



Republic of the Philippines  
**Department of Education**  
REGION VII – CENTRAL VISAYAS  
Division of City Schools – Tagbilaran City

**Office of the Schools Division  
Superintendent**

DIVISION MEMORANDUM

No. **406**, s. 2021

October 11, 2021

**ADMINISTRATION OF INFORMAL READING INVENTORY (IRI) FOR THE SCHOOL YEAR  
2021-2022**

To: Assistant Schools Division Superintendent  
Chiefs, CID and SGOD  
Heads of Public Elementary and Secondary Schools  
All Others Concerned

1. Per RM No. 0890 s. 2021 dated October 2021, titled, Contextualized Guidelines on the Administration of Informal Reading Inventory for School Year 2021-2022- in this Pandemic-driven Situation”, this Office informs the field of the timetable and the contextualized guidelines in the administration of the Informal Reading Inventory for the School Year 2021-2022 using different adaptable modes.
2. The Informal Reading Inventory is composed of graded passages designed to determine the individual student’s performance in oral reading, silent reading, and listening comprehension. It is, therefore, a tool to determine and track students’ reading level progress.
3. This undertaking aims to:
  - a. gather relevant and authentic data on the reading performance of learners both in English and Filipino;
  - b. guide every teacher on the differentiation of reading instruction during class hours and implementation of the after-class-hour and needs-based class reading remediation; and
  - c. facilitate school reading coordinators in English and Filipino in crafting the School Reading Remediation Program in collaboration with the School Head, PSDSs, and Division Education Program Supervisors in English and Filipino.
4. Attached herewith are the following enclosures.
  - a. Contextualized Guidelines on the Administration of the Informal Reading Inventory (IRI) in this pandemic-driven situation;
  - b. Timetable of Activities Relative to the IRI administration and Submission of Reports for School Year 2021-2022;
  - c. IRI Tools and Forms to utilize and accomplish
5. Immediate dissemination and compliance with this Memorandum are desired.

**JOSEPH IRWIN A. LAGURA PhD**  
Schools Division Superintendent  
Office of the Schools Division Superintendent



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## **CONTEXTUALIZED GUIDELINES ON THE ADMINISTRATION OF THE INFORMAL READING INVENTORY ( IRI ) IN THIS PANDEMIC-DRIVEN SITUATION**

### **Rationale:**

Assessments in reading can be invaluable in helping identify the strengths and weaknesses of each learner across grade levels in the basic education. Assessment results will serve as guide to education leaders on the subsequent steps that teachers have to employ in whatever mode of instruction. There are many informal tools developed for assessing the various components of reading. Yet, no single assessment will provide insight into all of the reading-related skills that students need to learn. This is the reason why we consider other informal reading assessment tools. Thus, conducting informal reading assessments at the beginning of the school year can help determine:

- how to plan future instruction that will meet students' needs;
- how students should be grouped for instruction so that each learner receives instruction at the right level of difficulty in order to refrain from having learners experience frustration in the course of instruction; and
- which students necessitate individual support through the conduct of class and school reading remediation programs to address the specific needs of each learner.

It is for these reasons that the Department of Education (DepEd) through the Bureau of Learning Resources (BLR) developed the Philippine Informal Reading Inventory (Phil-IRI) and Early Grade Reading Assessment (EGRA) tools which support the program of the Department "Every Child a Reader" which aims to make every Filipino child a reader and a writer at his/her grade level. This is meant to diagnose each learner's need/s in terms of the various reading-related skills.

Moreover, this Office, through the Curriculum and Learning Management Division (CLMD) remains adherent and takes the spotlight on the contextualization of the administration of these Informal Reading Inventories (IRI) to Grades 1-10 learners effective School Year 2021-2022.

It can also be noted that the administration of this IRI had been curtailed in the previous school year because of the onset of COVID-19 causing this pandemic which until now continues to batter all sectors and education has never been an excuse.

Undeniably, education must continue despite the alarming effects of the pandemic as Deped Secretary Leonor Magtolis Briones continues to emphasize in all her engagements to stakeholders in various platforms.

Moreover, this has placed all education leaders across levels of governance in a quite challenging state which prods them to become more resourceful, creative, and innovative in order for their mandates to get realized and the quality education that learners deserve to have may not be compromised.

