



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. *329*, s. 2022

Sept. 1, 2022

**ADMINISTRATION OF INFORMAL READING INVENTORY (IRI) ACROSS GRADE LEVELS
(GRADES 1-10) FOR THE SCHOOL YEAR 2022-2023**

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

1. Per RM No. 0701 s. 2022 dated August 12, 2022, titled, “Administration of Informal Reading Inventory (IRI) across Grade Levels for School Year 2022-2023”, this Office, through the Curriculum Implementation Division (CID), informs the field of the timetable and the contextualized guidelines in the administration of the Informal Reading Inventory for the School Year 2022-2023.
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 in MTB, English, and Filipino languages.
3. This undertaking aims to:
 - 3.1 gather relevant and authentic data on the reading performance of learners both in English and Filipino;
 - 3.2 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
 - 3.3 facilitate school reading coordinators in the languages in crafting the School Reading Remediation Program in collaboration with the School Heads and Division Education Program Supervisors in English and Filipino.
4. Attached herewith are the following enclosures:
 - 4.1 Contextualized Guidelines on the Administration of the Informal Reading Inventory (IRI)
 - 4.2 A Timetable of Activities Relative to the IRI administration and Submission of Reports for School Year 2022-2023
 - 4.3 IRI Tools and Forms to utilize and accomplish
5. Immediate dissemination of and compliance with this Memorandum is desired.


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CONTEXTUALIZED GUIDELINES ON THE ADMINISTRATION OF THE INFORMAL READING INVENTORY (IRI) FOR SCHOOL YEAR 2022-2023

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 various 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 other informal reading assessment tools are considered instrumental. Thus, conducting informal reading assessments at the beginning of the school year can help determine:

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

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.

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 2022-2023.

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. However, it started regaining its strength last School Year 2021-2022 where teachers utilized Flexible Delivery Modality in assessing the reading literacy levels of the learners and adapted various mechanisms in the implementation of the School Reading Remediation Program. Data have shown that 85% of the learners were assessed at the beginning of the school year (BOSY). Participation Rate of the identified recipients of the School Reading Remediation Program has reached 65%. Thus, leaving the remaining 35% unreachable and unavailable in spite of the mechanisms that had been installed. This phenomenon was still due to the effects of the pandemic.

Moreover, the Department of Education Regional Office remains steadfast on its goal of achieving an improved reading literacy levels among learners across grade levels despite the emerging health issues. It is significant to mention that the Three-Tiered Reading Remediation Program has to be installed and intensified.

For this School Year 2022-2023, the Vice President and Secretary of the Department of Education has announced that classes shall be in-person starting August 22, 2022. Therefore, the conduct of the Pretest, Remediation Classes, and Posttest shall also be **IN-PERSON**, except on extreme cases of learners who may be recommended for flexible modality as recommended by the immediate authority.

All learners should be assessed to determine the needs and implement the needs-based remediation program within the covered quarters, so that learners identified with reading deficits will be attended to 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 MTB, 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 MTB, English and Filipino, and reading teachers across grade levels (Elementary: Grades 1-6; Junior High School: Grades 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)** – Schools are advised to utilize the Phil-IRI materials for Junior High School regardless of its status for the Group Screening Test. SDOs are encouraged to use existing reading assessment tools appropriate for their levels to figure out the independent, instructional, and Frustration (IIF) levels of each learner to address 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.
 - 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 MTB, 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 the Phil-IRI materials for Junior High School regardless of its status for the Group Screening Test. SDOs are encouraged to use existing reading assessment tools appropriate for their levels to figure out the independent, instructional, and Frustration (IIF) levels of each learner to address learner's level of comprehension and eventually close the gaps at the end of the school year.

- ensure smooth conduct of the (Pretest Part 1(GST), Pretest Part 2 (IIF Identification, 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 MTB, 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 part 1 (GST), pretest part 2 (IIF Identification), 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 Part 1 of the pretest (GST) and the Part II (Identification of the IIF) Levels of each learner, 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:

IRI Form Number	Form Description
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 2022-2023**

ACTIVITY	SCHEDULE		
	PRETEST	REMEDIATION	POSTTEST
EGRA Administration For Grades 1-3 (Grade 1: MTB; Grade 2: Filipino; Grade 3: English)	September 2022		May-June 2023
Phil-IRI Group Screening Test For (Grades 3-6)-Filipino; (Grades 4-10)-English	September 2022		May-June 2023
IRI-related Tools for Grades 7-10	October 2022 (Second Week)		May-June 2023
Individualized Phil-IRI/IRI Assessment (only for learners who did not pass the (GST) to Identify the IIF Levels of the Learner	October 2022 (Second Week)		May-June 2023
Submission of IRI Results to the District Reading Coordinators	October 2022 (Second Week)		July 2023 (First Week)
Submission of IRI Results by the District Reading Coordinators to the Division Office	October 2022 (Third Week)		July 2023 (Second Week)
Submission of IRI Results by the Division Reading Coordinators to the Regional Office	October 2022 (Fourth Week)		July 2023 (Third Week)
Submission of Class Reading Remediation Plan to the School Reading Coordinator	November 2022 (First Week)		
Submission of School Reading Remediation Program to the District Reading Coordinators	November 2022 (Second Week)		
Submission of District Reading Remediation Program to the Division Reading Coordinators	November 2022 (Third Week)		
Submission of Division Reading Remediation Program to the Regional Reading Coordinators	November 2022 (Fourth 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 2023 (First Week)	