Republic of the Philippines

Department of Education
REGION IV-A CALABARZON

CLMD-RM-2024-522

29 July 2024

Unnumbered Memorandum

EVALUATION OF DEPED DEVELOPED LEARNING RESOURCES (DDLRs) AND DEVELOPMENT OF GUIDELINES IN THE CONTEXTUALIZATION OF GRADE 1 MATATAG LEARNING ACTIVITY SHEET (LAS)

To   **Schools Division Superintendents of Cabuyao City, Cavite Province, Dasmariñas City, General Trias City, Laguna, Lipa City, Lucena City, Rizal Province, San Pedro City, Sta. Rosa City, Tayabas City**

1. In reference to BLR-2024-06-1120 and NLR-2024-07-1421, the Department of Education through the Bureau of Learning Resources will conduct the Evaluation of DepEd-developed Learning Resources (DDLRs) from **August 5-9, 2024**, and Development of Guidelines in the Contextualization of Grade 1 MATATAG Learning Activity Sheet from **August 5-7, 2024,** at El Cielito Hotel, Sta. Rosa City.

2. This activity aims to ensure that DDLRs are within the standards of the Department in terms of its alignment to the curriculum and grade level it is intended before mass printing and use by public schools.

3. Please see attached enclosures for reference:
   Enclosure 1 - List of Participants
   Enclosure 2 - Guidelines for Learning Resource Evaluators (LREs) in the Evaluation of DepEd-developed Learning Resources
   Enclosure 3 – Program of Activities

4. Board and lodging shall be charged against BLR fund, while expenses relative to travel will be charged against local funds, subject to existing auditing and accounting rules and regulations.

5. For clarification and further inquiries, you may contact the CLMD-Learning Resource at (02) 8681-2114 local 420.

6. Immediate compliance and widest dissemination of this Memorandum is desired.

ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director

02/ROc2

Enclosure 1

LIST OF PARTICIPANTS/ CO-FACILITATOR

	Name	Designation	Division	Learning Area
1	Dianne Catherine T. Antonio	EPS	CLMD-LR	
2	Nenette Arcelle Joy Pangilinan Larinay	Librarian	CLMD-LR	
3	Lhovie Cauilan Damian	Teaching Aide Specialist	CLMD-LR	
4	Redgynn Arellano Bernales	Administrative Assistant II	CLMD-LR	
5	John Christian P. Galvez	COS ALS	CLMD	
6	Marigen Niebres Leosala	LR Supervisor	Sta. Rosa City	Grade 1 MATATAG LAS
7	Nida Casao Santos	EPS	San Pedro City	Kindergarten
8	Noel H. Natividad	EPS	Sta. Rosa City	Araling Panlipunan
9	Myla K. Mendiola	EPS	Lucena City	Araling Panlipunan
10	Cherrilyn Taleon Nabor	EPS	Sta. Rosa City	English
11	Nida C. Tagalag	EPS	Sta. Rosa City	Values Education
12	Edita T. Olan	EPS	Lipa City	Values Education
13	Amparo Christine R. Panganiban	Master Teacher II	Cavite Province	Personal Development
14	Ana R. Reblora	EPS	Laguna	RHGP
15	Jeffrey Erni	EPS	Rizal	TLE
16	Jofit Dayoc	EPS	Gen Trias	TLE
17	Joel Salazar	EPS	Dasmarinas	TLE
18	Jonathan Forelo Bernabe	EPS	Cabuyao City	Filipino
19	Jocelyn B. Reyes	EPS	Sta. Rosa City	Science
20	Severa C. Salamat	EPS	Sta. Rosa City	Mathematics
21	Jerome A. Chavez	EPS	Tayabas City	Mathematics
22	Dexter M. Valle	EPS	Lucena City	Mathematics

Enclosure 2

Guidelines for Learning Resource Evaluators (LREs)
in the Evaluation of DepEd-developed Learning Resources
(As of November, 2023)

General Objective: Thoroughly evaluate the assigned set/s of LRs for completeness of learning competencies, accuracy of content, appropriateness of language, and format or layout.

Specific Objectives:

1. Evaluate the sets of LRs based on the requirements and criteria for each area of evaluation;

2. Accomplish the evaluation tool and summary of findings form for the assigned sets of LRs to be evaluated;

3. Provide comments and recommendations through marginal notes on the digital/printed copies of the assigned sets of LRs; and

4. Discuss individual findings with team mates to come up with team evaluation report and team copy of LRs with validated marginal notes.

