



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION



REGIONAL MEMORANDUM

ORD-2023- 886

TO : **SCHOOLS DIVISION SUPERINTENDENTS**

SUBJECT : **Conduct of MFAT and Literacy and Numeracy Intervention Program for SY 2023-2024**

DATE : September 12, 2023

1. In line with the Learning Continuity and Recovery Plan (LCRP) of the region, DepEd-NCR through the Curriculum and Learning Management Division shall conduct the above-captioned subject. The results will serve as baseline data and input for planning and decision-making on instructional adjustments and interventions at the regional, division and school levels.
2. In view thereof, the following will be conducted for SY 2023-2024:

PROGRAM	ACTIVITY	DATE	REFERENCE
Multi-Factored Assessment Tool (MFAT)	MFAT administration for Grade 1 learners	September 29-October 29, 2023	Refer to Annex A for the MFAT Guidelines and Indicative Timelines .
Literacy Intervention Program	Administration of Comprehensive Rapid Literacy Assessment (CRLA) BoSY for Grades 1 to 3 learners	September 18 to 22, 2023	Refer to Annex B for the Literacy Intervention Program Guidelines and Indicative Timelines .
	Implementation of Intervention Plan for Grades 1 to 3 learners	October 24, 2023, to April 30, 2024	
	Administration of CRLA EoSY for Grades 1 to 3 learners	May 2 to 17, 2024	
	Administration of Philippine Informal Reading Inventory (Phil-IRI) -GST -Pretest	September 25-29, 2023 October 9-30, 2023	
	Implementation of Intervention Plan for Grades 4 to 6 learners	December 7, 2023 to April 30, 2024	
	Administration of Phil-IRI Post test	May 2 to 31, 2024	



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PROGRAM	ACTIVITY	DATE	REFERENCE
Program in Advancing Literacy in Mathematics (PALM): DepEd-NCR's numeracy intervention program	Administration of Beginning-of-School-Year (BoSY) diagnostic test: - For Grades 1 and 2: Rapid Math Assessment (RMA) - For Grades 3 to 10: Test of Fundamental Academic Skills (TOFAS)	September 19 to 25, 2023	Refer to Annex C for the PALM Guidelines and Indicative Timelines .
	Intervention for identified learners in every school	October 16, 2023 to May 3, 2024	
	Administration of End-of-School-Year (EoS) post-test: - For Grades 1 and 2: RMA - For Grades 3 to 10: TOFAS		

- Furthermore, the results of the assessments must serve as the basis for formulating appropriate intervention programs and deciding whether to continue existing intervention programs.
- Schools are encouraged to give their full support to their teachers who will conduct the assessments and intervention/remediation to learners. Teachers involved in the conduct of assessments and intervention shall be entitled to service credits in accordance with DepEd Order No. 53, s. 2003 entitled Updated Guidelines on the Grant of Vacation Service Credits to Teachers. On the other hand, non-teaching personnel shall be provided with Compensatory Time-Off (CTO) per Civil Service Commission (CSC) and Department of Budget and Management (DBM) Joint Circular No. 2, s. 2004 on Non-Monetary Remuneration for Overtime Service Rendered.
- Expenses relative to the conduct of above -mentioned activity and the intervention program such as but not limited to provision of intervention materials, shall be charged against the National Learning Recovery Program downloaded funds, subject to the usual budgeting, accounting, and auditing rules and regulations.
- The RO and SDO will conduct the monitoring and evaluation.
- For immediate dissemination and compliance.

WILFREDO E. CABRAL, CESO III
Regional Director



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ANNEX A: MFAT GUIDELINES AND INDICATIVE TIMELINES

The Multi -Factored Assessment Tool (MFAT) is a screening tool intended to gather information on learner’s strengths, needs, learning styles and other educational concerns. It aims to assist teachers for instructional planning and educational placement of learners. It shall be conducted in all schools a month after the beginning of each school year by the trained teacher on the use of MFAT. This is a **one-time assessment** administered to Grade 1 learners enrolled in the regular schools who may exhibit developmental advancement or delays or within the manifestations of learning disability.

