



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

DEPARTMENT OF EDUCATION
Schools Division of Biñan City
RECORDS SECTION

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DIVISION MEMORANDUM

No. 322, s. 2021

COMPOSITION OF DIVISION DEVELOPERS AND QUALITY ASSURANCE TEAM OF TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE), TECHNICAL VOCATIONAL LIVELIHOOD (TVL) AND HOMEROOM GUIDANCE PIVOT LEARNERS PACKET

To : Assistant Schools Division Superintendent
Chief, School Governance and Operations Division
Chief, Curriculum Implementation Division
Public Schools District Supervisors
Schoolheads
All School Heads

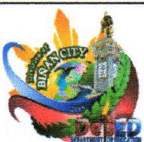
1. Relative to DM-CI-2020-000 dated May 6, 2020 entitled Clarifications on the Use of the Most Essential Learning Competencies (MELCs) and in adherence to the Department of Education's commitment to deliver basic education and to ensure that there are available learning resources, this Office through the Learning Resources Management Section announces the Composition of the Division Developers and Quality Assurance Team of Technology and Livelihood (TLE), Technical Vocational Livelihood (TVL) and Homeroom Guidance Pivot Learners Packet (LeaP).
2. Attached are the designated personnel of the Division LeaP Developers and QA Team, Terms of Reference, LeaP Templates, and Evaluation Tool for Learner's Packet (LeaP).
5. Immediate dissemination of this Memorandum is desired.

EDNA FAURA-AGUSTIN
Schools Division Superintendent

Encl: As stated
Reference: DM-CI-2020-000

CID/LRM / Composition of Division Developers and Quality Assurance Team of Technology and Livelihood Education (TLE), Technical Vocational Livelihood (TVL) and Homeroom Guidance Pivot Learners Packet
/ 08/19/2021

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Telephone no: 511-4143/ 511-8620/ 511-4191/ 511-8746

DIVISION MANAGEMENT TEAM

| COMMITTEE | ASSIGNMENT | DESIGNATION |
|---|-----------------------|--|
| Edna Faura-Agustin Edgardo B. Militante | Chairperson | Schools Division Superintendent Asst. Schools Division Superintendent |
| Mary Ann L. Tatlongmaria | Co-Chairperson | Chief-CID |
| Evelyn P. De Castro Lani A. Alonte Rodrigo M. Rodriguez Jr. | Focal Lead Persons | EPS – LRMS EPS-EPP/TVL EPS - ESP |
| Marilyn E. Macababbad Allan E. Medenilla Minerva V. Tantiado Lougie K. Marcellana Vanessa K Estor | Team Members | PDO II Librarian II LR/LSB clerk |



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Department of Education
 REGION IV-A CALABARZON
 CITY SCHOOLS DIVISION OF BIÑAN CITY

DEVELOPERS/QUALITY ASSURANCE TEAM

Learning Area: **TVL**
 Focal Person/s: **EVELYN P. DE CASTRO & LANI A. ALONTE**

Grade Level: **SENIOR HIGH SCHOOL**
Quarter/Week: **QUARTERS 3 & 4**

| Week | DEVELOPERS | | | QUALITY ASSURANCE TEAM | | |
|--------------------------|-----------------------------------|---------------------------|--------------------|-------------------------------------|---------------------|---|
| | Writer | Illustrator | Layout Artist | Content Evaluator | Language Evaluator | Layout Evaluator |
| 1 to 4 | Sarah Lee V.Sablayan | Jonathan Marc F. Castillo | Allan E. Medenilla | Olivia M. Hibaya/Jocelyn J. Morales | Rosauro M. Molina | Allan E. Medenilla/ Evelyn P. De Castro |
| 5 to 8 | Hazel Marie Rieza-Fonte | | | | | |
| | | | | | | |
| AFA - FOOD PROCESSING 10 | | | | | | |
| WEEK | Writer | Illustrator | Layout Artist | Content Evaluator | Language Evaluator | Layout Evaluator |
| 1 to 4 | Emma B. Belason/Erma A. Magbitang | Jonathan Marc F. Castillo | Allan E. Medenilla | Olivia M. Hibaya/Jocelyn J. Morales | Rosauro M. Molina | Allan E. Medenilla/ Evelyn P. De Castro |
| 5 to 8 | | | | | | |
| | | | | | | |
| HE - DRESSMAKING 9 | | | | | | |
| WEEK | Writer | Illustrator | Layout Artist | Content Evaluator | Language Evaluator | Layout Evaluator |
| 1 and 6 | Alyssa M. Sembrano | Loreta Batas | Allan E. Medenilla | Olivia M. Hibaya/Lani A. Alonte | Nympha V. Yapsangco | Allan E. Medenilla/ Evelyn P. De Castro |
| 2 to 5 | Janice O. Arpon | | | | | |
| 7 and 8 | Rhea L. Mosqueda | | | | | |



