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**Assessing the Craft: Use of Specific Descriptors as Guide for Evaluating Instructional Materials**

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*Abstrak - Materi ajar yang dibuat oleh guru memadukan kreativitas dengan keahlian akademis. Seperti penulis profesional, guru harus mengomunikasikan ide dengan jelas, mengadaptasi konten untuk siswa mereka, dan membuat mereka tetap terlibat melalui rencana pelajaran, aktivitas, dan penilaian. Materi ini diperbarui secara berkala berdasarkan masukan siswa, mirip dengan cara penulis merevisi draf mereka. Guru menggunakan pengetahuan dan pengalaman khusus untuk merancang sumber daya yang memadai yang memenuhi berbagai kebutuhan pembelajaran. Dengan Kurikulum K-12 yang baru di Filipina, guru semakin dipandang sebagai instruktur dan pencipta pengetahuan. Makalah ini mengulas materi DepEd dan rubrik evaluasi untuk menilai seberapa baik materi ajar ini bekerja dari sudut pandang guru. Guru dapat meningkatkan materi ajar, meningkatkan pemikiran siswa, dan meningkatkan pembelajaran dengan mengambil peran penting. Meskipun meninjau materi membutuhkan waktu, teknologi seperti pemeriksa plagiarisme AI dapat membantu mempercepat prosesnya. Para peneliti setuju bahwa memperbarui metode dan penilaian secara berkala penting karena pengetahuan dan wawasan berubah seiring waktu, dan umpan balik dapat menyoroti area yang perlu ditingkatkan. Perubahan dalam teknologi dan masyarakat juga memerlukan pembaruan untuk menjaga agar materi tetap relevan dan efektif. Oleh karena itu, evaluasi yang cermat diperlukan untuk memilih materi yang sesuai. Sekolah harus mendukung materi yang dibuat oleh pendidik berpengalaman, bukan hanya penulis yang baik. Dewan akademis harus berinvestasi dalam jaminan kualitas dengan tim revisi, audit, dan penyuntingan khusus untuk memastikan kualitas yang berkelanjutan.*

*Kata kunci: Menilai Keterampilan, Evaluasi, Materi Pembelajaran*

**Abstract** - Instructional materials created by teachers blend creativity with academic expertise. Like professional writers, teachers must clearly communicate ideas, adapt content for their students, and keep them engaged through lesson plans, activities, and assessments. These materials are regularly updated based on student feedback, similar to how writers revise their drafts. Teachers use specialized knowledge and experience to design adequate resources that meet different learning needs. With the new K-12 Curriculum in the Philippines, teachers are increasingly seen as both instructors and creators of knowledge. This paper reviews DepEd materials and evaluation rubrics to assess how well these instructional materials work from a teacher's perspective. Teachers can greatly improve instructional materials, boost student thinking, and enhance learning by taking on a critical role. While reviewing materials takes time, technology like AI plagiarism checkers can help speed up the process. Researchers agree that regularly updating methods and assessments is important because knowledge and insights change over time, and feedback may highlight areas for improvement. Changes in technology and society also require updates to keep materials relevant and effective. Therefore, careful evaluation is needed to choose suitable materials. Schools should support materials made by experienced educators, not just good writers. Academic boards should invest in quality assurance with dedicated revision, auditing, and editing teams to ensure ongoing quality.

*Keywords: Assessing the Craft, Evaluation, Instructional Materials*

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## **INTRODUCTION**

Instructional material is a kind of an educational craft, a product of a creative and scholarly mind – the teacher. Well, most preferably by the teachers dealing with such disciplines. Teachers often wear the hat of a writer, crafting lesson plans, creating instructional materials, and providing feedback on students' works. In terms of writing, as professional writers do, teachers must effectively communicate ideas, tailor content to their audience, and engage readers, in this case, their students. They utilize various writing genres, from lesson objectives to activities and assessments, to convey information clearly and creatively.