To access the MFAT Materials please refer to DO No. 29, s. 2018 Policy on the Implementation of Multi-Factored Assessment Tool.

Activity	Persons Involved	Date
1. Coordination and Planning meeting with SDO Counterpart	RO and SDO SNED Coordinator	September 15,2023
2. Administration of MFAT	Grade 1 Teachers	September 29, 2023 – October 29, 2023
3. Submission of school results to SDO using Template A to be accessed in this link bit.ly/3PkWT4C	MFAT Coordinator/In-charge Teachers Principals	November 10, 2023
4. Submission to RO using Template B to be accessed in this link bit.ly/3PkWT4C to access	Division SPED Coordinator	November 15, 2023
5. Planning / Consultative Meeting with the Division Counterpart on the Intervention Plan	RO and SDO SNED Coordinator	November 17,2023
6. Submission of Finalized Intervention Plan	RO and SDO SNED Coordinator	November 23,2023
7. Implementation of the Intervention Plan	RO and SDO SNED Coordinator	November 24 ,2023 onwards
8. Monitor the Implementation	RO and SDO SNED Coordinator	November 24,2023 onwards
9. Presentation of Results and adjustments	RO and SDO SNED Coordinator	Three months after the Implementation



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ANNEX B: LITERACY INTERVENTION PROGRAM GUIDELINES AND INDICATIVE TIMELINES

1. Comprehensive Rapid Literacy Assessment (CRLA)

Activity	Persons Involved	Date	Link
A. Orientation Meeting with Division counterpart on the conduct of CRLA	Division EPS in Filipino & English	September 15, 2023	https://meet.google.com/too-pnaj-bhn?authuser=1
B. Administration of the Comprehensive Rapid Literacy Assessment (CRLA)	Teachers Learners (G1-G3) in Filipino Learners in Gr 3 in English	September 18-22, 2023	
C. Encoding of the Comprehensive Rapid Literacy Assessment (CRLA)	Teachers	September 25-29, 2023	https://bit.ly/NCR_CRLABoS_YSubmissionForm
D. Consolidation report per SDO on the number of schools with full refresher	Division EPS in Filipino and English	October 2-6, 2023	
E. Planning / Consultative Meeting with the Division Counterpart on the Intervention Plan	Regional & Division EPS in Filipino & English	October 9, 2023 - Planning/Consultative Meeting October 13, 2023 - Presentation (Caloocan, Las Pinas, Makati, Malabon, Mandaluyong) October 16, 2023 - Presentation (Manila, Marikina, Muntinlupa, Navotas, Paranaque) October 18, 2023 - Presentation (Pasay, Pasig, QC, San Juan, Taguig & Pateros, Valenzuela) October 20, 2023 - Revision and Finalization of the Intervention plan presented	Group A- https://tinyurl.com/GAInterventionplan Group B - https://tinyurl.com/Gbinterventionplan Group C- https://tinyurl.com/GCInterventionplan



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Activity	Persons Involved	Date	Link
		October 24, 2023 - Submission of the Intervention Plan per SDOs	
F. Implementation of the Intervention Plan	Teachers Learners (G1-G3) in Filipino Learners in Gr 3 in English	October 24, 2023- April 30, 2023	
G. Monitoring on the implementation of the intervention plan	Regional & Division EPS in Filipino & English	October 24, 2023-April 30, 2024	
H. Administration and encoding of the Comprehensive Rapid Literacy Assessment (CRLA) End of the School Year (EoS)	Teachers Learners (G1-G3) in Filipino Learners in Gr 3 in English	May 2-17, 2023	Link to follow

2. Philippine Informal Reading Inventory (Phil-IRI)

Activity	Persons Involved	Date	Link
A. Orientation Meeting with Division counterpart on the conduct of Phil-IRI	Regional & Division EPS (English & Filipino),	September 15, 2023	
B. Administration of Philippine Informal Reading Inventory (Phil-IRI) – Group Screening Test (GST)	Teachers Learners (G3-G6)	September 25-29, 2023	
C. Submission of Philippine Informal Reading Inventory (Phil-IRI) – Group Screening Test (GST)	Division EPS (English & Filipino), Teachers Learners (G3-G6)	October 2-6, 2023	Filipino: http://tinyurl.com/Phil-IRIFil2023 English: http://tinyurl.com/Phil-IRIEng2023



