




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



**REGIONAL MEMORANDUM**

ORD-2024 - 1275

TO : **SCHOOLS DIVISION SUPERINTENDENTS**

FROM : **JOCELYN DR ANDAYA**   
Regional Director, NCR  
Concurrent Officer-In-Charge, Office of the  
Assistant Secretary for Operations

SUBJECT : **ONLINE ORIENTATION ON THE ADMINISTRATION OF PHILIPPINE  
INFORMAL READING INVENTORY (PHIL-IRI) FOR KEY STAGES 2  
AND 3**

DATE. : November 29, 2024

1. This has reference to Memorandum DM-CT-2024-447 dated October 28, 2024 signed by Gina O. Gonong, Undersecretary for Curriculum and Teaching re: above-mentioned activity to be held on December 2, 2024 from 9:00 AM- 12:00 NN via Zoom Platform, for information and appropriate action.
2. The participants are the Regional and Division EPSs in English and Filipino, and CLMD and CID Chiefs.
3. Immediate dissemination of this Memorandum is desired.

CLMD/ACG2024



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Republic of the Philippines  
**Department of Education**  
BUREAU OF LEARNING DELIVERY

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**ADVISORY**

November 22, 2024

In view of the Memorandum DM-CT-2024-447 signed by the Office of the Undersecretary for Curriculum and Teaching, dated October 28, 2024, this Office will conduct an **Online Orientation on the Administration of Philippine Informal Reading Inventory (Phil-IRI) for Key Stages 2 and 3** on December 2, 2024 at 9:00 A.M to 12:00 noon via Zoom. The participants are the Regional and Division EPS in English and Filipino, and the CLMD and CID Chiefs. Below are the meeting details:

**Zoom meeting ID:** 947 3553 2959

**Password:** 778660

Likewise, please be advised that the Phil-IRI for JHS materials can be accessed at <https://tinyurl.com/PhilIRIMaterials4JHS>. These classified materials are strictly for school use only.

For queries and clarifications, please contact Ms. Lea D. Estuye, Senior Education Program Specialist, Bureau of Learning Delivery – Teaching and Learning Division (BLD-TLD), through email at [lea.estuye@deped.gov.ph](mailto:lea.estuye@deped.gov.ph), copy furnished at [bid.tld@deped.gov.ph](mailto:bid.tld@deped.gov.ph).

For immediate dissemination and compliance.

  
**LEILA P. AREOLA**  
Director IV



Republic of the Philippines


## Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

### MEMORANDUM

DM-CT-2024-~~447~~

**TO :** REGIONAL DIRECTORS

**FROM :**   
GINA O. GONONG  
Undersecretary for Curriculum and Teaching

**SUBJECT :** ADMINISTRATION OF PHILIPPINE INFORMAL READING INVENTORY (PHIL-IRI) FOR KEY STAGES 2 AND 3 FOR SCHOOL YEAR 2024-2025

**DATE :** October 28, 2024

The Department of Education, through **DepEd Order No. 14, s. 2018**, shall continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension.

For school year 2024-2025, the Phil-IRI shall be administered to Key Stage 2 (Grade 4 to 6) and Key Stage 3 (Grade 7 to 10). The materials for Phil-IRI Junior High School can be accessed through this link: <https://tinyurl.com/PhilIRIJHSmaterials>. The same procedure stipulated in the Phil-IRI Manual 2018 shall be followed.

The schedule of activities in relation to the administration of Phil-IRI is stipulated in Enclosure 1, and the forms to be accomplished are in Enclosure 2.

Enclosure 3 of this Memorandum gives the general directions for administration of Phil-IRI for Junior High School which is based from Phil-IRI Manual 2018.

The school head/school reading coordinator shall consolidate the data which includes the results of the Group Screening Test (GST) and Individualized Assessment, and the data shall be uploaded in the Phil-IRI School Submission form through this link: [https://bit.ly/Phil-IRI\\_SchoolSubmission](https://bit.ly/Phil-IRI_SchoolSubmission)

The Phil-IRI data serves 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. Likewise, the data collected shall be instrumental in enhancing current programs and planning for future initiatives related to literacy and reading.



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For any inquiry or concern, please contact the Bureau of Learning Delivery-Teaching and Learning Division, 4<sup>th</sup> Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at [bld.tld@deped.gov.ph](mailto:bld.tld@deped.gov.ph) or at telephone number (02) 8687-2948.

