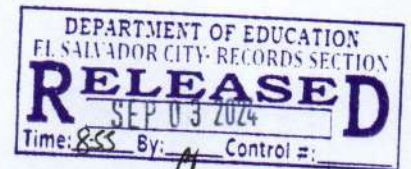




Republic of the Philippines
Department of Education
REGION X – NORTHERN MINDANAO
SCHOOLS DIVISION OF EL SALVADOR CITY



02 September 2024

DIVISION MEMORANDUM
No. 337, s. 2024

**REORIENTATION AND UPDATES OF THE IMPLEMENTATION OF BASA ELSA
DIVISION READING PROGRAM SY 2024-2025, QUICK READING ASSESSMENT
AND PHILIPPINE INFORMAL READING INVENTORY**

To: **Assistant Schools Division Superintendent**
Chiefs of CID and SGOD
Education Program Supervisors
All Public Elementary and Secondary School Heads
All Public Elementary and Secondary Teachers
SGOD Personnel
Others concerned
This Division

1. In reference to **DepEd Order No. 010, s. 2024 re Policy Guidelines on the Implementation of the MATATAG Curriculum; DepEd Memorandum No. 064, s. 2023 re Screening and Evaluation Tools for the Evaluation and Selection of Reading Resources for the National Reading Program; and DepEd Order No. 014, s. 2018 re Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory (Phil IRI)**, the field is hereby informed on the Reorientation and Updates of the Implementation of BASA ELSA Reading Program SY 2024-2025, Quick Reading Assessment (QRA) and Philippine Informal Reading Inventory at Division Conference Room, Diamond Building, Zone 3, Poblacion, El Salvador City on September 6, 2024.
2. The activity aims to:
 - A. improve reading programs, projects and activities that would help learners develop and increase reading performance;
 - B. ensure alignment of programs, activities that would bring optimum reading development;
 - C. strengthen partnerships among stakeholders for the improvement of reading activities and learners reading performance in the Division and El Salvador City; and
 - D. nurture a culture of reading at homes, in schools, and communities.
3. The reorientation activity includes discussion on the following:
 - A. Framework of BASA ELSA Reading Program under MATATAG Curriculum
 - B. Orientation on Project Research in English Initiative (ReIN) and Quick Reading Assessment for Grade 6 and Grade 3
 - C. Reorientation on the conduct of Phil IRI and submission of Phil IRI Pretest and CRLA Results





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- D. Inclusion of Teaching Reading in the Class Program
- E. Inventory and harvesting of reading resources for the National Reading Program
- F. Monitoring of Reading Progress Report and Status of School-based Reading Program Implementation
- G. Other matters

4. The participants to this activity are the School Heads, School Reading Coordinators and the researchers of Project ReIN. The schools are advised to submit (both hard and soft copies) of the school reading program, Phil IRI results for the last three consecutive school years, characterization and best practices report, and inventory of reading resources (Please see attached evaluation tool for guidance.) Link for online submission shall be provided through group chat.


5. The participants of this activity are hereby informed of the following schedule of orientation:

Date	Time	Participants
September 6, 2024	9:00a.m. to 12:00p.m.	Elementary school heads and teachers
	1:30p.m. to 4:30p.m.	Secondary school heads and teachers

6. This memorandum serves as **Authority to Travel**.

7. This Office shall adhere to Equal Opportunity Principle (EOP) in receiving the General Plan of Activities and Attending to clarification/queries relative to the aforementioned activity. Hence, all decisions and actions shall be based on guidelines set forth, with no discrimination on the account of age, gender, identity, sexual orientation, civil status, disability, religion, ethnicity or political affiliation.

8. Immediate and wide dissemination of this memorandum is desired.


RANDOLPH B. TORTOLA
Schools Division Superintendent

To be indicated in the Perpetual Index
Under the following subjects: CURRICULUM / PAPs / READING

CID/mrv





Republic of the Philippines
Department of Education

JUL 23 2024

DepEd ORDER
No. 010, s. 2024

**POLICY GUIDELINES ON THE IMPLEMENTATION
OF THE MATATAG CURRICULUM**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Minister, Basic, Higher and Technical Education, BARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary Schools
State/Local Universities and College Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed **Policy Guidelines on the Implementation of the MATATAG Curriculum** to provide context and directions and to articulate its features, design, and standards.
2. It shall be implemented as prescribed minimum standards to all public and private schools, state universities and colleges (SUCs), local universities and colleges (LUCs), and Philippine Schools Overseas (PSOs) offering basic education.
3. The MATATAG Curriculum embodies the aspirations of Filipino learners inscribed in the *Ambisyon Natin 2040*, to successfully deal with future challenges by embedding 21st-century skills, preparing them to excel in the local and global job market. It fosters inclusivity by teaching global citizenship and diversity while promoting a future-oriented mindset that empowers learners to embrace and shape change. The MATATAG Curriculum envisions producing lifelong and peace-loving Filipino learners who are holistic and future-ready and embody the core values of *Maka-Diyos*, *Makatao*, *Makakalikasan*, and *Makabansa*.
4. This Order shall provide guidelines to teachers and instructional leaders in the implementation of the MATATAG Curriculum. For the teachers, it shall serve as a primary guide for instructional planning, covering the selection of the subject matter, implementation of teaching strategies, use of learning resources, and application of assessment tools. For the instructional leaders, it shall guide them in creating supervisory and management plans to oversee instructional delivery, monitor learning gains, and provide appropriate technical assistance to teachers and school heads.
5. This Order shall amend DepEd Order No. 021, s. 2019 (Policy Guidelines on the K to 12 Basic Education Program), specifically:
 - a. Annex 1: Elementary Education,
 - b. Annex 2: Secondary Education, and
 - c. Annex 4: Guidelines on the Mother Tongue-based Multilingual Education Program Implementation.

However, for Annexes 1 and 2, following the phased implementation plan of the MATATAG Curriculum, only Kindergarten, Grades 1, 4, and 7 shall be implemented beginning the School Year 2024–2025.

6. All existing Orders, Memoranda, and other related issuances inconsistent with this Order are repealed, rescinded, or modified accordingly.
7. This Order shall take effect immediately upon its approval and publication on the DepEd website and registration with the Office of the National Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.
8. For more information, please contact the **Office of the Undersecretary for Curriculum and Teaching**, 1st Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at ouct@deped.gov.ph or at telephone numbers (02) 8633-7202 or 8687-4146.
9. Immediate dissemination of and strict compliance with this Order is directed.


SONNY ANGARA
Secretary *clz*
IM *W*

Encl.:

As stated

Reference:

DepEd Order (No. 021, s. 2019)

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

ALTERNATIVE LEARNING SYSTEM
AMENDMENT
CURRICULUM
ELEMENTARY EDUCATION
LEARNERS
POLICY
PROGRAMS
SECONDARY EDUCATION





POLICY GUIDELINES ON THE IMPLEMENTATION OF THE MATATAG CURRICULUM

I. RATIONALE

1. The Department of Education (DepEd) remains committed to fulfilling its mandate of providing appropriate, responsive, and relevant basic education as stipulated in Republic Act (RA) No. 10533, also known as the Enhanced Basic Education Act of 2013. To effectively fulfill this mandate, DepEd strives to craft a well-designed curriculum grounded on empirical research and aligned with the national vision of quality education for all basic education learners.
2. A comprehensive review of the K to 12 Basic Education Program has revealed several issues, such as overcrowded curriculum, misaligned learning competencies, and imbalanced cognitive demands. To respond appropriately to the issues and challenges faced by the K to 12 Program, DepEd introduced the MATATAG Curriculum. Anchored on the *MATATAG: Bansang Makabata, Batang Makabansa* Agenda, particularly the goal to “[M]ake the curriculum relevant to produce competent and job-ready, active, and responsible citizens,” the MATATAG Curriculum streamlines competencies to ensure logical progression, prioritize 21st century skills, improve foundational literacy and numeracy skills, and cultivate future-ready skills needed in the job market. More importantly, it aims to holistically develop lifelong and peace-loving Filipino learners by placing a strong emphasis on values formation, ensuring the development of competent, job-ready, and responsible citizens, who embody the core values of *Maka-Diyos, Makatao, Makakalikasan, and Makabansa*.
3. Aligned with the aspirations of the country for the Filipino learner as articulated in the *Ambisyon Natin 2040* and supported by the National Learning Recovery Plan (NLRP) and Basic Education Development Plan (BEDP) 2030, the MATATAG Curriculum fosters inclusivity by integrating global citizenship and respect for diversity. It promotes a future-thinking mindset that empowers learners to embrace and shape change while cherishing their national identity and sense of nationhood.
4. The MATATAG Curriculum has sought to do the following: a) ensure that every learner is equipped with life skills; b) instill the value of citizenship and unity in diversity and work effectively with others; c) educate all Filipino learners to handle the challenges of everyday life and respond effectively to disasters and emergency situations; d) prepare them to thrive in a global human resource market so that they can contribute effectively to nation-building and economic development; and e) foster critical and creative thinking in Filipino learners by working collaboratively with peers towards identifying problems and challenges that may impact the present and the future, finding and designing solutions for them; and engaging in activities that encourage thinking out of the box.
5. The MATATAG Curriculum incorporates relevant provisions from the recent basic education reforms, including RA 10410 or the Early Years Act

of 2013, RA 0157 or the Kindergarten Act, RA 10968 or the Philippine Qualifications Framework (PQF) Act, RA 11510 or the Alternative Learning System (ALS) Act, RA 11476 or the GMRC and Values Education Act, RA 11650 or the Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support to Inclusive Education Act, and RA 11713 or the Excellence in Teacher Education Act.

