



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

**Office of the Schools Division
Superintendent**

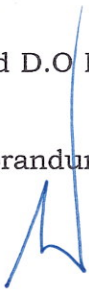
DIVISION MEMORANDUM
No. 309 , s. 2022

October 7, 2022

**UTILIZATION OF REGION VII CONTEXTUALIZED KINDERGARTEN ASSESSMENT
TOOLS**

To: Chief Education Supervisors
Education Program Supervisor-Kindergarten
Public Elementary School Principals
All Others Concerned

1. Pursuant to Regional Memorandum No. 837, s. 2022 and with reference to Regional Memorandum No. 340, s. 2022 re: Test Run of Kindergarten Assessment Tools, this Office through the Curriculum Implementation Division will conduct an Orientation on the Utilization of Region VII Contextualized Kindergarten Assessment Tools to all Kindergarten teachers and Elementary School Heads on October 15, 2022 from 8:00am – 5:00 pm. Venue will be announced later.
2. This activity aims to orient the participants on the assessment guidelines, tools and scoring guide to ensure the proper administration, and to generate authentic results which shall be the basis for designing appropriate interventions and activities.
3. All expenses relative to this activity shall be charged against Division HRTD Fund subject to the usual accounting and auditing rules and regulations.
4. In accordance with the provision of D.O No. 19, s. 2011 and D.O No. 53, s. 2003, teacher- participants shall be entitled to service credits.
5. Immediate dissemination of, and compliance with this Memorandum is directed.


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Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

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OFFICE
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DATE: 10/4/22

Office of the Regional Director

OCT 04 2022

REGIONAL MEMORANDUM
No. 0837, s. 2022

UTILIZATION OF REGION VII CONTEXTUALIZED KINDERGARTEN ASSESSMENT TOOLS

To: Schools Division Superintendents

1. By focusing on flexible, ongoing, intentional assessments, teachers are better able to fully address their learners' needs. This also ensures that all kindergarten learners have the same opportunities to grow and succeed. RO7 Contextualized Kindergarten Assessment Tools allow teachers to track the learners' progress, to focus on the learner's strengths, and to dig deeper into their individual needs. In line with the above, and with reference to Regional Memorandum No. 340 s. 2022 re: Test Run of Kindergarten Assessment Tools, this Office, through the Curriculum Learning and Management Division hereby requires the field to implement the Utilization of RO7 Contextualized Kindergarten Assessment Tools.
2. For the administration guidelines please refer to the attachments, of this memorandum.
3. The schools division offices, through the education program supervisor in kindergarten, are requested to orient the kindergarten teachers, school heads and PSDS/kindergarten coordinators on the assessment guidelines, tools and scoring guide to ensure proper administration, and to generate authentic results which shall be the basis for designing appropriate intervention and activities.
4. Travel and other incidental expenses incurred relative to the implementation and monitoring activities shall be charged against school/division/regional MOOE and or local funds subject to the usual accounting and auditing rules and regulations.
5. Immediate dissemination of, and compliance with this Memorandum is directed.

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GUIDELINES IN THE ADMINISTRATION OF KINDERGARTEN ASSESSMENT TOOLS

1. Rationale:

As educators, we are constantly striving to ensure what we are teaching our learners is preparing them for the next level. Per the Kindergarten curriculum, general goals focus on children building strong pre-reading skills, practicing letter formation, enhancing listening and communication skills, getting an introduction to basic math concepts, and acquiring an active interest in the world. The question would be on how sure are we that learners are learning and are ready.

Assessment can have different meanings, but ultimately it is a measure to ensure that the learner is on track towards, or meeting the goals. To know whether the transfer of learning happens, and learners acquired the skills and are ready for the next level, an assessment should be conducted. Anchored on these principles, Kindergarten Informal Assessment Tools were developed, pilot tested and enhanced. This shall be administered to all Kindergarten Learners twice a year (*1 month after the opening of classes, and 2-months before the school year ends*). Its full-scale implementation shall commence this school year.

