



Republic of the Philippines  
**Department of Education**  
REGION III  
SCHOOLS DIVISION OFFICE OF BATAAN

**DIVISION MEMORANDUM**  
No. 357, s. 2022

SEP 09 2022

**SIMULTANEOUS ADMINISTRATION OF VARIOUS  
ASSESSMENT REGIONWIDE**

To: Assistant Schools Division Superintendent  
Division Chiefs, CID & SGOD  
Education Program Supervisors  
Public Schools District Supervisors  
Elementary and Secondary School Principals  
All Others Concerned

1. This Office announces the conduct of the following **Regionwide Simultaneous Administration of Various Assessment** pursuant to Regional Memorandum No. 492, s. 2022:
  - a. **Assessment of Early Childhood Development** with the Use of Checklist on September 5, 2022 for 1<sup>st</sup> Administration, December 5, 2022 for 2<sup>nd</sup> Administration and March 3, 2023 for 3<sup>rd</sup> Administration;
  - b. **Multi-Factored Assessment (MFA)** using MFA Tool on September 26, 2022 onwards;
  - c. **Revised Philippine Informal Reading Inventory (Phil-IRI) Assessment** using Phil-IRI Tool on August 30, 2022 to September 2, 2022 for Phil-IRI Group Screening Test, and November 3-4 for Individualized Phil-IRI Assessment;
  - d. **Project All Numerates (PAN) Assessment** with the Use of PAN Tool on October 24-28, 2022,
  - e. **Science Process Skills Assessment (SPSA)** using SPSA Tool on October 13-14, 2022; and
  - f. **Regional Diagnostic Assessment for All Learning Areas** from Grades 1-10 and Core Learning Areas in Grades 11-12 on September 12-16, 2022.
2. The activities aim to:
  - a. determine specific learning competencies in reading, numeracy, science process skills, and others that further need to be developed by learners in different grade levels; and

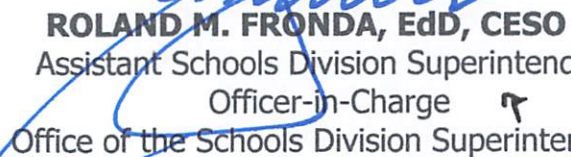
*"We Mould Heroes"*





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- b. serve as guide to teachers and school heads to plan appropriate intervention or activities to improve learning outcomes.
3. Expenses to be incurred in the reproduction of assessment tools shall be charged to School Maintenance and Other Operating Expenses and other local funds subject to usual accounting and auditing rules.
4. Attached is the Regional Memorandum No. 492, s. 2022 for reference and guidance.
5. Immediate and wide dissemination of this Memorandum is earnestly desired.

  
**ROLAND M. FRONDA, EdD, CESO VI**  
Assistant Schools Division Superintendent  
Officer-in-Charge  
Office of the Schools Division Superintendent

Encls.: as stated

Reference: Regional Memorandum No. 492, s. 2022  
To be indicated in the Perpetual Index  
Under the following subjects:

Assessment  
Phil-IRI

Early Childhood Development  
Project All Numerates

Multi-Factored Assessment  
Science Process Skills

CI7  
August 30, 2022



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CSC PRIME-HRM BRONZE AWARD  
CSC Resolution No. 2003100

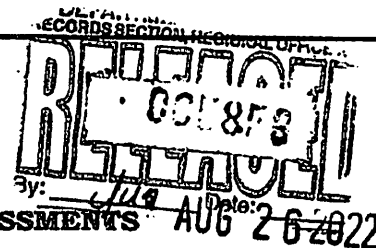


Republic of the Philippines  
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**REGIONAL MEMORANDUM**

No. 492 s. 2022

**SIMULTANEOUS ADMINISTRATION OF VARIOUS ASSESSMENTS  
REGIONWIDE**



To: Schools Division Superintendents  
Curriculum Implementation Division Chiefs  
Division Education Program Supervisors  
Public Schools Division Supervisors  
Elementary and Secondary School Principals  
All Others Concerned

