Region QA Team

Specifications			
F. Maintenance	**Yes**	**No**	
F.1 Annual review and incorporation of new and existing legal requirements for IP rights completed.	Record of all LR/TR/PDM IPR update filed with LRMDS Manager.	Identify LRs requiring IP rights updates	

G. Publication of LR/TR/PDMs catalogued and included in LRMDS

Section G is completed by the LRMDS Administration and Publication personnel prior to the publication of the LR/TR/PDM.

Specifications			
G. Publication and Cataloguing	**YES**	**NO**	
G.1 The minimum set of rights metadata for digitizing LRs/TRs/PDMs is documented	Copyright owner, entity parties License agreement dates Address and contact details of copyright owner Conditions of use included in metadata.		

10.4 LRMDS Accessibility Specification

What is accessibility?

Learners bring different capabilities, experiences, and motivations to formal or alternative learning situations/environments. Regardless of age, intellectual/physical abilities, preferred modality of learning, gender, social and cultural orientation and/ or geographic location, all learners must have reasonable access to a variety of instructional resources necessary for them to achieve in an efficient and effective manner, prescribed basic education and personal life-long learning goals.

Learning from instructional materials, particularly predominantly print materials, however, can be seriously impeded by various forms of disabilities. The obstacles to access can compromise a learner's ability to succeed academically or pursue a career.

A learning disability is a neurological disorder and is not synonymous to not being bright, intelligent or smart. The learning disabled have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information without interventions in terms of strategies or customized instructional resource. ://www.ldonline.org/ldbasics/whatisld. Since a learning disability is a lifelong issue, access to appropriate learning resources early on is critical.

In addition to learning disabilities, there are other disabilities, such as, mental retardation, autism, deafness, blindness, and behavioral disorders. While these are not learning disabilities, learners with these conditions are the targets of accommodations and other provisions for special education.

Access problems also exist in relation to lack of educational opportunities caused by economic, gender, social, cultural reasons, peace and order conditions, or limited proficiency in the language of instruction. The learners whose access to educational resources is compromised by these factors are NOT the targets of the Accessibility Principles and Measures in this section.   Their needs are addressed within the General Education principles.

The development of this specification for Accessibility has been guided by CAST Universal Design for Learning; ://www.cast.org/publications/UDLguidelines/version1.html and Accessibility Specification for Content Development, The Learning Federation, Australia. ://www.thelearningfederation.edu.au

Purpose

The purpose of developing specifications and requirements for Accessibility is to guide the Department of Education in the evaluation and assessment, procurement, development and production, and utilization of learning resources appropriate for learners with special requirements as a result of varying neurological, cognitive, and/or physical difficulties.

To help learners with neurological, cognitive/physical difficulties achieve prescribed learning goals in the context of inclusive instruction

To ensure that learners with special needs have access to basic curriculum resources equivalent to those provided for in regular education

To ensure that teachers have access to teaching and staff development resources that can support differentiated learning and the implementation of the policy of inclusive education

Obligations

1. Disseminate information on the principles and specifications for Accessibility to the educational community and other stakeholders

2. To validate the principles and specifications for Accessibility with professionals and other associations advocating for the educational needs of special learners

3. Revise/update the specifications after consultations with stakeholders and professionals involved in special education.

Maintenance and usage

The principles and specifications to improve access of learners with special needs to basic curriculum resources will be reviewed annually by a task force created by the TWG NLS for this specific purpose. The task force will be composed of general, subject area and special education supervisors from both

private and public education sectors with CO (Bureaus and IMCS), Regional, Division and school (if possible) level representation. The Accessibility principles and specifications will be reviewed, revised and endorsed by the task force to the NLS which will submit the same to the three bureaus for approval.

The principles and specifications are intended to guide teachers and instructional resource developers in modifying existing, previously evaluated resources to render them more **accessible** to learners with varying needs or in designing new resources to meet the needs of special learners in an inclusive environment.

Conformance

The principles and specifications form part of the LRMDS specifications and constitute the conformance version of its Accessibility Specifications at the time of publication to the LRMDS portal.

The Regional LRMDS Manager will lead the LRMDS regional and division team review of the principles and specs every two years or earlier as required by DepED policy. Proposed revisions will be submitted to NLS TWG or other designated CO unit for approval.

Principles

Legal/ Administrative Compliance

At the minimum, learning resources must demonstrate compliance with existing legislation or administrative issuances on providing or improving authentic access to a wide variety of learning resources for Filipino learners with special needs.

(The Learning Federation, *Accessibility Specification for Content Development*)

Learner Focus

Resources must be appropriate (flexible and adaptable) to the needs of those with learning disorders and of those educable learners with physical and other forms of disabilities.