Further, the data generated from the test results, shall also serve as guide in instructional planning and designing needs-based intervention.

2. Scope

These guidelines shall be observed in all public schools of the 20 Schools Division Offices starting school year 2022-2023. This will also cover the Kindergarten learners under the jurisdiction of DepEd Regional Office VII in the public schools.

3. Definition of Terms

Assessment – is the ongoing process of observing the learner and identifying their strengths and weaknesses, capabilities and needs and or, advancement and delays to be able to design appropriate activities and intervention that address their needs.

Assessor- Operationally, refers to the Kindergarten teacher who has been oriented and trained to administer the checklists and competency-based test items following the standard procedures for test administration.

Informal Assessment Tools – refers to the numeracy and literacy checklists designed to evaluate the mastery of kindergarten learners in letters and numbers

Literacy Checklist – refers to the checklist designed to check/evaluate the learners' knowledge/mastery in phonological awareness, alphabet knowledge and writing.

Numeracy Checklist – refers to the checklist designed to check/evaluate the learners' knowledge/understanding in number and numeration concepts, attributes, measurement and time

Competency-based assessment – this is a 20-item test (online and/or printed) based on the competencies expected to master by a kindergarten learner as reflected in the MELCs. This shall be administered to randomly selected schools a month before school year ends.

4. Roles and Responsibilities

4.1. Regional Level

- 4.1.1. Perform oversight functions in the utilization of RO7 Contextualized Kindergarten Assessment Tools of the SDOs
- 4.1.2. Orient the Division Supervisors in Kindergarten on the pilot testing guidelines and types of assessment.
- 4.1.3. Provide all Schools Division Offices with the e-copy of the assessment tools.
- 4.1.4. Provide technical assistance to the Schools Division Offices to ensure the proper administration of the assessment.
- 4.1.5. Conduct monitoring and evaluation on the pilot testing of assessment tools.
- 4.1.6. Consolidate, analyze and interpret the submitted assessment results from the Schools Division Offices.
- 4.1.7. Recommend interventions to address identified needs.
- 4.1.8. Do other related works.

4.2. Division Level (Education Program Supervisor in Kindergarten)

- 4.2.1. Secure an e-copy of the assessment guidelines, tools and scoring guide.
- 4.2.2. Orient the school heads, public schools district supervisors, teachers, parents, and others involved in the pilot testing on the:
 - Guidelines of Administration,
 - Types of Assessment
 - Assessment Tools
 - Scoring Guide and Template
- 4.2.3. Provide districts/schools with an e-copy of the assessment materials.
- 4.2.4. Provide guidance and assistance in the production of the assessment tools.

- 4.2.4. Provide technical assistance to schools in the administration of the test.
- 4.2.5. Conduct monitoring and evaluation to ensure appropriate action has been taken and or technical assistance has been given on issues relative to test administration and results.
- 4.2.6. Consolidate results from the districts;
- 4.2.7. Analyze and interpret consolidated results.
- 4.2.8. Submit consolidated test results with analysis to the SDS and regional office through this link <https://bit.ly/3C2XG3n> for appropriate action.
- 4.2.9. Design, recommend and or implement appropriate interventions based on identified needs.
- 4.2.10. Do other related works.

4.3. District Level (Public Schools District Supervisor/Cluster Head)

- 4.3.1. Work hand in hand with the Division Supervisor in Kindergarten and school heads.
- 4.3.2. Provide technical assistance to schools before, during and after the administration of the test.
- 4.3.3. Consolidate, analyze and interpret results from the schools under his/her area of responsibility and submits results to the Schools Division Office.
- 4.3.4. Design, recommend and or implement appropriate interventions based on identified needs.
- 4.3.5. Conduct monitoring and evaluation to ensure appropriate action has been taken and or technical assistance has been given on issues relative to test administration and results.
- 4.3.6. Consolidate assessment tool results.
- 4.3.7. Submit reports (test results with analysis) to the division.
- 4.3.8. Do other related works.