Such that, in the administration of these inventories, school heads with the guidance of their immediate district and division supervisors should look for feasible ways, consider the IATF Health and Safety Protocols, and coordinate with the Local Government Unit (LGU) should the school wishes to have the controlled and regulated physical administration of IRI. School

Heads must consider other reading inventory and remediation modality mechanisms should face-to-face, even if regulated or limited, remains **NOT AN OPTION**.

School Heads are also reminded not to compel parents if they would not allow their kids to go to school for the controlled or regulated face-to-face conduct of the IRI even if said administration receives a "green light" from the local IATF.

Although the entire school population (Elementary and Junior High School ) is not expected to get inventoried utilizing any (IRI) tool which will be used by the school, it is still recommended to have a better number since entire population sounds ambitious at the moment because of this pandemic, so that differentiation in the reading instruction and remediation be observed regardless of modality/ies the school adopts.

It is therefore significant to mention that although not all learners will be measured for possible remediation, at least some learners with reading deficits will be attended to, through reading remediation, with high hopes of closing the reading gaps at the end of the school year.

### **Roles and Responsibilities:**

#### **A. Schools Division Office**

- The Division Reading Coordinators (DRC) in English and Filipino shall:
  - facilitate schools in the administration of the IRI at the beginning of the school year to diagnose each learner's need/s in terms of the 5 Critical Components of Reading, which are; Fluency, Comprehension, Phonics, Phonemic Awareness, and Vocabulary. This will be administered during the first two months of each academic year to give reading teachers the real picture on each learner's level of reading as bases in the differentiation of reading class and conduct of reading remediation program;
  - orient all Public Schools District Supervisor (PSDS), School Reading Coordinators in English and Filipino, and reading teachers across grade levels (Elementary: Grades 1-6; Junior High School: Grade 7-10) on the administration of IRI either virtual/ physical or blended whichever is feasible;
  - guide the schools in the selection of reading materials considering the appropriateness of such level to the grade level of the test-taker (Philippine Informal Reading Inventory (Phil-IRI) and Early Grade Reading Assessment (EGRA Tools) and other IRI Tools:
    - ✓ **(For Grades 4-6)** – Phil-IRI Assessment Tools in English are to be used for the Group Screening Test (GST) to determine the whole class' reading level and the Individual Graded Passages for those who did not pass the GST to determine a student's independent, instructional and frustration levels for three types of literacy tasks: Oral Reading, Silent Reading, and Listening Comprehension;
    - ✓ **(For Grades 3-6)** – Phil-IRI Assessment Tools in Filipino are to be used employing the same assessment mechanism in the conduct of the English Phil-IRI;
    - ✓ **(For Grades 1-3)** – Early Grade Reading Assessment (EGRA) Tools and other existing tools shall be used and assessment mechanisms must be

observed to get the accurate data for instruction and remediation. MTB shall be administered to Grade 1; Filipino to Grade 2, and English to Grade 3; and

- ✓ **(For Grades 7-10)** – SDOs are advised to utilize existing reading assessment tools appropriate for their levels to figure out the needs and appropriate remediation to address each learner's level of comprehension and eventually close the gaps at the end of the school year.
- monitor and evaluate the conduct of IRI (Pretest, Remediation, and Posttest) and ensure accuracy of the data collected for decision-making and policy formulation;
- submit the consolidated reports of IRI through Shared Drive (Pretest, Remediation, and Posttest) to the Regional Reading Coordinators in English and Filipino based on the timetable stipulated in the Memorandum; and
- develop Division Reading Remediation Program (DRRP) which reflects the consolidated reading deficits of the districts as gleaned from the Districts IRI reports necessitating appropriate and timely remediation.

