



Republic of the Philippines  
**Department of Education**  
 NATIONAL CAPITAL REGION

March 13, 2024

**REGIONAL MEMORANDUM**

No. 225, s. 2024

**To:** Schools Division Superintendents  
 Functional Division Chiefs  
 All Others Concerned

**AMENDMENT TO REGIONAL MEMORANDUM NO. ORD-2023-886 ENTITLED  
 "CONDUCT OF MFAT AND LITERACY AND NUMERACY INTERVENTION  
 PROGRAM FOR SY 2023-2024"**

- In consonance with DepEd Order No. 003, s. 2024, titled **Amendment to DepEd Order No. 22, s. 2023**, dated February 19, 2024, this Office hereby amends the provision of Regional Memorandum No. ORD-2023-886, entitled '**Conduct of MFAT And Literacy and Numeracy Intervention Program for SY 2023-2024**,' as follows:

PROGRAM	ACTIVITY	DATE	REFERENCE
<b>Literacy Assessments</b>	Administration of Philippine Informal Reading Inventory (Phil-IRI)	<b>GST and Posttest</b> April 1- 30, 2024  <b>Submission to CLMD</b> May 10, 2024 c/o Phil-IRI focal person	
	Administration of modified CRLA EoS Y for Grades 1-3 learners	April 1-12, 2024,	Annex B: Guide to Profiling Based on CRLA Scores Annex C: DepEd NCR - Modified CRLA (mCRLA) Automated Scoresheets
<b>Numeracy Assessments</b>	TOFAS Administration of End-of-School Year Post-test for Grades 3 to 10	April 8 to 26, 2024	Regional Memorandum No. ORD-2023-886, entitled 'Conduct of MFAT And



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			Literacy and Numeracy Intervention Program for SY 2023-2024
	Administration of Rapid Mathematics Assessment (RMA)	Whole month of April	Annex A: Rapid Mathematics Assessment (RMA) Guide

2. In view thereof, Regional and division education program supervisors shall monitor the conduct of the said activities. The participation of regional and division personnel to activities falling on a holiday or a weekend entitles them to a one-day compensatory time off (CTO) pursuant to DepEd Order No. 53, s. 2003 and CSC and DBM Joint circular No. 2 s. 2004.
  - *Additionally, the participation of teachers in the mentioned activities entitles them to service credit/s pursuant to DO 53 s. 2023, "Updated Guidelines on Granting Vacation Service Credits to Teachers.", subject to existing DepEd rules and regulations.*
3. All other provisions stated in Regional Memorandum No. ORD-2023-886 not affected by these amendments shall remain in effect. Consequently, all other Orders or parts thereof, and other related issuances, that are inconsistent with this Order are repealed or modified accordingly.
4. Immediate and wide dissemination of this Memorandum is desired.

  
**JOCELYN DR ANDAYA**  
Director IV

Encl.: As stated  
Reference:  
To be indicated in the Perpetual Index

CLMD-MABangit2024



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## Data Consolidation



Learner's  
Scoresheet

Accomplished by the teacher during administration of RMA.

Raw data of learner's responses based on RMA tasks.



Grades 1 - 3

Class Summary

An automated file where teacher inputs all assessed learners' individual data from the administration of RMA in his/her per grade per class.

The file includes a tab where it automatically generates a summary of results of the entire class.



School Summary Sheet

School Summary

Class summary data is consolidated by an assigned school personnel generates the school summary.



School Data

The school summary data is filled out by the assigned personnel to the Kobo Toolbox (online form) \*

All data submitted in the school summary online form is reflected in the RMA dashboard.

## Scoresheet

**1. Select the Region**

**2. Enter the School and Classroom Information**

**3. Enter the LOI and Section**

**4. Enter the Enrolment (Male and Female)**

Automatic Counter Count the Number of Learners Assess

Region	School Code	School Name	Grade	Teacher	Section	Enrolment (Male)	Enrolment (Female)	Total Enrolment	Task A	Task B	Task C	Task D	Task E	Task F	Task G	Task H	Task I	Task J	Task K	Task L	Task M	Task N	Task O	Task P	Task Q	Task R	Task S	Task T	Task U	Task V	Task W	Task X	Task Y	Task Z	Total Score	Leveling of Learners	Remarks
Region	School Code	School Name	Grade	Teacher	Section	Enrolment (Male)	Enrolment (Female)	Total Enrolment	Task A	Task B	Task C	Task D	Task E	Task F	Task G	Task H	Task I	Task J	Task K	Task L	Task M	Task N	Task O	Task P	Task Q	Task R	Task S	Task T	Task U	Task V	Task W	Task X	Task Y	Task Z	Total Score	Leveling of Learners	Remarks