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Activity	Persons Involved	Date	Link
D. Administration of Philippine Informal Reading Inventory (Phil-IRI) Pretest	Teachers Learners (G3-G6)	October 9-30, 2023	
E. Monitoring the Administration of Philippine Informal Reading Inventory (Phil-IRI)	Regional & Division EPS (English & Filipino), Principals, Teachers Learners (G3-G6)	October 9-30, 2023	
F. Submission of the Philippine Informal Reading Inventory (Phil-IRI) Pretest Results	Division EPS (Filipino & English) Principals, Teachers Learners (G3-G6)	DO - November 3-10, 2023 RO - November 20, 2023	Filipino: http://tinyurl.com/Phil-IRIFil2023 English: http://tinyurl.com/Phil-IRIEng2023
G. Consolidation Report per SDO on number of schools with non- readers	Division EPS (Filipino & English) Principals, Teachers Learners (G3-G6)	November 24, 2023	Filipino: http://tinyurl.com/Schoolswithnon-readerFil2023
H. Planning/Consultative Meeting with Division Counterpart on the Intervention Plan	Regional & Division EPS in English & Filipino	November 27, 2023 - Planning/Consultative Meeting November 28, 2023- Presentation Group A (Caloocan, Las Pinas, Makati, Malabon, Mandaluyong) November 29, 2023 - Presentation Group B (Manila, Marikina, Muntinlupa, Navotas, Paranaque) December 1, 2023 - Presentation Group C (Pasay, Pasig, QC, San Juan, Taguig & Pateros, Valenzuela) December 4, 2023 - Revision and Finalization of the Intervention plan presented December 6, 2023 - Submission of the Intervention Plan per SDOs	Group A- https://tinyurl.com/GAInterventionplan Group B - https://tinyurl.com/Gbinterventionplan Group C- https://tinyurl.com/GCInterventionplan



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Activity	Persons Involved	Date	Link
I. Implementation of the intervention plan	Teachers & Learners	December 7, 2023- April 30, 2024	
J. Monitoring of the intervention plan	Regional & Division EPS (Filipino & English)	December 7, 2023 to April 30, 2024	Filipino: http://tinyurl.com/SchoolswithnonreaderFil2023
K. Administration of Philippine Informal Reading Inventory (Phil-IRI) Posttest	Teachers Learners (G3-G6)	May 2-31, 2024	
L. Submission of the Philippine Informal Reading Inventory (Phil-IRI) Posttest Results	Division EPS (Filipino & English)	DO - May 31, 2024 RO - June 7, 2024	Filipino: http://tinyurl.com/PhilIRIFil2023 English: http://tinyurl.com/PhilIRIEng2023



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**ANNEX C: PROGRAM ON ADVANCING LITERACY IN MATHEMATICS (PALM):
GUIDELINES AND INDICATIVE TIMELINES**

In line with the Learning Continuity and Recovery Plan (LCRP) of the region, DepEd-NCR continuously adhere on the improvement of the numeracy skills of the learners. Hence, a region-led intervention is now on its second year of conduct in the region in partnership with Sprix, Ltd.

The Program in Advancing Literacy in Mathematics (PALM) Phase 1 focuses in the learning gaps on the computational skills of the learners from Grades 1 to 10 this School Year 2023-2024. See Enclosure 1 for the framework and its discussion.

The following are the schedule of activities under this program:

DATE	ACTIVITY
September 19 to 25, 2023	Regionwide administration of Beginning-of-School-Year (BOSY) diagnostic test: - For Grades 1 and 2: Rapid Math Assessment (RMA) - For Grades 3 to 10: TOFAS
October 9, 2023	Release of results
October 10 to 13, 2023	Preparation for intervention
October 16, 2023 to May 3, 2024	Intervention for identified learners in every school
May 13 to 17, 2024	Regionwide administration of End-of-School-Year (EOSY) diagnostic test: - For Grades 1 and 2: Rapid Math Assessment (RMA) - For Grades 3 to 10: TOFAS

This Office enjoins all Schools Division Offices to implement continuous intervention programs on numeracy as per the priority areas indicated in the LCRP of the region. PALM is one of the options for intervention, but this does not inhibit the SDO to employ their own intervention program considering the needs of the schools and its learners as well as the availability of resources that are necessary for the realization of the program.