1. As stated in the Department of Education (DepEd) Order No. 8, s. 2015, classroom-based assessment is the process of gathering evidence of what the learner knows, what the learner understands, and what the learner can do. It is an integral part of curriculum implementation that allows teachers to track and measure learners' progress and adjust instruction accordingly. It also informs the learners, as well as their parents and guardians, of their progress. Likewise, it aims at helping the learners perform well with the learning standards which comprise the content, performance standards, and learning competencies that are explicitly outlined in the curriculum.
2. To determine specific learning competencies like competencies in reading, numeracy, science process skills, and others that further need to be developed by learners in different grade levels, the different assessments listed in Enclosure No. 1 shall be simultaneously administered regionwide.
3. Assessment results shall serve as a guide to teachers and school heads to plan appropriate interventions or activities to improve learning outcomes.
4. Expenses to be incurred in the reproduction of assessment tools shall be charged to School Maintenance and Other Operating Expenses and other local funds subject to usual accounting and auditing rules.
5. Regional and Division Learning Area Education Program Supervisors (EPSs), and Public Schools District Supervisors (PSDSs) shall orient the new teachers on how to administer the assessment tools especially the Childhood Development Checklist for Kindergarten, Multi-Factored Assessment Tool, Revised Philippine Informal Reading Inventory Assessment Tool, Project All Numerates (PAN) Assessment Tool, and Science Process Assessment Tool. In addition, EPSs, PSDSs, and school heads shall monitor the administration of the mentioned assessments



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and the implementation of interventions designed by teachers for a particular assessment result.

6. School Heads and Master Teachers shall supervise and give technical assistance to the concerned teachers in the preparation and implementation of the appropriate interventions.
7. The following documents are attached for reference and guidance:
  - Enclosure No. 1 – List of Assessments to be Administered
  - Enclosure No. 2 – Template for the Results of the Assessment on Early Childhood Development
  - Enclosure No. 3 – Template for the Result of Multi-Factored Assessment
  - Enclosure No. 4 – Template for the Results of the Philippine Informal Reading Inventory in Filipino
  - Enclosure No. 5 – Template for the Results of the Philippine Informal Reading Inventory in English
  - Enclosure No. 6 – Template for the Results of the Project All Numerates (PAN) Assessment
  - Enclosure No. 7 – Template for the Implementation Plan on the Designed Interventions
8. Immediate and wide dissemination of and compliance with this Memorandum are enjoined.

Digitally signed by Eclar  
May Batenga  
Date: 2022.08.26 11:42:05  
+08'00'

**MAY B. ECLAR, PhD, CESO III**  
Regional Director

Encl.: None

References: DepEd Order No. 34, s. 2022, and DepEd Order No. 21, s. 2019

To be indicated in the Perpetual Index  
under the following subjects

**ASSESSMENT  
EARLY CHILDHOOD DEVELOPMENT  
MULTI-FACTORED ASSESSMENT**

**PHIL-IRI  
PROJECT ALL NUMERATES  
SCIENCE PROCESS SKILLS**

Cind1  
August 22, 2022



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Enclosure No. 1 to Regional Memorandum No. \_\_\_\_\_, s. 2022

**LIST OF ASSESSMENTS TO BE ADMINISTERED REGIONWIDE**

Assessment to be Administered	Purpose of the Assessment	Grade Level where the Assessment is to be Administered	Schedule	Reports to be Submitted
Assessment of Early Childhood Development with the use of a Checklist ( <b>Memorandum DM-CI-2020-00080</b> )	To identify red flags for developmental delays in motor, self-help, language, cognitive, and socio-emotional domains among 5-year-old children	Kindergarten	<b>First Administration</b> September 5, 2022, onwards  <b>Second Administration</b> December 5, 2022  <b>Third Administration</b> March 6, 2023  (The duration of the administration shall be based on the number of learners to be assessed)	> Results of the Assessment: Red flags identified with corresponding number of learners (Template) > Implementation Plan of the designed interventions <b>Date of submission of results:</b> <u>First administration:</u> on or before September 15, 2022  <u>Second Administration:</u> on or before December 12, 2022  <u>Third Administration:</u> on or before March 10, 2022
Multi-Factored Assessment (MFA) using MFA Tool ( <b>DO 29, s. 2018</b> )	To assess learners who may exhibit developmental advancement or delays or have manifestations of learning disability	Grade 1	One month after the opening of classes  <b>September 26, 2022, onwards</b> (The duration shall be based on the number of learners to be assessed)	> Results of the Assessment: Disability identified with corresponding number of learners (Template) > Implementation Plan of the designed interventions <b>Date of submission of results:</b> On or before October 6, 2022