#### B. District Office

- The Public Schools District Supervisor (PSDS) shall:
  - assist the School Heads in the preparation of the materials to be used prior to the scheduled conduct of the activity to ensure smooth, stress-free, and child-friendly administration of the Informal Reading Inventory in the district of concern. Likewise, PSDS with the School Head is expected to coordinate with the Local Government Unit (LGU) should the latter chooses to have it conducted in a regulated and controlled face-to-face. When not feasible as constrained by IATF and LGU ordinances, PSDS shall look for other modality/ies;
  - supervise the administration of the Informal Reading Inventory from the beginning of the School Year (Pretest) to end of the School Year (Posttest) through any modality/modalities;
  - supervise the conduct of Class and School Reading Remediation to ensure that the plans as reflected in the Class Reading Remediation Plan (CRRP) and School Reading Remediation Program (SRRP) are done as scheduled;
  - monitor and evaluate the conduct of IRI (Pretest, Remediation, and Posttest) in schools of coverage to ensure accuracy of the data collected for decision-making and policy formulation;
  - submit the consolidated reports of the IRI (Pretest, Remediation, and Posttest) to the Division Reading Coordinators in English and Filipino based on the timetable stipulated in the Memorandum; and
  - develop District Reading Remediation Program (DsRRP) which reflects the consolidated reading deficits of the covered schools as gleaned from the Schools IRI reports necessitating appropriate and timely remediation.

#### C. School

- The School Head shall:
  - ensure that IRI materials (Phil-IRI, EGRA, other Informal Reading Assessment Tools, and forms) are ready for the administration of the pretest, remediation, and posttest:
    - ✓ **(For Grades 1-3)** – Early Grade Reading Assessment (EGRA) and other existing IRI Tools shall be used and assessment mechanisms must be

observed to get the accurate data for instruction and remediation. MTB shall be administered to Grade 1; Filipino to Grade 2, and English to Grade 3 learners;

- ✓ **(For Grades 4-6)** – Phil-IRI Assessment Tools in English are to be utilized for the Group Screening Test (GST) to determine the whole class' reading level and the Individual Graded Passages for those who did not pass the GST to determine a student's independent, instructional and frustration levels for three types of literacy tasks: Oral Reading, Silent Reading, and Listening Comprehension (Please refer to the 2018 Revised Philippine Informal Reading Inventory Manual for the details);
  - ✓ **(For Grades 3-6)** – Phil-IRI Assessment Tools in Filipino are to be used employing the same assessment mechanisms in the conduct of the English Phil-IRI (Please refer to the 2018 Revised Philippine Informal Reading Inventory Manual for the details);
  - ✓ **(For Grades 7-10)** – Schools are advised to utilize existing reading assessment tools appropriate for their levels to figure out the needs and appropriate remediation to address each learner's level of comprehension and eventually close the gaps at the end of the school year.
- ensure smooth conduct of the (Pretest, Remediation, and Posttest);
  - provide orientation on the administration of the various IRI Tools (Phil-IRI, EGRA, and other existing IRI assessment tools);
  - monitor and evaluate the conduct of IRI (Pretest, Remediation, and Posttest) in all classes to ensure accuracy of the data collected for decision-making and policy formulation.
  - submit the consolidated reports of the IRI (Pretest, Remediation, and Posttest) to the District Reading Coordinators in English and Filipino based on the timetable stipulated in the Memorandum; and
  - facilitate in the development of the School Reading Remediation Program (SRRP), reflecting the consolidated reading deficits of all learners as gleaned from the IRI reports of all classes necessitating appropriate and timely remediation.
- The School Reading Coordinators in English and Filipino shall:
    - facilitate in the preparation of the IRI materials for the smooth conduct of the pretest, remediation, and posttest;
    - brief the Test Administrators on the guidelines in the administration of the pretest, remediation, and posttest;
    - prepare the necessary materials and distribute them to the Test Administrators the day before the scheduled conduct;
    - assist the School Head in the monitoring and evaluation of the administration of IRI (Pretest, Remediation, and Posttest) in all classes to ensure accuracy of the data collected for decision-making and policy formulation;
    - consolidate reports of the IRI (Pretest, Remediation, and Posttest) and submit the consolidation to the District Reading Coordinators in English and Filipino based on the timetable stipulated in the Memorandum; and
    - draft School Reading Remediation Program (SRRP) together with the rest of the language teachers, reflecting the consolidated reading deficits of all learners

as gleaned from the IRI reports of all classes necessitating appropriate and timely remediation and submit to the School Head for finalization of the SRRP.