Instructional materials play a crucial role in facilitating an efficient learning process. Therefore, teachers must pay close attention to the content and design of these materials to ensure they effectively engage students and enhance their learning experience. Unfortunately, some instructional materials are developed by inexperienced authors and



may contain numerous errors. For this reason, it is essential that all teaching materials be thoroughly reviewed and revised before publication (Babayev, 2021)

According to Tekerek and Tekerek (2018), the importance of using materials is evident. This aligns with the idea presented by Karamustafaoğlu (2006) that achieving the objectives set for students in teaching programs is made easier through the use of effective instructional materials. Similarly, Aslan and Dođdu (1993) state that "using materials in education facilitates perception and learning, encourages student participation in the subject, and stimulates a desire for reading and research" (p. 40). Moreover, material development and evaluation are among the teacher competences that a teacher should have (Çelikkaya, 2017).

Instructional technology enables the development of various materials, such as worksheets, presentations, videos, and computer-aided resources (Kolburan Geçer, 2010). Through the Instructional Technology and Material Design course, teachers gain hands-on experience in creating instructional materials that make learning more effective, lasting, efficient, and enjoyable (Çalışođlu, 2015).

In preparing such materials, teachers constantly revise and refine their work based on the students' needs and feedback appropriateness, much like writers edit and polish their drafts. These writing basics are the same when dealing with other forms of instructional materials, including in-print and non-print materials. Instructional materials represent the culmination of a teacher's expertise, drawing upon their deep understanding of the subject matter and pedagogical methods. While anyone can create instructional materials, teachers specializing in specific disciplines bring unique knowledge and insights into the design process. Their familiarity with the distinctions of their subject area allows them to craft materials that effectively meet the diverse learning needs of their students.

Russel (2015) highlights the importance of craft knowledge. Citing in his work, Grimmett and MacKinnon's (1992) definitive review of craft knowledge in the context of the education of teachers offers these two perspectives: "*Craft knowledge represents intelligent and sensible know-how in the action setting*" (p. 395) and "*Craft knowledge is essentially the accumulated wisdom derived from teachers' and practice-oriented researchers' understanding of the meanings ascribed to the many dilemmas inherent in teaching*" (p. 428).

Hence, the general role of the teacher as a crafter is integral to fostering effective communication and facilitating learning in the classroom and as a critique of his work and any scholarly works used in academic settings or contexts. Thus, this paper write-up focused on how important it is to craft material based on practical experience rather than relying solely on theoretical knowledge. It is a reflective research work focusing on the use of specific rubrics or an evaluation guide for analysis in comparing two different types of instructional materials.

The educational landscape in the Philippines changes to adapt to global trends, and implementing the K-12 Curriculum also shapes the need for teachers to be not only instructors but also craftsmen and craftswomen of knowledge, shaping raw materials into intricate understanding and molding experiences into pathways for growth. This transformation in the educational landscape underscores the vital role of educators in preparing students for the demands of a rapidly evolving world. Further, this paper uses the Department of Education (DepEd) materials as samples and Rubrics for Evaluation to examine, analyze, and draw insights on the effectiveness and usability from an educator's point of view. The different learning materials undergo Monitoring and Evaluation (M&E) to determine whether the Program meets the set objectives, outputs, and desired outcomes. M&E helps identify gaps and weaknesses in the Program so that timely and appropriate adjustments and interventions can be made to bring the Program back on track.

## RESEARCH METHODOLOGY

A reflective research method was used by the researcher to critically document and analyze the data. As a recipient of Philippine Education and curriculum, based on experience as a student in a public classroom where textbooks were used, and traditional teaching methods were implied and paired with the educator's resourcefulness to create support aids such as drilling cards written on strips and manila papers or *Cartolinas* (colored material), designing a learner-centered curriculum is, of course, a comparison to discuss. Despite the decline in students' performance and odd situations, DepEd is trying its best to promote this learner-centered classroom where teachers serve as facilitators, guiding students through exploration and discovery rather than mere dispensers of information.