(The Learning Federation, *Accessibility Specification for Content Development*)

Delivery/ Access and Utilization

Delivery/Access and Utilization - Learning resources must be deliverable/ accessible in various formats and adaptable to a variety of instructional settings or learning contexts to suit the needs of those with learning difficulties and of those educable learners with physical and other forms of difficulties.

DepED. ICT Integration in Basic Education Guidance & Template)

Measures and requirements

Legal and Administrative compliance

Legal/ Administrative compliance	Measures	Specific Indicators
	Supportive of laws relevant to improving access for learners with special needs and DEP ED policies on Special Education, language of instruction	The material can be translated into mother tongue as required
	Knowledge/skills/attitudes/values compliant or aligned with the approved curriculum	Knowledge/ skills/ attitudes content of the instructional resource are in compliance with or can be demonstrated to be aligned with the curriculum
	Reproduction, modification and use of resources are compliant with generally accepted IPR practices and with specific international	Reproduction and or modification of the learning resource comply with international agreements, local IPR laws and other generally

	agreements to which the Philippines is a party	accepted intellectual property rights practices

Learner Focus

Flexibility and Adaptability: The LR should be accessible and appropriate for individuals with different backgrounds, learning styles, cognitive abilities and disabilities in widely varied learning contexts which may include the following options.

The learning resources must provide alternative/ multiple means of representation, expression and engagement.

Varying/multiple representations

Perceptions:

- customize the display of information
- provide alternatives for auditory information
- provide alternatives for visual information

Language and symbols:

- options to define vocabulary and symbols
- options to clarify syntax and structure
- options to help decode text and mathematical notation
- options promote cross-linguistic understanding illustrate key concepts

Comprehension:

- provide or activate background knowledge
- highlight critical features, big ideas, and relationship
- guide information processing options that support memory and transfer
-

Varying/multiple expressions

Physical actions:

- mode of physical response
- accessing tools and assistive technologies

Expressive skills and fluency:

- media for communication
- tools for composition and problem solving options in the scaffolds for practice and performance

Executive functions:

- guide effective goal-setting
- support planning and strategy development
- facilitate managing information and resources options that enhance capacity for monitoring progress

Varying/multiple Engagement

Recruiting interest:

- increase individual choice and autonomy
- enhance relevance, value and authenticity reduce threats and distractions

Sustaining effort and persistence:

- heighten salience of goals and objectives
- vary levels of challenge and support
- foster collaboration and communication increase mastery-oriented feedback

Self-regulation:

-guide personal goal-setting and expectations

-scaffold coping skills and strategies develop self-assessment and reflection

Varying Access and Utilization

1. Can be used in varied instructional settings: self-paced, independent, teacher-facilitated, peer or group

2. Instructional materials can be used in varied settings

3. Can be easily transformed into different formats

4. Alternative formats are available as appropriate

5. Intuitive, logical, easy to use and navigate

6. The LR materials respond to or in accordance with accessibility user profiles

   - visual impairment

   - hearing impairment

   - physical impairment

   - cognitive impairment

Guidelines

In **purchasing** instructional resources to meet special learning needs, applicable IMCS standards and requirements should be satisfied. In addition, (1) Intellectual Property Rights clearance (refer to Guidelines and Specifications for LRMDS IPR MANAGEMENT) should be ensured and where possible and/or desirable the technical format of the instructional resource intended for purchase should be capable of being rendered into multiple presentation formats (properly formatted Braille, Digital Talking Book, etc.). The resources to be purchased in relation to meeting special needs should provide equivalent learning as those resources prescribed for regular learners to meet the needs of the basic curriculum.

2. For **evaluating and cataloguing resources**, refer to **Education Soundness Specifications**

3. For **digitizing and modifying, design and development of new instructional resources** to meet special education needs, refer to IPR Management procedures and technical specifications, that is, if the instructional resource intended for modification is capable of being rendered into multiple presentation formats (properly formatted Braille, Digital Talking Book, etc.) before considering the specific indicators for Accessibility.

4. Consider the measures and specifications to **modify,** and for the **design and development of new instructional resources** indicated in this document less as prescriptions and more as a set of strategies that can be employed to overcome or minimize the barriers inherent in most existing print curricular materials. The specifications are recommended for the design and development of new instructional resources, to ensure that the instructional resource is more flexible and may accommodate learners with special needs in an inclusive environment.

