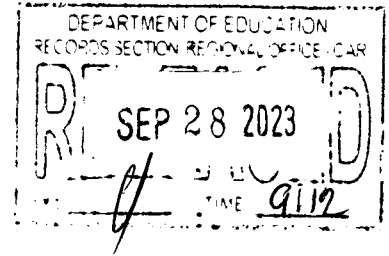




Republic of the Philippines
Department of Education
Cordillera Administrative Region



27 Sept 2023

REGIONAL MEMORANDUM
No. 559.2023

**SCHEDULE OF ACTIVITIES ON THE CONDUCT OF PHILIPPINE INFORMAL
READING INVENTORY (Phil-IRI) TEST FOR SCHOOL YEAR 2023 - 2024**

To: Assistant Regional Director
Schools Division Superintendents
Division English and Filipino Supervisors
All Others Concerned

1. In support to the **DepEd's Every Child A Reader Program and Bawat Bata Bumabasa (3Bs) Initiative** and in compliance with DepEd Order No. 14, s. 2018 titled **Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory** (Enclosure No. 1), the Regional Office through the Curriculum and Learning Management Division (CLMD) issues the Schedule of Activities on the Conduct of Philippine Informal Reading Inventory (Phil-IRI) Test for School Year 2023 – 2024 among learners in English from Grades 4 to 7 and learners in Filipino from Grades 3 to 7.

2. The Phil-IRI assessment tool is employed to gauge the reading abilities of learners. The initial assessment results offer valuable information to teachers, enabling them to tailor their reading instruction to better suit the learners. Additionally, it serves as a reference for school heads when devising effective reading initiatives to enhance overall educational achievements.

3. The description of the Phil-IRI Testing Kit and the general directions for administration of the four stages are discussed in the Philippine Inventory Manual 2018 which may be downloaded from DepEd CAR website through the Text-Based Shield Portal.

4. To ensure that teachers possess all necessary materials, schools are encouraged to utilize the MOOE (Maintenance and Other Operating Expenses) funds for reproducing and disseminating resources. Please see Enclosure No. 1 for further guidance.

5. The table below shows the schedule of activities as follows:

Activities	Dates	Persons Involved
School-Based Orientation	September 11 – 15, 2023	School Head Reading Coordinators Filipino and English Teachers
Phil-IRI Group Screening Test (GST) to be conducted within the class time.	September 18 – 29, 2023	Filipino and English Teachers
Individualized Phil-IRI Assessment (only for learners who did not pass the GST or those who scored below 14)	October 2 – 13, 2023	Filipino and English Teachers, Master Teachers and Class Advisers
Administration of the Phil-IRI Graded Passages (Pre-Test)		
Revalidation of the Results and Analysis Using the Data	October 16 – 20, 2023	District Reading Coordinators, PSDSs
Submission of Report to the District Office	October 23, 2023	Reading Coordinators, School Head
Submission of Report to the Division Office	October 25, 2023	PSDS, Education Program Supervisors
Conduct of Remedial Reading or Specialized Reading Intervention	October 2022 to April 2023	Reading Teachers in English and Filipino
Submission of consolidated Pre-Test Results with Analysis to the Regional Office	October 31, 2023	Division Education Program Supervisor with endorsement of the Schools Division Superintendent.
Conduct of Phil-IRI Graded Passages (Post Test)	April 15 – 19, 2023	Reading Coordinators, School Heads
Submission of Report to the District Office	April 22 – 26, 2023	School Heads
Revalidation of the Results and Analysis Using the Data	April 29 to 30, 2023	District Reading Coordinators, PSDSs
Submission of Report to the Division Office	May 6 to 10, 2023	PSDSs, Education Program Supervisor
Submission of the consolidated Report with Analysis to the Regional Office	May 20, 2023	Division Education Program Supervisor with endorsement of the Schools Division Superintendent.

5. The templates for the Pre and Post Test reports to be submitted at the Regional Office may be accessed from <https://tinyurl.com/PhilIRI123Template>. The Division Focal Person for Phil-IRI in English and Filipino in each Schools Division Office (SDO) shall facilitate the submission and collation of Pre-Test and Post-Test results with analysis based on the given timelines provided, to be submitted to CLMD e-mail: car.clmd@deped.gov.ph

6. A schedule of monitoring from the Regional and Division Office as follows shall be conducted to ensure the implementation of Phil-IRI in all schools in the region.

Activity	Person/s Responsible and Accountable	Schedule of Monitoring
Administration of Phil-IRI	Regional and Division Supervisors in English and Filipino	September – October (within the 1 st quarter of SY)
	School Heads	Part of the instructional supervision (class hours)
Provision of Intervention and other specialized reading programs aimed at increasing reading levels of learners	Master Teachers, Reading Program Coordinators, Schools Heads	Between the first and last quarters of the School Year
Program Implementation Review and Evaluation	Curriculum and Learning Management Division and Curriculum Implementation Division	Last Quarter of the School Year

7. For inquiries or concerns, please contact Jennifer P. Ande, Chief Education Supervisor, Curriculum and Learning Management Division (CLMD) at (074)-422-7096 or email at car.clmd@deped.gov.ph

8. Immediate dissemination of and strict compliance with this Memorandum is directed.

ESTELA P. LEON – CARIÑO EdD, CESO III
Director IV / Regional Director

For the Regional Director:


RONALD B. CASTILLO, CESO V
Director III / Assistant Regional Director

References: As stated
Enclosures: As stated

CLMD/JPA/nkm/Phil-IRI

Enclosure 1 to RM _____

Policy Guidelines on the Administration of the Revised Philippine Informal Reading Inventory



Republic of the Philippines
Department of Education

28 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 LRMS 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.