| | | | | | | |
|---|-----------------------|-------------------|--------------------|-------------------------------------|---------------------|--|
| HE - DRESSMAKING 10 | | | | | | |
| WEEK | Writer | Illustrator | Layout Artist | Content Evaluator | Language Evaluator | Layout Evaluator |
| 1 to 4 | Dinna A. Platon | Loreta Batas | Allan E. Medenilla | Olivia M. Hibaya/Lani A. Alonte | Mel Ria E. Alonte | Allan E. Medenilla/ Evelyn P. De Castro |
| 5 to 8 | Victoria S. De Guzman | | | | | |
| | | | | | | |
| ICT - COM PROG ORACLE | | | | | | |
| WEEK | Writer | Illustrator | Layout Artist | Content Evaluator | Language Evaluator | Layout Evaluator |
| 1 to 2 | Angel Espino | Sonny Bhoy Flores | Allan E. Medenilla | Lester R. Ramos | Divina P. Maming | Allan E. Medenilla/ Evelyn P. De Castro |
| 3 to 4 | Darwin Clutario | | | | | |
| 5 to 6 | Raymond Gonzaga | | | | | |
| 7 to 8 | Ma. Grace Miranda | | | | | |
| IA - CARPENTRY 7-8 | | | | | | |
| WEEK | Writer | Illustrator | Layout Artist | Content Evaluator | Language Evaluator | Layout Evaluator |
| 1 | Rolando A. Tasico | - | Allan E. Medenilla | Manolito P. Asetre/Lani A. Alonte | Nympha V. Yapsangco | Allan E. Medenilla/ Evelyn P. De Castro |
| 2 to 3 | | | | | | |
| 4 | | | | | | |
| 5 - 7 | | | | | Mel Ria E. Alonte | |
| 8 | | | | | Mel Ria E. Alonte | |
| AFA - FOOD PROCESSING 7/8 - SUGAR CONCENTRATION | | | | | | |
| WEEK | Writer | Illustrator | Layout Artist | Content Evaluator | Language Evaluator | Layout Evaluator |
| 1 to 4 | Emma B. Balason | - | Allan E. Medenilla | Olivia M. Hibaya/Jocelyn J. Morales | Nympha V. Yapsangco | Allan E. Medenilla/ Evelyn P. De Castro |
| 5 to 8 | | | | | Mel Ria E. Calub | |



DEVELOPERS/QUALITY ASSURANCE TEAM

Learning Area: **HOMEROOM GUIDANCE PROGRAM**

TVL

Focal Person/s: **EVELYN P. DE CASTRO & LANI A. ALONTE**

Grade: **FIVE & SIX**

Level:

Quarter: **QUARTERS 3 & 4**

/ Week:

| GRADE 5 | | | | | | | | | |
|---------|---|---------------------------------------|---|--------------------|------------------------|-----------------|---|--------------------|------------------------|
| MELC | Description/Title of learning Resources | DEVELOPERS | | | QUALITY ASSURANCE TEAM | | | | |
| | | Writer | Illustrator | Layout Artist | Content Editor | Language Editor | Content Evaluator | Language Evaluator | Layout Evaluator |
| 6 | Participate in effective ways of solving problems concerning family, school and community. HGIPS-IIIId-10 | Jennifer S. Jurado (San Francisco ES) | Jael Faith T. Ledesma | Jennifer S. Jurado | Cecilia A. Jerez | Edna C. Sta Ana | Rodrigo M. Rodriguez/Arace li C. Amoranto | Edna C. Sta. Ana | Marilyn E. Macababba d |
| 7 | Note the lessons learned from participating in community activities. HG1a-IIIf-14 | Maribel A. Villano (San Vicente ES) | Sonny Bhoy Flores, Joseph Ocfemia, Jael Faith Ledesma, Belinda Samera | Maribel A. Villano | Cecilia A. Jerez | Edna C. Sta Ana | Rodrigo M. Rodriguez/Arace li C. Amoranto | Edna C. Sta. Ana | Jael Faith T. Ledesma |
| 8 | Reflect on the learnings from various experiences that will serve as guide and lesson in achieving | Rosemarie AC. Alag (Pagkakais a ES) | Imeelyn Zamora, Sonny Bhoy Flores | Rosemarie AC. Alag | Cecilia A. Jerez | Edna C. Sta Ana | Rodrigo M. Rodriguez/Arace li C. Amoranto | Edna C. Sta. Ana | Jael Faith T. Ledesma |



| | | | | | | | | | |
|---|--|-------------------------------------|-----------------------|------------------------|------------------|-----------------|--|------------------|-----------------------|
| | success. HGIA-III f-15 | | | | | | | | |
| 9 | Examine the steps of self-preparedness in accordance with the skills in the chosen career. HGCI-III j-25 | Ma. Elena B. Hernandez (Platero ES) | Jael Faith T. Ledesma | Ma. Elena B. Hernandez | Cecilia A. Jerez | Edna C. Sta Ana | Rodrigo M. Rodriguez/Araceli C. Amoranto | Edna C. Sta. Ana | Jael Faith T. Ledesma |

GRADE 6

| MELC | Competency | Writer | Illustrator | Layout Artist | Content Editor | Language Editor | Content Evaluator | Language Evaluator | Layout Evaluator |
|------|--|---|---------------------------------------|-------------------------|------------------|------------------|---------------------------------------|--------------------|---------------------|
| 1 | Share the ability to protect personal and private information in social media. HGIPS-III b-3 | Paul Anthony B. Aldon (Sto. Tomas ES) | - | Paul Anthony B. Aldon | Cecilia A. Jerez | Edna C. Sta. Ana | Rodrigo M. Rodriguez/Cecil e A. Jerez | Edna C. Sta. Ana | Marilyn Macababba d |
| 2 | Practice personal care and safety lessons in times of needs. HGIPS-III b-4 | Lordjhem e W. Villarias (Pagkakaisa ES) | Marilyn Macababba d/Sonny Bhoy Flores | Lordjhem e W. Villarias | Cecilia A. Jerez | Edna C. Sta. Ana | Rodrigo M. Rodriguez/Cecil e A. Jerez | Edna C. Sta. Ana | Marilyn Macababba d |
| 3 | Increase the level of ability to appropriately address personal and social issues. HGIPS-III c-7 | Grace Remollo Oaferina (Pagkakaisa ES) | - | Grace Remollo Oaferina | Cecilia A. Jerez | Edna C. Sta. Ana | Rodrigo M. Rodriguez/Cecil e A. Jerez | Edna C. Sta. Ana | Marilyn Macababba d |