Principles, Measures and Specifications Evaluation Instrument

Digitizing and modifying, design and development of new instructional resources

Principle	Measures	Specific Criteria Descriptors	Yes	No	Comments
Provide Multiple Means of Representation	**Options for perception:** Display/presentation of information is appropriate to learners with auditory, visual impairments				
		Hearing impaired:			
		Dialogue in video materials have text equivalent in the			

Principle	Measures	Specific Criteria Descriptors	Yes	No	Comments
		form of captions			
		Sounds in video materials have equivalents in the form of visual effects or alerts			
		Visually Impaired:			
		There is appropriate contrast between background and text and images			
		Multimedia materials - There are sound equivalents for visual effects and alerts			
		There are touch equivalents for key visuals, physical objects and spatial models			
		Text- Size of font is appropriate for those with diminished vision			
	Options for language and symbols Inequalities to access arise when information is presented to all students, regardless of their abilities and learning needs, through a single form of representation. An important instructional strategy is to ensure that alternative representations are provided not only for accessibility, but for clarity and comprehensibility across all students.	Various learning disabilities			
		Text demonstrates how complex expressions are composed of simpler words or symbols (e.g. "power – less – ness")			
		Support for unfamiliar references (e.g. domain specific notation, idioms, figurative language, jargon, archaic language, colloquialism, and dialect) are embedded within the text			
		Support for vocabulary and symbols (e.g. hyperlinks or footnotes to definitions, explanations, illustrations, previous coverage, for electronic resources, there are hyperlinks to online dictionaries, thesauri, etc.; for print materials, contains glossary of terms) are embedded within the text			

Principle	Measures	Specific Criteria Descriptors	Yes	No	Comments
		Complex concepts are simplified through the use of multiple examples			
		Text available or translatable to first language or mother tongue of intended users			
		Key concepts presented in one form of symbolic representation (e.g. an expository text or a math equation) are complemented with an alternative form (e.g. illustration, etc.)			
	Options that illustrate key concepts non-linguistically Text is a weak format for presenting many concepts and for explaining most processes especially for students who have text- or language-related disabilities. Providing alternatives like illustrations, simulations, images or interactive graphics – can make the information in text more comprehensible and accessible to learners with special needs	The learning resource provides one or more of the following options:			
		Key concepts presented in one form of symbolic representation (e.g. an expository text or a math equation) are complemented with an alternative form (e.g. an illustration, diagram, model, video, comic strip, storyboard, photograph, animation, physical or virtual manipulative)			
		Key concepts presented in illustrations or diagrams are complemented with verbal equivalents, explanations, or enhancements			
		Explicit links are made between information provided in texts and any accompanying representation of that information in illustrations, charts, or diagrams			
	Options that promote cross-linguistic understanding;				

Principle	Measures	Specific Criteria Descriptors	Yes	No	Comments
	Accessibility of a learning resource can be increased when there are options for the language of a learning resource to be explicitly linked with other spoken languages, like the mother tongue of the learners. This is particularly helpful when children are literate in those languages, rather than just orally proficient. Providing clear links between the relationships among different languages allows children to think flexibly and strategically about how they might use their strengths in one language to promote understanding in another.				
		Whenever possible, all key information in the language of instruction (e.g. English) is also available or translated in mother tongue			
	Options for Comprehension Proper design and presentation of information; Individuals differ greatly in their skills in information processing and in their access to prior knowledge through which they can assimilate new information.				
		Uses explicit prompts for each step in a sequential process			
		Uses a variety of cognitive strategies (graphic organizers, such as, concept map, organizers, KWL, etc.)			
		Learning design includes ample activities to scaffold comprehension			
	Options for physical action LR provides alternative means of navigation for physical interaction	LR has one or a combination of the following means as appropriate			
		by hand by voice by single switch by joystick			

Principle	Measures	Specific Criteria Descriptors	Yes	No	Comments
		by keyboard or adapted keyboard			
		by keyboard commands for mouse action			
		by switch options			
		by alternative keyboards			
		by customized overlays for touch screens and keyboards			
	Options for expressive skills and fluency- LR's contain alternative modalities for expression and fluency such as multiple media, devices, templates, etc.				
		The resource provides learners with varying special needs different forms of expressing themselves competently (e.g. writing, singing, dance, poetry, art, etc.)			
		Provides and/or allows learners with multiple special needs to use a variety of flexible and accessible tools (e.g. learning to draw with a compass, spell checkers for writing assignments, calculators for computing) to more successfully articulate what they know.			
	Options for executive function	LR provides an adequate number of the following strategies or activities:			
		There are prompts for readers to "stop and think" before acting			
		Includes activities that break long-term goals into reachable short-term objectives			
		Uses graphic organizers and templates for data collection and organizing information			
		Contains guided questions for monitoring or templates that guide self-reflection on quality and completeness of work			
		Contains and explains the use of different forms of self-assessment			
	Options for Recruiting Interest	LR has two or more options of activities:			
		LR has varied activities/with varied levels of difficulty/			