**5. Enter Learner's Information**

Age will be automatically Computed

**6. Enter Learner's Score (Red < Passing Score)**

Automatically Generated (Total Score and Leveling of Learners)

**5. Enter Notes, Remarks etc.**



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# Class Summary

GRADE 1 Assessment Worksheet (CLASS SUMMARY)

DepED RAPID MATHEMATICS

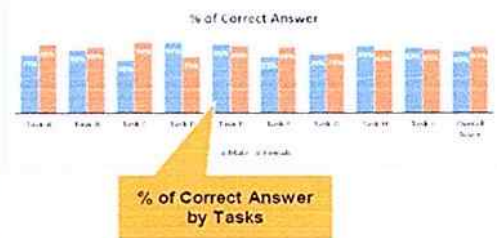
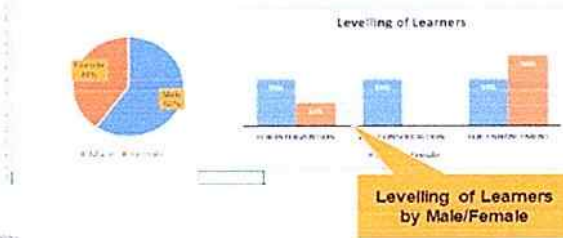
Summary Results

SCHOOL ID: 12264, SCHOOL NAME: Robinsons, Task Location: OPMO, Grade Level: 1, Total Assessment: 30

Grade	Section	Sex	Language/Mother Tongue (100% of Learners)	Number of Learners Assessed	Total Feedback	Number of Learners Assessed			Average Scores								Overall Score		
						For Intervention	For Remediation	For Enrichment	Task A	Task B	Task C	Task D	Task E	Task F	Task G	Task H		Task I	
Grade 1	4th	Male	1	4	0	2	2	0	5.25	5.5	6.5	5.5	6.50	5.5	4.5	4.5	4.5	4.5	54.5
Grade 1	4th	Female	2	4	0	1	3	0	5.25	5.5	6.5	5.5	6.50	5.5	4.5	4.5	4.5	4.5	54.5
Grade 1	4th	Total	3	8	0	3	5	0	5.25	5.5	6.5	5.5	6.50	5.5	4.5	4.5	4.5	4.5	54.5

Sex	Percent of Learners assessed	Percent (%) of learners at each proficiency level
Male	67%	For Intervention: 50%, For Remediation: 50%, For Enrichment: 0%
Female	33%	For Intervention: 25%, For Remediation: 75%, For Enrichment: 0%
Total	100%	For Intervention: 38%, For Remediation: 73%, For Enrichment: 0%

Sex	% of Correct Answer based on Average Score								Overall Score
	Task A	Task B	Task C	Task D	Task E	Task F	Task G	Task H	
Male	75%	83%	87%	87%	75%	75%	88%	87%	82%
Female	75%	83%	87%	87%	75%	75%	88%	87%	82%
Total	88%	88%	92%	92%	85%	85%	93%	92%	92%



# School Summary

G1 Class Summary

G2 Class Summary

G3 Class Summary

Enter the School Name and ID

Enter the MOI For Grade Level

To consolidate the results, a school personnel (i.e. School ICT) will have to manually Copy and Paste the data from the **Classroom Summary** of each classroom scoresheets to the School Summary **Class Results** tab





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### School Summary

**Class Results**

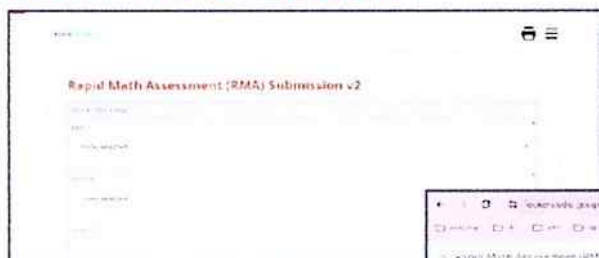
Class results will automatically be consolidated, and a School summary result/RMA dashboard will be provided.