6. Through the MATATAG Curriculum, DepEd reiterates its commitment to ensure that the country's basic education is aligned and at par with global education standards. This continual commitment aims to meet international benchmarks and quality standards and to contribute significantly to achieving the United Nations Sustainable Development Goal (UN SDG) 4, which emphatically ensures inclusive, equitable quality education and promotes lifelong learning opportunities for all.
7. Through rigorous quality assurance mechanisms, which include regular curriculum reviews involving various stakeholders, the MATATAG Curriculum is committed to continuous improvement to address new and emerging needs of the times. It reflects the collective aspiration of our nation to uplift the quality of Philippine basic education in support of the government's development roadmap toward improving the lives of Filipino families.

II. SCOPE

8. This Order shall cover the implementation of the MATATAG Curriculum, which shall be implemented by phase starting with Kindergarten, Grades 1, 4, and 7 in School Year (SY) 2024–2025. For other grade levels, the curriculum shall be implemented as follows: Grades 2, 3, 5, and 8 in SY 2025–2026; Grades 6, 9, and 10 in SY 2026–2027. The policy guidelines for Grades 11 and 12 shall be covered by a separate issuance from DepEd.
 - a. This Order shall be implemented by all schools in the country, including those in administrative and autonomous regions, and those Philippine schools overseas (PSOs) that offer basic education. These schools include, but are not limited to, all public and private schools, state universities and colleges (SUCs), and local universities and colleges (LUCs).
 - b. The MATATAG Curriculum shall serve as the fundamental blueprint for teachers at the classroom level, enabling them to align their lesson plans with content and performance standards, appropriate learning competencies, pedagogies, assessments, and resources required to achieve the desired learning outcomes for Filipino learners.
 - c. It shall help instructional leaders create supervisory and management plans to oversee instructional delivery, provide appropriate technical and other forms of assistance to teachers and school heads, and monitor learning gains.
 - d. Parents and other external education stakeholders shall be given direction and opportunity to support the MATATAG Curriculum in achieving its goals.

- e. Recognizing the particular context and educational concerns of diverse learners, the MATATAG Curriculum shall be contextualized in implementing the different inclusive education programs, such as, but not limited to, Special Needs Education (SNEd), Madrasah Education Program (MEP), and Indigenous Peoples Education Program (IPEd). The Special Curricular Program (SCP) shall complement the MATATAG Curriculum to cater to the needs of learners with potential, skills, and talents. At the same time, the curriculum of the ALS shall be aligned with the MATATAG Curriculum. Existing policy guidelines on the curriculum of the different inclusive education programs and ALS shall remain in effect until revised, rescinded, or repealed.

III. DEFINITION OF TERMS

9. For purposes of this Order, the following terms are defined and understood as follows:
 - a. **Blended Learning** refers to the thoughtful integration of classroom face to face or in-person learning experiences with online learning experiences (Garrison and Kanuka, 2004).
 - b. **Competency** refers to a specific skill performed with varying degrees of independence. It has different degrees of difficulty and performance levels. It also refers to the ability to perform activities according to the standards expected by drawing from one's knowledge, skills, and attitudes (DepEd Order [DO] No. 021, s. 2019, Policy Guidelines on the K to 12 Basic Education Program).
 - c. **Content** refers to the scope and sequence of topics and skills covered in each strand/domain/theme/component of a particular discipline/learning area, curriculum, or instructional material.
 - d. **Curriculum** refers to the set of formal documents that determines content, learning, teaching, and assessment by describing the what, the why, the how, and how well learners shall learn and by ensuring that these elements reflect the principles of quality, equality, inclusion, and relevance (IBE-UNESCO, 2013).
 - e. **Curriculum Goals** refers to the broad statement/s that articulate what learners should learn and accomplish in the different learning areas, grade levels, and specific areas of study.
 - f. **Developmental Domains** refers to specific aspects of growth that cover but are not limited to the following: socio-emotional, values, physical health, motor, aesthetic/creative, cognitive and literacy, language, and communication.
 - g. **Foundational Skills** refers to the necessary skills and competencies for higher learning that learners need to develop, including basic literacy and numeracy skills.

- h. **Instructional Model** refers to the guide for implementing the intended curriculum. More specifically, it refers to the structure of teaching strategies, methods, and activities that address specific instructional goals and objectives.
- i. **Key Stage** refers to the stages in the K to 12 Program reflecting distinct developmental milestones. These are Key Stage 1 (Kindergarten to Grade 3) Key Stage 2 (Grade 4 to Grade 6), Key Stage 3 (Grade 7 to Grade 10), and Key Stage 4 (Grades 11 and 12). Assessment of learning is critical at the end of each stage.
- j. **Key Stage Standards** refers to the quality of proficiency that the learner can demonstrate in each key stage.
- k. **Learning Outcomes** refer to clear statements of what a learner can be expected to know, understand, and/or do as a result of the learning experience (Implementing Rules and Regulations [IRR] of the PQF Act).
- l. **Pedagogical Approaches** refers to the set of principles, beliefs, or ideas about the nature of learning that serve as the basis for teaching practices and learning experiences.
- m. **Performance Standards** refers to the expected proficiency level expressed in two ways: 1) learners should be able to use their learning or understanding in real-life situations; and 2) they should be able to do this on their own. Evidence includes their products and performances (DO 31, s. 2012, Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum [BEC] Effective School Year 2012–2013).
- n. **Phased Implementation** refers to the gradual implementation of the MATATAG Curriculum for different grade levels beginning SY 2024–2025.
- o. **Skill** refers to the coordinated performance of related tasks with a certain degree of facility.
- p. **Standard** refers to what one should know and be able to do.
- q. **21st Century Skills** refer to the knowledge, skills, attitudes, and competencies that learners need to develop to succeed in work and life in the 21st century. These skills are deemed essential for the digital and rapidly changing economy. 21st century skills encompass methods of thinking, working, and living rather than focusing on specific subject knowledge.

IV. POLICY STATEMENT

- 10. Paragraph 10.2 under Rule II of the IRR of RA 10533 or the Enhanced Basic Education Act of 2013 outlines the standards and principles for developing a basic education curriculum. It emphasizes the importance of a learner-centered, inclusive, and developmentally appropriate curriculum while also being gender- and culture-sensitive. The

curriculum encourages the use of constructivist, inquiry-based, reflective, collaborative, and integrative pedagogical approaches. It ensures logical progression of content for mastery of these at each level. Furthermore, the curriculum is designed to be adaptable to local and global contexts, allowing schools to localize, indigenize, and enhance according to their unique educational and social contexts.

11. Aligned with the provisions of RA 10533, the MATATAG Curriculum prepares learners for the future by integrating contemporary themes and issues, fostering 21st century skills, promoting inclusivity, and encouraging futures thinking. The larger goal is to inspire all Filipino learners to take pride in their nationality, be skilled in their chosen fields, and be capable of contributing to society while considering sustainability and global partnerships. The curriculum standards ensure mastery of concepts, lifelong learning, and competence to thrive in the 21st century environment.

V. THE MATATAG CURRICULUM

12. The MATATAG Curriculum focuses on individual learners, strives to build globally literate and future-ready citizens, and seeks to address current and future educational concerns. The learners are expected to develop the core values of *Maka-Diyos, Makatao, Makakalikasan, and Makabansa*. The MATATAG Curriculum incorporates the core principle of inclusive education to meet the unique needs of diverse learners in a variety of settings.
13. **Inclusive Education as the Core Principle of the MATATAG Curriculum**
 - a. The MATATAG Curriculum shall uphold inclusive education as the core principle of the K to 12 Basic Education Program. Inclusivity is reinforced by other curriculum principles and standards such as learner-centered methodologies, developmentally appropriate practices, cultural sensitivity, relevance, gender sensitivity, and contextualized approaches.
 - b. Acknowledging the diverse social backgrounds of learners and their families, the MATATAG Curriculum shall provide a broader range of options for learners who are prepared for higher education, employment, and/or entrepreneurship. It shall offer courses in Technology and Livelihood Education (TLE) in Junior High School (JHS) and an array of tracks and strands in Senior High School (SHS). Learners and their families shall be actively involved in selecting the learning path that best aligns with their goals and aspirations in life.
 - c. The MATATAG Curriculum shall emphasize the nation's cultural diversity and use it to promote effective learning. It shall offer subjects in Key Stage 1 that strengthen the use of the first language, leveraging this towards better comprehension and understanding of curricular content from one key stage to the next.-

- d. The MATATAG Curriculum, with its standards-based framework, shall actively promote curriculum contextualization, which takes into account the learners' abilities, socio-cultural background, historical context, and environmental factors. Considering these specific elements, the curriculum promotes values, beliefs, practices, and knowledge systems within the learners' community to foster inclusivity and relevance.
- e. Various programs shall be strengthened to foster an inclusive learning environment that addresses the diverse needs of learners. These include:
 - i. **Programs for the Gifted and Talented.** These refer to comprehensive programs for gifted and talented learners at all levels of basic education. Accelerating learners in public and private basic educational institutions shall be allowed in a manner consistent with DepEd rules and regulations. The policy on acceleration of learners shall be released in a separate issuance.
 - ii. **Programs for Learners with Disabilities.** These refer to comprehensive programs designed for learners with disabilities, which may be home-, school-, center- or community-based.
 - iii. **Madrasah Education Program.** This refers to the comprehensive program that aims to provide Muslim learners with appropriate, culturally sensitive, and Islamic-friendly educational opportunities integrating Arabic Language and Islamic Values Education (ALIVE) in public schools and MATATAG Curriculum in private *madaris*.
 - iv. **Indigenous Peoples (IP) Education Program.** This refers to education initiatives undertaken through formal, nonformal, and informal modalities with emphasis on any of, but not limited to, the key areas of Indigenous Knowledge Systems and Practices and community history; indigenous languages; Indigenous Learning Systems (ILS) and community lifecycle-based curriculum and assessment; educational goals, aspirations, and competencies specific to the Indigenous Cultural Community (ICC); engagement of elders and other community members in the teaching-learning process, assessment, and management of the initiative, recognition and continuing practice of the community's ILS; and the rights and responsibilities of ICCs.
 - v. **Programs for Learners under Difficult Circumstances.** These refer to flexible, timely and responsive programs that cater to learners under difficult circumstances, such as, but not limited to, geographic isolation, chronic illness, displacement due to armed conflict, urban resettlement or disasters, child abuse, and child labor practices.