It is recommended that a whole school approach be implemented where a program is a result of cohesive and collaborative action of the entire school community who reliably work together to improve mathematics literacy. Please refer to Enclosure 4 for the terms of reference of key players in the implementation of this program.



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Expenses relative to the conduct of RMA and the PALM intervention program such as but not limited to provision of intervention materials, shall be charged against the National Learning Recovery Program downloaded funds, subject to the usual budgeting, accounting and auditing rules and regulations.

To ensure the smooth implementation of PALM, please refer to the following annexes:

- Enclosure 1: PALM Framework
- Enclosure 2: Suggested Options on the Implementation of PALM
- Enclosure 3: Suggested Format for School Intervention Plan
- Enclosure 4: Terms of Reference for key players of PALM implementation
- Enclosure 5: Parent's Consent Form for Intervention
- Enclosure 6: Monitoring Tools for PALM



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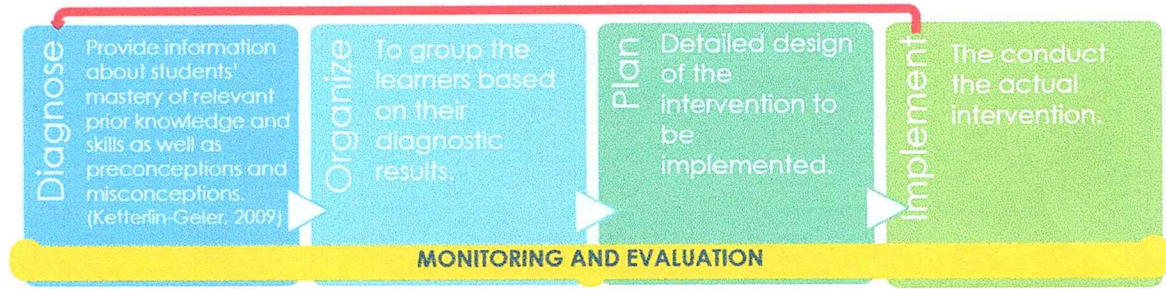
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ENCLOSURE 1: PALM FRAMEWORK

The Program in Advancing Literacy in Mathematics is guided by the framework below:



Diagnose

Learners will take the Test of Fundamental Academic Skills (TOFAS), a web-based tool of Sprix, Ltd., to identify the computational skills not mastered by learners according to their grade level.

Organize

From the TOFAS results, learners for intervention (not grade-level ready in terms of their computational skills) shall be identified and shall be grouped (regardless of their grade level or section) according to the computational skills they have not yet mastered.

Plan

The school shall submit their intervention implementation plan taking in account their available resources such as teachers, rooms, and materials. It is advised that intervention shall be at a minimum of 1 hour per week where they may follow any presented options in Annex A. Format of the school intervention implementation plan can be seen in Annex B.

Implement

The school will implement the intervention according to their plan starting March 1, 2023. Materials for intervention can be accessed in this link: www.bit.ly/PALMmats. Materials provided are per computational skills.

Each learner should have a PALM journal that contains the list of computational skills that he/she will undergo per intervention. Please see sample format on next page.



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Name of Learner: _____	Level: _____				
Grade/Year level: _____					
Skill for intervention	W1	W2	W3	W4	W5
1. Multiplying two-digit numbers by one-digit number.					
2. Dividing numbers with and without remainders.					
3. Dividing numbers with various number of digits in the divisor.					

It is recommended that for each skill, each learner should be able to perfect 5 worksheets per skill. Failure to do so, the learner will undergo a one-on-one tutoring. After the session, the learner will take another set of worksheets. This is aligned with the research findings of Rittle-Johnson and Jordan (2016) that instructional design for intervention it should follow explicit, systematic instruction. Explicit instruction entails providing multiple opportunities to practice offering immediate corrective feedback while systems instruction is characterized by series of tasks.