Composition of Quality Assurance Team

Area 1: Content Evaluation

Learning area supervisors from regional or schools' division offices, school principals, master teachers, and/or teachers with specialization and teaching experience in the learning area of the LRs to be reviewed.

Area 2: Language Evaluation

Learning area supervisors from regional or schools' division offices, school principals, master teachers, and/or teachers with specialization in either English or Filipino. The medium of instruction of the LRs to be assigned to the language evaluator shall be his/her specialization.

Area 3: Layout and Design Evaluation

LR project development officer (PDO) or qualified personnel from regional/schools division offices or other DepEd personnel who were trained and/or have experience in learning resource layout design and illustration.

Note:
QA Team Members shall NOT be members of the development team (e.g., writer/author, internal reviewer/consultant/editor, layout artist, or illustrator) of the LRs that will be assigned to them.

Terms of Reference of LREs

1. Attends the orientation meeting and participates in the evaluation of the learning resources (LRs) developed by DepEd field offices (online or offline if necessary);

2. Participates in the team evaluation and reviews the revised LRs (online or offline if necessary);

3. Evaluates the developed LRs in the assigned learning area, grade levels, and for the specific area of evaluation to check the following:

   For Area 1: Content Evaluation

   - Coverage and sufficiency of development of the Most Essential Learning Competencies (LCs) in the LRs
   - Instructional Design and Organization
   - Instructional Quality
   - Assessments
   - Readability
   - Reference and Source Citation

   For Area 2: Language

   - Coherence and Clarity of Thoughts
   - Grammar and Syntax
   - Spelling and Punctuation
   - Consistency in Style

   For Area 3: Format and Layout

   - Physical Attributes
   - Format
   - Visuals

4. Reviews the revised and final LRs in the assigned evaluation area, learning area, and grade level/s to check for compliance to the given comments and recommendations and to DepEd standards on content, language, layout made by the development teams;

5. Accomplishes the prescribed evaluation checklists and summary of findings, provides evaluation reports, and writes specific comments and recommendations on the margins of the LRs that shall guide the development teams in revising the modules/LRs prior to their finalization;

6. Discusses with other team mates to arrive through consensus on the comments and revisions that shall be made on the LRs (if necessary);

7. Submits the accomplished evaluation checklists/tools and the LRs with marginal notes to the QA organizers who shall give these documents to the development team;

8. Performs final review of the revised and final LRs to ensure the given comments and recommendations are accurately, completely, and appropriately implemented prior to printing;

9. If necessary, checks, proofreads, and revises the content of the accompanying meta data of the assigned LRs for online publication, and

10. Submits all necessary documents (digital and hard copies) to the assigned DepEd staff.

Materials, References, and Other Documents

Each LRE shall receive digital or printed copies of the following:

1. Assigned set/s of LRs to be evaluated
2. *Guidelines for LREs in the Evaluation of DepEd-developed LRs*
3. *Social Content Guidelines* (MS Word & Pdf files)
4. *Evaluation Checklist* for the assigned area of evaluation
5. *Summary of Findings, Corrections, and Review (SFCR)*
6. Matrix of Learning Competencies (for Area 1 Content Evaluation use)
7. Guidelines in the Technical Specifications of LRs (MS Word & PDF files) (for Area 3 Evaluation use)
8. LRE's Declaration/Oath of Confidentiality

Mechanics

A.   Individual Evaluation

1.   Ensure that all needed documents received are complete. For documents in digital copies, check that the files are compatible with the computer or device to be used in this activity. Immediately inform the BLR facilitator/s of any missing documents or files received.

2.   LREs will be given sufficient time to evaluate the assigned set of LRs offline and accomplish the corresponding *Evaluation Checklist.*

3.   Scan the assigned LRs first to quickly appreciate its organization, coverage, and general approach. Then, read the LRs in its entirety (page by page, line by line) to determine non-conformance to the standards found in the criterion items in your respective area of evaluation.

4.   While reading the assigned LRs immediately write or encode your marginal notes in the following manner:

   a.   For digital copies: click *New Comment* under the Review tab or its equivalent in the menu tab of your computer/device.