14. **The Goal of the MATATAG Curriculum.** The MATATAG Curriculum is designed to nurture holistically developed Filipino youth, equipped with 21st century skills within an inclusive learning environment, who are ready for employment, entrepreneurship, and/or higher education, and will find joy in lifelong learning. A detailed discussion of the curriculum goals for each learning area can be found in Annexes 1 and 2 of this Order.

15. **Key Features of the MATATAG Curriculum**

In light of the current national circumstances and global demands, DepEd deemed it imperative to redesign the basic education curriculum by enhancing teaching-learning standards and knowledge acquisition through quality educational experiences and opportunities for all learners. The MATATAG Curriculum applies instructional theories and pedagogical principles that are empirically sound and time-tested, tailored to meet the diverse needs of learners while striving to achieve its core aims.

- a. The MATATAG Curriculum was designed to enhance the learning experience of learners by offering manageable portions of content material and establishing clear learning objectives to prevent cognitive overload among learners. This curriculum strengthened focus on foundational skills and strategically reduced learning areas to streamline content. The curriculum is supported by the National Reading Program (NRP) and the National Mathematics Program (NMP), which are additional curricular programs that focus on developing literacy and numeracy.

The curriculum also aligns learning competencies with the developmental stages of learning across different grade levels, ensuring a balanced approach to cognitive demands that are appropriate for learners' age and readiness. In the curriculum, more complex skills are systematically built upon a solid foundation of basic skills.

- b. The MATATAG Curriculum clearly articulates and incorporates 21st century skills by emphasizing those that may be applied across different learning areas, reinforcing essential literacy, numeracy, and subject-specific skills without unnecessary overlap. It focuses on skills rather than specific outcomes, aligning with national education goals and the UN SDGs.

In particular, the 21st Century Skills Framework is incorporated in the curriculum, which comprises four domains, namely: 1) Information, Media, and Technology Skills; 2) Learning and Innovation Skills; 3) Communication Skills; and 4) Life and Career Skills. This framework shall serve as a guiding tool to ensure that these essential 21st century skills are integrated and emphasized, aligning education practices with the demands of the digital age.

- c. The MATATAG Curriculum prioritizes values formation and peace education principles to cultivate responsible and ethical global citizens. It focuses on fostering a positive attitude and a strong sense of righteousness, encouraging learners to become advocates for peaceful coexistence and community building. The overarching goal is for learners to understand the significance of advancing global harmony and sustainable development through intercultural understanding.
- d. The MATATAG Curriculum is anchored on global standards and aligns with global competencies, such as but not limited to, critical thinking, creativity, communication, collaboration, adaptability, and other essential transversal skills. To enhance global competitiveness, DepEd purposefully aligned the MATATAG Curriculum with international educational benchmarks, ensuring that learners are prepared to meet the challenges and opportunities of a highly integrated global economy.

The specific curricular features of the MATATAG Curriculum are discussed in detail in Annex 1: Elementary Education, and Annex 2: Secondary Education, encompassing the following key stages:

- i. Key Stage 1 - Kindergarten to Grade 3 (Elementary School),
 - ii. Key Stage 2 - Grades 4 to 6 (Elementary School), and
 - iii. Key Stage 3 - Grades 7 to 10 (JHS).
16. The DepEd also aligned the Alternative Learning System (ALS) Curriculum with the MATATAG Curriculum by integrating the competencies of various learning areas into its six learning strands. This alignment ensures equivalence between ALS and the Key Stages in formal education: Basic Literacy Program with Key Stage 1, Accreditation & Equivalency (A&E) Program (Elementary) with Key Stage 2, A&E Program (JHS) with Key Stage 3, and ALS SHS with Key Stage 4. The ALS Curriculum emphasizes 21st century skills and addresses the diverse needs of learners through contextualization. By aligning with the MATATAG Curriculum, the ALS program is recognized as a parallel and complementary system to formal education that also ultimately aims to deliver quality basic education.

The Filipino Learners

17. Considering the current societal landscape of the Philippines and anticipating future challenges, the MATATAG Curriculum envisions producing **MATATAG** Filipino learners who are:
- a. Equipped with skills of the future by
 - i. exhibiting mastery of fundamental literacy and numeracy skills while meeting the standards of the PQF;
 - ii. utilizing 21st century skills and embracing emerging technologies to navigate today's dynamic environments;
 - iii. demonstrating resilience in the face of extreme life events, realizing one's own abilities and potential to work fruitfully

- and productively, and eventually make a positive contribution to society; and
- iv. applying creative and critical thinking, problem-solving abilities, futures thinking, innovation, global citizenship, and exceptional leadership teamwork skills for adaptable workforce roles.
- b. Prepared to become lifelong learners by
 - i. valuing intrinsic motivation for continuous improvement,
 - ii. demonstrating collaborative learning through knowledge sharing and active engagement in tasks and activities,
 - iii. embracing diverse perspectives to promote understanding and cultivate empathy, and
 - iv. engaging in reflective learning and self-improvement.
 - c. Imbued with strong nationalism and appropriate Filipino values to make them peace advocates by
 - i. advocating equity, justice, and democratic principles while respecting diversity, recognizing varied gender roles, and upholding the common good;
 - ii. embracing and celebrating the Philippines' rich cultural diversity while taking pride in their Filipino national identity;
 - iii. exhibiting teamwork values; and
 - iv. resolving conflicts peacefully and valuing understanding and cooperation among nations and their roles within the global community.

The Teachers

18. As the most valuable resource in the teaching and learning process, teachers are envisioned by the MATATAG Curriculum as 21st century educators who are at the forefront of equipping the MATATAG Filipino learners with the skills of the future. The MATATAG Curriculum necessitates the continuing development of Filipino teachers' qualities and their technological, pedagogical, and content knowledge as they perform the following roles:
 - a. Instructional Designers who are able to
 - i. demonstrate mastery of subject matter and/or in their specialization across the curriculum;
 - ii. unpack learning competencies to determine what learners need to know, understand, and be able to do;
 - iii. design and deliver appropriate, engaging, and meaningful lessons;
 - iv. utilize various teaching and assessment approaches to address the diverse needs of learners;
 - v. select and seamlessly integrate digital tools and technologies in the teaching and learning process; and
 - vi. develop learning resources aligned with the MATATAG Curriculum Instructional Design Framework (IDF).
 - b. Advocates of Lifelong Learning who are capable of
 - i. fostering literacy, numeracy, and 21st century skills;

- ii. promoting independence, collaboration, resilience, adaptability, and passion for lifelong learning;
 - iii. applying creative and critical thinking, problem-solving, socio-emotional skills, and innovation;
 - iv. enabling learners to become peace advocates capable of resolving conflicts peacefully and cooperating with others; and
 - v. seizing opportunities for continuous growth and improvement through self-directed learning, capacity-building activities (e.g., attending seminars, training, and conferences; pursuing graduate studies; conducting classroom-based research), and collaborative exchange of knowledge and expertise.
- c. Promoters of Ethical Digital Literacy who can
- i. utilize digital platforms and online resources to optimize the delivery of lessons;
 - ii. evaluate the credibility and reliability of digital information for use in the teaching and learning process and research; and
 - iii. cultivate the ethical use of technology, including responsible digital citizenship and online safety practices.
- d. Catalysts of Transformation who are able to
- i. model ethical behavior and integrity;
 - ii. promote empathy, compassion, and respect for diversity;
 - iii. demonstrate a sense of responsibility towards society and the environment;
 - iv. engage with families, communities, and stakeholders to support student learning;
 - v. guide learners toward realizing their full potential and contributing meaningfully to nation-building; and
 - vi. leverage technology to create dynamic and engaging learning experiences that prepare learners for a rapidly evolving digital world.

The MATATAG Curriculum Instructional Design Framework

19. The MATATAG Curriculum's IDF is a comprehensive guide for teachers in planning lessons. It strongly emphasizes learner-centered education and adheres to basic education policies. Rooted on principles of optimal learning, the IDF allows teachers to create engaging learning experiences to help learners attain targeted competencies. Furthermore, it urges teachers to go beyond simply delivering content by doing their best to facilitate active learning experiences tailored to each learner's needs and abilities. This framework places learners at the center, enabling them to participate in selecting learning content and co-creating teaching strategies. By establishing a collaborative and supportive academic culture, the IDF strengthens the teachers as facilitators of learning.
- a. The IDF comprises essential pillars of **Curriculum**, **Teaching**, and **Assessment**, forming the bedrock of the teaching-learning process. The **Curriculum** provides a structured plan for intentional learning experiences that directs content and

teaching approaches. **Teaching** within the framework equips teachers with diverse pedagogical approaches to ensure learners' mastery of competencies, while **Assessment** serves as a vital tool for evaluating competency mastery and skills development *vis-à-vis* learning standards. The ultimate goal of the IDF is to improve learning outcomes measured through **Assessment** and optimize teaching practices through personalized and engaging teaching strategies. A comprehensive discussion of the IDF can be found in Annex 5 of this Order.

