



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

04 Nov 2021

M E M O R A N D U M
No. 055, s. 2021

QUALITY ASSURANCE OF QUARTER 2 SENIOR HIGH SCHOOL WORKSHEETS

To : Assistant Schools Division Superintendent
Chief, School Governance and Operations Division
Chief, Curriculum Implementation Division
All Concerned 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 quality assured learning resources, this Office through the Learning Resources Management Section in partnership with the Education Program Supervisor in Araling Panlipunan announces the Conduct of Quality Assurance for Quarter 2 Senior High School Worksheets at the Library Hub on November 08, 2021, 8:00 -5:00 PM.
2. The said activity aims to:
 - a. Evaluate the quarter 2 senior high school worksheets, and
 - b. Provide technical assistance to the members of the developers and quality assurance team
3. Attached are the designated personnel of the Worksheet Developers and QA Team; Terms of Reference; Worksheet Standards and Worksheet Evaluation tool.
4. For inquiries and clarification, please contact Joel J. Valenzuela, EPS-AP at 09455402049 and Evelyn P. De Castro, EPS-LRMS at 09297529113.
5. Immediate dissemination of this Memorandum is desired.

For the Schools Division Superintendent:


BAYANI V. ENRIQUEZ
Chief Education Supervisor
School Governance and Operations Division
Officer of the Day 

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

OSDS/ICT / Quality Assurance of Quarter 2 Senior High School
3523 / Worksheets
/ 11/04/2021



Address: P. Burgos St. Brgy. Sto. Domingo, Biñan City Laguna
Website: depedbinancity.com.ph
Email: deped.binancity@deped.gov.ph
Telephone no: 511-4143/ 511-8620/ 511-4191/ 511-8746



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DEVELOPERS/QUALITY ASSURANCE TEAM

Learning Area: HUMSS **Focal Person/s:** JOEL A. VALENZUELA & EVELYN P. CASTRO **Grade Level:** Quarter/Week: **SENIOR HIGH SCHOOL QUARTERS 2**

GRADE 11							
MELC	Description/ Title of learning Resources	DEVELOPERS			QUALITY ASSURANCE TEAM		
		Writer	Illustrator	Layout Artist	Content Evaluator	Language Evaluator	Layout Evaluator
(29) Illustrate the different processes and methods involved in undertaking communication	Disciplines and Ideas in the Applied Social Sciences (DIASS)	Rosalie Madera	-	Alllan Medenilla	Joel J. Valenzuela	Arturo A. Moris	Marilyn E. Macababbad
Explain the uniqueness and similarities of Mahayana and Theravada Buddhism.	Introduction to World Religions and Belief Systems(IWRBS)	Rodolfo B. Miranda	-	Alllan Medenilla	Joel J. Valenzuela	Arturo A. Moris	Marilyn E. Macababbad
Presents written statement of the problem	Practical Research 1	Joed C. Magnaye	-	Alllan Medenilla	Joel J. Valenzuela	Arturo A. Moris	Marilyn E. Macababbad



Analyze market demand, market supply, and market equilibrium	Applied Economics	Belinda J. Mendoza	-	Alllan Medenilla	Joel J. Valenzuela	Arturo A. Moris	Marilyn E. Macababbad
Identify democratic practices, explain the importance of participation in democracy, differentiate participatory from representative democracy.	Trends, Networks, and Critical Thinking in the 21 st Century Culture(TNCT)	Nica Angela L. Bello	-	Alllan Medenilla	Joel J. Valenzuela	Arturo A. Moris	Marilyn E. Macababbad
Examine the key concepts and ideas of Filipino thinkers in the social sciences rooted in Filipino language/s and experiences:	Disciplines and Ideas in the Social Sciences	Rocky Lou N. Anicete	-	Alllan Medenilla	Joel J. Valenzuela	Arturo A. Moris	Marilyn E. Macababbad





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LEARNING RESOURCE DEVELOPERS

Terms of Reference

LEARNING RESOURCE WRITERS

- Map the curriculum, existing teacher's manual/guide, learner's materials/textbook vis-a-vis existing ADM/non-ADM Modules
- Write the manuscript according to LR standards and technical specifications
- Approve the illustrations
- Incorporate comments and suggestions on the manuscript
- Obtain permission to use copyrighted materials from the original owners
- Ensure that the copyright and intellectual property law is strictly followed during the development process
- Certify that the manuscript is free from copyright and intellectual property issues
- Attend orientation and editorial meetings related to the development of LR.