Principle	Measures	Specific Criteria Descriptors	Yes	No	Comments
		novelty to choose from			
		Various types of rewards or recognition for effort are available			
		Uses varied contexts or content for practicing skills			
	Options for sustaining learner effort and persistence The resource has activities to help sustain learner effort and persistence	The learning resource provides for combinations of the following options as maybe appropriate:			
		Goals and objectives of tasks are persistently displayed in symbols or enhanced text			
		Has provisions for being used by individuals, and small groups in collaborative settings			
		Accepts several levels of acceptable performance			
		Contains prompts that guides learners when and how to ask peers and or to ask teachers for help			
	Options for self-regulation LR provides activities that uses the intrinsic abilities of the learners to regulate their own emotions and motivations	Contains prompts, reminders, guides, rubrics, checklists that focus on:			
		Includes activities in which the learners get timely and understandable feedback from various sources.			
		LR provides access to alternative scaffolds (charts, templates, feedback, displays) to enable user to know how he is progressing			
Delivery/Access /Utilization					
	LR can be used in varied instructional settings	Instructional Materials can be used in one or more of the following settings: classroom, resource room, home, rehabilitation center, community-based center			
		Can be used in varied instructional settings: self-paced/, independent, teacher-facilitated big group, peer			

Glossary of Terms

Special education	Refers to instruction that is specially designed to meet the unique needs of learners with varying forms of disabilities.
Inclusion	Inclusion is defined as 'providing specially designed instruction and supports for students with special needs in the context of regular education settings.' (*Educating Students with Disabilities in General Education classrooms: Research Articles as cited in Module I References- Foundation, Trends, Legal, and Ethical Issues in Special Education*) Inclusion also means providing all students within the mainstream appropriate educational programs that are challenging yet geared to their capabilities and needs as well as any support and assistance they and or their teachers may need to be successful in the main stream (from '*Education of children with Special Needs in the Philippines" by Teresita Inciong*)
Disability	Refers to any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being. (*Educating Students with Disabilities in General Education classrooms: Research Articles as cited in Module I References- Foundation, Trends, Legal, and Ethical Issues in Special Education*)
Universal learning design	'Universal Design for Learning (UDL) is an approach that addresses and redresses the primary barrier to making expert learners of all students. UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. A universally designed curriculum is designed from the outset to meet the needs of the greatest number of users, making costly, time-consuming, and after-the-fact changes to curriculum unnecessary. The design for learning is built around three major principles: provision of multiple means of representation, provision of multiple means for action and expression, and provision of multiple means for engagement. The recommended principles and measures in this document were adopted from UDL. (*Center for Applied Special Technology, CAST has earned international recognition for its development of innovative, technology-based educational resources and strategies based on the principles of Universal Design for Learning UDL-* *://www.cast.org/publications/UDLguidelines/version1.html*
Impairment	Refers to any loss or abnormality of psychological, physiological or anatomical structure or function (*Educating Students with Disabilities in General Education classrooms: Research Articles as cited in Module I References- Foundation, Trends, Legal, and Ethical Issues in Special Education*)
Blindness, low vision	*Low vision* is defined as visual acuity of less than 6/18, but equal to or better than 3/60, or corresponding visual field loss to less than 20 degrees, in the better eye with best possible correction. *Blindness* is defined as visual acuity of less than 3/60, or corresponding visual field loss to less than 10 degrees, in the better eye with best possible correction. (*10th Revision of the International Statistical Classification of Diseases, Injuries and Causes of Death*)
Hearing impaired	A hearing impairment exists when an individual is not sensitive to the sounds normally heard by its kind. In human beings, the term hearing impairment is usually reserved for people who have relative insensitivity to sound in the speech frequencies. The severity of a hearing impairment is categorized according to *how much* louder a sound must be made over the usual levels before the listener can detect it. In profound deafness, even the loudest sounds that can be produced by the instrument used to measure hearing (audiometer) may not be detected. There is another aspect to hearing that involves the quality of a sound rather than amplitude. In people, that aspect is usually measured by tests of speech discrimination. Basically, these tests require that the sound is not only detected but understood. There are very rare types of hearing impairments which affect discrimination alone. *://en.wikipedia.org/wiki/Hearing_impaired*
Accommodations	Accommodations are alterations in the way tasks are presented that allow children with learning disabilities to complete the same assignments as other students. Accommodations do not alter the content of assignments, give students an unfair advantage or in the case of assessments, change what a test measures. They do make it possible for students with LD to show what they know without being impeded

	by their disability. *National Center for Learning Disabilities (2006)*
Learning disorder	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia (*United States Department of Education, 2006*).