   For printed copies: write your comments on the margins of the pages with errors or deficiencies. If the margins are not enough, write or encode your comments using a piece of paper to be pasted on the page with errors.

   b.   Ensure that the errors and deficiencies found are highlighted or encircled in each page.

c. Write or encode your comments by briefly explaining or describing the errors. Do not merely encircle, highlight, or cross out texts or visuals without explaining the reasons.

d. Provide specific recommendations to correct the deficiencies or errors found.

5. Accomplish the appropriate *Evaluation Checklist and Summary of Findings, Corrections, and Review* form. Ensure that you understand the criterion items, comprehensively read the entire set of LRs, and completely write the marginal notes in the pages with deficiencies or errors **before** accomplishing the appropriate evaluation checklist and the summary report form.

   a. **Evaluation Checklist** (see Annexes 1A, 1B, and 1C)

   ➤ Accomplish only one (1) evaluation checklist for your respective area of evaluation for the entire set of assigned LRs (i.e., one form for all the modules in Quarter 1 in the specific learning area and grade level/learning strand, another evaluation tool for all the modules in Quarter 2 in the specific learning area and grade level/learning strand, etc.).

   ➤ Fill in all the necessary information located in the upper portion of the form: write the type of learning resource, learning area, titles of the modules, quarter number, and grade level/learning strand of the assigned LRs;

   ➤ Put a check mark (✓) in the appropriate column beside each criterion item in the Evaluation Checklist. If your answer is NO, use the *Summary of Findings, Correction, and Review* form to write specific pages, briefly explain the error or deficiency found, and give your recommendations.

   ➤ Affix your signatures and indicate the date accomplished the evaluation checklist.

   b. **Summary of Findings, Corrections, and Review (SFCR)** Form (see Annex 2)

   ➤ All criterion items checked as NO in the respective *Evaluation Checklist* must be explained in detail in the **SFCR** form.

   ➤ Accomplish one **SFCR** report for each set of LRs evaluated.

   ➤ Fill in the information required in the upper part of the form. Write the learning area, titles of the modules, grade level/learning strand, and quarter number of the assigned LRs.

   ➤ Write in the 1st column the module number, page number, paragraph number, line numbers where the errors or deficiencies are found. Chronologically arrange your comments in the form (i.e., start with Module 1, from cover to the last inside page, then Module 2, and so on).

➤ In the 2ⁿᵈ column, briefly describe and explain the errors or deficiencies found. Express your thoughts clearly and completely. Do not merely copy the description of criterion items indicated in the checklist. Avoid using vague words such as a *few, some, several, many,* etc. when citing errors. Do not simply write "see comments on the pages".

➤ In the 3ʳᵈ column, write whether the findings are for content (C), language (L), or format and layout (F). Filling in the 3ʳᵈ column is necessary to identify under which area of evaluation the comments pertain to when your individual reports are consolidated as the team's **SFCR.**

➤ In the 4ᵗʰ column, recommend corrections for each error or deficiency cited.

Note: Do not fill in columns 5 to 8 yet, these are to be accomplished during the next activities.

➤ Ensure that all written comments in the LRs are included in the *SFCR.* Similarly, marginal notes on the specific pages of the LRs should be adequately supported by comments written in the *SFCR.*

6. Indicate the file names in the LRs with marginal notes and accomplished reports as follows:

Example 1:
Self-Learning Modules: *Grade 9 Arts Quarter 1 Modules 1- 5*

For Individual Evaluation:

LRs with marginal notes:
➤ Arts9_Q1_M1-5_v1_A1_Rizal
Individual Reports:
➤ Evaluation Checklist: ITool_Arts9_Q1_M1-5_A1_Rizal
➤ SFCR: ISF_Arts9_Q1_M1-5_A1_Rizal

Example 2:
ALS Modules/Session Guide: Learning Strand 1, English, Oral Communication

LRs with marginal notes:
➤ ALS_ LS1_Mod_ v1_TypesofSpeechContext_A1_Rizal
➤ ALS_ LS1_SG_ v1_TypesofSpeechContext_A1_Rizal

Individual Reports:
➤ Evaluation Checklist: ITool_ ALS_ LS1_Mod_ v1_TypesofSpeechContext_A1_Sandoval
➤ SFCR: ISF_ ALS_ LS1_Mod_ v1_TypesofSpeechContext_A1_Sandoval

Legend:		
v1 - version 1b	LS - Learning Strand	Mod - Module
SG - Session Guide	ISF - Individual Summary of Findings	A1 - Area 1
ITool - Individual Tool	SFCR – Summary of Findings, Correction and Review	

7. Go through again the LRs after reviewing it in order to have an overall assessment of the evaluated LRs. If necessary, make revisions in the marginal notes and in the initially accomplished checklist and *SFCR* to ensure complete, fair, and thorough evaluation.