- Reading/Language Teachers/Test Administrators shall:
  - administer the pretest of the IRI bearing in mind the Guidelines in the Administration;
  - check the test paper, use appropriate tool for the recording of results and submit them to the School Reading Coordinators;
  - design Class Reading Remediation Plan (CRRP) based on the result of the Class IRI and the consolidated result reflected in the School Reading Remediation Program; and
  - implement the CRRP as scheduled.

**Tools and Forms to be Utilized and Accomplished:**

<b>IRI Form Number</b>	<b>Form Description</b>
1. Phil-IRI Form 1A	Talaan Pangkatang Paagtatasa ng Klasi (TPPK)
2. Phil-IRI Form 1B	Group Screening Test Class Reading Record (GST-CRR)
3. Phil-IRI Form 2	Talaan ng Paaralan sa Pagbabasa (TPP)/School Reading Profile (SRP)
4. Phil-IRI Form 3A	Markahang Papel ng Panggradong Lebel na Teksto
5. Phil-IRI Form 3B	Grade Level Passage Rating Sheet
6. Phil-IRI Form 4	Individual Summary Record (ISR)/Talaang Indibidwal na Pagbabasa (TIP); Oral Reading Observation Checklist/Talaan ng mag Puna Habang Nagbabasa; Summary of Comprehension/Talaan ng Pag-unawa
7. IRI Form 5	Class Reading Remediation Plan (CRRP)
8. IRI Form 5-A	School Reading Remediation Program (SRRP)
9. IRI Form 5-B	District Reading Remediation Program (DsRRP)
10. IRI Form 5-C	Division Reading Remediation Program (DRRP)
11. IRI Form 6	School Profile on Learner's Reading Level at the Beginning of the School Year in English and Filipino
12. IRI-Form 6-A	School Profile on Learner's Reading Level at the End of the School Year in English and Filipino
13. IRI-Form 7	District Profile on Learner's Reading Level at the Beginning of the School Year in English and Filipino
14. IRI-Form 7-A	District Profile on Learner's Reading Level at the End of the School Year in English and Filipino
15. IRI-Form 8	Division Profile on Learner's Reading Level at the Beginning of the School Year in English and Filipino
16. IRI-Form 8-A	Division Profile on Learner's Reading Level at the End of the School Year in English and Filipino

**TIMETABLE OF ACTIVITIES RELATIVE TO THE IRI ADMINISTRATION AND  
SUBMISSION OF REPORTS FOR SCHOOL YEAR 2021-2022**

ACTIVITY	SCHEDULE		
	PRETEST	REMEDIATION	POSTTEST
Phil-IRI Group Screening Test For Grades 3-6 ( Grades 3-6: Filipino; Grades 4-6: English)	October 2021		April 2022
EGRA Administration For Grades 1-3 (Grade 1: MTB; Grade 2: Filipino; Grade 3: English)	October 2021		April 2022
IRI-related Tools for Grades 7-10	October 2021		April 2022
Individualized Phil-IRI/IRI Assessment (only for learners who did not pass the GST) to Identify the IIF Levels of the Learner	November 2021		May 2022
Submission of IRI Results to the District Reading Coordinators	December 2021 (First Week)		June 2022 (First Week)
Submission of IRI Results by the District Reading Coordinators to the Division Office	December 2021 (First Week)		June 2022 (First Week)
Submission of IRI Results by the Division Reading Coordinators to the Regional Office	December 2021 (First Week)		June 2022 (First Week)
Submission of Class Reading Remediation Plan to the School Reading Coordinator	November 2021 (Fourth Week)		
Submission of School Reading Remediation Program to the District Reading Coordinators	December 2021 (First Week)		
Submission of District Reading Remediation Program to the Division Reading Coordinators	December 2021 (First Week)		
Submission of Division Reading Remediation Program to the Regional Reading Coordinators	December 2021 (First Week)		
Implementation of School Reading Remediation Program Across Levels of Governance		Second and Third Quarters	
Online Evaluation of the Implementation of Reading Remediation Program Across Levels of Governance/FGD		July 2021	

**TALAAN NG PANGKATANG PAGTATASA NG KLASE (TPPK)**

Baitang \_\_\_\_\_ Seksyon \_\_\_\_\_ Guro \_\_\_\_\_

Paaralan: \_\_\_\_\_

Antas ng Pangkatang Pagtatasa : \_\_\_\_\_ Peta: \_\_\_\_\_

\*Ang mag-aaral na nagtamo ng kabuuang marka na  $\geq 14/20$  ay hindi na kailangang kumuha ng Phil IRI.