Learning Delivery

20. The successful delivery of the MATATAG Curriculum is contingent upon a holistic approach to learning that emphasizes innovation and learner-centeredness anchored on the IDF. The MATATAG Curriculum features the integration of future-ready skills, socio-emotional learning, and technology while cultivating the core values of *Maka-Diyos, Makatao, Makakalikasan, and Makabansa* in the teaching-learning process to strengthen learners' readiness for the demands and challenges of the 21st century. Through varied, relevant, and research-based teaching and assessment methods, teachers can optimize student learning, engagement, and understanding of key concepts. Delivering the MATATAG Curriculum necessitates a commitment to continuous improvement of teaching practice and dynamic and responsive measures to enhance the teaching and learning process. These are intended to be realized through strong curriculum support systems, specifically strong partnerships with various stakeholders.
21. Given the varied needs of learners and the evolving demands of the educational landscape, it is crucial to enhance learning delivery methods. Teachers shall adapt their pedagogical methods and strategies to keep learners effectively engaged while continuously adjusting teaching practices in line with the core instructional principles outlined in the MATATAG Curriculum, which include
 - a. development of learners critical thinking, problem-solving, collaboration, communication, creativity, and digital literacy skills;
 - b. integration of socio-emotional learning, which includes learners' self-awareness, relationship skills, responsible decision-making skills, and emotional intelligence;
 - c. differentiation approach that utilizes tiered learning tasks and employs varied teaching strategies and techniques to cater to the diverse needs of learners; and
 - d. content and technology integration that draws upon the connection of knowledge across disciplines.
22. Section 5(e) of RA 10533 necessitates the use of constructivist, inquiry-based, reflective, collaborative, and integrative pedagogical approaches. Learning areas across grade levels may utilize differentiated instruction, explicit teaching (direct instruction), experiential learning, culture-based instruction, and technology-enhanced instruction. Teachers are encouraged to use these strategies, as necessary and appropriate, to ensure the development of learners' 21st century skills.

23. Instructional leaders shall be responsible for providing ongoing professional development on effective teaching practices, adequate and relevant teaching and learning resources, and timely technological support while fostering creativity and innovativeness in teaching. They shall cultivate and strengthen partnerships with stakeholders and the community to meet new curricular standards and delivery requirements.
24. In classes where blended and other distance learning delivery modalities are employed, such as but not limited to the Open High School Program during disasters and emergencies, parents or legal guardians shall regularly communicate with the schools to monitor their children's learning progress and requirements. Schools shall foster home-school partnerships, while DepEd shall ensure that guidelines for learning delivery modalities are effectively cascaded and regularly evaluated.
25. The MATATAG curriculum underscores the importance of equipping curriculum implementers, managers, and learning resource developers with solid, research-based/-informed plans to transition effectively to emergency remote teaching-learning modalities when needed. Strengthening the capacity of educational stakeholders to manage learning delivery during emergency situations is vital to ensuring continuity and quality in education amidst various challenges.

Classroom Assessment

26. Classroom assessment is vital in supporting the MATATAG Curriculum by providing teachers with valuable insights into student learning and progress. It is an ongoing process of identifying, gathering, organizing, and interpreting quantitative and qualitative information about what learners know and can do. It is also an integral part of curriculum implementation that allows teachers to track and measure learners' progress, adjust their instruction accordingly, and inform the learners and their parents or legal guardians of their progress (DO 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program).
27. Teachers play a crucial role in gauging and monitoring the learning progress of their learners and guiding them toward realizing their full potential. Teachers are encouraged to optimize the use of technology in assessing learning at any learning phase. To guide them in effectively assessing their learners' academic progress, implementing the provisions outlined in DO 8, s. 2015 is essential, as this policy mandates the utilization of various evidence-based classroom assessment practices.
28. It is imperative for schools to take stock of assessment and grading practices that will most meaningfully support learner development and to respond and adapt to varied contexts. Hence, DepEd issued DO 031, s. 2020 (Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan) to supplement DO 8, s. 2015, which is grounded on principles that teachers shall take into consideration: (a) Assessment should be holistic and authentic in capturing the attainment of the most essential learning competencies; (b) Assessment is integral for understanding student learning and development; (c) A variety of assessment strategies is necessary, with

formative assessment taking priority to inform teaching and promote growth and mastery; (d) Assessment and feedback should be a shared responsibility among teachers, learners, and their families; and (e) Assessment and grading should have a positive impact on learning.

29. Teachers need to be mindful of the three assessment approaches: (a) Assessment for Learning, (b) Assessment as Learning, and (c) Assessment of Learning. These assessment approaches collectively provide a comprehensive framework for evaluating student progress, informing instructional decisions, and promoting student growth and achievement.
 - a. **Assessment for Learning** involves ongoing formative assessments to monitor student progress, identify learning needs, and provide timely feedback to guide instruction. This assessment approach allows teachers to adapt their teaching strategies to better meet the diverse needs of their learners, aligning with the MATATAG Curriculum's emphasis on evidence-based and responsive teaching practices.
 - b. **Assessment as Learning** involves engaging learners in self-assessment and reflection processes to develop their metacognitive skills and foster ownership of learning. By involving learners in the assessment process, teachers empower them to set goals, monitor their own progress, and take responsibility for their learning. This component aligns with the MATATAG Curriculum's goal of cultivating lifelong learners who are intrinsically motivated and actively engaged in their own learning progress.
 - c. **Assessment of Learning** encompasses summative assessments that measure student achievement against predetermined standards or learning outcomes. It is administered at the end of a block of learning to measure the extent by which learners have mastered the content and performance standards; the results of which are used as the basis for computing grades. Summative assessments are used judiciously alongside formative and self-assessment strategies to provide a holistic picture of student learning and inform instructional planning.
30. In addition to these key components of assessment, specific tools such as the Philippine Early Childhood Development (Phil ECD) Checklist, the Philippine Informal Reading Inventory (Phil-IRI), the Comprehensive Rapid Literacy Assessment (CRLA), and the Rapid Mathematics Assessment (RMA) shall serve as valuable resources for teachers in supporting learning, as well as literacy and numeracy development within the MATATAG Curriculum.
 - a. The **Phil. ECD Checklist** is a developmental screening tool administered twice a year—at the beginning and end of the school year. It provides relevant information about the learners' proficiency in the developmental milestones. It also assists in detecting possible developmental delays among learners who may need further assessment or special intervention.

- b. The **Phil-IRI** is an assessment tool that measures and describes the learners' level (independent, instructional, and frustration levels) in oral reading, silent reading, and listening comprehension in English and Filipino (DO 14, s. 2018, Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory).
 - c. The **CRLA** includes a continuum of reading assessments tailored to Grades 1 to 3 learners that enables teachers to quickly classify learners according to their reading abilities and provide targeted instructional support.
 - d. The **RMA** evaluates the mathematical proficiency of learners in Grades 1 to 3 and provides results as a significant basis for appropriate context-based intervention strategies at the school and division levels.
 - i. Using these tools, alongside ongoing formative assessment practices, teachers shall effectively identify learners in need of additional support, tailor their instruction to meet individual learning needs, and monitor learners' progress toward proficiency in literacy and numeracy.
31. Ultimately, classroom assessment serves as a pillar of the MATATAG Curriculum, supporting teachers in their dedicated efforts of nurturing resilient, adaptable, and empowered learners who are equipped with the skills needed to thrive in the 21st Century.
32. The grading system in the MATATAG Curriculum shall adhere to the provisions of DO 8, s. 2015. Schools shall ensure that learners consistently performing below expectations based on Written Works and Performance Tasks receive remediation to prevent them from failing.

Curriculum Support

33. Implementing the MATATAG Curriculum requires robust support systems, necessitating a stronger partnership between internal and external stakeholders. Support systems can effectively equip teachers with a wide array of tools and resources to meet the needs of diverse learners and improve teaching and learning situations. These support systems include the following:
- a. **Professional Development Programs.** The MATATAG Curriculum necessitates more focused and sustained professional development programs, especially for teachers and school heads, that shall provide them with the training and capacity-building support they need to effectively implement the curriculum. The conduct of Learning Action Cells (LACs) and Collaborative Expertise Sessions shall be intensified in schools to help teachers deliver quality instruction.
 - b. **Instructional Leadership and Supervision.** Instructional leadership and supervision bridge the gap between the intention of the MATATAG Curriculum and its successful implementation by enhancing the support system at the national level and down to the school level. The development of instructional leaders through comprehensive

professional development programs ensures that teachers receive the assistance they need to deliver the curriculum.

- c. **Monitoring and Evaluation (M&E).** The MATATAG Curriculum implementation is designed with an M&E plan in place. The data gathered from comprehensive M&E across governance levels—from the national to the classroom setting—shall serve as feedback information to ensure the effective implementation of the MATATAG Curriculum.
- d. **Research-based Instructional Practice.** In response to evolving social needs, various sectors shall engage in ongoing consultation and collaboration to refine the curriculum and improve learning delivery. Research and informed feedback mechanisms shall be conducted to ensure the relevance and effectiveness of educational endeavors. Various sectors shall participate in ongoing consultations and collaborate towards continuously refining the curriculum and improving learning delivery.
- e. **Learning Resources.** The MATATAG Curriculum emphasizes the development and quality assurance of diverse teaching and learning resources, such as but not limited to textbooks, multimedia lessons, learners' materials, self-learning modules (SLMs), lesson exemplars, and other supplementary learning resources. These learning resources are well-designed to support teachers in delivering the curriculum effectively. Additionally, the procurement of necessary learning tools and equipment shall be prioritized.
- f. **Assessment Practices.** The MATATAG Curriculum underscores the development of multi-tiered and purpose-specific assessment tools to help teachers measure student learning and provide targeted support where needed. The multi-tiered assessment tools shall cover different types of tests and evaluations that teachers shall use to understand and gauge learning, while the purpose-specific assessments encompass special tests tailored to measure the achievement of different skills.
- g. **Physical and Technological Facilities and Infrastructure.** The MATATAG Curriculum requires adequate physical and technological facilities and infrastructure to support its implementation, enabling teachers to facilitate interactive and engaging lessons in a safe and inclusive learning environment.
- h. **External Partnership and Engagement.** The MATATAG Curriculum encourages robust and dynamic partnerships across sectors to facilitate successful curriculum implementation. Multi-sectoral partnerships shall involve collaboration in assessing and planning programs to meet learners' needs, sharing best practices, exchanging professional knowledge, sharing community resources, and extending financial and technical support to enhance learners' performance.

