BUKIDNON STATE UNIVERSITY



Title of IM: Author/s:

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OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Center for Innovative Teaching and Learning

Educate Innovate Lead

Instructional Materials Review Form

(Implementation Phase)

IM Type:				_	
To the Reviewers: Check the column corresponding	to your rating fo	or each item.	Be guided by t	he	
following descriptions.					
VM - Very Much	M - Much	M - Much			
JE - Just Enough	NM - Not Much				
NAA - Not at All					
Criteria	Content Specialist	Content Editor	IDD Specialist	Remarks	
The Title					
The title is definite.					
The title is relevant to the contents of the instructional material.					
The Preface		•	•	•	
The preface is written by the author/s himself/ herself/ themselves.					
It includes reasons for creating the material.					
It states the importance to the users.					
It introduces what the material is about.					
The Introduction in Every Chapter/Unit					
The introduction in every chapter/unit gives the overview of the coverage.					
The Learning Outcomes			1	1	
The content, activities, and assessment are aligned with the LOs.					
The learning outcomes (COs and SLOs) are addressed in the instructional material.					
The learning outcomes (COs and SLOs) are addressed in the instructional material.					
 The learning outcomes are appropriate for the topics covered. 					
The Discussion/Presentation of the Concepts					
The concepts are explicitly discussed.					
All terms are understandable to the learners.					
The presentation facilitates comprehension.					
The content is free from gender-hias					

Document Code: CITL-F-014 Revision No.: 0 Issue No.: 1 Issue Date: July 28, 2020 Page 1 of 2

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Criteria	Content Specialist	Content Editor	IDD Specialist	Remarks
The Examples for the Application of the Concepts		•	•	
Examples are provided to illustrate the concepts discussed.				
The examples are consistent with the concepts discussed.				
They relate to real-world situations.				
They motivate students to participate in the learning process.				
They illustrate attainment of learning outcomes.				
The Exercises/Activities				
The exercises/activities are appropriate for demonstrating the learned concepts.				
There are provisions that encourage students to work collaboratively.				
The exercises/activities develop creativity, critical thinking, and problem-solving skills of the students.				
They encourage students to communicate effectively.				
They are prepared within the capability of the students.				
The Rubrics				
The rubrics are appropriate for the assessment.				
The rubrics describe the criteria through which the learners' outputs are rated.				
The rubrics show the levels of achievements of quality of the assessment outputs.				
Content Specialist		Content l	Editor	
IDD Specialist				