School RMA Dashboard  
 School Summary Result

9/13/2022

### RMA Dashboard



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**Annex B: Guide to Profiling Based on CRLA Scores**

Part 1 Interpretation:

	Description		
	Grade 1	Grade 2	Grade 3
Full Refresher, FR	Learner knows only a few letters and has little to moderate phonological awareness as evidenced by rhyming task	Learner does not know sounds of some letters OR learner might be reading per letter sound or syllables without recognition of words at Grade 1 level	Learner does not know the sound of some letters OR learner might be reading per letter sound or syllables without recognition of words at Grade 1 or 2 levels
Moderate Refresher, MR	Learner knows only a few letters and can recognize rhymes	Learner does not know sounds of some letters OR learner might be reading per letter sound or syllables with limited word recognition of words at Grade 1 level	Learner does not know the sound of some letters and learner might be reading per letter sound or syllables with limited word recognition of words at Grade 1 and 2 levels
Light Refresher, LR	Learner knows a good number of letters and can decode simple words from previous grade level by letter sound or syllables	Learner struggles to decode words at current grade level (low automaticity) and needs to improve fluency and recalling details from a story just read.	Learner can decode 80% or more of the words from previous grade level and is ready for introduction of words from current grade level
Grade Ready, GR	Learner knows the alphabet can decode/recognize words from previous grade level. The learner is ready to take on reading tasks at current grade level.	Learner can read with comprehension texts from previous grade level with automaticity and accuracy. The learner is ready to take on reading tasks at current grade level.	Learner can read with comprehension texts from previous grade level with automaticity and accuracy. The learner is ready to take on reading tasks at current grade level.

Part 2 Interpretation:

	Description
Full Intervention, FI	Learner struggles to decode words (low automaticity) even simple words at current grade level and can barely read through sentences and passages. Learner struggles to recall details from a story just read.
Moderate Intervention, MI	Learner might be able to read simple words in chunks but struggles to decode words with more complex phonics patterns, phrases, sentences, and passages at current grade level. Learner needs to improve fluency and recalling details from a story just read.
Light Intervention, LI	Learner can decode words and phrases from previous and current grade levels but might need to improve automaticity, fluency, and comprehension in reading passages at grade level.
Meets Expectations, ME	Learner has strong decoding skills as evidenced by automaticity and accuracy in reading and has high level comprehension at grade level

Reading Profile	
Emerging Reader	FR, MR, LR, GR and FI
Developing Reader	MR, LR, GR and MI
Transitioning Reader	MR, LR, GR and LI
Reader at Grade Level	LR, GR, and ME











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## Annex C: DepEd NCR - Modified CRLA (mCRLA) Automated Scoresheets

### Excel Automated Scoresheets

Modified CRLA Packag... > Scoresheets > NCR ▾

Link to Download : [https://drive.google.com/drive/folders/1-8suFigpfWEVgPy2-BXt-pEc2Fqf3Jsd?usp=drive\\_link](https://drive.google.com/drive/folders/1-8suFigpfWEVgPy2-BXt-pEc2Fqf3Jsd?usp=drive_link)

Name	↑
Grade 1	 ModifiedCRLA_G1_TagalogScoresheet_v4.xlsx 
Grade 2	 ModifiedCRLA_G2_TagalogScoresheet_v4.xlsx 
Grade 3	 ModifiedCRLA_G3_TagalogScoresheet_v4.xlsx 
School Summary	 ModifiedCRLA_SchoolSummary_v4.xlsx 

### 3 Type Sheets in the File

- SCORESHEET
  - use to record the learners' assessment results
  - for Grade 1, MT Scoresheet
  - for Grade 2, MT and Filipino Scoresheets
  - for Grade 3, MT, Filipino and English Scoresheets
- CLASS RECORD
  - automatically summarize the assessment results by Reading Profiles
- CLASS SUMMARY
  - automatically summarize the reading profile/proficiency level of all the grade levels and show it in CRLA Classroom Dashboard



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### Scoresheet (Mother Tongue)

- 1. Select Assessment Type  
Enter Classroom Information
- 2. Enter Classroom Enrolment  
(No. of Male and Female)
- 3. Select Language /  
Enter Number of Words per Story if needed
- 4. Enter the Learners' Data and Assessment Results
- 5. Enter Notes/  
Remarks

Department of Education  
 Modified Comprehensive Rapid Literacy Assessment (CRLA-M)

Automatic Counter  
 Red Font indicates that the Number of Assessed <-> Total Enrolment

GRADE 1 Mother Tongue Reading Assessment Scoresheet

SN	LRN	Name of Learner	Sex	Date of Assessment	Task 1 (10)	Assessment Part 1 (Letter Sounds, Rhyming Words and Sentences Reading)		Total Score	Part 1 Reading Level	Remarks
						Rhymes (10)	Sentences (10)			
1	123456789011	Gabriela Silang	Female	11/05/23	8	10	18	Grade Ready		
2	123456789012	Melchora Agonc	Female	11/05/23	10	10	20	Grade Ready		
3	123456789013	Juan Luna	Male	11/05/23	6	10	16	Full Refresher		
4	123456789014	Gregorio del Pilar	Male	11/05/23	8	7	15	Light Refresher		
5	123456789015	Emilio Jacinto	Male	11/05/23	10	10	20	Grade Ready		
6	123456789016	Rodolfo Siling	Female	11/05/23	8	5	13	Light Refresher		
7	123456789017	Juan Luna	Female	11/05/23	2	5	7	Full Refresher		
8	123456789018	Apollonia Mabini	Female	11/05/23	5	10	15	Moderate Refresher		
9	123456789019	Juan Luna	Male	11/05/23	10	10	20	Grade Ready		