LEARNING RESOURCE QUALITY ASSURANCE TEAM

Terms of Reference

CONTENT LEARNING RESOURCE EVALUATOR

- Reviews and verifies the accuracy of the contents of the manuscript / developed LR if it is free from social content violations and plagiarized content and illustrations
- Checks the compliance of the learning resource or manuscript to the curriculum standards
- Gives comments and recommendations
- Helps the writer in developing content or in revising the parts that need improvement
- Ensures that given comments and suggestions are incorporated in the manuscript
- Prepares and submits the manuscripts/learning resources with marginal notes/ review comments/ corrections; and
- Attends orientation and editorial meetings related to the quality assurance of Learning Resources

LANGUAGE LEARNING RESOURCE EVALUATOR

- Attends the orientation meeting and participates in the evaluation/review/final review workshops (if needed)
- Evaluates 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)

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- Writes/ encodes specific comments and recommendations
- Discusses with other QA team members to have consensus on the comments and recommendations that shall be made on the LR
- Submits the duly accomplished and appropriate tools to the QA team leader and secretariat
- Checks and proofreads the assigned LR to ensure comments and recommendations are accurately, completely, and appropriately implemented

LEARNING RESOURCE LAYOUT EDITORS

- Attend the orientation meeting and participate in the evaluation/review/final review workshops (if needed)
- Evaluate the developed LR, review the revised LR, and do the last review of the LR assigned based on the given standards, technical specifications, social content guidelines
- Ensure the congruency of artworks with the content and its appropriateness to the target users
- Recommend suggestions for improvement/enhancement of illustrations and layout and/or improve the illustrations and other artworks
- Write specific comments and recommendations as necessary
- Discuss with other QA team members to have consensus on the comments and recommendations that shall be made on the LR
- Submit the duly accomplished and appropriate tools and the revised LR to the QA team leader and management team
- Check and proofread the assigned LR to ensure comments and recommendations are accurately, completely, and appropriately implemented

LEARNING RESOURCE MANAGEMENT TEAM

Terms of Reference

- Facilitate the development and quality assurance of LR according to the process flow of Development and Design, Quality Assurance and Production and Delivery of LRs
- Orient the developers and quality assurance team with the LR standards, technical specifications, social content guidelines, terms of reference, and commitment to complete the assigned tasks
- Coordinate the schedule to the team accordingly
- Manage the collection of developed and revised LRs from the developers and quality assurance team as well as the evaluation, commitment, and clearance forms
- Render technical assistance as needed
- Submit or print the finalized LRs as necessary
- Distribute the printed copies to each school based on the allocation report.



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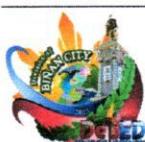
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WORKSHEET STANDARDS

I. GENERAL SPECIFICATIONS					
General Requirement	<ul style="list-style-type: none">Worksheet per week				
Nature of the Worksheet	<ul style="list-style-type: none">Worksheet with reference to the MELCWorksheet with legit references				
Focus	Prerequisite skills/MELC				
Language	<ul style="list-style-type: none">Worksheet shall use everyday language of the learner.It shall use appropriate language and vocabulary.The length of sentences, paragraphs shall be age-appropriate.The language to be used shall be: -K to 3 -All learning areas except English is Filipino -Grades 4 to 12 Filipino, ESP – Filipino English, Science and Math – English MAPEH, EPP-TLE Grades 4 to 5 – Filipino Grades 6 to 12 – English Araling Panlipunan –Grades 4-10 Filipino				
Illustrations	<ul style="list-style-type: none">Illustrations shall adhere to the Social Content Guidelines.Filipino characters (if applicable) shall be the subject of illustrations.People, animals, places, and objects shall be appropriate to the age, grade level and context of the learners.Illustrations shall clarify and/or enhance concepts.Illustrations and visuals shall be gender and culture sensitive.				
Videos	Legit sources				
Style Guide	APA format				
Copyright	<ul style="list-style-type: none">The writer shall secure permission to use third-party contents from the copyright owners. Permission to be included includes giving rights to distribute in printed and digital forms and to convert into other formats the copyrighted work requested. Communications Seeking Permission to Copy may be used in seeking permissions from the copyright owners.If photos are to be used, permission from the photo subjects shall also be secured. Use Photo waiver.				
II. TECHNICAL SPECIFICATIONS					
Page Setup	<table border="1"><thead><tr><th>Paper Size</th><th>Orientation</th></tr></thead><tbody><tr><td>8.27 X 11.69 (A4)</td><td>Portrait</td></tr></tbody></table>	Paper Size	Orientation	8.27 X 11.69 (A4)	Portrait
Paper Size	Orientation				
8.27 X 11.69 (A4)	Portrait				
Font Type	K to 3 – Alfabeto/Century Gothic 4-12 - Bookman Oldstyle				
Font Size	K – 16; Grades 1 to 2 – 16 Grades 3 – 14 4 to 12 - 12				



IV. SOCIAL CONTENT GUIDELINES**A. The Filipino Learner**

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

B. The Filipino Nation and Philippine Society

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

C. Citizenship and Social Responsibility

1. Encourage participative and responsible citizenship (e.g., depicting individual initiative rather than overdependence on organized government, dole-outs, or foreign aid).
2. Promote respect for the rights of children, elderly, persons with disability (PWDs), Indigenous Cultural Community (ICCs)/Indigenous Peoples (IPs), pregnant women, workers, and other vulnerable sectors of the society.