| | | | | | | | | | |
|---|---|---|----------------|----------------------|------------------|------------------|---------------------------------------|------------------|------------------------|
| 4 | Identify different skills that others may benefit from. HGIPS-IIIId-8 | Catherine O. Redito (Malaban ES) | Joseph Ocfemia | Catherine O. Redito | Cecilia A. Jerez | Edna C. Sta. Ana | Rodrigo M. Rodriguez/Cecil e A. Jerez | Edna C. Sta. Ana | Greg P. Jaque |
| 5 | Explain the significance of seeking or rendering help in solving problems. HGIPS-IIIId-9 | Ella Mae K. Eseo (Malaban ES) | - | Ella Mae K. Eseo | Cecile A. Jerez | Edna C. Sta. Ana | Rodrigo M. Rodriguez/Cecil e A. Jerez | Edna C. Sta. Ana | Marilyn E. Macababba d |
| 6 | Participate in effective ways of solving problems concerning family, school and community. HGIPS-IIIId-10 | Daryl May C. Esmasin (San Francisco ES) | Joseph Ocfemia | Daryl May C. Esmasin | Cecile A. Jerez | Edna C. Sta. Ana | Rodrigo M. Rodriguez/Cecil e A. Jerez | Edna C. Sta. Ana | Greg P. Jaque |
| 7 | Note the lessons learned from participating in community activities. HGIA-IIIIf-14 | Nimfa E. Verosil (Ganado ES) | Joseph Ocfemia | Nimfa E. Verosil | Cecilia A. Jerez | Edna C. Sta. Ana | Rodrigo M. Rodriguez/Cecil e A. Jerez | Edna C. Sta. Ana | Greg P. Jaque |
| 8 | Reflect on the learnings from various experiences that will serve as guide and lesson in achieving success. HGIA-IIIIf-15 | Rosemari e AC. Alag (Pagkakaisa ES) | Joseph Ocfemia | Rosemari e AC. Alag | Cecilia A. Jerez | Edna C. Sta. Ana | Rodrigo M. Rodriguez/Cecil e A. Jerez | Edna C. Sta. Ana | Greg P. Jaque |
| 9 | Examine the steps of self-preparedness in accordance with the skills in the chosen career. HGCI-IIIj-25 | Marlene P. Maling (Tubigan ES) | Joseph Ocfemia | Marlene P. Maling | Cecilia A. Jerez | Edna C. Sta. Ana | Rodrigo M. Rodriguez/Cecil e A. Jerez | Edna C. Sta. Ana | Greg P. Jaque |





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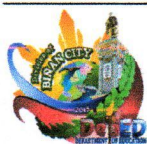
TERMS OF REFERENCES
LEARNERS PACKET

| Designation | Terms of Reference |
|-------------------------------|--|
| Chairperson Co-chairperson | <ul style="list-style-type: none">• Oversee the conduct of LeaP development and quality assurance |
| Focal Lead person | <ul style="list-style-type: none">• Monitor the conduct of evaluation, review, and validation of LeaP• Capacitate developers and QA team through orientation |
| Team Member | <ul style="list-style-type: none">• Facilitate the development and quality assurance• Capacitate developers and QA team through orientation• Identify, notify and update developers and QA team members• Log/transmit the resources to QA team members with corresponding tools (if needed)• Provide technical assistance to developers and QA team members• Consolidate evaluation/review validation reports to be submitted to the team leaders/chair• Forward the quality assured LR to the team leader/co-chair/chair for recommendation to and for approval of the highest approving authority• Prepare the quality assurance reports• Upload the quality assured LeaPs in the SDO link |
| Facilitator | <ul style="list-style-type: none">• Facilitate the development and quality assurance• Capacitate developers and QA team through orientation• Identify, notify and update developers and QA team members• Log/transmit the resources to QA team members with corresponding tools (if needed)• Provide technical assistance to developers and QA team members |
| Legal Officer | <ul style="list-style-type: none">• Provide advice on different legal issues and assist in drafting legal memoranda and other legal documents |
| Writer | <ul style="list-style-type: none">• Write the LeaP according to the prescribed standards• Approve the illustrations• Incorporate comments and suggestions on the manuscript• Obtain permission to use copyrighted materials from the original owners |