Note: Gray Colored Cell is automatically Computed/Generated

Note: The cell will automatically be blacked out or enabled based on the encoded data

### Assessment Part 1 (Letter Sounds, Rhyming Words and Sentences Reading)

Department of Education  
 Modified Comprehensive Rapid Literacy Assessment (CRLA-M)

ASSESSMENT TYPE	BoSY	Total Enrolment	10	Total Assessed	9
School ID:	123456	Male		Female	
School Name:	Pobacion P.S.	5	5		
Teacher:	Juana dela Cruz	Assessment Part 1 (Letter Sounds, Rhyming Words and Sentences Reading)			
Grade:	Grade 1	Task 1 - (Write the number of letters sounded out correctly)	Rhymes (Task 2) (Pass 1) score is 0-10	Sentences (Task 2) (Pass 2) Total Score = Pass 1 Score + Pass 2 Score	RHYME SCORE (20-24 - Full Refresher, 15-19 - Moderate Refresher, 10-14 - Light Refresher, 0-9 - Grade Ready)
Section:	ALA	Task 1 Score = 0-10	Task 1 Score = 0-10	Task 2 Score = 0-10	SENTENCE SCORE (10-14 - Light Refresher, 0-9 - Grade Ready)
Language:	Tagalog	Total Score = Task 1 Score + Task 2 Score			

SN	LRN	Name of Learner	Sex	Date of Assessment	Task 1 (10)	Rhymes (10)	Sentences (10)	Total Score	Part 1 Reading Level
1	123456789011	Gabriela Silang	Female	11/05/23	8	10	18	Grade Ready	
2	123456789012	Melchora Agonc	Female	11/05/23	10	10	20	Grade Ready	
3	123456789013	Juan Luna	Male	11/05/23	6	10	16	Full Refresher	
4	123456789014	Gregorio del Pilar	Male	11/05/23	8	7	15	Light Refresher	
5	123456789015	Emilio Jacinto	Male	11/05/23	10	10	20	Grade Ready	
6	123456789016	Rodolfo Siling	Female	11/05/23	8	5	13	Light Refresher	
7	123456789017	Juan Luna	Female	11/05/23	2	5	7	Full Refresher	
8	123456789018	Apollonia Mabini	Female	11/05/23	5	10	15	Moderate Refresher	
9	123456789019	Juan Luna	Male	11/05/23	10	10	20	Grade Ready	

Based on the encoded data, the cell will automatically be blacked-off or enabled

Total will be computed, and Reading Profile will automatically be generated



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### Assessment Part 2 (Reading Fluency and Comprehension)

GRADE 1 Mother Tongue Reading Assess												
Total Score	Part 1 Reading Level	Assessment Part 2 (Reading Fluency and Comprehension)					Part 2 Reading Level	LEARNER Experience Rating 1-5	Observation	READING PROFILE		
		Story Number	Number of Miscues	Words Read	Total Min. Sec.	WPM						
18	Grade Ready	1	1	45	1:00	45.0	90%	0	Light Intervention	Level 3	Transitional	
20	Grade Ready	2	10	40	1:00	40	80%	2	Light Intervention	Level 2	Transitional	
14	Full Refresher								Full Intervention		Emergent	
15	Light Refresher	2	12	35	1:00	35	70%	1	Light Intervention	Level 3	Transitional	
20	Grade Ready	1	20	29	1:00	29	58%	2	Moderate Intervention	Level 2	Developing	
12	Light Refresher	2	20	30	1:00	30	60%	5	Light Intervention	Level 2	Transitional	
7	Full Refresher								Full Intervention		Emergent	
15	Moderate Refresher								Full Intervention		Emergent	
20	Grade Ready	2	1	49	1:00	49	98%	5	Meets Expectation	Level 4	At Grade Level	

The Reading Profile (Level) will be generated based on the results of Assessment 1 and 2

1. Enter the Story Number (1 or 2) and Number of MISCUES. The number of Words Read will automatically be computed
2. Enter the total time used in Reading and the WPM will be generated
3. Enter the Total Correct Answer and the Reading Level will be generated
4. Enter Learner Experience and Observation Level