Phased Implementation of the MATATAG Curriculum

34. The MATATAG Curriculum shall be implemented in phases. It shall start in SY 2024–2025 for Kindergarten, Grade 1, Grade 4, and Grade 7. It shall be implemented in subsequent grade levels in the succeeding school years. Refer to Table 1 on the scheduled phased implementation of the MATATAG Curriculum.
- a. The implementing guidelines of the MATATAG Curriculum for SHS (Grades 11 and 12) shall be released in a separate issuance.

Table 1: **Schedule of Implementation**

School Year	K	1	2	3	4	5	6	7	8	9	10
	SY 2024–2025										
SY 2025–2026											
SY 2026–2027											

- MATATAG Curriculum
 2016 Basic Education Curriculum

35. In the school years that the MATATAG Curriculum will not be implemented yet in the other grade levels, the 2016 K to 12 Basic Education Curriculum (BEC), focusing on the Most Essential Learning Competencies (MELCs) shall continue to be adopted, regardless of the learning delivery modalities (LDMs). The time allotment for the 2016 K to 12 BEC shall be recalibrated following the MATATAG Curriculum time allotment. The recalibrated time allotment is contained in Annex 3 of this Order. The implementation of the 2016 K to 12 BEC using the MELCs shall be replaced gradually in the succeeding school years following the phased implementation of the MATATAG Curriculum. Sample Class Programs can be found in Annex 4.

Roles and Responsibilities

36. Subject to reengineering processes and systems in DepEd, the various offices directly involved in the implementation of the MATATAG Curriculum, as well as those that provide support, shall have the same duties and responsibilities as stipulated in DO 52, s. 2015, and DO 001, s. 2023.
- a. The Curriculum and Teaching (CT) Strand, through the Bureau of Learning Delivery (BLD) and the Bureau of Curriculum Development (BCD), shall supervise the implementation of the MATATAG Curriculum.
- b. The Regional Offices (ROs), through the Curriculum and Learning Management Division (CLMD), shall ensure the implementation of the MATATAG Curriculum implementation at the regional level, while the Schools Division Offices (SDOs), through the Curriculum Implementation Division (CID), shall ensure its implementation at the division level. The school heads

shall manage and supervise the implementation of the MATATAG Curriculum at the school level.

- c. All strands and relevant functional divisions and offices across governance levels shall support the implementation of the MATATAG Curriculum.

A. Management of the Implementation of the Curriculum

- 37. All levels of governance shall adhere to the following roles and responsibilities in the management of curriculum implementation:

Table 2: Roles and Responsibilities of DepEd Offices in the Implementation of the MATATAG Curriculum

Level of Governance	Duties and Responsibilities
Central Office (CO) CT Strand in coordination with other Strands	<ol style="list-style-type: none"> 1. Provide the overall policy direction to support the implementation of the MATATAG Curriculum. 2. Oversee the phased implementation of the MATATAG Curriculum. 3. Collaborate with the private sector including industry, academic institutions and organizations in strengthening the curriculum. 4. Assess the achievement of the objectives of the MATATAG Curriculum through monitoring and evaluation. 5. Spearhead the development and implementation of nationally developed tests and participate in international large-scale assessments (ILSAs) to provide evidence-based feedback on the MATATAG Curriculum implementation 6. Collaborate with relevant government and non-government agencies and other stakeholders to ensure that the standards and guidelines that are being implemented are up-to-date. 7. Spearhead the program designing, development and quality assurance of training resource packages (TRPs), and M&E of the delivery of the MATATAG Training Program across governance levels. 8. Design and develop materials for capacity building covering the technical content of the curriculum and provide guidance on the contextualization of these materials to suit various contexts. 9. Oversee the conduct of capacity-building activities for teachers and school leaders in support of the implementation of the MATATAG Curriculum at the regional level to the school level. 10. Acquire and provide learning resources to learners and teachers in support of the implementation of the MATATAG Curriculum. 11. Mobilize resources that will support the implementation of the MATATAG Curriculum. 12. Collaboratively work with other strands on matters concerning thrusts and programs to be integrated in the curriculum.

Level of Governance	Duties and Responsibilities
	13. Regularly report the results of the MATATAG Curriculum implementation on learners' performance to the Secretary.
Regional Office (RO)	<ol style="list-style-type: none"> 1. Oversee the implementation of the MATATAG Curriculum in the region. 2. Spearhead the delivery of the MATATAG Training Program and the M&E at the division and school levels. 3. Mobilize resources to support the implementation of the MATATAG Curriculum. 4. Organize region-wide training on the effective and efficient implementation of the MATATAG Curriculum. 5. Engage stakeholders and partners in supporting the implementation and assessing the impact of the MATATAG Curriculum on learners' performance. 6. Provide technical assistance to SDOs in implementing the MATATAG Curriculum. 7. Ensure that every Schools Division Office has learning resources. 8. Submit a monitoring and evaluation report on the implementation of the MATATAG Curriculum to the CO.
Schools Division Office (SDO)	<ol style="list-style-type: none"> 1. Oversee the implementation of the MATATAG Curriculum in schools and CLCs. 2. Spearhead the delivery of the MATATAG Curriculum Implementation Training Program and the M&E at the school level. 3. Work with the local school boards to mobilize and utilize resources to improve learning performance. 4. Organize division-wide training on the effective and efficient implementation of the MATATAG Curriculum. 5. Ensure that every school has learning resources. 6. Engage stakeholders and partners in supporting the implementation and assessing the impact of the MATATAG Curriculum on learners' performance. 7. Monitor the conduct of professional development activities, (e.g., Collaborative Expertise Sessions, INSET, LACs). 8. Provide technical assistance to schools and CLCs in implementing the MATATAG Curriculum. 9. Submit a monitoring and evaluation report on the implementation of the MATATAG Curriculum to the RO.
Schools and Community Learning Centers	<ol style="list-style-type: none"> 1. Boost learners' performance and achievement through the effective delivery of the MATATAG Curriculum. 2. Ensure that the MATATAG Curriculum standards and learning competencies are effectively implemented with the support of teaching-related personnel, parents, school governing council, and other education stakeholders. 3. Design learning activities that will enable learners to connect with the learning opportunities in their own communities. 4. Implement school-based professional development activities (e.g., Collaborative Expertise Sessions, INSET, LACs) and suggest relevant training for improving

Level of Governance	Duties and Responsibilities
	teaching competence that may be provided in support of the effective implementation of the MATATAG Curriculum.

B. Capacity Building of Implementers

38. Capacity building of school leaders and teachers in the implementation of the MATATAG Curriculum shall be a collaboration between the Bureaus of the CT Strand and the National Educators Academy of the Philippines (NEAP), local academic institutions, and organizations, such as but not limited to the shape of the curriculum, curriculum standards per learning area, instructional design, conduct of collaborative expertise sessions, and school supervision including school curriculum planning and contextualization across governance levels.
39. NEAP, in collaboration with the BCD and BLD, shall lead in planning, designing, and implementing training programs for teachers and instructional supervisors on the content and delivery of the MATATAG Curriculum.
40. NEAP, in collaboration with BCD and BLD, shall lead in the development and finalization of training resource packages, including the training delivery, focusing on the features and learning standards in accordance with each learning area in each grade level of the MATATAG Curriculum. The BCD shall be responsible for providing specialists to serve as resource persons during the delivery of the training program at the national level and provide technical support to ROs, SDOs, and schools as the need arises.
41. NEAP, in collaboration with BLD, shall lead in the development and finalization of training resource packages, including the training delivery, focusing on the instructional design and appropriate pedagogical approaches for each learning area in each grade level of the MATATAG Curriculum. The BLD shall be responsible for providing specialists to serve as resource persons during the delivery of the training program at the national level and shall provide technical support to ROs, SDOs, and schools as the need arises.
42. NEAP, in collaboration with BCD and BLD, shall ensure that adequate training on the implementation of the MATATAG Curriculum is conducted not only before the implementation phase but also during the implementation phase based on the findings of the M&E.
43. The CT Strand and NEAP shall ensure that training materials are carefully reviewed. Academic experts and specialists external to DepEd, such as but not limited to those from the Centers of Excellence (COEs), Centers of Development (COD), and Teacher Education Institutions (TEIs), may be involved in the quality assurance of these training materials.
44. The Bureau of Learning Resources (BLR) shall ensure the availability of required teacher-training materials, which consist of but are not limited to resource packages, lesson exemplars, textbooks, and teacher's manuals, during the training of teachers.

45. The SDO shall put in place a continuous monitoring and evaluation process to capacitate newly hired and untrained teachers.
46. The DepEd, through NEAP and the Finance Strand, shall determine and allot appropriate funds for the capacity building of the teaching and teaching-related personnel on the MATATAG Curriculum subject to the availability of funds and in accordance with the existing budgeting, accounting and auditing rules and regulations.

C. Provision of Learning Resources

47. For the procurement and quality assurance of textbooks and teacher's manuals, the BLR shall be guided by the provisions stipulated in DO 025, s. 2023, Guidelines on the Procurement and Quality Assurance of Textbooks and Teacher's Manual.
 - a. On matters pertaining to the provision of supplementary learning resources for public school libraries and library hubs, BLR shall be guided by the standards and provisions stipulated in DO 024, s. 2023, Guidelines on the Provision of Supplementary Learning Resources for Public School Libraries and Library Hubs.
 - b. DO 020, s. 2022, Multi-Year Guidelines of the Decentralization of the Procurement, including the Quality Assurance, Delivery, Documentation, Storage and Safekeeping of Learning Tools and Equipment for Science, Mathematics and Technical and Livelihood Education (LTE-SME and TVL), and the Downloading of Funds Allotted Therefor, shall be the basis for the provision of LTE-SME and TVL tools and equipment in schools.
 - c. BLR shall continuously update and upgrade the Learning Resources (LR) Portal, to support the phased implementation of the MATATAG Curriculum.
 - d. New issuances may be formulated to include guidelines on the provision of learning resources not covered by existing policies.