Pangalan	Nakuha ang Pagtatasa	Bilang ng Tamang Sagot (ayon sa Uri ng Tanong)			Kabuuang Marka	Markang < 14	Markang $\geq 14$ *
		Literal	Paghihinuha (Inferential)	Kritikal			
1.	✓ 0 X	1/1	1/1	1/20	✓		
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
Kabuuang Bilang ng Magaaral							

**GROUP SCREENING TEST CLASS READING RECORD (GSTCRR)**

Grade: \_\_\_\_\_ Section: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Screening Test Level: \_\_\_\_\_ Date: \_\_\_\_\_

Name	Test Taken ✓ or X	Number of Correct Responses			Kabuung Marka	Markang < 14	Markang ≥ 14*
		Literal	Inferential	Critical			
1.		1/1	1/1	1/20	✓		
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
Total Number of Students							

\*Students with a total score of ≥ 14/20 need not take the PHIL IRI.

**TALAAN NG PAARALAN SA PAGBABASA (TPP) / SCHOOL READING PROFILE (SRP)**

School: \_\_\_\_\_  
 District: \_\_\_\_\_

Division: \_\_\_\_\_  
 Region: \_\_\_\_\_

Grade	Sections	Enrollment	Score (Marka)	
			Markang $\geq$ 14	Markang $<$ 14
III				
IV				
V				
VI				
Total				

**MARKAHANG PAPEL NG PANGGRADONG LEBEL NA TEKSTO**

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Baitang /Section: \_\_\_\_\_  
 School: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Pre-Test:  Level: 4 Set A  C  D  Date: \_\_\_\_\_ Kabuuang Oras ng Pagbasa: \_\_\_\_\_ minuto  
 Rate ng Pagbasa: \_\_\_\_\_ salita /minute  
 Sagot sa mga Tanong: Marka: \_\_\_\_\_ % = \_\_\_\_\_ Comprehension Level: \_\_\_\_\_  
 1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_

**PART B**

**Word Reading (Pagbasa)**

Seleksyon: \_\_\_\_\_ Level: \_\_\_\_\_ Set: \_\_\_\_\_

		Types of Miscues (Uri ng Mali)	Number of Miscues (Bilang ng Saitang mali ang basa)
1		Mispronunciation (Maling Bigkas)	
2		Omission (Pagkakaltas)	
3		Substitution (Pagpapalit)	
4		Insertion (Pagsisingit)	
5		Repetition (Pag-uulit)	
6		Transposition (Pagpapalit ng lugar)	
7		Reversal (Paglilipat)	
		<b>Total Miscues (Kabuuang)</b>	
		<b>Number of Words in the Passage</b>	
		<b>Word Reading Score</b>	
		<b>Word Reading Level (Antas ng Pagbasa)</b>	

**GRADE LEVEL PASSAGE RATING SHEET**

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Section: \_\_\_\_\_  
 School: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Pre-Test:  Post test:  Level: 4 Set  A  B  C  D  Date: \_\_\_\_\_

Total Time in Reading the Text: \_\_\_\_\_ minutes Reading Rate: \_\_\_\_\_ words per minute

Responses to Questions: Score: \_\_\_\_\_ % = \_\_\_\_\_ Comprehension Level: \_\_\_\_\_  
 1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_  
 7. \_\_\_\_\_

**PART B**

Word Reading (Pagbasa)

Seleksyon: \_\_\_\_\_ Level: \_\_\_\_\_ Set: \_\_\_\_\_

Types of Miscues (Uri ng Mali)		Number of Miscues (Bilang ng Salitang mali ang basa)
1	Mispronunciation (Maling Bigkas)	
2	Omission (Pagkakaltas)	
3	Substitution (Pagpapalit)	
4	Insertion (Pagsisingit)	
5	Repetition (Pag-uulit)	
6	Transposition (Pagpapalit ng lugar)	
7	Reversal (Paglilipat)	
<b>Total Miscues (Kabuuhan)</b>		
<b>Number of Words in the Passage</b>		
<b>Word Reading Score</b>		
<b>Word Reading Level (Antas ng Pagbasa)</b>		