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| | |
|--|---|
| | <ul style="list-style-type: none"> • Ensure that the copyright and intellectual property law is strictly followed during the development process • Certify that the manuscript is free from copyright and intellectual property issues • Attend orientation and editorial meetings related to the development of Leap and Link • Accomplish the following forms (if needed) <ul style="list-style-type: none"> -Writers Assignment Agreement -Template Communications seeking Permission to Copy -Model Release form |
| Illustrator | <ul style="list-style-type: none"> • Provide illustrations and visuals needed in the manuscript according to the set standards • Finalize illustrations and visuals based on the writers' and reviewers' comments and suggestions • Attend orientation and editorial meetings related to the development of LeaP • Accomplish <ul style="list-style-type: none"> -Artwork Assignment Agreement |
| Layout Artist | <ul style="list-style-type: none"> • Layout manuscript according to the LeaP standards • Attend orientation editorial meetings • Submit the editable digital file of the manuscript on the agreed schedule following the LeaP standards |
| Content Editor (If needed aside from the Content Evaluator) | <ul style="list-style-type: none"> • Attend the orientation meeting and participates in the evaluation/review/final review workshops (if needed) • Edit the developed LR, review the final LR, and edit the final LR in the assigned learning area to check the accuracy of the content, suitability of pedagogy and instructional design , and identify other types of errors • Write specific comments and recommendations and perform necessary editing. • Discuss with other QA team members to arrive in a consensus on the comments and recommendations that shall be made on the LR • Submit the duly accomplished and appropriate tools to the QA team leader and secretariat • Check and edit the assigned LR to ensure comments and recommendations are accurately, |
| Content Evaluator | <ul style="list-style-type: none"> • Attend the orientation meeting and participates in the evaluation/review/final review workshops (if needed) • Evaluate the developed LR, review the final LR, and do last review the final LR in the assigned learning area to check the accuracy of the content, suitability of pedagogy and instructional design, and identify other types of errors • Write specific comments and recommendations • Discuss with other QA team members to arrive in a consensus on the comments and recommendations that shall be made on the LR • Submit the duly accomplished and appropriate tools to the QA team leader and secretariat |



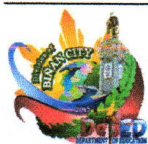
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| | |
|---------------------|---|
| | <ul style="list-style-type: none"> • Check and proofread the assigned LR to ensure comments and recommendations are accurately, completely, and appropriately implemented |
| Language Evaluator | <ul style="list-style-type: none"> • Attend the orientation meeting and participates in the evaluation/review/final review workshops (if needed) • Evaluate the developed LR, review the revised LR, and final review the LR in the assigned learning area to check for language errors (coherence and clarity, grammar, diction, verbosity, syntax, spelling, consistency in style • Write specific comments and recommendations • Discuss with other QA team members to arrive in a consensus on the comments and recommendations that shall be made on the LR • Submit the duly accomplished and appropriate tools to the QA team leader and secretariat • Check and proofread the assigned LR to ensure comments and recommendations are accurately, completely, and appropriately implemented |
| Technical Evaluator | <ul style="list-style-type: none"> • Attend the orientation meeting and participates in the evaluation/review/final review workshops (if needed) • Evaluate the developed LR, review the revised LR, and do a last review the LR in the assigned learning area to check on layout design for clarity and appropriateness and review the artworks to ensure congruency with skill/competency, social content and appropriateness to target users • Recommend suggestions for improvement/enhancement of illustrations and layout and/or improve the illustrations and other artworks • Write specific comments and recommendations • Discuss with other QA team members to arrive in a consensus on the comments and recommendations that shall be made on the LR • Submit the duly accomplished and appropriate tools to the QA team leader and secretariat • Check and proofread the assigned LR to ensure comments and recommendations are accurately, completely, and appropriately implemented |