*Copy furnished:*

**ATTY. REVSEE A. ESCOBEDO**  
Undersecretary for Operations



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### Enclosure 1

#### Schedule of Phil-IRI Administration SY 2024-2025

	Filipino and English (Grade 4 to 6)		Filipino and English (Grade 7 to 10)	
	<b>Pretest</b>	<b>Posttest</b>	<b>Pretest</b>	<b>Posttest</b>
Phil-IRI Group Screening Test (GST)	August 2024		November 2024	
Individualized Phil-IRI Assessment <i>(only for learners who did not pass the GST)</i>	September 2024	May 2025	December 2024	March to April 2025

Schedule of uploading of data in the Phil-IRI School Submission form through this link: [https://bit.ly/Phil-IRI\\_SchoolSubmission](https://bit.ly/Phil-IRI_SchoolSubmission) for Grade 4 to 10 is stated below.

<b>Pretest</b>	<b>Posttest</b>
December 2024 to January 2025	May 2025



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**Enclosure 2**

**Forms to be Accomplished**

**A. Grades 4 to 6 (Refer to Phil-IRI Manual 2018)**

<b>Forms</b>	<b>Description</b>	<b>Person assigned to accomplish</b>
<b>1A (Filipino)</b>	Talaan ng Pangkatang Pagtatasa ng Klase (TPPK) page 628	Subject Teacher
<b>1B (English)</b>	Screening Test Class Reading Record (STCRR) page 630	Subject Teacher
<b>2</b>	Talaan ng Paaralan sa Pagbabasa (TPP) / School Reading Profile (SRP) page 632	School Head/School Reading Coordinator
<b>3A</b>	Markahang Papel ng Panggradong Lebel na Teksto Panimulang Pagtatasa sa Filipino pages 634-635	Subject Teacher/Master Teacher/Test Administrator
<b>3B</b>	Grade Level Passage Rating Sheet pages 638-639	Subject Teacher/Master Teacher/Test Administrator
<b>4</b>	Individual Summary Record (ISR) Talaan ng Indibidwal na Pagbabasa (TIP) pages 642-643	Subject Teacher/Master Teacher/Test Administrator
<b>5</b>	School Summary Report on the Learners' Reading Level (Refer to the template in Enclosure 2.1)	School Head/School Reading Coordinator



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**B. Grades 7 to 10** - Refer to the Forms in this link:

<https://tinyurl.com/PhilIRIJHSmaterials>

<b>Forms</b>	<b>Description</b>	<b>Person assigned to accomplish</b>
<b>1A (Filipino)</b>	Talaan ng Pangkatang Pagtatasa ng Klase (TPPK)	Subject Teacher
<b>1B (English)</b>	Screening Test Class Reading Record (STCRR)	Subject Teacher
<b>2</b>	Talaan ng Paaralan sa Pagbabasa (TPP) / School Reading Profile (SRP)	School Head/School Reading Coordinator
<b>3A</b>	Markahang Papel ng Panggradong Lebel na Teksto Panimulang Pagtatasa sa Filipino pages	Subject Teacher/Master Teacher
<b>3B</b>	Grade Level Passage Rating Sheet	Subject Teacher/Master Teacher
<b>4</b>	Individual Summary Record (ISR) Talaan ng Indibidwal na Pagbabasa (TIP)	Subject Teacher/Master Teacher
<b>5</b>	School Summary Report on the Learners' Reading Level	School Head/School Reading Coordinator



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### Enclosure 3

#### General Directions for Administration of Phil-IRI for Junior High School

##### A. The Four Stages

There are four stages in the administration of the Phil-IRI namely:

Stage 1: Initial Screening Using the Phil-IRI Group Screening Test

Stage 2: Administration of the Phil-IRI Graded Passages/Individualized Assessment (Pretest)

Stage 3: Provision of Specialized Instruction/Intervention

Stage 4: Administration of the Phil-IRI Graded Passages/Individualized Assessment (Posttest)

##### STAGE 1: Initial Screening Using the Phil-IRI Group Screening Test

For SY 2024-2025, the Phil-IRI for JHS Group Screening Test (GST) in English and Filipino shall be administered to all Grade 7 to 10 learners in November, and at the first 2 months of the school year in the succeeding school years. It is a **40-item multiple choice test** that the test takers must accomplish within **60 minutes**. This should be administered during class time. Each learner must have completed 2 tests (one (1) in English; one (1) in Filipino).

Upon completion of the administration of the GST, the Class Reading Reports are submitted to the School Head. These contain a summary of the learners who performed equal or above and below the cut-off score. Refer to Form 1A: Talaan ng Pangkatang Pagtatasa ng Klase (PPK) sa Phil-IRI for Filipino or Form 1B: Class Reading Report (CRR) for English.

