



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF BULACAN

August 30, 2022

DIVISION MEMORANDUM

No. 310 s. 2022

**SIMULTANEOUS ADMINISTRATION OF VARIOUS LEARNING ASSESSMENTS
IN SDO BULACAN**

- To: CID Chief
Division Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary School Principals
All Others Concerned
1. Anent to Dep Ed Order No. 8, s. 2015 and Regional Memorandum No. 492, s. 2022 that pertain to the assessment of learning outcomes that could serve as a guide to teachers and school heads to plan appropriate interventions or activities to improve learning outcomes, this Office announces the Administration of Various Assessments in SDO Bulacan.
 2. The objectives of these activities are as follows:
 - 2.1 determine the specific learning competencies in reading, numeracy, science process skills, and in other learning areas that further need to be developed by learners in the different grade levels;
 - 2.2 allow teachers track and measure learner's progress and adjust instruction and intervention programs and projects; and
 - 2.3 help learners perform well with the learning standards which comprise the content, performance standards, and learning competencies that are explicitly outlined in the curriculum.
 3. Assessment tools for diagnostic tests shall be provided by the SDO Bulacan LR-Unit through Google Drive while other tools could be used based on the availability of learning resources per learning area.
 4. The Division Education Program Supervisors (DEPSes), Public Schools District Supervisors (PSDSes) and School Heads shall orient the new teachers on how to administer the assessment tools especially the Childhood Development Checklist for Kindergarten, Multi-Factored Assessment Tool, Revised Philippine Informal Reading Inventory Assessment Tool, Early Grade Reading Assessment (Grades 1-3), Project All Numerates (PAN) Assessment Tool, Regional Diagnostic Assessment Tool and Science Process Assessment Tool. In addition, DEPSes, PSDSes, and school heads shall monitor the administration of the mentioned assessments and the implementation of interventions designed by teachers for a particular assessment result.
 5. School Heads and Head Teachers shall supervise and give technical assistance to the concerned teachers in the preparation and implementation of the appropriate interventions.





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6. The following documents are included in Enclosure No.1 of this Memorandum that could be used for recording and safekeeping of assessment results for reference and guidance:
- Enclosure No. 1 — List of Assessments to be Administered
 - Enclosure No. 2 — Template for the Results of the Assessment on Early Childhood Development
 - Enclosure No. 3 — Template for the Result of Multi-Factored Assessment
 - Enclosure No. 4 — Template for the Results of the Philippine Informal Reading Inventory in Filipino
 - Enclosure No. 5 — Template for the Results of the Philippine Informal Reading Inventory in English
 - Enclosure No. 6 — Template for the Results of the Project All Numerates (PAN) Assessment
 - Enclosure No. 7 — Template for Diagnostic Test
 - Enclosure No. 8 — Template for the Implementation Plan on the Designed Interventions
7. Expenses to be incurred in the reproduction of assessment tools shall be charged to School Maintenance and Other Operating Expenses (MOOE) and other local funds subject to usual accounting and auditing rules.
8. Immediate and wide dissemination of and compliance with this Memorandum are enjoined.


ZENIA G. MOSTOLES EdD, CESO V
Schools Division Superintendent

Encl.: None

References: DepEd Order No. 34, s. 2022, and DepEd Order No. 21, s. 2019
To be indicated in the Perpetual Index
under the following subjects

ASSESSMENT
EARLY CHILDHOOD DEVELOPMENT
MULTI-FACTORED ASSESSMENT

PHIL-IR/EGRA
PROJECT ALL NUMERATES
SCIENCE PROCESS SKILLS



LIST OF ASSESSMENTS TO BE ADMINISTERED DIVISIONWIDE

Assessment to be Administered	Purpose of the Assessment	Grade Level where the Assessment is to be Administered	Schedule	Reports to be Submitted
Assessment of Early Childhood Development with the use of a Checklist (Memorandum DM-CI-2020-00080)	To identify red flags for developmental delays in motor, self-help, language, cognitive, and socio-emotional domains among 5year-old children	Kindergarten	First Administration September 5, 2022, onwards Second Administration December 5, 2022 Third Administration March 6, 2023 (The duration of the administration shall be based on the number of learners to be assessed)	➤ Results of the Assessment: Red flags identified with corresponding number of learners (Template) ➤ Implementation Plan of the designed interventions Date of submission of results: <u>First administration:</u> on or before September 15, 2022 <u>Second Administration:</u> on or before December 12, 2022 <u>Third Administration:</u> on or before March 10 2022
Multi-Factored Assessment (MFA) using MFA Tool (DO 29, s. 2018)	To assess learners who may exhibit developmental advancement or delays or have manifestations of learning disability	Grade 1	One month after the opening of classes September 26, 2022, onwards (The duration shall be based on the number of learners to be assessed)	Results of the Assessment: Disability identified with corresponding number of learners (Template) Implementation Plan of the designed interventions Date of submission of results: On or before October 6 2022