4.4. School Heads

- 4.4.1. Prepare plan for the administration of the test.
- 4.4.2. Allocate budget for the supplies and materials in the reproduction, administration, and intervention needed from School MOOE/SEF and other local funds.

- 4.4.3. Create a Technical Working Group to take care for the reproduction, distribution, and retrieval of the tests and for the conduct of orientation to the parents.
- 4.4.4. Conduct orientation of teachers on the administration of the test.
- 4.4.5. Conduct monitoring and evaluation on the administration of the test and on the utilization of results.
- 4.4.6. Provide technical assistance to teachers in designing appropriate intervention for identified learners' needs and the implementation of such.
- 4.4.7. Consolidate, analyze and interpret results.
- 4.4.8. Submit reports to the district.
- 4.4.9. Do other related works

4.5. Kindergarten Teacher/Adviser

- 4.5.1. Review the checklist.
- 4.5.2. Plan out a play-based test administration.
- 4.5.3. Ensure that test materials are complete.
- 4.5.4. Administer the tests.
- 4.5.5. Check answer sheets and records scores in form 1
- 4.5.6. Consolidate the assessment results
- 4.5.7. Identify the least learned competencies
- 4.5.8. Submit copies of said reports to School Head
- 4.5.9. Provide prompt feedback to parents of the results.
- 4.5.10. Provide data, results and analysis of the assessment as well as the planned intervention to the school head.
- 4.5.11. Design and implement the intervention plan reflecting specific developmentally appropriate activities based on the needs for each learner.

5. Testing Procedure and Types of Assessment Tools

Assessment being an integral aspect in teaching and learning process in Kindergarten, shall be conducted while the kindergarten learners are engaged in classroom activities, and at play. The assessment tools to be used are Checklists and 20-item Competency-based test.

a. CHECKLISTS (Literacy, Numeracy and Thinking Skills Checklists)- they are used to keep track of and record the learners knowledge and skills in literacy and numeracy while the children are learning.

Administering the checklists

Teachers will put a check mark (/) to indicate the presence and demonstration of behaviors, skills, and concepts mastered, or a cross (x) to indicate an absence of them. Teachers accomplish the checklists based on their day to day observations of the learners as they perform daily activities or assigned tasks in the different blocks of time. Checklists do not have to be completed in the day or week they began but can be completed progressively over the given time.

Example 1: The target letters for that day are M, A, Y, O and L. During the activity, the teacher will observe the learner as he/she names the letters, gives the sound and writes it. He/She will put a check mark (/), for the observed skill and cross (X), if not observed.

Example 2: The target number for that day are 4, 5, and 6. During the activity, the teacher will observe the learner as he/she recognizes the numbers and number words, and writes it. He/She will put a check mark (/), for the observed skill and cross (X), if not observed.

b. COMPETENCY-BASED TEST

A competency-based assessment tools are developed for kindergarten learners to apply the skills and competencies they have learned in their lessons to real world problems and situations to determine if they can synthesize, apply, and evaluate their learning in a purposeful way. This will be administered a month before the school year ends, by kindergarten teachers to check learning progress and assess readiness for transition to grade 1. Further, competency-based assessment affords opportunities for teachers to naturally involve kindergarten learners in the cycle of continuous improvement, guiding learners to analyze and discuss their work, track progress over time, and set new goals.

Administering the competency-based test items

The competency-based assessment is a multiple choice type of test which is composed of 20 items. Sixty percent (12 items) of those are easy items, thirty percent (6 items) are average items, and ten percent (2 items) are difficult items. This shall be administered individually to learners where the teacher will **read** each item one by one and give time for the learner to encircle the letter of the correct answer (for printed test) and tick the correct answer (for computer-based).

6. Factors to Consider in Conducting the Test Run

The schools in coordination with the Schools Division Office /Regional Office are advised to plan strategic mechanisms taking into account the diverse local context and safety of the learners, parents, and the community. The following activities shall be done before, during, and after the Test.

A. PRE-ADMINISTRATION

1. Conduct orientation.
3. Review test materials.
4. Prepare the needed materials.
5. Reproduce test materials.
7. Schedule the test administration within the indicative timeline.

