

1.1 LRMSD Educational Soundness General Evaluation Checklist

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

Instructions for using this Checklist:

- a) The purpose of the evaluation is to determine whether or not a LR/TR/PDM should be reproduced, redeveloped and/or included in the LRMSD Catalogue.
- b) This checklist is used by the subject matter or curriculum specialist or Evaluation Team to evaluate an existing resource.
- c) DepED Resources NOT meeting the **mandatory** (*) qualities should not be further evaluated unless the Intellectual Property Rights allows DepED to fix the issues. The reviewer should complete the Checklist and provide a description of the issues in the Comments Section.
- d) Non-DepED Resources NOT meeting the **mandatory** (*) qualities should not be further evaluated. The reviewer should complete the Checklist and provide a description of the issues in the Comments Section.
- e) The completed Checklist is submitted to the LRMSD Manager for filing.
- f) Any resource that passes this initial review will be subjected to a more extensive Educational Quality review. See Section 6.3-6.8.

Title of Resource:

Location of Resource:

Current Format:

Copyright:

Mandatory (*)

Qualities of the Learning Resource, Teaching Resource, Professional Development Material	Yes/No/Not applicable (NA) Comments	Refer to Educational Soundness Specification v1.0
1. *Content is accurate and reflects the ways in which knowledge is conceptualized within the domain.	If any inaccuracy is identified this should be clearly described and referenced.	Integrity
2. Supports learners' deepening of knowledge within the content domain.		Integrity
3. Presents controversial issues with balance and fairness and in accordance with the DepED curriculum policies, where these apply.		Integrity
4. Uses language and symbols of the content domain and its ways of representation, and supports learners in developing and using them.		Integrity
5. *The following are used	If any inaccuracy or inappropriate	Integrity

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<p>correctly and appropriately:</p> <ul style="list-style-type: none"> - terms and expressions - symbols and notations - diagrammatic representation - graphical representation 	<p>use is identified this should be clearly described and referenced.</p>	
<p>6. Assists the learner with identifying and differentiating between different points of view and perspectives presented</p>		<p>Integrity</p>
<p>7. Uses content in ways that are real to life/authentic for learners/users:</p> <ul style="list-style-type: none"> - are not over simplified or trivialized - makes sense to learners within their imaginary or real world - are realistic within the relevant context - enhances learners' social capital – their knowledge of how the world works and how to make a way in it 		<p>Learner Focus</p>
<p>8. Reflects the profile of the target learner/user for the curriculum or training area.</p>		<p>Learner Focus</p>
<p>9. Presents the same idea to learners/users in multiple/multi-directional modes</p> <ul style="list-style-type: none"> - visual text (e.g. pictures, diagrams) - verbal (written) text - symbolic representations - oral (spoken) text - both static and dynamic images 		<p>Learner Focus</p>
<p>10. Learning objectives are made explicit to learners/users.</p>		<p>Learner Focus</p>
<p>11. The target learners/users are clearly identified (academic level/technical ability/demographics addressed).</p>		<p>Learner Focus</p>
<p>12. Content is structured to scaffold learning.</p>		<p>Learner Focus</p>
<p>13. Provides an opportunity for learners/users to obtain feedback either within or outside the resource.</p>		<p>Learner Focus</p>
<p>14. Pre-requisite knowledge/skills are clearly identified and their connections to prior and future</p>		<p>Learner Focus</p>

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learning are established.		
15. Is easy to use (time and effort to use it is reasonable) and the language is appropriate for the intended learner/user.		Usability
16. Clear instructions for use are provided (i.e., purpose, processes, intended outcomes are explicit).		Usability
17. Learning and information design is intuitive (i.e., the user knows what to do and how to do it).		Usability
18 The learning resource can be accessed by learners/users in deprived, depressed and underserved areas and communities.		Accessibility
19. The resource may not require teacher/facilitator intervention to be used effectively in varied learning environments and learning sequences (i.e.it may include instructions, terms, material in English/Filipino/local dialect as maybe necessary).		Accessibility
20. The learning resource connects to learners' personal/local knowledge and experience <ol style="list-style-type: none"> a. linguistic and cultural experience b. local (community/geographic) conditions c. individual and family circumstances- including, gender, abilities, economic conditions d. interest and degree of engagement (in particular addresses differently able learners) 		Accessibility
21. *Resource does not confront or embarrass learners In any or all of the following ways: <ul style="list-style-type: none"> - require learner to expose personal data which may embarrass them - invade learners' privacy - unfavourably compare learners' learning performance with learners' identity 	If any one of the following is evident then the material is not appropriate.	Accessibility

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<ul style="list-style-type: none"> - unfavourably or stereotypically compare family or community characteristics with learners' identity - unnecessarily or indiscriminately confront cultural beliefs or practices 		
<p>22.. Equivalent or alternative access to information is available for learners' with diverse needs</p> <ul style="list-style-type: none"> - identical content or activity is presented in different modalities - different activities that achieve the same learning outcome are available 		Accessibility
<p>Result of Evaluation of the Resource Check all that apply (✓)</p>		
	<p>1. Recommend reproduction and distribution in current format. Resource acceptable as is.</p>	<p>If recommended for reproduction review, resource using the IPR Guidelines.</p> <p>If NOT recommended for reproduction and submit completed evaluation to LRMS Manager for records.</p> <p>If recommended for modification, outline and suggest what needs to be done in the Comments section and indicate required further Evaluations below.</p> <p>If recommended for digitization, outline and suggest what needs to be done. Complete Comments Section and indicate required Evaluations below.</p>
	<p>2. Resource requires modification before being reproduced. (Must undergo full Educational Quality Evaluation)</p>	
	<p>3. Do not reproduce. Resource does not meet specifications.</p>	
<p>Comments:</p> <p><i>Always include the criteria number from the checklist that your comment/s refers to unless it is very general. Also indicate the page, screen or location of the issue being raised within the resource.</i></p> <p><i>If possible attach a photocopy, or screen capture of the issue.</i></p>		

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Check all that apply (√)	
<input type="checkbox"/>	Recommend full Educational Quality Evaluation
<input type="checkbox"/>	Recommend full Educational Quality and Technical Evaluation
<input type="checkbox"/>	Recommend Accessibility Evaluation
<input type="checkbox"/>	Not recommended for further evaluation
Evaluation completed by: Name and Location	
Date:	
Contact details:	