D. System Assessment

48. The Bureau of Education Assessment (BEA) shall continue to spearhead the development and implementation of nationally developed tests and the participation of the Philippines in international large-scale assessments (ILSAs). BEA shall align these measures with the MATATAG Curriculum to guarantee that efforts and initiatives to determine learning gains and gaps are aligned. This shall be subject to the implementation of measures to strengthen the performance evaluation system.

VI. MONITORING AND EVALUATION

49. Subject to measures to strengthen the performance evaluation system, the Basic Education Monitoring and Evaluation Framework (BEMEF), as discussed in DO 029, s. 2022, Adoption of the Basic Education Monitoring and Evaluation Framework, shall be used as the basis for

ensuring that the objectives of the K to 12 Basic Education Program are met. The outcomes of the reforms, e.g., revision of the curriculum from Kindergarten to Grade 12, shall be measured for the following purposes:

- a. Establish baseline data and information relative to the implementation of the MATATAG Curriculum;
 - b. Measure the effectiveness of curriculum implementation; and
 - c. Provide evidence for planning, programming, and policy formulation for efficient and effective curriculum implementation.
50. The wealth of assessment data derived from the internal and external assessments shall be utilized in the planning and M&E processes of the DepEd and engaging the support of relevant stakeholders in improving the quality of basic education.
 51. The CT strand and its counterparts in the regional and division levels, the CLMD and the CID, respectively, shall be responsible for monitoring and evaluating the implementation of this policy.
 52. At the school level, the implementation of this policy shall be monitored and evaluated at least once every quarter by the school heads. The results of the evaluation shall be submitted to the SDO for collation and analysis. The SDO shall then prepare an annual analysis report for submission to the RO at the end of the school year. The feedback from the RO shall be submitted to the CT strand to be used in evaluating the policy for continuous improvement.
 53. The CT, through the BCD, BLD, and BEA, shall lead the conduct of a comprehensive policy review in the fifth year of its implementation to evaluate its effectiveness and responsiveness toward meeting its intended outcomes.

VII. TRANSITORY PROVISIONS AND EFFECTIVITY

54. This Order shall take effect starting SY 2024–2025 following the implementation plan stipulated in this policy. The time allotment for the 2016 K to 12 BEC, except for Kindergarten, Grades 1, 4, and 7, shall be recalibrated following the time allotment of the MATATAG Curriculum starting SY 2024–2025. All DOs and other related issuances, rules, regulations, and provisions that are inconsistent with this Order are repealed, rescinded, and modified accordingly. This Order shall be published on the official DepEd website, the Official Gazette, or in a newspaper of general circulation. The certified copies shall be registered with the Office of the National Administrative Register (ONAR) at the University of the Philippines (UP) Law Center, UP Diliman, Quezon City.

VIII. REFERENCES

55. The following are the references used in developing this policy:

Department of Education. 2023. DepEd Order No. 25, s. 2023, *Guidelines on the Procurement and Quality Assurance of Textbooks and Teacher's Manual*.

- Department of Education. 2023. DepEd Order No. 24, s. 2023, *Guidelines on the Provision of Supplementary Learning Resources for Public School Libraries and Library Hubs*.
- Department of Education. 2023. DepEd Order No. 13, s. 2023, *Adoption of the National Learning Recovery Program in the Department of Education*.
- Department of Education. 2023. DepEd Order No. 01, s. 2023, *Revised Designation of Undersecretaries and Assistant Secretaries to Their Strands and Functional Areas of Responsibilities and Revised Signing Authorities*.
- Department of Education. 2022. DepEd Order No. 29, s. 2022, *Adoption of the Basic Education Monitoring and Evaluation Framework*.
- Department of Education. 2022. DepEd Order No. 24, s. 2022, *Adoption of the Basic Education Development Plan 2030*.
- Department of Education. 2022. DepEd Order No. 020, s. 2022 entitled "*Multi-Year Guidelines of the Decentralization of the Procurement, including the Quality Assurance, Delivery, Documentation, Storage and Safekeeping of Learning Tools and Equipment for Science, Mathematics and Technical and Livelihood Education (LTE-SME and TVL), and the Downloading of Funds Allotted Therefor*".
- Department of Education. 2020. DepEd Order No. 31, s. 2020, *Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan*.
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Republic of the Philippines. Congress. Senate. 2022. Republic Act 11650. *An Act Instituting A Policy of Inclusion And Services For Learners With Disabilities In Support Of Inclusive Education, Establishing Inclusive Learning Resource Centers of Learners With Disabilities In All School Districts, Municipalities and Cities, Providing For Standards, Appropriating Funds Therefor, And For Other Purposes.*

Republic of the Philippines. Congress. Senate. 2021. Republic Act 11476. *An Act Institutionalizing Good Manners and Right Conduct and Values Education In The K To 12 Curriculum, Appropriating Funds Therefor, And For Other Purposes.*

Republic of the Philippines. Congress. Senate. 2020. Republic Act 11510. *An Act Institutionalizing the Alternative Learning System in Basic Education For Out-Of-School Children in Special Cases And Adults And Appropriating Funds Therefor.*

Republic of the Philippines. Congress. Senate. 2017. Republic Act 10968. *An Act Institutionalizing the Philippine Qualifications Framework (PQF), Establishing the PQF-National Coordinating Council (NCC) and Appropriating Funds Therefor.*

Republic of the Philippines. Congress. Senate. 2013. Republic Act 10533. *An Act Enhancing The Philippine Basic Education System By Strengthening Its Curriculum And Increasing The Number Of Years For Basic Education, Appropriating Funds Therefor And for Other Purposes.*

Republic of the Philippines. Congress. Senate. 2012. Republic Act 10157. *An Act Institutionalizing The Kindergarten Education Into The Basic Education System And Appropriating Funds Therefor.*

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UNESCO IBE. 2013. *IBE: UNESCO International Bureau of Education.*
[https://unesdoc.unesco.org/ark:/48223/pf0000223058.](https://unesdoc.unesco.org/ark:/48223/pf0000223058)



Republic of the Philippines
Department of Education

OCT 23 2023

DepEd MEMORANDUM
No. **064**, s. 2023

**SCREENING AND EVALUATION TOOLS FOR THE EVALUATION AND SELECTION
OF READING RESOURCES FOR THE NATIONAL READING PROGRAM**

To: Undersecretaries
Assistant Secretaries
Minister, Basic, Higher, and Technical Education, BARMM
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Elementary and Secondary School Heads
All Others Concerned

1. The Department of Education (DepEd), through the Bureau of Learning Resources (BLR) issues the enclosed **Screening and Evaluation Tools for the Evaluation and Selection of Reading Resources for the National Reading Program** to serve as reference in the evaluation and selection of reading resources for use in public schools.
2. This issuance aims to establish standardized criteria and guidelines ensuring the quality of reading resources that will enhance the effectiveness of the program and promote the development of strong reading skills among the target learners. It provides clear guidance to streamline the evaluation process ensuring consistency and fairness in the selection of reading resources across all governance levels of DepEd.
3. In support of the MATATAG Agenda, the National Reading Program (NRP), as stated in DepEd Order No. 013, s. 2023 or the Adoption of the National Learning Recovery Program in the Department of Education, contributes in continuously innovating ways to provide quality and relevant learning resources that will strengthen the production of learners who are competent and job-ready, active, and responsible citizens. This is a program that harmonizes all reading programs implemented in the schools. Given the learning standards relevant to reading literacy, the reading teachers are expected to transfer the skills to learners using evidence-based and innovative pedagogies and these include the use of supplementary learning resources in reading also called the reading resources.
4. Each classroom for every organized class shall be provided with a set of reading resources so that the teachers and learners will have an engaging love for reading. This set of reading resources must have undergone quality assurance for it to be responsive, relevant, and meaningful in the development of foundational skills in reading.
5. The Bureau of Learning Resources-Quality Assurance Division (BLR-QAD) with the help of the National Reading Program-Technical Working Group (NRP-TWG)/Sub-TWG shall facilitate the evaluation process of all submitted reading resources from the publishers, suppliers, or distributors to qualify for the intended procurement in the NRP.

6. The NRP-TWG/Sub-TWG are ad hoc committees comprising of educational leaders, specialists, and field implementers across all governance levels of DepEd.

7. The NRP-TWG/Sub-TWG and identified Learning Resource Evaluators (LREs) shall use the DepEd Screening Tool for Reading Resources (Enclosure No. 1) for the preliminary examination of reading resources if these comply with the requirements to undergo the content evaluation. Consequently, the DepEd Evaluation Rating Sheet (Enclosure No. 2) shall be used for the content evaluation to assess the suitability of reading resources for use in classrooms and to ensure the quality of reading resources in terms of format, content, presentation and organization, and accuracy and recency of information.

8. The NRP-TWG/Sub-TWG and LREs shall summarize the content evaluation results, process the copies of reading resources and reports, and prepare the list of passed reading resources. Evaluation rating sheets and summaries of findings shall be processed by the BLR immediately after the evaluation activity.

9. All reading resources that passed the evaluation process shall be considered for procurement and shall be subjected to procurement planning activities in accordance with Republic Act No. 9184 or the Government Procurement Reform Act and its Revised Implementing Rules and Regulations (IRR).