B. DURING ADMINISTRATION

1. Prepare the learners.
2. Establish a conducive testing atmosphere.
3. Administer the test strictly following the testing standards and health protocols.

(Checklists doesn't have to be completed in one setting. It can be given in a week time depending on the child's readiness, capability and mood.)

4. Collect/retrieves the test materials.

C. POST ADMINISTRATION

1. Check the test paper for competency-based test.
2. Record score in Form 1 (for competency-based test) and accomplish forms 2a and 2b, for the checklists.
3. Compute, analyze and interpret the data collected.
4. Submit test results.
5. Discuss results per governance level.
6. Design needs-based activities and intervention.
7. Inform parents of the results and possible intervention.
8. Track the progress of each child.

7. SCORING GUIDE

A. CHECKLIST

1. Count the number of check to get the score for that skill.
Example: In the Letter Identification Skill, out of 26 letters, the learner identified only 20 letters. 20 will be the score of the learner for Identifying letters.

- Write the score in the scoring template (Form 1.1. Class Literacy Profile).
- To get the total in Alphabet Knowledge, add all the scores of the learner in the 3 skills..

$$\text{Total} = \frac{\text{Score 1} + \text{Score 2} + \text{Score 3}}$$

To get the proficiency level, divide the score with that of the highest possible score (HPS) and multiply the answer by 100.

For **Alphabet Knowledge (highest possible score is 78)**

$$\text{PL} = \frac{\text{Total Score}}{\text{Highest Possible Score}} \times 100$$

For **Phonological Awareness (13) and Book and Print Knowledge (7)**

$$\text{PL} = \frac{\text{Score}}{\text{Highest Possible Score}} \times 100$$

- To get the **OVER ALL TOTAL**, add the Total Scores of the learner in Alphabet Knowledge, Phonological Awareness and Book and Print Knowledge.

Over all Total = Alphabet Knowledge + Phonological Awareness + Book and Print Knowledge

- Get the Literacy Proficiency Level by dividing the Over all Total Score of the Learner by the Over all Highest Possible Score. The Over all Highest Possible Score is **98**.

$$\text{Literacy Proficiency Level} = \frac{\text{Over all Total Score of the Learner}}{98 \text{ (Over all Highest Possible Score)}} \times 100$$

- Refer to the scaled score for the Descriptive Rating. Rounding off numbers applies.
- The same procedure applies for Numeracy.

B. COMPETENCY-BASED ITEMS

- Count the number of correct responses.
- Enter the score on K-assessment form 2.1.
- To get the class mean, add all the scores divided by the number of learners.
- To get the proficiency level. Divide the score with the Highest Possible School, and multiply the quotient by 100.

$$\begin{aligned} \text{Example: Learners score} &= \frac{8}{10} \times 100 \\ \text{Highest Possible Score} &= 0.8 \times 100 \\ &= 80 \end{aligned}$$

- To get the number of learners getting proficiency level, count the number of learners who got **8**.

8. Assessment Tools and Templates

The literacy and numeracy checklists, assessment forms and templates can be accessed through this link: <https://bit.ly/3C2hiVn>

9. Indicative Timeline

Date	Activity
October 10-14, 2022	Orientation
October 17-21, 2022	Preparation/Reproduction of Materials
October 17- November 17, 2022	Test Administration and Checking of Test Papers
November 21-22, 2022	Accomplishment of Forms
November 23, 2022	Submission of Reports (School Level)
November 25, 2022	Submission of Reports to the District
November 28, 2022	District Consolidation
November 29, 2022	Submission of Reports to the Division
December 1, 2022	Division Consolidation
December 2, 2022	Submission of Reports to the Region through this link https://bit.ly/3C2XG3n

10. Monitoring and Evaluation

The Regional and Schools Division Offices shall closely monitor and ensure the implementation and strict adherence of these guidelines. It shall gather feedback on the implementation/utilization of the tools and conduct a review to ensure timely and effective delivery of Kindergarten education services.