**INDIVIDUAL SUMMARY RECORD (ISR)  
TALAAN NG INDIBIDWAL NA PAGBABASA (TIP)**

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade/Section: \_\_\_\_\_  
 School: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 English:  Filipino:

Level Started	Level	Set	Word Reading			Comprehension			Date Taken
			Ind	Ins	Frus	Ind	Ins	Frus	
Mark with an *		Indicate if A. B. C. or D							
	K								
	I								
	II								
	III								
	IV								
	V								
	VI								
	VII								

Legend: Ind- Independent; Ins- Instructional; Frus- Frustration

**Oral Reading Observation Checklist:**  
**Talaan ng mga Puna Habang Nagbabasa**

Behaviors while Reading (Paraan ng Pagbabasa)	✓ or X
Does word-by-word reading ( <i>Nagbabasa nang pa-isa isang salita</i> )	
Lacks expression; reads in a monotonous tone ( <i>Walang damdamin; walang pagbabago ang tono</i> )	
Voice is hardly audible ( <i>Hindi madaling marinig ang boses</i> )	
Disregards punctuation ( <i>Hindi pinanpansin ang mga bantas</i> )	
Points to each word with his/her finger ( <i>Itinuturo ang bawat salita</i> )	
Employs little or no method of analysis ( <i>Bahagya o walang paraan ng pagsusuri</i> )	
Other observations: ( <i>Ibang Puna</i> )	

**Summary of Comprehension Responses (Talaan ng Pag-unawa)**

English:  Filipino:

Passage Level A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/>	<input type="checkbox"/> Pre-Test <i>Panimulang Pagtatasa</i>				<input type="checkbox"/> Post Test <i>Panapos na Pagtatasa</i>				Score per Type of Question	Score Marka	%	Reading Level <i>Antas ng Pagbasa</i>
	Responses to Questions <i>Sagot sa mga Tanong</i>											
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8				
I									L= _/_ I= _/_ C= _/ _			
II									L= _/_ I= _/_ C= _/ _			
III									L= _/_ I= _/_ C= _/ _			
IV									L= _/_ I= _/_ C= _/ _			
V									L= _/_ I= _/_ C= _/ _			
VI									L= _/_ I= _/_ C= _/ _			
VII									L= _/_ I= _/_ C= _/ _			

**Legend: L- Literal; I- Inferential; C- Critical**

Enclosure No. 5: IEM-Form 5 ( Class Reading Remediation Plan ( CRRP )

Name of Learner-Recipients	Reading Deficit	Target Reading Components and Sub-Components	Activities/Strategies	Resources Needed	Time Frame	Monitoring & Evaluation
		A. Fluency B. Comprehension C. Phonics D. Phonemic Awareness E. Vocabulary				

**Enclosure No. 6: IRL Form 5-A (School Reading Remediation Program (SRRP) Sample Template)**

**Parts of the SRRP**

- 1. Introduction**
  - Anchorage of DepEd Reading Program/s, studies relevant to reading remediation with positive mean gain or significant correlations;
  - Shows relevant data on the need of intervention and its explanation;
  - Provide title of the SRRP in a form of acronym anchored on the District and Division's RRP
- 2. Action Plan**
  - Refer to the parts below

- 3. Resources**
  - Fiscal Resources
  - Materials
  - (List of Reading Materials Used, including contextualized ones)
  - Other Materials

**4. Stakeholders Tapped**

**5. Program Review, Implementation, Monitoring and Evaluation (PRIME) of the School Reading Remediation Program**

Phases of Institutionalization	Goals and Objectives	Target Reading Components and Sub-components	Activities/Strategies	Persons Involved	Resources Needed	Time Frame	Monitoring & Evaluation
<b>I Pre Implementation</b> A. Selection B. Orientation		A. Fluency B. Comprehension C. Phonics D. Phonemic Awareness E. Vocabulary					
<b>II Implementation</b>							
<b>III Post-Implementation</b> A. Survey B. FGD C. Sustainability Mechanism							