<p>Revised Philippine Informal Reading Inventory (Phil-IRI) Assessment using Phil-IRI Tools (DO No. 14, s. 2018)</p>	<p>To measure and describe a student's reading performance/ level.</p>	<ul style="list-style-type: none"> ➤ Filipino (Grade 3 to Grade 6) ➤ English (Grade 4 to Grade 6), ➤ English (Grade 1- to 3) 	<ul style="list-style-type: none"> ➤ Phil-IRI Group Screening Test (GST) Filipino and English August 30-September 1, 2022, EGRA Aug. 30-September 17, 2022 ➤ Individualized Phil-IRI Assessment November 3-4, 2022 ➤ The schedule of administration of the Posttest shall be announced in a separate issuance 	<ul style="list-style-type: none"> ➤ Results of the Phil-IRI Test (Template) ➤ Implementation Plan on the designed interventions (appropriate reading instruction to be delivered for the learners) <p>Date of submission of results: September 24, 2022 November 18, 2022</p>
<p>Project All Numerates (PAN) Assessment with the use of PAN Tools</p>	<p>To determine the numeracy level of Grades 1-7 learners.</p>	<p>Grades 1 to 7</p>	<ul style="list-style-type: none"> ➤ Pretest — September 26-30 2022 ➤ The schedule of administration of the Posttest shall be announced in a separate issuance 	<ul style="list-style-type: none"> ➤ Results of the PAN PreTest (Template) ➤ Implementation Plan of the designed interventions <p>Date of submission of result: On or before October 7, 2022</p>

Science Process Skills Assessment (SPSA) using SPSA Tool	To assess the science process skills of Grade 7	Grade 7	October 13 & 14, 2022 Details on the administration of the test shall be announced in a separate issuance	<ul style="list-style-type: none"> ➤ Results of the SPSA ➤ Implementation Plan of the designed interventions
Regional Diagnostic Assessment (In all learning areas from Grades 1-10 and Core Learning Areas in Grades 11-12)	To determine the mastery level on the learning competencies of the learners in their previous grade level	Grades 1-10 And Core Learning Areas in Grades 11-12	September 12,13,14,16, 2022 Monday - English, EsP Tuesday - Science, Math Wednesday - AP, TLE Friday - Filipino, MAPEH	<ul style="list-style-type: none"> ➤ Results of the diagnostic test <ul style="list-style-type: none"> • Percentage of learners that achieved the minimum level of proficiency (60% of the total number of test questions) • list of mastered and least learned competencies/ learning gaps/ loss • Implementation Plan of the interventions/ remediations that address identified learning gaps/ loss ➤ Date of submission of result: October 21, 2022

**RESULTS OF THE ASSESSMENT ON EARLY CHILDHOOD DEVELOPMENT
_____ ADMINISTRATION**

Kindergarten

Division: _____

Name of Schools where Assessment on Early Childhood Development was Conducted	Number of Learners Assessed	Red Flags Identified	Number of Learners with the Identified Red Flags	Interventions to be Implemented

Analysis and interpretation of Data:

Prepared by:

Checked by:

Noted:

Kindergarten Focal Person

School Principal

PSDS

Enclosure No, 3 to Division Memorandum No. 310, s. 2022

RESULTS OF THE MULTI-FACTORED ASSESSMENT

Grade 1

Division: _____

Name of Schools where Multi-Factored Assessment was Conducted	Number of Learners Assessed	Identified Disabilities	Number of Learners with the Identified Disabilities	Interventions to be Implemented

Analysis and interpretation of Data:

Prepared by:

Checked by:

Noted:

Coordinator

School Head

PSDS

RESULTS of THE PHILIPPINE INFORMAL READING INVENTORY

Filipino

Division: _____

Total No. of Enrolment				No. of Learners Assessed				Reading Level											
								Frustration				Instructional				Independent			
GR.3	GR.4	GR.5	GR.6	GR.3	GR.4	GR.5	GR.6	GR.3	GR.4	GR.5	GR.6	GR.3	GR.4	GR.5	GR.6	GR.3	GR.4	GR.5	GR.6

Analysis and Interpretation of Data:

Prepared by:

Checked by:

Noted:

SPEC Focal Person

School Head

PSDS

RESULTS OF THE PHILIPPINE INFORMAL READING INVENTORY

English

Division: _____

Total No. of Enrolment			No. of Learners Assessed											
GR.4	GR.5	GR.6	GRA	GR.5	GRE6	GR.4	GR.5	GR.6	GR.4	GR,5	GR.6	GR.4	GR.5	GR.6

Analysis and Interpretation of Data;

Prepared by:

Checked by:

Noted:

SPED Focal Person

School Head

PSDS

RESULTS OF THE PROJECT ALL NUMERATES (PAN) ASSESSMENT

Division: _____

Number of Enrolment _____

Grade 1: _____

Grade 2: _____

Grade 3: _____

Grade 4: _____

Grade 5: _____

Grade 6: _____

Grade 7: _____

Number of Assessed Learners: _____

Grade 1: _____

Grade 2: _____

Grade 3: _____

Grade 4: _____

Grade 5: _____

Grade 6: _____

Grade 7: _____

Analysis and Interpretation of Data;

Numerates													
Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Number		Number		Number		Number	%	Number		Number		Number	
Nearly Numerates													
Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Number		Number		Number		Number	%	Number		Number	%	Number	
Non-Numerates													
Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Number		Number		Number		Number		Number		Number		Number	

Prepared by: _____

Checked by: _____

Noted: _____

School Coordinator

School Head/Head Teacher

PSDS/School Head

Enclosure No. 7 to Regional Memorandum No. 310, s. 2022

RESULTS OF THE DIAGNOSTIC TEST

FOR ELEMENTARY

IN _____

School : _____

District: _____

EDDIS : _____

GRADE LEVEL: _____

Total Number of Pupils	Percentage of Learners That Achieved Minimum Level of Proficiency	Most Learned Competencies	Least Learned Competencies

Prepared by:

Checked by:

Subject Adviser

School Head

DISTRICT CONSOLIDATED RESULTS OF THE DIAGNOSTIC TEST

IN

District : _____

EDDIS: _____

GRADE LEVEL : _____

Name of School	Total Number of Pupils	Percentage of Learners That Achieved Minimum Level of Proficiency	Most Learned Competencies	Least Learned Competencies
TOTAL:				

Prepared by:

Checked by:

Noted:

District Learning Area Coordinator

District Learning Area Adviser

PSDS

EDDIS CONSOLIDATED RESULTS OF THE DIAGNOSTIC TEST

IN _____

EDDIS: _____

GRADE LEVEL : _____

Name of District	Total Number of Pupils	Percentage of Learners That Achieved Minimum Level of Proficiency	Most Learned Competencies	Least Learned Competencies

Prepared by:

Checked by:

Noted:

EDDIS Learning Area Coordinator

EDDIS Learning Area Adviser

PSDS – EDDIS Chair

RESULTS OF THE DIAGNOSTIC TEST

FOR JHS & SHS

IN _____

School : _____

District: _____

EDDIS : _____

GRADE LEVEL:

Total Number of Pupils	Percentage of Learners That Achieved Minimum Level of Proficiency	Most Learned Competencies	Least Learned Competencies

Prepared by:

Checked by:

Subject Teacher

School Head

EDDIS CONSOLIDATED RESULTS OF THE DIAGNOSTIC TEST

IN _____

EDDIS: _____

GRADE LEVEL : _____

Name of Schools	Total Number of Pupils	Percentage of Learners That Achieved Minimum Level of Proficiency	Most Learned Competencies	Least Learned Competencies
TOTAL				

Prepared by:

Checked by:

Noted:

EDDIS Learning Area Coordinator

EDDIS Learning Area Adviser

PSDS – EDDIS Chair

IMPLEMENTATION PLAN OF THE DESIGNED INTERVENTIONS IN (LEARNING AREA)

School: _____

District: _____

Grade Level: _____

Target / Objectives	Intervention(s) / Activities	Time Frame	Material / Resources Needed	Funding Requirement	Persons Involved	Success Indicator

Prepared by:

Checked and Approved by:

Noted:

Learning Area Teacher

School Learning Area Coordinator

Enclosure No. 8 to Regional Memorandum No. 310, s. 2022

IMPLEMENTATION PLAN OF THE DESIGN INTERVENTIONS

(Example MULTI-FACTORED ASSESSMENT)

Assessment Conducted

Division: _____

School: _____

Grade Level: _____

Target/Objective	Intervention(s)/ Activities	Time Frame	Material/Resources Needed	Funding Requirement	Persons Involved	Success Indicator

Prepared by:

Checked and Approved by:

Noted:

The concerned teacher

School Head

PSDS