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Republic of the Philippines
Department of Education
REGION VIII - EASTERN VISAYAS

August 31, 2022

REGIONAL MEMORANDUM

No. **965**, s. 2022

CONDUCT OF LITERACY AND NUMERACY ASSESSMENTS RELATIVE TO PROJECT R8 BULIG (BUILDING AND UPGRADING LEARNING INTERVENTIONS AND GAINS)

To: Schools Division Superintendents
All Others Concerned

1. In order to track the learning progress of the learners under the Project R8 BULIG, this Office, through the Curriculum Learning Management Division (CLMD), requests the Schools Division Offices, through the Curriculum and Implementation Division, to facilitate the conduct of assessments following the schedule below:

| Assessment Type | Tool | Grade Level | Schedule |
|-----------------|-------------------------------------|--|--|
| Pre-Assessment | EGRA Tasks 1 to 2 | Kindergarten | 1 st to 2 nd week of September 2022 |
| | EGRA MT - Tasks 1 to 2 | Grade 1 | |
| | EGRA Filipino - Tasks 1 to 2 | Grade 2 | |
| | EGRA English- Tasks 1 to 2 | Grade 3 | |
| | CRLA (MT, Filipino, and English) | Grades 1 to 3 | |
| | Phil-IRI (Filipino) | Grades 3 to 6 | |
| | Phil-IRI (English) | Grades 4 to 6 | |
| | Contextualized Literacy Assessments | Grades 7 to 12 including those in IPEd, MEP, SPED, and ALS | |
| | Regional Unified Numeracy Test | Grades 1 to 10 including those | |



| | | | |
|---------------------------------------|--|--|--|
| | | in IPEd, MEP, SPED, and ALS | |
| Monthly In-Between Assessments | EGRA Mother Tongue Tasks 3 to 4 | Kindergarten to Grade 1 | Every month from November 2022 to February 2023 |
| | EGRA Filipino and English Task 3 | Grades 2 to 3 | |
| | EGRA Tasks 5 to 6 | Kindergarten to Grade 1 | 1 st of November |
| | EGRA Filipino and English Tasks 4 to 5 | Grades 2 to 3 | |
| | CRLA | Grades 1 to 3 | 1 st December 2022 |
| | EGRA Tasks 7a to 7b | Kindergarten to Grade 1 | 2 nd /3 rd week of December 2022 |
| | EGRA Filipino and English Tasks 6a to 6b | Grades 2 to 3 | |
| | EGRA Tasks 8 to 9 | Kindergarten to Grade 1 | Last week of January 2023 |
| | EGRA Mother Tongue, Filipino, and English Tasks 7 to 8 | Grades 2 to 3 | |
| | Formative Test | Grades 4 to 12 including those in IPEd, MEP, SPED, and ALS | Last week of February 2023 |
| | Regional Unified Numeracy Test | Grades 1 to 10 including those in IPEd, MEP, SPED, and ALS | |
| | Contextualized Literacy Assessments | Grades 4 to 6 | |
| | | Grades 7 to 12 including those in IPEd, MEP, SPED, and ALS | |
| Regional Unified Numeracy Test | Grades 1 to 10 including those in IPEd, MEP, SPED, and ALS | | |
| Post Assessment Inter-District/School | EGRA Task 1-9 | Kindergarten and Grade | 1 st to 2 nd week April 2023 |
| | EGRA Task 1-8 | Grades 2 to 3 | |
| | CRLA | Grades 1 to 3 | |

| | | |
|--|-------------------------------------|--|
| | Phil-IRI (Filipino) | Grades 3 to 6 |
| | Phil-IRI (English) | Grades 4 to 6 |
| | Contextualized Literacy Assessments | Grades 7 to 12 including those in IPEd, MEP, SPED, and ALS |
| | Regional Unified Numeracy Test | Grades 1 to 10 including those in IPEd, MEP, SPED, and ALS |

2. To establish a literacy and numeracy data bank, to track the learning progress, and to determine the learning gains, this Office requires the SDOs to accomplish monthly the online data capturing templates with the links which shall be shared to the Division Focal Persons (MT, Filipino, English, and Numeracy) through the Messenger Group Chat.

3. For literacy data submission of CRLA, the same link shall be used but the field is cautioned not to share the said link to anybody especially non-DepEd Personnel to preserve the integrity of the data.

3. The Division MTB-MLE/ELLN-Literacy Focal Persons are expected to download the EGRA recording templates in Google sheets into excel files and share such to all the teachers. The link to the EGRA Dashboard, in partnership with the UNICEF, shall also be shared through the Messenger Group Chat.

4. The details indicated in paragraph 8 of Regional Memorandum No. 608, s. 2021 on the preparation, submission, and consolidation of literacy data are given below for emphasis.

| To Prepare | Document (Pre and Post) | To Accept |
|---------------------------|--|--|
| Teacher-Adviser | Learner's Reading Profile (attached to Form 137) | Next Grade Level Teacher-Adviser |
| Teacher-Adviser | Class Literacy and Numeracy Profile | School Head |
| School Head | School Literacy and Numeracy Profile | District Supervisor |
| District Supervisor | District Literacy and Numeracy Profile | Division ELLN Coordinator |
| Division ELLN Coordinator | Division Literacy and Numeracy Profile | Regional ELLN Coordinator |
| Regional ELLN Coordinator | Regional Literacy and Numeracy Profile | RFTACT, DepEd CO, and other partner agencies (upon formal request) |

5. For the succeeding school year, the next grade level teacher shall conduct current school year pre-assessment to the learners under him/her to further validate the post assessment results of the learners in the previous school year and indicate therein the teacher adviser corresponding each learner.