| | | | | | | | |
|--|--|----------------------|-----------------------------------|----------------------|-----------|----------------------|-----------|
| W8 | Learning Area Quarter | | Grade Level Date | | | | |
| I. LESSON TITLE | | | | | | | |
| II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs) | | | | | | | |
| III. CONTENT/CORE CONTENT | | | | | | | |
| IV. LEARNING PHASES AND LEARNING ACTIVITIES | | | | | | | |
| I. Introduction (Time Frame:) | | | | | | | |
| IV. LEARNING PHASES AND LEARNING ACTIVITIES | | | | | | | |
| D. Development (Time Frame:) | | | | | | | |
| Learning Task 1: | | | | | | | |
| E. Engagement (Time Frame:) | | | | | | | |
| Learning Task 2 | | | | | | | |
| A. Assimilation (Time Frame:) | | | | | | | |
| Learning Task 3: | | | | | | | |
| V. ASSESSMENT (Time Frame:) | | | | | | | |
| VI. REFLECTION (Time Frame: _____) | | | | | | | |
| <ul style="list-style-type: none"> Communicate your personal assessment as indicated in the Learner's Assessment Card. | | | | | | | |
| Personal Assessment on Learner's Level of Performance | | | | | | | |
| <p>Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:</p> <p><input type="checkbox"/> - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.</p> <p><input type="checkbox"/> - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.</p> <p><input type="checkbox"/> - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.</p> | | | | | | | |
| Learning Task | LP | Learning Task | LP | Learning Task | LP | Learning Task | LP |
| Number 1 | | Number 3 | | Number 5 | | Number 7 | |
| Number 2 | | Number 4 | | Number 6 | | Number 8 | |
| VII. REFERENCES | | | | | | | |
| Prepared by: | | | | Checked by: | | | |

| W8 | Learning Area Quarter | Grade Level Date | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------------------|----|---------------|----|---------------|----|---------------|----|---------------|----|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|----------|--|
| I. LESSON TITLE | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| III. CONTENT/CORE CONTENT | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IV. LEARNING PHASES AND LEARNING ACTIVITIES | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I. Introduction (Time Frame:) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D. Development (Time Frame:) Learning Task 1. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E. Engagement (Time Frame:) Learning Task 2. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. Assimilation (Time Frame:) Learning Task 3. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| V. ASSESSMENT (Time Frame:) (Learning Activity Sheets for Enrichment, Remediation, or Assessment to be given on Weeks 3 and 6) Learning Task 4. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| VI. REFLECTION (Time Frame:) <ul style="list-style-type: none"> Communicate your personal assessment as indicated in the Learner's Assessment Card. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p style="text-align: center;">Personal Assessment on Learner's Level of Performance</p> <p>Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:</p> <p><input type="checkbox"/> - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.</p> <p><input type="checkbox"/> - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.</p> <p><input type="checkbox"/> - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Learning Task</th> <th>LP</th> <th>Learning Task</th> <th>LP</th> <th>Learning Task</th> <th>LP</th> <th>Learning Task</th> <th>LP</th> </tr> </thead> <tbody> <tr> <td>Number 1</td> <td></td> <td>Number 3</td> <td></td> <td>Number 5</td> <td></td> <td>Number 7</td> <td></td> </tr> <tr> <td>Number 2</td> <td></td> <td>Number 4</td> <td></td> <td>Number 6</td> <td></td> <td>Number 8</td> <td></td> </tr> </tbody> </table> </div> | | | | Learning Task | LP | Learning Task | LP | Learning Task | LP | Learning Task | LP | Number 1 | | Number 3 | | Number 5 | | Number 7 | | Number 2 | | Number 4 | | Number 6 | | Number 8 | |
| Learning Task | LP | Learning Task | LP | Learning Task | LP | Learning Task | LP | | | | | | | | | | | | | | | | | | | | |
| Number 1 | | Number 3 | | Number 5 | | Number 7 | | | | | | | | | | | | | | | | | | | | | |
| Number 2 | | Number 4 | | Number 6 | | Number 8 | | | | | | | | | | | | | | | | | | | | | |
| VII. REFERENCES | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Prepared by: | | Checked by: | | | | | | | | | | | | | | | | | | | | | | | | | |



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
GATE 2, KARANGALAN VILLAGE
1900 CAINTA, RIZAL

EVALUATION TOOL FOR LEARNER'S PACKET (LeaP) – Quarter 4

Step 1 Evaluation [SDO Level]