In 2020, addressing the pandemic as a global conflict to uplift learning and education, the Department of Education (DepEd) took action to provide Self-Learning Modules (SLMs) with alternative learning delivery modalities to be offered for various types of learners across the Philippines. The incorporation of SLMs into various alternative

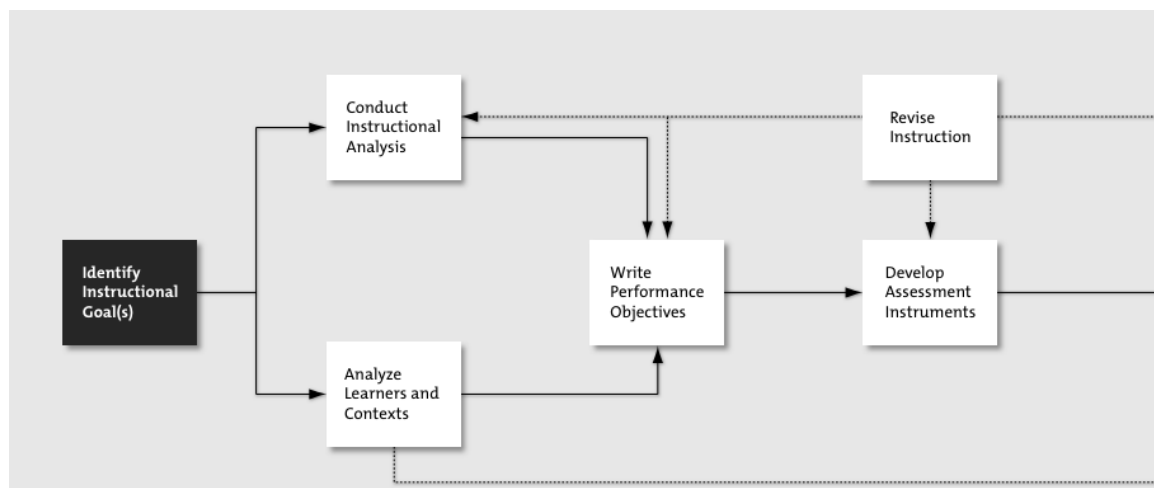
learning methods (such as modular, television-based, radio-based instruction, blended, and online) was intended to assist DepEd in guaranteeing that all students could receive quality basic education for the academic year 2020-2021, given that in-person classes were still restricted due to the prevailing public health conditions. As people adapt to global trends and situations, education also impacts. Many disaster risks were added and anticipated even after the pandemic outbreak, such as the address to global warming with the sudden temperature changes. Practitioners are challenged to design and develop an inclusive and adaptable curriculum. Self-learning modules are of great help for students, ensuring still with facilitating and evaluation.

Evaluation plays a key role in crafting lesson materials as it serves as a quality assurance mechanism, ensuring that the materials are effective, relevant, and aligned with educational objectives. Through evaluation, educators can assess the suitability of the materials for their intended audience, whether it be students of varying ages, backgrounds, or learning styles. Additionally, the evaluation identifies potential material weaknesses or gaps, enabling educators to make necessary adjustments to enhance their overall effectiveness. Moreover, by systematically evaluating lesson materials, educators can gather valuable feedback from students and colleagues, providing insights into what aspects of the materials are working well and what areas may need improvement.

Incorporating evaluation into the crafting process empowers educators to continually refine and optimize their lesson materials and enhance students' learning experiences. Dick and Carey (2015) present a model that employs a systemic method to create impactful instruction. This method highlights a comprehensive analysis of interconnected instructional elements, intrinsic assessment of instructional materials, and continual refinement of the instruction throughout the creative process to facilitate successful learning.

Thus, the figure below shows the flow ideal for the crafting process of instruction.

Figure 1. Crafting Process of Instruction Flow Chart



Source: Pearson Education Limited 2014

In the Philippine setting, the Department of Education stipulated that classroom teachers use systemized evaluation ratings for learning resources. Learning Resources Management and Development System (LRMDS) is a framework used in education to manage and develop learning resources, including digital materials, textbooks, curriculum guides, and other educational resources, to support teaching and learning processes. The Guidelines and Processes for LRMDS Assessment & Evaluation design and provide an evaluation template for critiquing in-print (textbooks, modules, lesson plans, etc.) and non-print (CDs, DVDs, images, video, multimedia, etc.) materials.