10. In case of downloaded funds, the regional offices shall facilitate the evaluation and selection of submitted and identified reading resources from the conduct of various scoping activities.

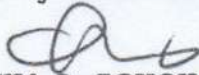
11. The timeline for each evaluation stage in the evaluation and selection of reading resources for the NRP shall be set by the committees. The committees shall establish a clear timeline at the outset of the evaluation process ensuring that each stage, from submission up to the selection, adheres to specific timeframes.

12. This issuance is effective for a specific period subject to the availability of funds for the submission and evaluation of reading resources. It applies to all governance levels of DepEd ensuring a standardized and comprehensive approach to the evaluation and selection process to enhance the quality and diversity of reading resources to be utilized across the NRP.

13. For inquiries, please contact the **Bureau of Learning Resources-Quality Assurance Division (BLR-QAD)**, Ground floor, Bonifacio Building, DepEd Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at blr.lrqad@deped.gov.ph or at telephone numbers (02) 8634-1054 and (02) 8631-9294.

14. Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:


GINA O. GONONG
Undersecretary



Encls.:

As stated

Reference:

DepEd Order (No. 013, s. 2023)

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

BASIC EDUCATION
COMMITTEES
EVALUATION
POLICY
PROGRAMS
PROJECTS
SCHOOLS
SELECTION

MCDJ, APA, MPC, DM Screening and Evaluation for the National Reading Program
0580 - September 20, 2023



Screening Tool for Level 1 Evaluation or Screening



DepEd Screening Tool for Reading Resources



Title/Series Title: _____

Author(s): _____

Publisher(s): _____

Distributor(s): _____

ISBN(s): _____

Reading Resource is part of a set or package (if applicable): [] Yes [] No

If Yes, specify all items included in the package.

Total No. of Pages: (if applicable) _____

Instructions: Examine the Reading Resource (RR) carefully and check the applicable criterion. Your report must be completed in ink. Please write legibly.

CRITERIA	YES	NO
1. The RR supports the National Reading Program (NRP) of the Department of Education (DepEd).		
2. The RR conforms to the type of RRs to be procured based on the guidelines issued by the DepEd. ___ LRs for remediation ___ LRs for enrichment		
3. The RR is appropriate for Key Stage 1. Check the appropriate grade level. ___ Grade 1 ___ Grade 2 ___ Grade 3		
4. The RR binding is sturdy and can withstand frequent use. <i>(Note: If the RR is a set/package, consider the sturdiness of all the components.)</i>		
5. The RR uses paper that is durable. <i>(Note: If the RR is a set/package, consider the durability of the applicable components.)</i>		
6. The RR observes the appropriate size of letters and the typeface is easy to read.		
7. The printing of the RR is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registrations, and no misprints).		
8. The RR has a visual design that is clear, interesting, and appropriate.		
9. The RR uses language that is appropriate for the intended learner.		
10. The RR promotes the development of literacy.		

Other Comments/Findings: (Please write your comments and findings on the RR not captured in Items 1 to 10.)

Handwritten signature

RECOMMENDATION:

- Recommended** for Level 2 or Content Evaluation (If Items 1 to 10 are checked **YES.**)
- Not Recommended** for Level 2 or Content Evaluation (*If **NO** to at least one of the items.*)

Accomplished by:

Signature Over Printed Name

Signature Over Printed Name *gk eej*

Date: _____



DepEd Evaluation Sheet for Level 2 Evaluation or Content Evaluation



DepEd Evaluation Sheet for Reading Resources



Title: _____

Author(s): _____

Illustrator(s): _____

Publisher/Distributor(s): _____

ISBN(s): _____ Language Used: _____ No. of Pages: _____

Instructions: Examine the Reading Resource (RR) carefully and rate it along each evaluation criterion. Do the following:

1. Check the appropriate column [YES or NO] for your assessment guided by the indicators.
2. For a NO response, write your comments/justifications/findings by filling out the Summary of Findings. Attach extra sheets if necessary.
3. If an evaluation criterion is *Not Applicable (NA)*, check the column for NA.
4. Your report must be completed in ink. Please write legibly.

Criteria	YES	NO	N/A
Factor 1: Content			
1. The RR is/are appropriate for the learner's reading ability level. <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3			
2. The RR is appropriate for the intended Reading Profile. (Refer to NRP Policy Guidelines) <input type="checkbox"/> Full Refresher <input type="checkbox"/> Moderate Refresher <input type="checkbox"/> Light Refresher			
3. The RR purposively promotes literacy.			
4. The RR is consistent with the DepEd social content guidelines. (If NO , check the box of the social content theme/s that is/are violated.) <input type="checkbox"/> The Philippine Nation and Society <input type="checkbox"/> Gender <input type="checkbox"/> Citizenship and Social Responsibility <input type="checkbox"/> Social Institutions <input type="checkbox"/> Individuals and Social Identity <input type="checkbox"/> Health, Nutrition and Wellness <input type="checkbox"/> Media, Technology, and Communication <input type="checkbox"/> Environment Others (please specify) _____			

Handwritten initials and a blue mark.

<p>5. The RR enhances the development of desirable values, traits, and skills such as: (If YES, check the applicable values, traits, and skills.)</p> <p>a. Love for Reading</p> <p><input type="checkbox"/> Adaptability, Managing Complexity, and Self-direction <input type="checkbox"/> The Philippine Nation and Society</p> <p>b. Information, Media, and Technology Skills</p> <p><input type="checkbox"/> Visual and Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Multicultural Literacy and Global Awareness</p> <p>c. Life and Career Skills</p> <p><input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> Social and Cross-cultural Skills <input type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Initiative and Self-direction</p> <p>d. Effective Communication Skills</p> <p><input type="checkbox"/> Teaming, Collaboration, and Interpersonal Skills <input type="checkbox"/> Personal, Social, and Civic Responsibility <input type="checkbox"/> Interactive Communication</p>			
6. The plot/story line/reading selection/article:			
6.1 is appropriate to the intended readers.			
6.2 makes use of familiar objects, themes, or actions to introduce/develop concepts and learnings.			
6.3 stimulates critical thinking.			
6.4 has a logical flow.			
6.5 allows the reader to reconnect with the emotion/s conveyed.			
6.6 ends with a resolution of the conflict introduced and emphasizes the moral of the lesson.			
<p>7. The visuals:</p> <p>7.1 clarify the story. 7.2 are easily recognizable, attractive, and appealing. 7.3 are appropriate to the target readers.</p>			
8. Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern.			
<p>Note: The RR shall garner a YES response in ALL applicable items to pass this criterion. Please put a check mark on the appropriate box.</p>		PASSED	
		FAILED	

JK

	YES	NO	N/A
Factor 2: Format and Technical Design/Specifications			
For Print RRs:			
1. Prints			
1.1 Size of letter is appropriate to the target reader.			
1.2 The typeface (e.g., Alfabeto or Century Gothic) is easy to read. Spaces between letters and words facilitate easy reading.			
2. Design and Layout			
2.1 Layout is appropriate to the target reader.			
2.2 Cover is appropriate to the target reader.			
2.3 The pages observe appropriate balance of illustrations and text.			
3. Paper and Binding			
3.1 Paper used facilitates ease in reading.			
3.2 Binding is durable and can withstand frequent use.			
3.3 Size of the RR is appropriate and relatively easy to handle.			
3.4 Printing is of good quality (i.e., no broken letters, even density, correct alignment, properly placed screen registration, no misprints).			
For Non-Print RRs:			
1. Volume and quality of sound is appropriate.			
2. Pacing is effective and appropriate to instructional purposes.			
3. Audio-visual effects (music, sound, graphics, etc.) are appropriate and effective for instructional purposes.			
<p>Note: The RR shall garner a YES response in at least 7 items for print to pass this criterion. The RR shall garner a YES to ALL items for non-print to pass this criterion. Please put a check mark on the appropriate box.</p>			PASSED
			FAILED
Factor 3: Presentation and Organization	YES	NO	N/A
1. Presentation is engaging, interesting, and understandable by the intended readers.			
2. There is logical and smooth flow of ideas.			
3. The RR is/are aligned with the guidelines issued by the DepEd in terms of:			
3.1 Readability Index			
3.2 Language used			
3.3 Text types/structure/organization			

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4 For Non-Print RRs, length of the video recording is appropriate to the attention span of the target learner.			
Note: The RR shall garner a YES response in at least 4 items for print to pass this criterion. The RR shall garner a YES response at least 5 items for non-print to pass this criterion. Please put a check mark on the appropriate box.	PASSED		
	FAILED		
Factor 4: Accuracy and Recency of Information	YES	NO	N/A
The RR is free from:			
1. Conceptual errors			
2. Factual errors			
3. Grammatical errors			
4. Computational errors			
5. Obsolete information			
6. Substantial mechanical errors			
Note: The RR shall garner a YES response in ALL applicable items to pass this criterion. Please put a check mark on the appropriate box.	PASSED		
	FAILED		

Other Comments

Please write your comments and recommendations on the material not captured in Factors 1 to 4. Use additional sheets if necessary.

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Recommendation

Note: The RR shall NOT be recommended for possible use in the NRP if it fails in any of the four factors.

(Please put a checkmark (/) in the appropriate box.)

I / We **recommend** the approval of this RR for possible use in public basic education schools.

I / We **do not recommend** the approval of this RR for possible use in public basic education schools for the reasons stated below or cited in this evaluation report. (Please use a separate sheet if necessary.)

(Please sign below and at the back of each page.)

I/We certify that this evaluation report and recommendation are my/our own and have been made without any undue influence from others.