6. Immediate dissemination of and compliance with this Memorandum are desired.,


EVELYN R. FETALVERO, CESO IV
Regional Director

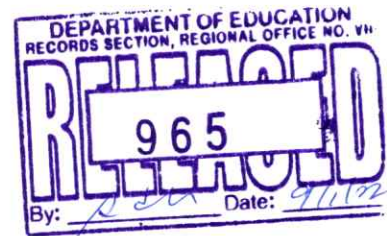
Enclosures: Templates

References: Project R8 BULIG Guidebook and Regional Memorandum No. 608, s. 2021

To be indicated in the Perpetual Index under the following subjects:

ASSESSMENT LITERACY READING INITIATIVES

CLMD-GCM



Enclosure No. _____ to Regional Memorandum No. 965 s, 2022

TEMPLATES FOR LITERACY DATA SUBMISSION

A. Summary School Profile on Literacy and Numeracy

School: _____

| No. | Name | Pre-Assessment (CRLA) - 1st to 2nd week of September | | | | In-Between Assessment (CRLA) 2nd week of December 2022 | | | | Post Assessment (CRLA) last week of March to 1st week of April | | | |
|-----|--------|--|-------------------------------|------------------------|------------------------|--|-------------------------------|------------------------|------------------------|--|-------------------------------|------------------------|------------------------|
| | | Full Refr eshe r | Moder ate Refres her | Light Refres her | Gra de Rea dy | Full Refres her | Moder ate Refres her | Light Refres her | Gra de Rea dy | Full Refres her | Moder ate Refres her | Light Refres her | Gra de Rea dy |
| 1 | aaaa / | | | | | / | | | | | | / | |
| 2 | bbbb | | | / | | | | / | | | | | / |

B. Pre-Assessment Summary of Results

Division: _____
School: _____

District: _____

1. Literacy (CRLA)

| Grade - Class Section | Total No. of Learners in Class | Total No. of Learner- Participants of the Project | Grade Ready | Light Refresher | Moderate Refresher | Full Refresher | Teacher in the Previous Grade Level |
|-----------------------------|--------------------------------------|--|----------------|--------------------|-----------------------|-------------------|---|
| | | | | | | | |
| | | | | | | | |

2. For Literacy (EGRA), the Division ELLNP Focal Persons are expected to download the recording templates in Google sheets into excel files and share such to all the teachers.

3. Literacy (Phil-IRI)

| Grade - Class Section | Total No. of Learners in Class | Total No. of Learner- Participants of the Project | Independent | Instructional | Struggling | Teacher in the Previous Grade Level |
|-----------------------------|---|--|-------------|---------------|------------|--|
| | | | | | | |
| | | | | | | |

2. Numeracy

| Grade - Class Section | Total No. of Learners in Class | Total No. of Learner-Participants of the Project | Highly Numerates | Moderately Numerates | Non-Numerates | Teacher in the Previous Grade Level |
|-----------------------|--------------------------------|--|------------------|----------------------|---------------|-------------------------------------|
| | | | | | | |
| | | | | | | |

1. Class Reading Profile (* Based on the Oral Reading and Comprehension Task)

CLASS READING PROFILE

Grade: _____ Date : _____
 Total No. of Enrolment: _____ Pre-Test: _____
 Total No. of Learner Tested: _____ Post-Test : _____

| Name of Learner | 2 | | | | | | 3 | | Non-Reader | Remarks |
|-----------------|-----|------|-------------|------|---------------|------|-------------|------|------------|---------|
| | 1 | | Frustration | | Instructional | | Independent | | | |
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post | | |
| 1 | | / | | | | | | / | Improved | |
| 2 | | | / | | | / | | | Improved | |
| 3 | | | | | / | / | | | Improved | |
| 4 | / | / | | | | | | | | |
| 5 | / | | | | | / | | | Improved | |
| TOTAL | 2 | 1 | 1 | 2 | 1 | 3 | 1 | 0 | | |

Prepared by:

 Teacher-Adviser

2. School Reading Profile

SCHOOL READING PROFILE

School: _____ Division: _____
 District: _____ Region: _____

| Grade | 1 | | 2 | | | | | | 3 | | 4 | | | | | | |
|--------|-----------|----------------|-------------|------|---------------|------|-------------|------|------------|------|-------------------------------|------|-----|----|--|--|--|
| | Enrolment | Learner Tested | Frustration | | Instructional | | Independent | | Non-Reader | | Change in Reading Performance | | | | | | |
| | | | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Frus | Inst | Ind | NR | | | |
| K | | | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | |
| *Total | | | | | | | | | | | | | | | | | |

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Prepared by:

School Principal

3. Division Reading Profile

DIVISION READING PROFILE

Division: _____

Region: _____

| Grade | 1 | | 2 | | | | 3 | | 4 | | | | | | |
|--------|-----------|----------------|------|-------------|------|---------------|------|-------------|------|------------|------|-------------------------------|------|-----|----|
| | Enrolment | Learner Tested | | Frustration | | Instructional | | Independent | | Non-Reader | | Change in Reading Performance | | | |
| | | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Pre | Post | Frus | Inst | Ind | NR |
| K | | | | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | |
| *Total | | | | | | | | | | | | | | | |

Prepared by:

Division MTB/Reading Coordinator

Noted:

CID Chief