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3. Promote the observance of high ethical standards and codes of behavior in all aspects of the society.
4. Foster attitudes of inclusivity, acceptance, understanding, and appreciation for diverse cultures, sectors, and groups in society.
5. Depict contributions of individuals and ethnic, cultural, and religious groups that promote the common good of the community and the larger society.
6. Feature role models who come from different places, historical periods, socio-cultural contexts, genders, abilities, and ages. They must be of exceptional and acknowledged accomplishment or virtue regardless of their ethnic, cultural, or political origin or affiliation.
7. Depict a person's or a group's accomplishments and virtues accurately and avoid sensationalizing or unduly extolling them.
8. Avoid the depiction of physical, sexual, verbal, and mental abuse of adults and children as well as violent sports and entertainment.
9. Avoid featuring or including situations and materials that encourage or rationalize crime, violence, and the maligning of people.

D. Individuals and Social Identities

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

E. Social Institutions

Family

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

Religious / Faith groups

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

Work institutions

5. Present and promote a balanced and just relationship between workers and managers in the depiction of their roles and responsibilities.
6. Shows workers of various professions that contribute positively to the development or growth of their communities or of the country.



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7. Present public servants such as police officers, soldiers, and government officials as responsible, accountable, trustworthy, and working for the common good of the community.

Commercial entities

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

F. Gender

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

G. Media, Technology, and Communication

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

H. Health and Safety

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

I. Environment

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



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EVALUATION TOOL FOR WORKSHEETS

Learning Area: _____ Grade Level: _____
Component: _____ Week/s: _____
Name of Writer: _____

Instructions:

1. Carefully read the worksheet page by page to evaluate the worksheet for compliance to standards indicated in the criterion items under the five (5) 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 worksheet evaluated.
4. Based on the number of criterion items marked “YES” under each factor, mark the appropriate column to indicate if the video complied or not to the standards.
5. For factors with items marked *Not Applicable*, count the total applicable criterion items and multiply this with **75%** to determine the cutoff for compliance.
6. Affix your e-signature over printed name and the date accomplished below.

Standards / Criterion Items	Evident	Not Evident	Remarks
Factor I. Intellectual Property Rights Compliance			
1. The worksheet has no copyright violations.			
2. The copyrighted texts and visuals used are cited.			
3. The copyrighted materials are accurately cited.			
4. The references are properly cited.			
Note: At least 3 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied	
Factor II. Learning Competencies			
1. 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. Contributes to the achievement of the specific objectives in the different subject area and grade level.			
2. Sequence of contents and activities facilitates the achievement of MELC/s.			
3. Content is suitable to the learner’s level of development, needs, and experience.			



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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).			
6. 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 worksheet uses various teaching and learning strategies to meet individual differences/ learning styles. (if applicable)			
10. The worksheet develops higher cognitive skills (e.g., critical thinking skills, creativity, learning by doing, problem solving) and 21 st century skills.			
11. The worksheet 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. Worksheet is free from any social content violations.			
4. Worksheet is free from factual errors.			
5. Worksheet is free from computational errors (if applicable)			



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Note: At least 4 criterion items must be marked YES to indicate compliance to this factor.	Complied	Not Complied	
Factor V. Assessment			
1. 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. Provides "self-checks," ready-made achievement tests, and/or review activities.			
4. Provides variety of assessment types.			
5. Consists of clear demonstration / examples, instructions, and/or rubrics to serve as guide on how these will be used.			
6. Variety of activities within the worksheet 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 matches the 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 are logical and smooth flow of ideas within the lesson.			
5. Good use of transition devices is used 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.			
Factor VIII. Technical Specifications	Complied	Not Complied	
1. Composed of only one (1) worksheet in the file			
2. The paper size is 8.27 X 11.69 (A4).			
3. Prescribed template is followed.			
4. The page layout is portrait.			
5. The page has the header and footer of City Schools Division of Binan City.			
6. The worksheet has a maximum number of 4 pages in elementary, Junior High School and maximum of 10 pages for Senior High School.			
7. The font type used: K to 3 – Alfabeto/Century Gothic 4-12 - Bookman Oldstyle			
8. Font number used is 16 (Kindergarten), 16 (Gr. 1-2), 14 (Gr. 3), 12 (Gr. 4-12).			
9. The use of boldface and italics are relevant and appropriate to the text.			
Note: At least 6 criterion items must be marked YES to indicate compliance to this factor.			
Complied	Not Complied		

Comments:

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

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

Major revision. This worksheet is non-compliant to the requirements in one or more factors. This digital storytelling 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 worksheet is found compliant to the minimum requirements in all five factors. Revision was already incorporated in the worksheet by the content and/or language learning resource evaluator/s (LRE/s). This worksheet is ready for Step 2 evaluation.



For RO submission. This worksheet is found compliant to all factors with NO corrections. This worksheet is ready for Division used and or ready for Step 2 evaluation.

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

SDO QUALITY ASSURANCE TEAM MEMBERS

Content Learning Resource Evaluator

Language Learning Resource Evaluator

Signature Over Printed Name

Signature Over Printed Name

Date accomplished

Date accomplished

Technical Learning Resource Evaluator

Signature Over Printed Name

Date accomplished