The Learning Resources Management and Development System (LRMDS) aims to facilitate greater dissemination and accessibility of learning materials, instructional resources, and opportunities for professional growth at the Regional, Divisional, and School/Cluster levels within DepEd. The LMRDS becomes accessible to public and private institutions teachers, provided they create an account. The teacher, as the user, may proceed to the LR portal with an updated website <https://lrmds.deped.gov.ph/register/confirmed> to sign in with personal details to make an account; a follow-up email of confirmation will be sent to the user to activate the account and use the available learning resources in-print and non-print kinds.

A learning module in English for Grade 7 and a video clip ideal for Junior High School from the learning resource website of the DepEd were used as samples and subjects of evaluation. Grade 7 marks a significant stage in a child's growth and educational journey. It's typically a transitional period between childhood and adolescence, often characterized by physical, emotional, and cognitive changes. At this stage, children are usually around 12 or 13 years old, navigating through the challenges of middle or junior high school (a term in the Philippine Educational setting with the K-12 Curriculum). In Grade 7 [known as the Freshmen year in Junior High School] level of schooling, students start to improve their language skills in reading, writing, and speaking. They read more complex texts, learn new words, and write better essays and reports. They also study grammar to communicate more clearly. This phase helps students talk confidently and understand others by discussing and presenting ideas. By analyzing stories, they learn more about how language works. Hence, the activities, presentations, and assessments were modeled for these needed skills.

The Grade 7 English module titled "Discover Through Philippine Literature: The Need to Work Cooperatively and Responsibly in Today's Global Village" emphasizes the exploration of Philippine literature to understand the importance of cooperation and responsibility in today's interconnected world. Through this module, students engage with literary works from the Philippines, gaining insights into these texts' values, culture, and societal issues. They learn the significance of working together and taking responsibility for their actions within a global community. This module encourages students to appreciate the diverse perspectives found in Philippine literature while also promoting collaboration and accountability as essential skills for success in the modern world. A video clip from the DepEd Learning Resource Portal has been chosen as the non-print material. Philippines Coral Reef is a short video that challenges the students' viewing skills, understanding, creativity, and critical reasoning. Though brief, this material is ideally used across subjects. For starters, the researcher wants to measure the material's usability and whether its appropriateness is reasonable for the age and language level of the grade 7 learners. Overall, the researcher believes that the aim of Grade 7 is to help students become better communicators, critical thinkers, and active participants worldwide.

## RESULTS AND DISCUSSION

### I. Evaluated Printed Material

The following tables show the report of scoring and evaluation of the module content for printed material.

Table 1. Content Factor for Printed Material

Factor Identified	Specific Descriptors (SD)	Given Score (Scoring scale adopted from Evaluation Template 6.4)	Satisfaction Scale and Remarks			
			Very Satisfactory	Satisfactory	Poor	Not Satisfactory
F1. Content	F1. Content SD 1	4	✓			
	F1. Content SD 2	4	✓			
	F1. Content SD 3	4	✓			
	F1. Content SD 4	3		✓		
	F1. Content SD 5	4	✓			
	F1. Content SD 6	4	✓			
	F1. Content SD 7	3		✓		
Total Score <i>Note as per Evaluation Template 6.4: Resource must score at least 21 points out of a maximum 28 points to pass this criterion.</i>		26	Passed		Failed	
			✓			

With the given descriptors [7] for the Content Factor, it has shown that upon evaluation, it passed the M & E as per Evaluation Template 6.4 (Refer to Guidelines and Processes for LRMS Assessment and Evaluation) for it has garnered 26 total points that are 5 points higher than the minimum bracket score of 21 for it to be considered passed and satisfactory. The overall score of 26 points for the Content Factor has passed the criterion as per Evaluation Template 6.4: Resource that must score at least 21 points out of a maximum of 28 points. The content factor of the English—Grade 7 Alternative Delivery Mode (ADM) Quarter 4—Module 7: Discover Through Philippine Literature the Need to Work Cooperatively and Responsibly in Today’s Global Village is deemed essential for use in the classroom.