8. Submit or upload the duly accomplished tools and LRs with marginal notes at qad.evaluation@deped.gov.ph.

Thank you for your cooperation.

EVALUATION CHECKLIST FOR CONTENT
For DepEd-developed Learning Resources

Type of Learning Resource: _____

Learning Area: _____

Grade Level/Learning Strand: _____ **Quarter:** _____

Title/s: _____

Instructions:

1. Carefully read the modules page by page to evaluate its compliance to standards indicated in the criterion items under the six (6) factors below.

2. Put a check mark (☐) in the appropriate column beside each criterion item. If your answer is NO, cite specific pages, briefly indicate the error/deficiency found, and give your recommendations in the attached *Summary of Findings, Corrections, and Review* form.

3. Write *Not Applicable (NA)* for criterion items that do not apply in the LRs evaluated.

Standard/Criterion Items	YES	NO
Factor I. Learning Competencies (LCs)		
1. The LR covered the targeted Learning Competencies (LCs) intended for the quarter/learning strand.		
2. The LR sufficiently developed the Learning Competencies (LCs) intended for the quarter/learning strand.		
Factor II. Instructional Design and Organization		
1. LR has learning objectives that are anchored on the LCs.		
2. LR uses a variety (at least 3) of self-directed techniques, learning tasks, and formative assessments.		
3. LR has content that is logically developed and organized, i.e., lessons/activities are arranged from simple to complex, from observable to abstract.		
4. LR contains essential instructional design elements that contribute to the achievement of learning objectives.		
5. LR allows for review, comparison, and integration with previous lessons (if applicable).		

Standard/Criterion Items	YES	NO
6. LR uses various motivational strategies (i.e., advance organizers, puzzles, games) to hook the target user's interest and engagement.		
7. LR uses process questions and activities which require different levels of cognitive domain to achieve desired learning outcomes.		
8. LR has written and performance tasks that are differentiated based on target user's multiple intelligences, learning styles, and readiness levels.		
9. LR develops 21st century skills and higher order cognition (i.e., critical thinking, creativity, learning by doing, problem solving).		
10. LR integrates desirable values and traits.		
Factor III. Instructional Quality of Text and Visuals		
1. All contents in the LR are accurate.		
2. The LR is free from any social content violations.		
3. The LR is free from factual errors.		
4. The LR is free from computational errors (if applicable).		
Factor IV. Assessment		
1. The LR provides sufficient assessment activities that will help the learner track his/her progress and mastery of the target competencies. Note: There should at least 3 assessment activities in a module.		
2. LR has assessments that are aligned with the specific objectives and contents (i.e., lesson / topic).		
4. The LR provides variety of assessment types. Note: There should at least 3 assessment types in a module.		
4. The LR contains assessments that have clear demonstrations / examples, instructions, and/or rubrics to serve as guide on how these will be used.		
5. The LR has assessment activities that ensure active engagement of the learners.		
6. The LR has answer keys that provide exact answers for objective-type assessments and discussion points for non-objective types.		

Standard/Criterion Items	YES	NO
7. The LR has pre- and post- assessment items that are constructed differently.		
Factor V. Readability		
1. Vocabulary used in the LR is appropriate to the target user's level of comprehension and experience.		
2. Length and structures of sentences in the LR are suited to the comprehension level of the target users.		
3. Paragraph structures in the LR facilitate smooth flow of ideas and concepts.		
4. Topics and ideas presented from one lesson to the next are coherent and integrated with each other.		
5. Instructions, discussion points, questions, and activities are clear to the target users.		
Factor VI. Intellectual Property Rights Compliance		
1. The LR is free from plagiarism and / or copyright infringement.		
2. The 3rd party contents / copyrighted materials used in the LR are accurately cited.		
3. The citation of the 3rd party contents / copyrighted materials follow/s the prescribed format.		