### Part 2 Reading Profiles

GRADE 1												
Total Words Per Story	Story 1	Story 2	Total	WPM	% of Correct Words	Total Correct Answer	Part 2 Reading Level					
							Story Number	Number of Miscues	Words Read	Total Min. Sec.	WPM	% of Correct Words
1	1	45	1:00	45.0	90%	0	Light Intervention					
2	10	40	1:00	40	80%	2	Light Intervention					
2	12	35	1:00	35	70%	1	Light Intervention					
1	20	29	1:00	29	58%	2	Moderate Intervention					
2	20	30	1:00	30	60%	5	Light Intervention					
							Full Intervention					
							Meets Expectation					

Grade 1		
Reading Level	Criteria	Observations Level
Full Intervention	Learner reads less than 75% of the passage accurately.	Level 1 Reads word by word
Moderate Intervention	Learner reads between 76% to 90% of passage accurately in 2 minutes AND answers 1 to 2 questions correctly.	Level 2 Reads word in chunks
Light Intervention	Learner reads between 91% to 95% of passage accurately in 2 minutes AND answers 3 to 4 questions correctly.	Level 3 Reads fluently but not understanding full text or marks
Meets Expectation	Learner reads between 96% to 100% of passage accurately in 2 minutes AND answers 5 to 6 questions correctly.	Level 4 Reads fluently with proper pronunciation

Grade 2		
Reading Level	Criteria	Observations Level
Full Intervention	Learner reads less than 75% of the passage accurately.	Level 1 Reads word by word
Moderate Intervention	Learner reads between 76% to 90% of passage accurately in 2 minutes AND answers 1 to 2 questions correctly.	Level 2 Reads word in chunks
Light Intervention	Learner reads between 91% to 95% of passage accurately in 2 minutes AND answers 3 to 4 questions correctly.	Level 3 Reads fluently but not understanding full text or marks
Meets Expectation	Learner reads between 96% to 100% of passage accurately in 2 minutes AND answers 5 to 6 questions correctly.	Level 4 Reads fluently with proper pronunciation

Grade 3		
Reading Level	Criteria	Observations Level
Full Intervention	Learner reads less than 75% of the passage accurately in 3 minutes AND answers 1 to 2 questions correctly.	Level 1 Reads word by word
Moderate Intervention	Learner reads between 76% to 90% of passage accurately in 3 minutes AND answers 3 to 4 questions correctly.	Level 2 Reads word in chunks
Light Intervention	Learner reads between 91% to 95% of passage accurately in 3 minutes AND answers 4 to 5 questions correctly.	Level 3 Reads fluently but not understanding full text or marks
Meets Expectation	Learner reads between 96% to 100% of passage accurately in 3 minutes AND answers 5 to 6 questions correctly.	Level 4 Reads fluently with proper pronunciation



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# Scoresheet : Filipino (G2 & G3) and English (G3 Only)

## MT Reading Scoresheet

The MT (Tagalog) Scoresheets will be replicated in the Filipino Scoresheets

For English Scoresheet  
 The Classroom Information and Learners List will be automatically copied from MT Scoresheet

Enter the English Assessment Results.  
 The Gray Colored Cell will automatically Computed/Generated

**Note: The cell will automatically be blacked out or enabled based on the encoded data**

## FIL Reading Scoresheet

copied from MT Scoresheet to English Scoresheet

## ENG Reading Scoresheet



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# Class Record

## Class Record

### MT Reading Scoresheet

### FIL Reading Scoresheet (G2 and G3)

### Eng Reading Scoresheet (G3 Only)

Department of Education  
Modified Comprehensive Applied Literacy Assessment (OLIA-M)

Name Last Name First Name Middle Initial	Grade Level	Section	WORLD SKILLS		TELECOMMUNICATIONS		TECHNOLOGY		BUSINESS		Remarks
			1st Reading	2nd Reading	1st Reading	2nd Reading	1st Reading	2nd Reading	1st Reading	2nd Reading	
...	...	...	...	...	...	...	...	...	...	...	...

The Class Record will display all the Reading Profile assessment results on a single sheet



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# Classroom Summary

Modified Comprehensive Rapid Literacy Assessment (MCRCLA)