Table 2. Format Factor for Printed Material

Factor Identified	Specific Descriptors (SD)	Given Score (Scoring scale adopted from Evaluation Template 6.4)	Satisfaction Scale and Remarks			
			Very Satisfactory	Satisfactory	Poor	Not Satisfactory
F2. Format	F2. Format SD 2	16	✓			
	F2. Format SD 2	23	✓			
	F2. Format SD 2	12	✓			
	F2. Format SD 2	8	✓			
	F2. Format SD 2	6	✓			
Total Score <i>Note as per Evaluation Template 6.4: Note: Resource must score at least 54 points out of a maximum 72 points to pass this criterion.</i>		65	Passed		Failed	
			✓			

The Format factor covers the print, illustrations, design and layout, paper and binding, and size and weight. All five (5) specific descriptors have garnered a Very Satisfactory remark scale, and a total score of 65 points passed about Evaluation Template 6.4: Note: Resource must score at least 54 out of a maximum of 72 points to pass this criterion. The format factor for the printed material, English – Grade 7 Alternative Delivery Mode (ADM) Quarter 4 – Module 7: Discover Through Philippine Literature the Need to Work Cooperatively and Responsibly in Today’s Global Village, is considered for perusal.

Table 3. Presentation and Organization Factor for Printed Material

Factor Identified	Specific Descriptors (SD)	Given Score (Scoring scale adopted from Evaluation Template 6.4)	Satisfaction Scale and Remarks			
			Very Satisfactory	Satisfactory	Poor	Not Satisfactory
F3. Presentation and Organization	F3. Presentation and Organization SD 1	4	✓			
	F3. Presentation and Organization SD 2	4	✓			
	F3. Presentation and	4	✓			

	Organization SD 3					
	F3. Presentation and Organization SD 4	4	✓			
	F3. Presentation and Organization SD 5	4	✓			
Total Score		20	Passed		Failed	
<i>Note as per Evaluation Template 6.4: Note: Resource must score at least 15 points out of a maximum 20 points to pass this criterion.</i>			✓			

The presentation and organization factor covers the print, illustrations, design and layout, paper and binding, and size and weight. All five (5) specific descriptors have garnered a Very Satisfactory remark scale and the overall points of 20 that is passed about per Evaluation Template 6.4: Note: Resource must score at least 15 points out of a maximum 20 points to pass this criterion Thus, the printed material, English – Grade 7 Alternative Delivery Mode (ADM) Quarter 4 – Module 7: Discover Through Philippine Literature The Need To Work Cooperatively And Responsibly In Today’s Global Village is considered for perusal.

Table 4. Accuracy and Up-to-datedness of Information Factor for Printed Material

Factor Identified	Specific Descriptors (SD)	Given Score (Scoring scale adopted from Evaluation Template 6.4)	Satisfaction Scale and Remarks			
			Very Satisfactory	Satisfactory	Poor	Not Satisfactory
F4. Accuracy and Up-to-datedness of Information	F4. Accuracy and Up-to-datedness of Information SD 1	4	✓			
	F4. Accuracy and Up-to-datedness of Information SD 2	4	✓			
	F4. Accuracy and Up-to-datedness of Information SD 3	4	✓			
	F4. Accuracy and Up-to-datedness of Information SD 4	4	✓			
	F4. Accuracy	4	✓			



	and Up-to-datedness of Information SD 5					
	F4. Accuracy and Up-to-datedness of Information SD 6	4	✓			
Total Score		24	Passed		Failed	
<i>Note as per Evaluation Template 6.4: Note: Resource must score 24 out of a maximum 24 points to pass this criterion.</i>			✓			

The findings reveal that descriptors 1 to 6 achieved a perfect score of 24, indicating an exemplary level of performance. The overall assessment is deemed "very satisfactory," and the material has passed the evaluation. Factor 4 is pivotal in assessing the accuracy and currency of educational materials within the K-12 curriculum in the Philippine educational landscape. Its scrutiny ensures that the curriculum remains relevant and aligned with current knowledge and societal needs, which is essential for preparing students for the challenges of the modern world. Moreover, Factor 4 assumes even greater significance in a global and multicultural context. It ensures the curriculum is locally pertinent, adaptable, and inclusive, reflecting diverse perspectives and fostering cross-cultural understanding. Factor 4 contributes to an educational framework that equips students with the knowledge and skills necessary to thrive in an increasingly interconnected and diverse world by prioritizing accuracy and up-to-date.

