

Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



18 May 2026

Regional Memorandum

**WORKSHOP ON THE QUALITY ASSURANCE OF SDO
CONTEXTUALIZED LEARNING RESOURCES (PHASE 1)**

To **Schools Division Superintendents**

1. The Department of Education Regional Office IV-A CALABARZON, through the Curriculum and Learning Management Division – Learning Resource Management Section (CLMD-LRMS), shall conduct the Workshop on the Quality Assurance of SDO Contextualized Learning Resources on July 14-16, 2026, at a venue to be announced in a separate advisory.
2. This activity aims to ensure the alignment of SDO-developed contextualized learning resources with Department of Education quality standards and policies to support effective teaching and learning across the region. Specifically, this activity seeks to:
 - a. evaluate the quality, accuracy, relevance, and appropriateness of contextualized learning resources developed by the Schools Division Offices (SDOs);
 - b. ensure compliance of the submitted learning resources with the DepEd Learning Resources Quality Assurance standards and processes;
 - c. provide technical assistance and recommendations to improve the quality of contextualized learning resources; and
 - d. strengthen the capacity of teachers, education program supervisors, and learning resource evaluators in the development and evaluation of contextualized learning resources.
3. Participants in this activity shall include selected Learning Resource Evaluators (LREs), Education Program Supervisors, School Heads, and Learning Resource personnel identified by the Schools Division Offices. They are requested to complete their registration on or before June 15, 2026, through the official registration link to be provided by the Regional Office.
4. Please refer to Enclosure 1 for the Indicative Program of Activities and Enclosure 3 for the Guidelines for Learning Resource Evaluators (LREs) in the evaluation of SDO contextualized learning resources.
5. Board and lodging of the participants shall be charged against Regional Office funds, while travel expenses of the participants shall be charged against local

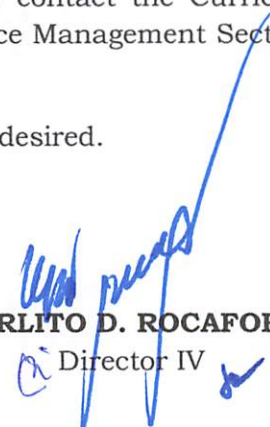


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5. Board and lodging of the participants shall be charged against Regional Office funds, while travel expenses of the participants shall be charged against local funds, subject to the usual government accounting and auditing rules and regulations.
6. Compensatory Time-off (CTO) or Service Credits shall be granted in lieu of the days that will fall on weekends and holidays in accordance with DepEd Order No. 53, s. 2003, Updated Guidelines on Grant of Vacation Service Credits to teachers, and CSC-DBM Joint Circular No. 2, s. 2015, Policies and Guidelines on Overtime Services and Overtime Pay for Government Employees.
7. For clarification and further inquiries, you may contact the Curriculum and Learning Management Division- Learning Resource Management Section at (02) 8681-2114 local 421.
8. Immediate dissemination of this Memorandum is desired.


CARLITO D. ROCAFORT

Director IV

Enclosure 1

**Workshop on the Quality Assurance of SDO Contextualized Learning Resources
July 14-16, 2026**

Indicative Program of Activities

Time	Day 1 July 14, 2026	Day 2 July 15, 2026	Day 3 July 16, 2026
7:30 AM – 8:30 AM	Arrival of Participants Registration / Setting In	Management of Learning	
8:31 AM – 9:00 AM	Opening Program Orientation on the DepEd Learning Resources Quality Assurance Process	Continuation of Workshop 1	Finalization of Evaluation Results
9:01 AM – 10:00 AM			
10:01 AM – 12:00 PM	Workshop 1: Start of Individual and Team Evaluation of Contextualized Learning Resources	Validation and Consolidation of Evaluation Results	Submission and Checking of Outputs
12:01 PM – 1:00 PM	LUNCH BREAK		
1:01 PM – 2:00 PM	Continuation of Workshop 1	Workshop 2: Start of Team Evaluation of Contextualized Learning Resources	Open Forum and Discussion of Agreements
2:01 PM – 4:00 PM	Continuation of Workshop 1	Continuation of Workshop 2	Closing Program and Awarding of Certificates
4:01 PM – 5:00 PM	Consolidation of Initial Findings	Finalization of Outputs and Workshop Documents	
Expected Output	Participants are oriented on the QA process and evaluation tools	Evaluated and enhanced contextualized learning resources	Finalized evaluation results and completed workshop outputs

Enclosure 2

(Based on the DepEd- Bureau of Learning Resources Standards)

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 teammates to come up with a team evaluation report and a 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 for 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 with the given comments and recommendations and with DepEd standards on content, language, and 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 before their finalization;
6. discusses with other teammates to arrive at a 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 before printing;
9. if necessary, checks, proofreads, and revises the content of the accompanying metadata 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 their organization, coverage, and general approach. Then, read the LRs in their 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 in 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 on 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**

- 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**

- 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, and 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 them 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 a complete, fair, and thorough evaluation.
8. Submit or upload the duly accomplished tools and LRs with marginal notes to the link provided by the RTWG.