PRINTED NAME/S of Evaluator/s

Signature/s

Date: _____



Republic of the Philippines
Department of Education

26 MAR 2018

DepEd ORDER
No **014**, s. 2018

**POLICY GUIDELINES ON THE ADMINISTRATION OF THE REVISED PHILIPPINE
INFORMAL READING INVENTORY**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public Elementary School Heads
All Others Concerned

1. The Department of Education (DepEd) supports Every Child a Reader Program, which aims to make every Filipino child a reader and a writer at his/her grade level. Thus, the DepEd through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) shall continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide effective School Year 2018-2019.
2. The Phil-IRI used as a classroom-based assessment tool aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension. These three types of assessment aim to determine the learner's independent, instructional and frustration levels.
3. The Phil-IRI data shall also serve as one of the bases in planning, designing/redesigning the reading instruction of the teachers and the school's reading programs or activities to improve the overall school's reading performance.
4. For more information, contact the **Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD)**, 4th Floor, Bonifacio Building, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City through telephone nos. (02) 687-2948 or (02) 637-4347 or email tld.bld@deped.gov.ph.
5. Immediate dissemination of this Memorandum is desired.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.

As stated

Reference:

N o n e

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

ASSESSMENT
LEARNERS
PERFORMANCE
PROGRAMS
READING EDUCATION
SCHOOLS



Republic of the Philippines
Department of Education

Enclosure to DepEd Order No. 014, s. 2018

**IMPLEMENTING GUIDELINES ON THE ADMINISTRATION OF THE REVISED
PHILIPPINE INFORMAL READING INVENTORY (PHIL-IRI)**

I. Rationale

1. Literacy is one of the most fundamental skills a child can learn. Reading is the foundation for all academic learning. Learning to read, write and count is crucial to a child's success in school and in later life. Literacy improvement is one of the priorities of the Department of Education (DepEd). It is anchored on the flagship program of the Department: "Every Child A Reader Program," which aims to make every Filipino child a reader and a writer at his/her grade level.
2. The Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool is aimed to be used as a classroom-based assessment tool to measure and describe students' reading performance. Information gathered from the assessment can help classroom teachers design and provide appropriate reading instruction for their students. This diagnostic approach to describing how children read embraces inclusionary principles that emphasize the need for education that is *learner-oriented*, *responsive* and *culturally sensitive*. At the school level, the information from Phil-IRI assessment will help school heads plan for appropriate school reading programs or activities for improved student learning outcomes.
3. Informal reading inventories are designed to provide greater insight into an individual learner's reading level vis-à-vis a specific passage in order to allow teachers to customize instruction to the needs of their students (Rutledge, 1998). The underlying assumption is that an approximation of a student's literacy abilities is best shown through his/her performance in actual reading and writing tasks. This is in contrast to formal reading tests that are standardized and often conducted for the purpose of comparing a student's performance with that of others (Weaver, 2014).

II. Scope of the Policy

4. This DepEd Order provides the guidelines for the administration of the revised Philippine Informal Reading Inventory (Phil-IRI). The tool is administered for Grades 3 to 6 learners in public elementary schools nationwide. It defines the responsibilities of the different levels of governance pertaining to the dissemination and utilization of the said tool.

III. Definition of Terms

5. For the purposes of this Order, the following terms are defined and understood as follows:



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a. **Phil-IRI** refers to the revised assessment tool composed of a set of graded passages administered to the whole class and to individual students, which was designed to determine a student's reading level.

b. **Phil-IRI Group Screening Test (GST)** is a 20-item group-administered reading comprehension test for each grade level covering Grade 3 to Grade 6 in Filipino and Grade 4 to Grade 6 in English. The objective of the GST is to identify students who need further testing.

c. **Phil-IRI Graded Passages** refer to informal assessment tools used to record individual student's performance in oral reading, silent reading and listening comprehension. There are four sets (Sets A, B, C and D) of passages for both Filipino and English spanning Kindergarten to Grade 7 levels which can be used for both pre-testing and post-testing.

- **The Phil-IRI Oral Reading Test** is administered in order to:
 - identify the student's miscues in oral reading;
 - record the number of words that a student reads per minute; and
 - find out how well a student understands the passage read
- **The Phil-IRI Listening Comprehension** is administered when the student is identified as a nonreader. The purpose is to find out how well a student understands the selection which will be read by the test administrator/teacher. Then the test administrator reads the multiple choice questions and the student answers them orally.
- **The Phil-IRI Silent Reading Test** maybe administered after the Oral Reading Test is conducted to further check the student's comprehension skill.

d. **Phil-IRI Testing Kit** is a set of materials composed of a) the Manual of Administration, b) Group Screening Test for English and Filipino, c) Graded Passages with Comprehension Questions for English and Filipino, and d) Phil-IRI forms.

IV. Policy Statement

6. These guidelines establish the standardized procedures on administering the Phil-IRI as described in this DepEd Order. This procedure, when applied and strictly followed, should ensure that:

- a. teachers and school heads can adopt an evidence-based approach to classroom instruction;
- b. literacy instruction is learner-oriented and responsive to the strengths and needs of individual students and/or whole class; and
- c. it supports DepEd Order No. 8, s 2015 "Policy Guidelines on Classroom Assessment for the Kto12 Basic Education Program".



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V. Procedure of Administration

7. The Bureau of Learning Resources (BLR) is responsible for uploading the Phil-IRI materials thru the Learning Resource Management Development System (LRMDS) portal of the DepEd website before the start of the school year in time for the opening of classes. These can be downloaded by the teachers, school heads and education supervisors. To ensure that teachers have the complete set of materials, the schools are advised to use the MOOE funds for the reproduction and distribution. It is necessary that the region/division shall conduct an orientation-training to teachers on the proper administration of the revised Phil-IRI which shall be part of the Early Language Literacy and Numeracy (ELLN) Program of the Department of Education.

8. All students will undergo the Phil-IRI Group Screening Test (GST) in Filipino, and/or English. Students identified to be performing below level of expectation (those with a total Raw Score below 14 in the Phil-IRI GST) should undergo further assessment through the individually administered Phil-IRI Graded Passages.

9. Table 1 shows the schedule of activities in relation to the administration of the Phil-IRI.

Table 1. Schedule of Activities

Uploading of Phil-IRI to the LRMDS portal	Before the start of the SY			
Orientation-training to Teachers on the Administration of the Tools	Before the start of the SY (Summer break as part of INSET)			
Schedule of Phil-IRI Administration				
	Filipino (for Grade 3 to Grade 6)		English (for Grade 4 to Grade 6)	
	Pretest	Posttest	Pretest	Posttest
Phil-IRI Group Screening Test (GST) Conducted within class time	Within the first or second month of the school year	Within January to February of the school year	Within the first or second month of the school year	Within January to February of the school year
Individualized Phil-IRI Assessment (only for pupils who did not pass the GST and conducted outside class hours)	Within a month after the GST is administered		Within a month after the GST is administered	



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VI. Roles and Responsibilities

10. For the standard and efficient implementation of the Phil-IRI, Table 2 shows the roles and responsibilities of the different levels of governance.

Table 2. Roles and Responsibilities

Activity	Responsible Bureau/Unit/Person
Uploading of Phil-IRI to the LRMDS portal	Bureau of Learning Resources (BLR) DepEd Central Office
Orientation-training to Teachers on the Administration of the Tools	Region/Division EPS in charge of ELLN/Languages with HRDD and CID
Reproduction and Distribution of the Phil-IRI Materials	School (c/o School MOOE funds)
Administration of Group Screening Test (GST) and accomplishment of forms	Filipino and English subject teachers for Grades 3 to 6
Administration of Individualized Graded Passages and accomplishment of forms	ELLN trained teachers or classroom teachers trained on the administration
Collection of copies of the accomplished Phil-IRI forms showing results of the assessment and analysis of results to plan, design/redesign and implement school-wide reading programs	School Head in collaboration with teachers
Analysis of data to design or modify literacy instruction at the classroom and/or student level (i.e., individualized reading remediation plans).	Classroom teachers
Capacity building for teachers on the conduct of additional assessment training programs and interventions	Region/Division EPS in charge of ELLN/Languages
Development and Maintenance of School Phil-IRI Database	School/School Head or designated staff

11. The teachers who will administer the Phil-IRI should read the manual thoroughly and prepare all the necessary materials and forms prior to the scheduled date of test administration. The details on the mechanics of the administration, which include directions for administering, scoring and interpreting data, are contained in the manual of administration. The Handbook for Reading Intervention as part of the Phil-IRI material or other appropriate reading activities can be used as guide or reference for interventions.

12. The schools/school heads shall ensure that a school database of Phil-IRI results will be developed and maintained. This will provide historical data for the school as they analyze the trends and develop more appropriate interventions for our learners.



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VII. Monitoring and Evaluation

13. To ensure the effective implementation of the policy, Table 3 shows the roles and responsibilities of the different levels of governance in monitoring the administration of Phil-IRI.

Table 3: Roles and Responsibilities in M & E

Activity	Person/s Responsible and Accountable	Schedule of Monitoring
Administration of Phil-IRI	Region and Division Supervisors in English and Filipino	June-July (within the 1 st quarter of the SY) January-February (within the 4 th quarter of the SY)
	School Heads	Part of the regular instructional supervision (class hours)
Policy Review and Evaluation	TLD-BLD staff	Once a year (3 rd /4 th quarter of the SY)

VIII. References

Rutledge, S. (1998). Informal Reading Inventory. Retrieved from <http://lrs.ed.uiuc.edu/students/srutledg/iri.html>

Weaver, B. (2014). Formal vs Informal Assessments. Retrieved from <http://lrs.ed.uiuc.edu/students/srutledg/iri.html>

DepEd Order No. 8, s 2015 "Policy Guidelines on Classroom Assessment for the Kto12 Basic Education Program".

IX. Effectivity

14. All existing Orders and Memoranda inconsistent with this Order are rescinded. These guidelines will remain in force and effect, unless sooner, repealed, amended or rescinded.

15. Immediate dissemination of and strict compliance with this Order is directed.