The school head/school reading coordinator should accomplish Form 2 – School Reading Profile. Learners who garner a Raw Score that is **equal to or greater than 28** need not undergo further testing. The first stage is done for these learners.

##### STAGE 2: Administration of the Phil-IRI Graded Passages (Pretest)

Learners who garner a Raw Score that is **lower than 28** need to undergo further assessment, as this may be an indication that the learner is experiencing difficulty reading at-level text. It is thus necessary to conduct individualized assessment in order to further describe the learner's reading performance.

The learners will be assessed using the Phil-IRI Graded Passages in Filipino and in English. Note that it is possible for a learner to undergo the Phil-IRI Graded Passages in one or both languages.





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**Step 1: Determine the Starting Point of Graded Passages.**

The first passage that the learner should be asked to read aloud must depend on his/her raw score in the GST.

- If the learner's raw score in the **GST is 0-15**, he/she must be given a passage that is 3 grade levels below his current grade level.
- If the learner's raw score in the **GST is 16-27**, he/she must be given a passage that is 2 grade levels below his current grade level.

To illustrate, if Sandro, a 7th grader, garnered a Raw Score of 14/40 in the Filipino GST, the first selection that he must be asked to read should be at 4th grade level. Once the first selection to be read has been identified, the test administrator is ready for Step 2.

**Step 2: Compute Scores in Word Reading and Comprehension**

For each passage, compute scores in Word Reading and Comprehension to identify learner's Reading Levels (pages 21-29 details the procedures for computing the Word Reading and Comprehension scores). Using these graded passages, the test administrator must find the learner's **independent, instructional and frustration levels**. Awareness of a learner's reading levels can help the teacher identify materials that are suitable for developing the learner's reading skills.

To illustrate, if Sandro's reading level after administering the 4<sup>th</sup> grade passage is independent or instructional, give him another graded passage that is one grade level higher. If his reading level is frustration, give him a graded passage that is one grade level lower. Continue giving a graded passage until his independent, instructional and frustration levels are determined.

**Sandro's Profile**

Grade Level: Grade 7  
GST Score: 14/40  
Starting Point for the Graded Passage: Grade 4

**Sandro's Reading Level**

*Illustration 1*

Grade 4 (Starting Point)	Grade 5	Grade 6
Independent	Instructional	Frustration

*Illustration 2*

Grade 4 (Starting Point)	Grade 5	Grade 3
Instructional	Frustration	Independent



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After administering each graded passage, fill-out Form 3 (attached in the graded passage), Form 4 and Form 5 (Pretest).

Then proceed to stage 3.

### STAGE 3: Provision of Specialized Instruction/Reading Intervention

Once all the data describing the learner's reading performance has been gathered, the teacher may use this information to design an intervention program (i.e. remedial reading program) or adjust classroom instruction.

### STAGE 4: Administration of the Phil-IRI Graded Passages (Posttest)

After receiving specialized instruction, the learners will be re-assessed using the Phil-IRI Posttest for the grade level two (2) months before the end of school year. Using the graded passages, the test administrator must again identify the learner's independent, instructional and frustration levels. The posttest results may be compared with the pretest results. Note that only those learners who took the pretest (individualized assessment) will be given the posttest.

To illustrate, if Sandro's reading level after administering the 7<sup>th</sup> grade passage is independent or instructional, give him another graded passage that is one grade level higher. If his reading level is frustration, give him a graded passage that is one grade level lower. Continue giving a graded passage until his independent and/or instructional and frustration levels are determined.

#### Sandro's Profile

Grade Level: Grade 7

#### Sandro's Reading Level

##### Illustration 1

Grade 7	Grade 8	Grade 9
Independent	Instructional	Frustration

##### Illustration 2

Grade 7	Grade 6
Frustration	Instructional

##### Illustration 3

Grade 7	Grade 8	Grade 6
Instructional	Frustration	Independent

Fill-out form 5 (Posttest).





**Enclosure 2.1**

**Form 5**

**Philippine Informal Reading Inventory (Phil-IRI)  
School Summary Report: on the Learners' Reading Level  
Grade 4 to 6  
Pretest**

**Region:**  
**Division:**  
**School Name:**  
**School ID:**  
**Name of School Head:**

**English**

Grade Level	Enrolment (BoSY)	No. of GST Takers	No. of GST Passers	No. of Graded Passages Takers	2 Grade levels below (Number of Learners)			3 grade levels below (Number of Learners)			
					Independent	Instructional	Frustration	Independent	Instructional	Frustration	
4											
5											
6											
<b>Total</b>											