Teachers involved in the intervention shall be entitled service credits in accordance with DepEd Order No. 53, s. 2003 entitled *Updated Guidelines on the Grant of Vacation Service Credits to Teachers*.

Cyclic Implementation

If the learner is confident that he/she was able to attain the skills through intervention, the learner may opt to take the TOFAS again to:

- determine if he/she indeed mastered the skill already, and
- determine the other skills he/she need to undergo for intervention, or, be declared grade level-ready If there are no more skills for intervention.

After this, the school will undergo the Organize, Plan and Implement phase again.

Monitor and Evaluation

Mathematics Department Heads, SDO and Regional Mathematics Education Program Supervisors will monitor the implementation of PALM and provide technical assistance whenever necessary.



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ENCLOSURE 2: SUGGESTED OPTIONS ON THE IMPLEMENTATION OF PALM

Option 1: After-school intervention

Intervention may be outside the class hours of learners. It may be after class during weekdays or during Saturdays. This is minimum of one (1) hour per week. Schools may add additional minutes or hours as long as proper consultation with the parents has been conducted. Learners who will undergo intervention using this scheme should submit a signed parental consent form (see Annex D of this document).

Teachers who will conduct intervention using this option may claim service credits.

Option 2: In-class intervention

Intervention may be one period of math class in a week that shall be converted into intervention time. The school should make sure that the remaining hours in class will be enough to cover all the competencies in the curriculum of the school year if they will choose this option.

Parents should be informed if this shall be conducted. Teachers who will conduct intervention using this option cannot claim service credits since it is within their official time.



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ENCLOSURE 3: SUGGESTED FORMAT FOR SCHOOL INTERVENTION PLAN

- Learners for intervention
 - Identify learners who are/have struggling/difficulties in numeracy skills as per result of TOFAS
- Pre-implementation preparations
 - Identify materials that will be needed and how they will be reproduced, if needed.
 - Prepare the teachers (in terms of content, implementation procedures, etc.), if needed.
 - Policies, operations and facilities that needs to be in placed (service credits, scheduling, etc.).
- Implementation Phase
 - All stakeholders should be aware of their TORs (learners, teachers, department chairs, school management, parents, etc.)
 - Indicate the instructional design on how the intervention will be implemented
 - Monitoring plan
 - Progress report on the monitoring
- Budget requirement

In the post-activity report, this part should be included:

- Post-implementation Phase
 - Evaluation result of the implementation
 - Gathering, analysis and interpretation of outcomes of intervention
 - Identifying next steps
 - Recommendations



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ENCLOSURE 4: TERMS OF REFERENCE FOR KEY PLAYERS OF PALM IMPLEMENTATION

The Mathematics Teachers

1. Orients the learners and their parents on the conduct of PALM—its purpose and procedures.
2. Prepares intervention materials.
3. Designs intervention activities to the learners based on test results.
4. Conducts the intervention and/or one-on-one tutorial on learners.
5. Monitors the learner's progress.
6. Administers TOFAS to learners whenever necessary.
7. Gives feedback to learners and parents.

The Mathematics Department Head/Chair/Coordinator

1. Orients the teachers on the conduct of PALM – its purpose and procedures.
2. Assists the school head on the crafting of the school intervention implementation plan.
3. Keeps records of the profile of the learners' TOFAS results.
4. Analyzes and interprets the diagnostic test results.
5. Groups the learners according to skills for intervention.
6. Oversees the conduct of intervention.
7. Coaches or mentors the teachers along instructional designs & decisions to support the intervention.
8. Coordinates with SDO Math EPS as well as reports any concern/challenges on the implementation of PALM.

The School ICT Coordinator

1. Coordinates with School Testing Coordinator, SDO IT officer or Mathematics Department Head on the login requirements (username and password).
2. Provides technical support in the conduct of TOFAS.
3. Schedules learners in the computer laboratory (if TOFAS shall be conducted inside the school).
4. Troubleshoots technical problems that will be encountered.