Learning Area: _____

Grade Level: _____

Component (if applicable): _____

Week/s: _____

Name of Writer: _____

SDO: _____

Instructions:

1. Carefully read the Learner's Packet (LeaP) page by page to evaluate the LeaP for compliance to standards indicated in the criterion items under the eight (8) factors below.
2. Put a check mark () in the appropriate column beside each criterion item.
3. Write *Not Applicable (NA)* for criterion items that does not apply in the LeaP evaluated.
4. Based on the number of criterion items marked "YES" under each factor, mark the appropriate column to indicate if the LeaP complied or not to the standards.
5. For factors with items marked *Not Applicable*, count the total applicable criterion items and multiply this with **75%** to determine the cut-off for compliance.
6. Affix your e-signature over printed name and the date accomplished below.

| Standards / Criterion Items | Yes | No |
|---|-----------------|---------------------|
| Factor I. Intellectual Property Rights Compliance | | |
| 1. The LeaP has no copyright violations. | | |
| 2. The copyrighted texts and visuals used in the LeaP are cited. | | |
| 3. The copyrighted materials used in the LeaP are accurately cited. | | |
| 4. The references are properly cited in the References Section. | | |
| Note: At least 3 criterion items must be marked YES to indicate compliance to this factor. | Complied | Not Complied |
| | | |
| Factor II. Learning Competencies | | |
| Content is consistent with the targeted Most Essential Learning Competency/ies (MELC/s) intended for the learning area and grade level. | | |
| Note: The item must be marked YES to indicate compliance to this factor. | Complied | Not Complied |
| | | |
| Factor III. Instructional Design and Organization | | |
| 1. The LeaP contributes to the achievement of the MELC/s of the learning area and grade level for which it is intended. | | |
| 2. Sequencing of contents and activities within the lesson facilitates achievement of MELC/s. | | |
| 3. Content is suitable to the target learner's level of development, needs, and experience. | | |
| 4. Content reinforces, enriches, and / or leads to the mastery of the targeted MELC/s intended for the learning area and grade level. | | |
| 5. Content is logically developed and organized throughout the material. (Activities are arranged from simple to complex). | | |



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| 6. The LeaP contains useful introductions, reviews, summaries, and other devices that facilitate smooth progression from one phase to another. | | | |
| 7. Development of lessons allows for review, comparison, and integration with previous lessons. | | | |
| 8. Motivational strategies (e.g., overviews, advance organizers, puzzles, games, etc.) are provided. | | | |
| 9. The LeaP uses various teaching and learning strategies to meet individual differences/ learning styles. (if applicable) | | | |
| 10. The LeaP develops higher cognitive skills (e.g., critical thinking skills, creativity, learning by doing, problem solving) and 21 st century skills. | | | |
| 11. The LeaP enhances the development of desirable values and traits such as: | | | |
| 11.1 Pride in being a Filipino | 11.2 Scientific attitude and reasoning | | |
| 11.3 Striving for excellence | 11.4 Love for country | | |
| 11.5 Helpfulness, teamwork, cooperation | 11.6 Unity | | |
| 11.7 Desire to learn new things | 11.8 Honesty & trustworthiness | | |
| 11.9 Ability to know right from wrong | 11.10 Respect | | |
| 11.11 Critical and creative thinking | 11.12 Productive work | | |
| Note: At least 8 criterion items must be marked YES to indicate compliance to this factor. | | Complied | Not Complied |
| Factor IV. Instructional Quality | | | |
| 1. Content and information are accurate. | | | |
| 2. Content and information are up-to-date. | | | |
| 3. The LeaP is free from any social content violations. | | | |
| 4. LR is free from factual errors. | | | |
| 5. LR is free from computational errors (if applicable) | | | |
| Note: At least 4 criterion items must be marked YES to indicate compliance to this factor. | | Complied | Not Complied |
| Factor V. Assessment | | | |
| 1. The LeaP provides useful measures and information that help the teacher evaluate learner's progress in mastering the target competencies. | | | |
| 2. Assessments are aligned with the MELC and content. | | | |
| 3. The LeaP provides "self-checks," ready-made achievement tests, and/or review activities. | | | |
| 4. The LeaP provides variety of assessment types. | | | |
| 5. Assessments have clear demonstration / examples, instructions, and/or rubrics to serve as guide on how these will be used. | | | |