Prepared by \_\_\_\_\_

Noted: \_\_\_\_\_

\_\_\_\_\_  
School Head

**Philippine Informal Reading Inventory (Phil-IRI)  
School Summary Report: on the Learners' Reading Level  
Grade 4 to 6  
Pretest**

**Region:**  
**Division:**  
**School Name:**  
**School ID:**  
**Name of School Head:**

**Filipino**

Grade Level	Enrolment (BoSY)	No. of GST Takers	No. of GST Passers	No. of Graded Passages Takers	2 Grade levels below (Number of Learners)			3 grade levels below (Number of Learners)			
					Independent	Instructional	Frustration	Independent	Instructional	Frustration	
4											
5											
6											
<b>Total</b>											

Prepared by \_\_\_\_\_

Noted: \_\_\_\_\_

\_\_\_\_\_  
School Head

**Philippine Informal Reading Inventory (Phil-IRI)  
School Summary Report: on the Learners' Reading Level  
Grade 4 to 6  
Posttest**

**Region:**  
**Division:**  
**School Name:**  
**School ID:**  
**Name of School Head:**

English

Grade Level	Enrolment (EoSX)	No. of Posttest Takers	Reading Level (Number of Learners)		
			Independent	Instructional	Frustration
4					
5					
6					
<b>Total</b>					

Prepared by \_\_\_\_\_

Noted: \_\_\_\_\_

\_\_\_\_\_  
School Head

**Philippine Informal Reading Inventory (Phil-IRI)  
School Summary Report: on the Learners' Reading Level  
Grade 4 to 6  
Posttest**

**Region:**  
**Division:**  
**School Name:**  
**School ID:**  
**Name of School Head:**

**Filipino**

Grade Level	Enrolment (E.oSY)	No. of Posttest Takers	Reading Level (Number of Learners)		
			Independent	Instructional	Frustration
4					
5					
6					
<b>Total</b>					

Prepared by \_\_\_\_\_

Noted: \_\_\_\_\_

\_\_\_\_\_  
School Head



**Enclosure 2.1**

**Form 5**

**Philippine Informal Reading Inventory (Phil-IRI)  
School Summary Report: on the Learners' Reading Level  
Grade 7 to 10  
Pretest**

**Region:**  
**Division:**  
**School Name:**  
**School ID:**  
**Name of School Head:**

**English**

Grade Level	Enrolment (BoSY)	No. of GST Takers	No. of GST Passers	No. of Graded Passages Takers	2 Grade levels below (Number of Learners)			3 grade levels below (Number of Learners)			
					Independent	Instructional	Frustration	Independent	Instructional	Frustration	
7											
8											
9											
10											
<b>Total</b>											

Prepared by \_\_\_\_\_

Noted: \_\_\_\_\_

\_\_\_\_\_  
School Head

**Philippine Informal Reading Inventory (Phil-IRI)  
School Summary Report: on the Learners' Reading Level  
Grade 7 to 10  
Prefest**

**Region:**  
**Division:**  
**School Name:**  
**School ID:**  
**Name of School Head:**

**Filipino**

Grade Level	Enrolment (BoSY)	No. of GST Takers	No. of GST Passers	No. of Graded Passages Takers	2 Grade levels below (Number of Learners)			3 grade levels below (Number of Learners)			
					Independent	Instructional	Frustration	Independent	Instructional	Frustration	
7											
8											
9											
10											
<b>Total</b>											

Prepared by \_\_\_\_\_

Noted: \_\_\_\_\_

\_\_\_\_\_  
School Head

**Philippine Informal Reading Inventory (Phil-IRI)  
School Summary Report: on the Learners' Reading Level  
Grade 7 to 10  
Posttest**

**Region:**  
**Division:**  
**School Name:**  
**School ID:**  
**Name of School Head:**

**English**

Grade Level	Enrolment (E.oSY)	No. of Posttest Takers	Reading Level (Number of Learners)		
			Independent	Instructional	Frustration
7					
8					
9					
10					
<b>Total</b>					

Prepared by \_\_\_\_\_

Noted: \_\_\_\_\_

\_\_\_\_\_  
School Head

**Philippine Informal Reading Inventory (Phil-IRI)  
School Summary Report on the Learners' Reading Level  
Grade 7 to 10  
Pretest**

**Region:**  
**Division:**  
**School Name:**  
**School ID:**  
**Name of School Head:**

**Filipino**

Grade Level	Enrolment (EoS)	No. of Posttest Takers	Reading Level (Number of Learners)		
			Independent	Instructional	Frustration
7					
8					
9					
10					
<b>Total</b>					

Prepared by \_\_\_\_\_

Noted: \_\_\_\_\_

\_\_\_\_\_  
School Head