Grade	Section	Teacher	No. of Learners	No. of Learners (Female)	No. of Learners (Male)	No. of Learners (Grade)		No. of Learners (Level)		No. of Learners (Sublevel)	
						100%	75%	50%	25%	100%	75%
10001	100	1000101	10	5	5	10	10	10	10	10	10
10002	100	1000102	10	5	5	10	10	10	10	10	10
10003	100	1000103	10	5	5	10	10	10	10	10	10
10004	100	1000104	10	5	5	10	10	10	10	10	10
10005	100	1000105	10	5	5	10	10	10	10	10	10
10006	100	1000106	10	5	5	10	10	10	10	10	10
10007	100	1000107	10	5	5	10	10	10	10	10	10
10008	100	1000108	10	5	5	10	10	10	10	10	10
10009	100	1000109	10	5	5	10	10	10	10	10	10
10010	100	1000110	10	5	5	10	10	10	10	10	10
10011	100	1000111	10	5	5	10	10	10	10	10	10
10012	100	1000112	10	5	5	10	10	10	10	10	10
10013	100	1000113	10	5	5	10	10	10	10	10	10
10014	100	1000114	10	5	5	10	10	10	10	10	10
10015	100	1000115	10	5	5	10	10	10	10	10	10
10016	100	1000116	10	5	5	10	10	10	10	10	10
10017	100	1000117	10	5	5	10	10	10	10	10	10
10018	100	1000118	10	5	5	10	10	10	10	10	10
10019	100	1000119	10	5	5	10	10	10	10	10	10
10020	100	1000120	10	5	5	10	10	10	10	10	10

The Class Summary will display aggregated results of Reading Profiles by Grade Level, Language, and Sex

Language	Sex	Assessment Level		Proficiency Level		Assessment Level		Proficiency Level	
		100%	75%	50%	25%	100%	75%	50%	25%
English	Male	100%	75%	50%	25%	100%	75%	50%	25%
English	Female	100%	75%	50%	25%	100%	75%	50%	25%
Tagalog	Male	100%	75%	50%	25%	100%	75%	50%	25%
Tagalog	Female	100%	75%	50%	25%	100%	75%	50%	25%
Other	Male	100%	75%	50%	25%	100%	75%	50%	25%
Other	Female	100%	75%	50%	25%	100%	75%	50%	25%

% of Grade 3 Learners Assessed in Mother Tongue (Filipino and English) by Reading Profile



A chart is also generated for the visual presentation of results





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# School Summary (Consolidation of Classroom Assessment)

G1 Class Summary

G2 Class Summary

G3 Class Summary

To consolidate the results, a school personnel (i.e., School ICT) will have to manually **copy and paste** the data from the Classroom Summary of each classroom scoresheet to the School Summary Class Results tab

3/12/2024



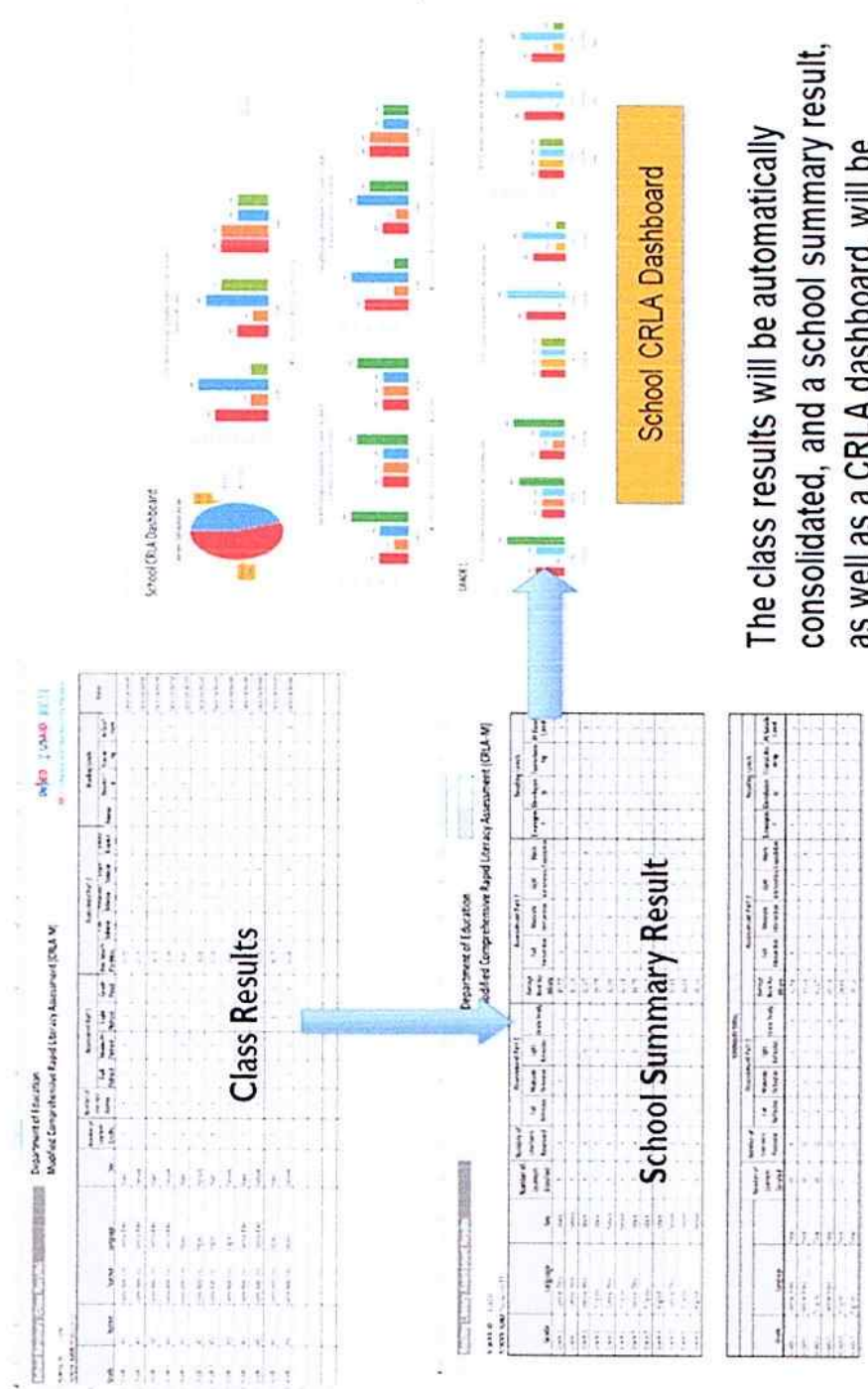
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# CRLA School Summary Result