The School Testing Coordinator

1. Distributes login requirements to learners.
2. Keeps records of login requirements with the corresponding profile of the learners.
3. Orients learners in answering the TOFAS.
4. Coordinates with school ICT coordinator regarding the scheduling in the computer laboratory and makes sure that it is followed.

The School Head

1. Leads the orientation of parents and mathematics teachers in the conduct of PALM.
2. Oversees the implementation of PALM.
3. Prepares the school intervention implementation plan.
4. Makes initiatives to improve the school implementation of PALM.
5. Supports teachers in the materials, equipment and other logistics needed for intervention.



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The SDO IT Officer

1. Provides technical assistance to school ICT coordinator on the access of TOFAS.
2. Coordinates with other SDO IT officers on schedule of TOFAS, if needed.
3. Troubleshoots technical problems that will be encountered by the school ICT Coordinator.

The SDO Testing Coordinator

1. Consolidates the list of examinees in the SDO.
2. Coordinates with SDO Math EPS regarding the database of username and password for TOFAS (login requirements).
3. Distributes login requirements to school testing coordinators.
4. Orients school testing coordinators in answering the TOFAS.

The Public Schools District Supervisor

1. Assists the School Head in the implementation of PALM.
2. Provides technical assistance and conducts focus group discussions to teachers whenever necessary.
3. Regularly monitors the conduct of PALM.
4. Gives timely feedback to SDO Math EPS the issues and concerns to plan for modification and/or refinement in the implementation.

The SDO Math Education Program Supervisor

1. Oversees the conduct of PALM in their respective division.
2. Coordinates closely with the Regional Math Supervisor, PSDSs, school heads, math department heads, testing coordinators and IT officers.
3. Disseminates information about the conduct of PALM to schools.
4. Analyzes and interprets the diagnostic test results of the division.
5. Documents the conduct of PALM.
6. Keeps the school records.
7. Monitors and provides technical assistance in the conduct of PALM.

The Regional Math Education Program Supervisor

1. Oversees the conduct of PALM in the whole region.
 2. Disseminates information about the conduct of PALM to SDOs.
 3. Analyzes and interprets the diagnostic test results of the region.
 4. Documents the conduct of PALM.
 5. Keeps the SDO records.
 6. Monitors the conduct of PALM, highlights best practices and plans for modification and/or refinement in the program implements.
 7. Apprises the leaders in the Regional Office regarding the conduct of PALM.
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ENCLOSURE 5: PARENT'S CONSENT FORM FOR INTERVENTION

PAHINTULOT NG MAGULANG

Ako si _____, magulang/tagapag-alaga ni
(buong pangalan ng magulang/tagapag-alaga)

_____ ng Baitang _____, Pangkat _____
(buong pangalan ng mag-aaral) (grade level) (section)

ng paaralang _____
(buong pangalan ng paaralan)

ay nagbibigay pahintulot at kusang-loob na pumapayag na ibilang ang aking anak sa isang interbensyon sa ilalim ng Program in Advancing Literacy in Mathematics na gaganapin tuwing

(araw at oras na gaganapin ang intervention)

Nauunawaan ko ang mga layunin ng programa at ang kahalagahan nito upang mapa-unlad ang kakayanan ng aking anak sa Mathematics. Ibinibigay ko ang aking buong suporta sa nasabing programa.

Buong pangalan at lagda ng magulang/tagapag-alaga

Petsa

Binigyang-pansin ni:

Guro/Tagapayo

Principal



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ENCLOSURE 6: MONITORING TOOLS

**Monitoring and Evaluation Tool on the Implementation of
Program in Advancing Literacy in Mathematics (PALM) for School Heads**

Name of School: _____ District: _____

School Head: _____ Date: _____

Name of Teacher rated: _____ Grade Level: _____

Instruction: This tool is for the School Heads which shall serve as checklist to guide them in the conduct of PALM. Please write under "Remarks" some anecdotes or explanations regarding the stated indicator.