## II. Evaluated Non-Print Material

A short clip video portraying an underwater setting was used for the non-print material. According to DepEd, as posted on the DepEd Learning Resource Portal site, it is a digital interactive suitable for Grade 7. Still, it can also be used as a material resource for higher year levels, like Grades 8 to 10. The Philippines Coral Reef Clip video is digital, interactive, non-print material that is inclusive to all types of students and relatable to some lessons challenging the students' simple to creative knowledge. Educators may use it to connect the idea of the Philippines being bestowed with a rich natural marine resource. It can be relatable to the students of local fishermen and even used to picture a sign of good tourism and leisure activity—in terms of diving. It can draw comparisons and encourage action on how people can care for nature. Some sort of activity, whether in writing or speaking, can be utilized. When viewed once, a person may say it is just a concise clip, but for an effective and efficient educator, this non-print material can be more than it seems. Therefore, it can also be validated using the rubrics.

The Non-Print Material Validation Rubrics consist of six (6) factors with specific descriptors as follows:

1. The content is consistent with topics/skills found in the DepEd Learning means competencies for the subject and grade/year level it was intended for. The material is consistent with issues found in the Learning Competencies (LC) for the subject and grade/year level at which it was designed. The material can be related to and supports the development of skills related to Learning Competencies.
2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives. Very satisfactorily reinforces, enriches, and/or leads to mastery of identified learning objectives. Material supports and compliments the achievement of learning objectives of the subject area and grade/year level for which it is intended.
3. Content is accurate. The presentation of factual content is correct. There is no outdated information, improper use of figures, inaccurate graphs, or simplified models or diagrams.
4. Content is up-to-date. All information provided is up-to-date. No outdated information, improper use of figures, inaccurate graphs, oversimplified models or diagrams.
5. The content is logically developed and organized. The presentation's logic and content organization are clear to the target user. The content is presented in a well-organized, consistent, and predictable fashion. The structure is apparent.

6. Content is free from cultural, gender, racial, or ethnic bias. Refer to the Social Content Guidelines, Section 6.8. There are no ideological, cultural, religious, racial, or gender biases/prejudices found in the material.

Further, it is better if the video has two versions, one mere clip and the other a short caption or text for learning at least vocabulary, challenging listening or reading, not just viewing skills.

Viewing as a skill in language learning can be explored in these types of non-print instructional materials [for it challenges the creativity and critical mind of perceiving]. Gabinete's (2017) study supports that teachers' ability to teach and assess viewing skills depends not only on their training but also on their access to technology and the availability of instructional materials.

## CONCLUSION

The quality of the teaching materials should be very high to provide efficiency. Quality may show itself in the content and the scale of its coverage of the whole program. If the content interests the readers, the material will be bought abundantly. Some authors sometimes compile textbooks at a very low level with several grammatical, lexical, phonetic, and stylistic mistakes (Babayev, 2021). By executing the role of a critique, teachers can enhance the quality of instructional materials, foster critical thinking in students, and eventually facilitate a more enriching learning experience in the classroom. It takes time to check, but with the rise of technology, it can be done generatively through AI plagiarism scanners, etc. The researcher's belief in the potential for revisions to both approaches and assessments over time likely stems from several factors. Firstly, as knowledge evolves and new insights emerge, there is a natural inclination to refine and update methodologies to better reflect current understanding and practices. Additionally, feedback from ongoing assessments may highlight areas for improvement or adjustment, prompting researchers to reconsider their approaches. Thus, this idea is justified by Babayev (2021) results of having teacher reviews and student reviews of the material by having a strong foundation for evaluation. Moreover, technological changes, societal norms, or external circumstances may necessitate adaptations to research methodologies and evaluation criteria to ensure their relevance and effectiveness. Therefore, the researcher's belief in the possibility of revisions reflects a commitment to continuous improvement and responsiveness to evolving contexts within their field.

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