The class results will be automatically consolidated, and a school summary result, as well as a CRLA dashboard, will be provided.

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3/10/2024



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# Submission of CRLA Result Online

- School CRLA results should be submitted online to facilitate the consolidation of divisional and regional data
- Link to Online Submission Form : [https://bit.ly/NCR\\_mCRLASubmission](https://bit.ly/NCR_mCRLASubmission)

**School Summary Sheet**

Grade	Section	Number of Students	Number of Students who took the Assessment	Number of Students who passed the Assessment	Number of Students who failed the Assessment	Percentage of Students who passed the Assessment	Percentage of Students who failed the Assessment
Grade 1	Section 1	20	18	15	3	75%	25%
Grade 1	Section 2	20	18	15	3	75%	25%
Grade 2	Section 1	20	18	15	3	75%	25%
Grade 2	Section 2	20	18	15	3	75%	25%
Grade 3	Section 1	20	18	15	3	75%	25%
Grade 3	Section 2	20	18	15	3	75%	25%
Grade 4	Section 1	20	18	15	3	75%	25%
Grade 4	Section 2	20	18	15	3	75%	25%
Grade 5	Section 1	20	18	15	3	75%	25%
Grade 5	Section 2	20	18	15	3	75%	25%
Grade 6	Section 1	20	18	15	3	75%	25%
Grade 6	Section 2	20	18	15	3	75%	25%
Grade 7	Section 1	20	18	15	3	75%	25%
Grade 7	Section 2	20	18	15	3	75%	25%
Grade 8	Section 1	20	18	15	3	75%	25%
Grade 8	Section 2	20	18	15	3	75%	25%
Grade 9	Section 1	20	18	15	3	75%	25%
Grade 9	Section 2	20	18	15	3	75%	25%
Grade 10	Section 1	20	18	15	3	75%	25%
Grade 10	Section 2	20	18	15	3	75%	25%
Grade 11	Section 1	20	18	15	3	75%	25%
Grade 11	Section 2	20	18	15	3	75%	25%
Grade 12	Section 1	20	18	15	3	75%	25%
Grade 12	Section 2	20	18	15	3	75%	25%

**Submission Form**

Carefully Encode to the Online Submission Form

Submit

Note: Please ensure that you double-check the encoded data. Enter the assessment results separately for male and female