Prepared by:

Evaluator: (Printed Name) _____

Signature: _____

Date: _____

EVALUATION CHECKLIST FOR LANGUAGE
For DepEd-Developed Learning Resources

Type of Learning Resource:_____

Learning Area:_____

Grade Level/Learning Strand: _____ **Quarter:** _____

Title/s: _____

Instructions:

1. Carefully read the modules page by page to evaluate its compliance to standards indicated in the criterion items under the six (6) factors below.

2. Put a check mark (☐) in the appropriate column beside each criterion item. If your answer is NO, cite specific pages, briefly indicate the error/deficiency found, and give your recommendations in the attached *Summary of Findings* form.

3. Write *Not Applicable (NA)* for criterion items that do not apply in the modules evaluated.

Standard/Criterion Items	YES	NO
Category A. Coherence and Clarity of Thought		
1. Do the statements / phrases make sense?		
2. Do the sentences in the paragraph contribute to one idea?		
3. Are the thoughts / ideas logically sequenced?		
4. Are conjunctions and transitional phrases used to link sentences or paragraphs?		
5. Is the choice of words / expressions appropriate?		
6. Is the length of sentences appropriate to the target learners?		
7. Is the language appropriate for the target learners?		
8. Are the headings or titles appropriate to the content?		
9. Is there proportional or equal treatment of topics of the same importance?		
Category B. Grammar and Syntax		
1. Does the set of LRs have correct subject - verb agreement?		
2. Does the set of LRs have correct placement of modifiers?		
3. Does the set of LRs have clear antecedents?		

Standard/Criterion Items	YES	NO
4. Does the set of LRs have correct parallel construction?		
5. Does the set of LRs have no split infinitives?		
6. Does the set of LRs have no overused words?		
7. Does the set of LRs have no redundancies?		
Category C. Spelling and Punctuation		
1. Are words, whether local or foreign, correctly spelled?		
2. Are the right punctuations in the right places?		
3. Is the use of the serial comma (comma before *and* and *or*) observed?		
Category D. Consistency in Style		
1. Where alternative spellings are permitted, was a choice made and used consistently throughout the materials?		
2. Are main heads, subheads, sections, and subsections consistently classified?		
3. Is the need for the same tense or person observed?		
4. Are the rules on capitalization, hyphenation, setting off in italics or boldface followed?		
5. Is there consistence in phraseology of titles, presentation or introduction of new chapters or units?		

Prepared by:

Evaluator: (Printed Name) _____

Signature: _____

Date: _____

EVALUATION CHECKLIST FOR LAYOUT AND FORMAT
for DepEd-developed Learning Resources

Type of Learning Resource:_____Learning Area:_____

Grade Level/Learning Strand: _____Quarter: _____

Title/s: _____

Instructions:

1. Carefully read the modules page by page to evaluate its compliance to standards indicated in the criterion items under the three (3) factors below.

2. Put a check mark (✓) in the appropriate column beside each criterion item. If your answer is NO, cite specific pages, briefly indicate the error/deficiency found, and give your recommendations in the attached *Summary of Findings* form.

3. Write *Not Applicable (NA)* for criterion items that do not apply in the modules evaluated.

Standard / Criterion Items	YES	NO
Factor I. Physical Attributes		
1. Cover elements are correct and complete. • Grade Level Identifier • DepEd Logo • Learning Area • Quarter Number / Module Number • Title • Cover Art		

2. All the following necessary elements in the SLM are complete.
 • Preliminary Pages
   o Title Page
   o Copyright Page
   o Introduction
 • Body
   o Overview
   o Presentation
   o Application
   o Generalization / Synthesis
   o Post Assessment
 • References
 • Answer Key		

Factor II. Format		
1. Headings has consistent heading styles (i.e., main heads, subheads, sections, and subsections).		
2. The size of letters in each page is appropriate for the target user.		

Standard / Criterion Items	YES	NO
3. Font styles in each page are appropriate for the target user.		
4. Each page observe proper spacing between letters, words, and paragraphs		
5. The pages observe appropriate balance of illustrations and texts.		
Factor III. Visuals Note: Visuals refer to line drawings, photographs, maps, tables, graphs, etc. in the SLM.		
1. The visuals used are simple, relevant, and easily recognizable.		
2. The visuals are proportionately drawn in size, appropriately placed in the page, and use appropriate color when needed.		
3. The visuals are properly labelled / captioned.		
4. Visuals are consistently clear in content and detail.		
5. The visuals of a process involving separate steps or actions are consistent and have individual pictures or frames.		

