**Annex 13: Evaluation Tool for Layout and Format**

Learning Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review the learning resource based on the following criteria. Tick the appropriate column found beside each criterion item. If your answer is NO, cite specific pages, briefly indicate the errors found, and give your recommendations in the attached Summary of Findings form. Based on the requirement indicated under each criterion put a check (**✔**) mark in the appropriate column for complied or not. Write Not Applicable (NA) for items that are not appropriate in the material evaluated.

|  |  |  |
| --- | --- | --- |
| **Criterion Items** | **Yes** | **No** |
| 1. **Physical Attributes** | | |
| * 1. **Cover Page** | | |
| * + 1. Cover art is appropriate, relevant, and interesting. |  |  |
| * + 1. Cover elements are correct and complete.(i.e., w/ grade indicator & learning area, book title & type (LM, TG), cover art, DepEd text entries, spine entries, back cover entries (feedback box and ISBN) |
| * 1. **Front matter** | | |
| * + 1. All necessary elements are complete: title page, copyright page, table of contents, and introduction / preface (optional) |  |  |
| * + 1. Page numbers are set in lowercase roman numerals; centered at the bottom of the page; no page numbers on the title and copyright pages. The page number follows the prescribed point size for the specific type of learning resource. |
| * 1. **Inside Pages** | | |
| * + 1. All beginning pages for units / chapters consistently fall on the right-hand pages. |  |  |
| * + 1. Pagination is set in 12 points Arabic numerals and centered at the bottom of the page. The pagination follows the prescribed point size for the specific type of learning resource. |
| * + 1. There are no lines which are too loose or too tight; consistent spaces between lines; too big or too small spaces between words and paragraphs. |  |  |
| * + 1. Page endings do not end with a hyphenated word or an awkward page turn. (i.e., There are at least two lines of text below a text head at the foot of a page) |  |  |

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| **Criterion Items** | **Yes** | **No** |
| * + 1. Texts in each page are of the same length. |  |  |
| * + 1. There are a maximum of only three consecutive hyphenated words in a paragraph. |
| * + 1. Pages have no bad breaks which affect readability. |  |  |
| * 1. **Back Matter Pages** | | |
| Has useful back matter pages (e.g., glossary, bibliography, index, appendix, etc.) |  |  |
| (Note: At least 10 items are YES to comply the criterion) | **Complied** | **Not**  **Complied** |
|  |  |
| 1. **Back Matter Pages** | | |
| * 1. Unit/chapter/lesson titles & subheads are consistent in style |  |  |
| * 1. Attractive and pleasing to look at |  |  |
| * 1. Simple (i.e., does not distract the attention of the   reader) |  |  |
| * 1. Adequate illustration in relation to text |  |  |
| * 1. Harmonious blending of elements (e.g., illustrations & text) |  |  |
| * 1. Suitable to the target users |  |  |
| (Note: At least 4 items are YES to comply the criterion) | **Complied** | **Not**  **Complied** |
|  |  |
| 1. **Typographical Organization** (e.g., size of letters, choice   of font, use of boldface and italics, etc.) | | |
| * 1. Point size of letters is appropriate to the intended user. |  |  |
| * 1. Typeface used is appropriate for the target user and   easy to read. |  |  |
| * 1. Point size of letters and choice of font enable the   target users to easily identify themes / ideas and  rank them in order of importance. |  |  |
| * 1. The use of font style is relevant and appropriate to   the text. |  |  |
| * 1. Spaces between texts and words facilitate reading. |  |  |
| (Note: At least 4 items are YES to comply the criterion) | **Complied** | **Not**  **Complied** |
|  |  |
| 1. **Visuals** (e.g., illustrations, photographs, maps, tables, graphs, etc.) | | |
| * 1. Visuals illustrate and clarify the concept / lesson   and facilitate comprehension. |  |  |
| * 1. Visuals are relevant to the learner's age, culture, life   situation, and gender. |  |  |

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| **Criterion Items** | **Yes** | **No** |
| * 1. Visuals are artistically appealing, simple, and easily   recognizable. |  |  |
| * 1. Visuals sustain interest and do not distract the learner's attention. |  |  |
| * 1. Visuals are consistently clear in content and detail. |  |  |
| * 1. Visuals are realistic and use appropriate color   (optional) where needed. |  |  |
| * 1. Supplement body texts are found on the same page   as the text citation. |  |  |
| * 1. Visuals are placed appropriately in the page and are   in their intended final size. |  |  |
| * 1. Visuals are in greyscale (black-and-white)   illustrations for black-and-white reproduction. |  |  |
| 4.10.Visuals are in greyscale (black-and-white)  illustrations for black-and-white reproduction. |  |  |
| 4.11. Visuals have captions (if needed) and credits (or  sources) indicated along with the text. |  |  |
| 4.12 Illustrations of animals and people are not facing  outside the page. |  |  |
| 4.13 Illustrations of a process involving separate steps or  actions should have at least as many individual  pictures or frames. |  |  |
| (Note: At least 9 items are YES to comply the criterion) | **Complied** | **Not**  **Complied** |
|  |  |

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

❒ **Minor revision.** This material is found compliant to all criteria. However, minimal revision is recommended following the summary of findings and LR with marginal notes.

❒ **Major revision.** This material is non-compliant to any of the criteria thus, major revision is recommended following the summary of findings and LR with marginal notes.

❒ **For field testing.** This material is found compliant to all criteria with NO corrections.

(Please sign below and at the back of each previous page.)

I/ We certify that this summary report and recommendation(s) are my / our own and have been made without any undue influence from others.

Evaluators(s) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature(s) : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date accomplished : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_