3/12/2024



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**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 <b>Annex A</b> for the <b>MFAT Guidelines and Indicative Timelines</b> .
Literacy Intervention Program	Administration of Comprehensive Rapid Literacy Assessment (CRLA) BoSY for Grades 1 to 3 learners	September 18 to 22, 2023	Refer to <b>Annex B</b> for the <b>Literacy Intervention Program Guidelines and Indicative Timelines</b> .
	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 <b>Annex C</b> for the <b>PALM Guidelines and Indicative Timelines</b> .
	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 <a href="http://bit.ly/3PkWT4C">bit.ly/3PkWT4C</a>	MFAT Coordinator/In-charge Teachers Principals	November 10, 2023
4. Submission to RO using Template B to be accessed in this link <a href="http://bit.ly/3PkWT4C">bit.ly/3PkWT4C</a> 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	<a href="https://meet.google.com/too-pnaj-bhn?authuser=1">https://meet.google.com/too-pnaj-bhn?authuser=1</a>
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	<a href="https://bit.ly/NCR_CRLABoS_YSubmissionForm">https://bit.ly/NCR_CRLABoS_YSubmissionForm</a>
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	<b>October 9, 2023</b> - Planning/Consultative Meeting <b>October 13, 2023</b> - Presentation (Caloocan, Las Pinas, Makati, Malabon, Mandaluyong) <b>October 16, 2023</b> - Presentation (Manila, Marikina, Muntinlupa, Navotas, Paranaque) <b>October 18, 2023</b> - Presentation (Pasay, Pasig, QC, San Juan, Taguig & Pateros, Valenzuela) <b>October 20, 2023</b> - Revision and Finalization of the Intervention plan presented	Group A- <a href="https://tinyurl.com/GAInterventionplan">https://tinyurl.com/GAInterventionplan</a> Group B - <a href="https://tinyurl.com/Gbinterventionplan">https://tinyurl.com/Gbinterventionplan</a> Group C- <a href="https://tinyurl.com/GCInterventionplan">https://tinyurl.com/GCInterventionplan</a>



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Activity	Persons Involved	Date	Link
		<b>October 24, 2023</b> - 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	<b>Filipino:</b> <a href="http://tinyurl.com/Phil-IRIFil2023">http://tinyurl.com/Phil-IRIFil2023</a> <b>English:</b> <a href="http://tinyurl.com/Phil-IRIEng2023">http://tinyurl.com/Phil-IRIEng2023</a>



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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	<b>Filipino:</b> <a href="http://tinyurl.com/Phil-IRIFil2023">http://tinyurl.com/Phil-IRIFil2023</a> <b>English:</b> <a href="http://tinyurl.com/Phil-IRIEng2023">http://tinyurl.com/Phil-IRIEng2023</a>
G. Consolidation Report per SDO on number of schools with non- readers	Division EPS (Filipino & English) Principals, Teachers Learners (G3-G6)	November 24, 2023	<b>Filipino:</b> <a href="http://tinyurl.com/Schoolswithnon-readerFil2023">http://tinyurl.com/Schoolswithnon-readerFil2023</a>
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- <a href="https://tinyurl.com/GAInterventionplan">https://tinyurl.com/GAInterventionplan</a> Group B - <a href="https://tinyurl.com/Gbinterventionplan">https://tinyurl.com/Gbinterventionplan</a> Group C- <a href="https://tinyurl.com/GCInterventionplan">https://tinyurl.com/GCInterventionplan</a>



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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	<b>Filipino:</b> <a href="http://tinyurl.com/SchoolswithnonreaderFil2023">http://tinyurl.com/SchoolswithnonreaderFil2023</a>
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	<b>Filipino:</b> <a href="http://tinyurl.com/PhilIRIFil2023">http://tinyurl.com/PhilIRIFil2023</a> <b>English:</b> <a href="http://tinyurl.com/PhilIRIEng2023">http://tinyurl.com/PhilIRIEng2023</a>



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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:

<b>DATE</b>	<b>ACTIVITY</b>
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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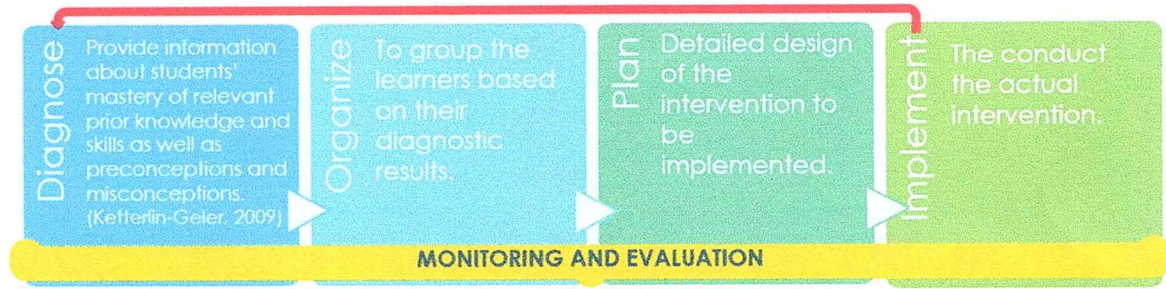




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**ENCLOSURE 1: PALM FRAMEWORK**

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](http://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
<b>A. Diagnose Stage</b>		
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>B. Organize Stage</b>		
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.		
<b>C. Plan Stage</b>		
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.		
<b>D. Implementation stage</b>		
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
<b>A. Diagnose Stage</b>		
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>B. Organize Stage</b>		
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.		
<b>C. Plan Stage</b>		
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.		
<b>D. Implementation stage</b>		
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.		

*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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