Prepared by: \_\_\_\_\_

Recommending Approval: \_\_\_\_\_

APPROVED: \_\_\_\_\_

School Reading Coordinators

School Head

Public Schools District Supervisor

**Enclosure No. 7: IRI-Form 5-B District Reading Remediation Program (DsRRP) Sample Template**

**Parts of the DsRRP**

- 1. Introduction**
  - Anchorage of DepEd Reading Program/s, studies relevant to reading remediation with positive mean gain or significant correlations;
  - Shows relevant data on the need of intervention and its explanation;
  - Provide title of the DsRRP in a form of acronym anchored on the Division's RRP
- 2. Action Plan**
  - Refer to the parts below
- 3. Resources**
  - Fiscal Resources
  - Materials
  - (List of Reading Materials Used, including contextualized ones)
  - Other Materials

**4. Stakeholders Tapped**

**5. Program Review, Implementation, Monitoring and Evaluation (PRIME) of the School Reading Remediation Program**

Phases of Institutionalization	Goals and Objectives	Target Reading Components and Sub-components	Activities/Strategies	Persons Involved	Resources Needed	Time Frame	Monitoring & Evaluation
<b>I Pre Implementation</b> A. Selection B. Orientation		A. Fluency B. Comprehension C. Phonics D. Phonemic Awareness E. Vocabulary					
<b>II Implementation</b>							
<b>III Post-Implementation</b> A. Survey B. FGD C. Sustainability Mechanism							

Prepared by: \_\_\_\_\_

APPROVED: \_\_\_\_\_

Public Schools District Supervisor

Division Reading Coordinator

**Enclosure No. 8: IRI-Form 5-C (Division Reading Remediation Program (DRRP) Sample Template)**

**Parts of the DRRP**

**1. Introduction**

- Anchorage of DepEd Reading Program/s, studies relevant to reading remediation with positive mean gain or significant correlations;
- Shows relevant data on the need of intervention and its explanation;
- Provide title of the DRRP in a form of acronym that will serve as basis in the naming of the RRP in Districts and Schools

**2. Action Plan**

- Refer to the parts below

**3. Resources**

- Fiscal Resources
- Materials  
(List of Reading Materials Used, including contextualized ones)  
Other Materials

**4. Stakeholders Tapped**

**5. Program Review, Implementation, Monitoring and Evaluation (PRIME) of the School Reading Remediation Program**

Phases of Institutionalization	Goals and Objectives	Target Reading Components and Sub-components	Activities/ Strategies	Persons Involved	Resources Needed	Time Frame	Monitoring & Evaluation
<b>I Pre Implementation</b> A. Selection B. Orientation		A. Fluency B. Comprehension C. Phonics D. Phonemic Awareness E. Vocabulary					
<b>II Implementation</b>							
<b>III Post-Implementation</b> A. Survey B. FGD C. Sustainability Mechanism							

Prepared by: \_\_\_\_\_

APPROVED: \_\_\_\_\_

Division Reading Coordinators

Chief, Curriculum Implementation Division









**DIVISION PROFILE ON LEARNER'S READING LEVEL AT THE BEGINNING OF THE SCHOOL YEAR**

Grade Level	Beginning of School Year Enrollment						No. of Learners Who Took the Assessment						Informal Reading Inventory (IRI) Tool Used	Based on the Grade Level Reading Assessment (Pretest)													
	No. of Struggling Readers			No. of Frustration Readers			No. of Instructional Readers			No. of Independent Readers				No. of Struggling Readers			No. of Frustration Readers			No. of Instructional Readers			No. of Independent Readers				
	M	F	T	M	F	T	M	F	T	M	F	T		M	F	T	M	F	T	M	F	T	M	F	T		
Grade 1																											
Grade 2																											
Grade 3																											
Grade 4																											
Grade 5																											
Grade 6																											
Grade 7																											
Grade 8																											
Grade 9																											
Grade 10																											
TOTAL																											

Prepared by:

Recommending Approval:

APPROVED:

Division Reading Coordinators

Chief, Curriculum Implementation Division

Schools Division Superintendent