Indicators	Place a ✓ if Observed	Remarks
A. Diagnose Stage		
1. Orients learners on PALM – its objectives, procedures, and schedules.		
2. Distributes the ID and password to learners for the diagnostic test.		
3. Schedules the learners in the computer laboratory.		
4. Allows learners to take the diagnostic test in their home using their own gadgets.		
5. Keeps track of learners who were able to take the diagnostic test.		
6. Conducts the diagnostic test orderly with very minimal or no class disruptions.		
Are there any concerns/challenges met during this stage? Please discuss below and state how they were addressed.		
B. Organize Stage		
7. Conducts profiling of learners' computational skills based on the result of the assessment.		
8. Informs the learners on the result of their diagnostic test.		
9. Identifies learner/s for intervention and informs the parent/guardian.		
10. Secures parental consent for learners who will undergo intervention.		



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Indicators	Place a ✓ if Observed	Remarks
Are there any concerns/challenges met during this stage? Please discuss below and state how they were addressed.		
C. Plan Stage		
11. Uses learners' assessment result as inputs to the intervention.		
12. Identifies materials for intervention.		
13. Prepares teaching plan for intervention.		
Please briefly discuss below the details of the intervention of the teacher such as schedule, number of learners being handled, topics/skills being covered, etc.		
D. Implementation stage		
14. Uses the following strategies when teaching computational skills:		
14.1 explicit teaching strategy		
14.2 differentiated instruction		
14.3 tiered activities to pupils		
15. Gives timely feedback on the performance of learners in the given exercises.		
16. Monitors learner's progress through the checklist.		
17. Conducts the PALM cycle (diagnose-organize-plan-implement) as per learner's request or as need arises.		
18. Materials are parallel with the skill that is being addressed in the intervention.		
19. Materials are adaptive to the learner's needs.		
Are there any concerns/challenges met during this stage? Please discuss below and state how they were addressed.		

This tool is prepared by Mr. RESTITUTO I. RODELAS, Education Program Supervisor, SDO Mandaluyong and Ms. BERNADETH C. DARAN, Education Program Supervisor, DepEd-NCR.



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**Monitoring and Evaluation Tool on the Implementation of
Program in Advancing Literacy in Mathematics (PALM) for EPSs / PSDSs**

Name of School: _____ District: _____
Name of School Head monitored: _____ No. of Teachers: _____
Rater: _____ Date: _____

Instruction: This monitoring tool is used by the PSDS and EPS to evaluate the conduct of M&E by the school head on the implementation of PALM. Please write under "Remarks" some anecdotes or explanations regarding the stated indicator.

Indicators	Place a ✓ if Observed	Remarks
A. Diagnose Stage		
1. Orients teachers on PALM – its objectives, procedures, and schedules.		
2. Orients parents on PALM – its objectives, procedures, and schedules.		
3. Schedules the learners in the computer laboratory.		
4. Allows learners to take the diagnostic test in their home using their own gadgets.		
5. Keeps track of number of learners who took the diagnostic test in their school.		
6. Conducts the diagnostic test orderly with very minimal or no class disruptions.		
Are there any concerns/challenges met during this stage? Please discuss below and state how they were addressed.		
B. Organize Stage		
7. Conducts profiling of learners' computational skills based on the result of the assessment.		
8. Plans schedule of intervention in consultation with learners, teachers, and parents.		
9. Identifies learner/s for intervention and informs the parent/guardian.		
10. Secures parental consent for learners who will undergo intervention.		



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Indicators	Place a ✓ if Observed	Remarks
11. Organizes the learners according to computational skill for intervention.		
Are there any concerns/challenges met during this stage? Please discuss below and state how they were addressed.		
C. Plan Stage		
12. Uses learners' assessment result as inputs to the intervention.		
13. Identifies materials for intervention.		
14. Submits intervention plan to SDO.		
Please briefly discuss below the details of the intervention of the teacher such as schedule, number of learners being handled, topics/skills being covered, etc.		
D. Implementation stage		
15. Gives technical assistance to teachers in the conduct of intervention.		
16. Monitors the teachers in the conduct of intervention.		
17. Monitors number of learners who are grade-ready level in terms of computational skills.		
18. Provides the necessary support for materials of teachers and learners.		
19. Makes sure that schedule of intervention is being observed by teachers and learners.		
20. Keeps the parents abreast of the performance/improvement of their child.		
Are there any concerns/challenges met during this stage? Please discuss below and state how they were addressed.		

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