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| 6. Variety of activities within the LeaP are utilized to ensure active engagement of the learners. | | |
| Note: At least 5 criterion items must be marked YES to indicate compliance to this factor. | Complied | Not Complied |
| Factor VI. Language/Readability | | |
| 1. Vocabulary level is adapted to target users' experience and understanding. | | |
| 2. Length of sentences is suited to the comprehension level of the target user. | | |
| 3. Sentences and paragraph structures are varied and appropriate to the target user. | | |
| 4. There is logical and smooth flow of ideas within the lesson. | | |
| 5. There is consistently good use of transition devices to focus on the main topics and signal a change of topic. | | |
| 6. Instructions, exercises, questions, and activities are clear to the target user. | | |
| Note: At least 5 criterion items must be marked YES to indicate compliance to this factor. | Complied | Not Complied |
| Factor VII. Visuals (e.g., illustrations, photographs, maps, tables, graphs, etc.) | | |
| 1. Supplement the text | | |
| 2. Clarify the concept / topic and facilitate comprehension | | |
| 3. Consistently clear in content and detail | | |
| 4. Relevant to the learner's age, culture, and life situation | | |
| 5. Sustain interest and do not distract the learner's attention | | |
| 6. Properly labelled / captioned (if needed) | | |
| 7. Filipino characters (if applicable) are the subject of illustrations. | | |
| 8. Colored visuals are set in grayscale for black-and-white reproduction | | |
| Note: At least 6 criterion items must be marked YES to indicate compliance to this factor. | Complied | Not Complied |
| Factor VIII. Technical Specifications | | |
| 1. Composed of only one (1) Learner's Packet (LeaP) in the file | | |
| 2. Video/s used (if applicable) has/have link and is/are OPTIONAL ONLY to further enrich the delivery of the MELC/s | | |
| 3. The paper size is 8.27 X 11.69 (A4). | | |
| 4. The page layout is portrait. | | |
| 5. The page has the header and footer appropriate to the Key Stage level and the watermark of CLMD. | | |
| 6. The LEAP has a maximum number of 4 pages. | | |



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| 7. The font type used is Century Gothic. | | |
| 8. Font number used is 10 (Gr. 4-6) and 9 (Gr. 7-10). | | |
| 9. The use of boldface and italics are relevant and appropriate to the text. | | |
| Note: At least 7 criterion items must be marked YES to indicate compliance to this factor. | Complied | Not Complied |
| | | |

Comments:

Mastery of the subject matter is evident.

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

- ☐ **Major revision.** This LeaP is non-compliant to the requirements in one or more factors. This LeaP needs to be returned to the writer to implement necessary changes in the marginal notes of the content and/or LRE/s.
- ☐ **Minor revision.** This LeaP is found compliant to the minimum requirements in all eight factors. Revision was already incorporated in the LeaP by the content and/or language learning resource evaluator/s (LRE/s). This LeaP is ready for Step 2 evaluation.
- ☐ **For RO submission.** This LeaP is found compliant to all factors with NO more corrections. This LeaP is ready for Step 2 evaluation.

We certify that the LeaP indicated above underwent content, language and technical evaluation and that the writer has correctly and sufficiently implemented all recommended revisions based on the evaluation conducted by the SDO QA Team Members.



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SDO QUALITY ASSURANCE TEAM MEMBERS

Content Learning Resource Evaluator

Language Learning Resource Evaluator

Signature Over Printed Name

Date accomplished: _____

Signature Over Printed Name

Date accomplished: _____

Technical Learning Resource Evaluator

Signature Over Printed Name

Date accomplished: _____