Prepared by:

Evaluator: (Printed Name) _____

Signature: _____

Date: _____

SUMMARY OF FINDINGS, CORRECTIONS, AND REVIEW
for DepEd-developed Learning Resources

Type of Learning Resource:_____

Learning Area:_____

Grade Level/Learning Strand: _____ **Quarter:** _____

Title/s: _____

Instruction: For all NO answers provided in the respective evaluation checklist, indicate in this template the following: specific modules, paragraphs, and pages where the errors/ deficiencies are found (1st column), the brief description of the errors/deficiencies observed (2nd column), the type of error (3rd column), and the specific recommendations to improve the identified error / deficiency (4th column). Additional rows may be added as necessary.

Module Number or Title/ Page number Paragraph / Line / (in chronological order)	Brief Description of Errors/ Findings/ Observations	Type of Error (Write C for Content, L for Language, or F for Layout/ Format)	Specific Recommendations to Improve Identified Error / Deficiency	To be filled out by the Development Team		To be filled out by QA Team during the Review of Revised LRs	
				Corrections / Revisions Made	Justifications for Comments Not Implemented	Implemented	Not Implemented

Please affix your signature(s) in the appropriate spaces below:

For QA Team

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

_____   _____
(Printed name of LRE)   Signature

_____   _____
(Printed name of LRE)   Signature

_____   _____
(Printed name of LRE)   Signature

Date Accomplished: _____

For Development Team

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

(Printed name of Writer/s)	Signature
(Printed name of Editor/s)	Signature
(Printed name of Layout Artist/s)	Signature

Date Accomplished: _____

Enclosure 3

Evaluation Workshop of DepEd-developed Learning Resources (DDLRs)
Program of Activities

Objectives:

1. To ensure that all content of the DDLRs are accurate and within the standards by the Department of Education.
2. To write specific comments and findings on the margins of pages of the DDLRs where inadequacies in content and/or errors are found.
3. To prepare individual and team Summary of Findings for each assigned DDLRs.

Time	(Day 1) Monday	(Day 2) Tuesday	(Day 3)Wednesday	(Day 4) Thursday	(Day 5) Friday
8:00 – 8:15 a.m.					
8:15 – 8:30 a.m.	Travel Time	Continuation of Workshop 1	Continuation of Workshop 1	Continuation of Workshops 1 and 2	Continuation of Workshops 1,2, and 3
8:30 – 9:00 a.m.					
9:00 – 10:00 a.m.	Registration / Settling in				
10:00 - 10:30 a.m.					
10:30 – 11:00 a.m.	Registration / Settling in	Continuation of Workshop 1	Continuation of Workshop	Continuation of Workshops 1 and 2	Submission of reviewed DDLRs and workshop documents
11:00 – 12:00 nn					
12:00 – 1:00 p.m.					
1:00 – 2:00 p.m.	Opening Program • Philippine National Anthem • Prayer • Introduction of Participants • Welcome Remarks	Continuation of Workshop 1	Workshop 2: *Start of Team Review*	Workshop 3: *Mechanical checking of submitted DDLRs by facilitators*	
2:00 – 3:00 p.m.					

	• Statement of Purpose and Workshop Mechanics • House Rules • Picture taking • Announcement of Group Assignment (MOL)				**Submission of reviewed DDLRs and workshop documents** **Submission of reviewed DDLRs and workshop documents**
3:00 – 3:30 p.m.				
3:30 – 5:00 p.m.	**Plenary Session:** • Guidelines on the Individual and Team Evaluation • Discussion of Evaluation Tools • Announcement of Teams **Workshop 1:** *Start of Individual Review* (Release of Assigned DDLRs) **Continuation of Workshop 1**	**Continuation of Workshop 1**	**Continuation of Workshop 2**	**Continuation of Workshops 1,2 and 3**	**HOME SWEET HOME**
6:00 – 7:00 p.m.				
Expected Outputs	Participants are oriented on the mechanics of the review	Participants checked DDLRs for content and language error	Content, Language, Layout, and Design Reviewer consult findings and make a final recommendation	Participants are able to resubmit returned DDLRs checked by the facilitator and implement corrections	Participants are able to final outputs