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Revised Philippine Informal Reading Inventory (Phil-IRI) Assessment using Phil-IRI Tools <b>(DO No. 14, s. 2018)</b>	To measure and describe a student's reading performance/level.	<ul style="list-style-type: none"><li>➤ Filipino (Grade 3 to Grade 6)</li><li>➤ English (Grade 4 to Grade 6),</li></ul>	<ul style="list-style-type: none"><li>➤ Phil-IRI Group Screening Test (GST) Filipino and English <b>August 30-September 1, 2022</b></li><li>➤ Individualized Phil-IRI Assessment <b>November 3-4, 2022</b></li><li>➤ The schedule of administration of the Posttest shall be announced in a separate issuance</li></ul>	<ul style="list-style-type: none"><li>➤ Results of the Phil-IRI Test (Template)</li><li>➤ Implementation Plan on the designed interventions (appropriate reading instruction to be delivered for the learners)</li></ul> <p><b>Date of submission of results:</b> On or before September 15, 2022</p>
Project All Numerates (PAN) Assessment with the use of PAN Tools	To determine the numeracy level of Grades 1-7 learners.	Grades 1 to 7	<ul style="list-style-type: none"><li>➤ <b>Pretest – October 24-28, 2022</b></li><li>➤ The schedule of administration of the Posttest shall be announced in a separate issuance</li></ul>	<ul style="list-style-type: none"><li>➤ Results of the PAN Pre-Test (Template)</li><li>➤ Implementation Plan of the designed interventions</li></ul> <p><b>Date of submission of result:</b> <b>On or before November 21, 2022</b></p>



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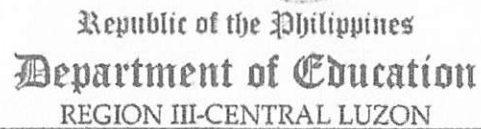
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Science Process Skills Assessment (SPSA) using SPSA Tool	To assess the science process skills of Grade 7	Grade 7	<b>October 13 &amp; 14, 2022</b>  Details on the administration of the test shall be announced in a separate issuance	<ul style="list-style-type: none"><li>➤ Results of the SPSA</li><li>➤ Implementation Plan of the designed interventions</li></ul>
Regional Diagnostic Assessment (In all learning areas from Grades 1-10 and Core Learning Areas in Grades 11-12)	To determine the mastery level on the learning competencies of the learners in their previous grade level	Grades 1-10 And Core Learning Areas in Grades 11-12	<b>September 12-16, 2022</b>  Details on the administration of the test shall be given in a separate issuance	<ul style="list-style-type: none"><li>➤ Results of the diagnostic test<ul style="list-style-type: none"><li>● Percentage of learners that achieved the minimum level of proficiency (60% of the total number of test questions)</li><li>● list of mastered and least learned competencies/learning gaps/loss</li><li>● Implementation Plan of the interventions/remediations that address identified learning gaps/loss</li></ul></li></ul>



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**Analysis and Interpretation of Data:**

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Prepared by:

Checked by:

Noted:

\_\_\_\_\_  
Kindergarten Focal Person

\_\_\_\_\_  
CID Chief

\_\_\_\_\_  
Schools Division Superintendent



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Cert. Code No. AJA17-0077



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Enclosure No. 3 to Regional Memorandum No. \_\_\_\_\_, s. 2022

## RESULTS OF THE MULTI-FACTORED ASSESSMENT

## Grade 1

**Division:** \_\_\_\_\_

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**Analysis and Interpretation of Data:**

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Prepared by:

Checked by:

Noted:

\_\_\_\_\_  
SPED Focal Person

\_\_\_\_\_  
CID Chief

\_\_\_\_\_  
Schools Division Superintendent



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Enclosure No. 4 to Regional Memorandum No. \_\_\_\_\_, s. 2022

**RESULTS OF THE PHILIPPINE INFORMAL READING INVENTORY**

**Filipino**

**Division:** \_\_\_\_\_

Total No. of Enrolment				No. of Learners Assessed				Reading Level											
								Frustration				Instructional				Independent			
GR.3	GR.4	GR.5	GR.6	GR.3	GR.4	GR.5	GR.6	GR.3	GR.4	GR.5	GR.6	GR.3	GR.4	GR.5	GR.6	GR.3	GR.4	GR.5	GR.6

**Analysis and Interpretation of Data:**

\_\_\_\_\_  
\_\_\_\_\_

Prepared by:

Checked by:

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Enclosure No. 5 to Regional Memorandum No. \_\_\_\_\_, s. 2022

**RESULTS OF THE PHILIPPINE INFORMAL READING INVENTORY**

**English**

**Division:** \_\_\_\_\_

Total No. of Enrolment			No. of Learners Assessed											
GR.4	GR.5	GR.6	GR.4	GR.5	GR.6	GR.4	GR.5	GR.6	GR.4	GR.5	GR.6	GR.4	GR.5	GR.6

**Analysis and Interpretation of Data:**

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Prepared by:

Checked by:

Noted:

\_\_\_\_\_  
SPED Focal Person

\_\_\_\_\_  
CID Chief

\_\_\_\_\_  
Schools Division Superintendent



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Enclosure No. 5 to Regional Memorandum No. \_\_\_\_\_, s. 2022

**RESULTS OF THE PROJECT ALL NUMERATES (PAN) ASSESSMENT**

Division: \_\_\_\_\_

Number of Enrolment: \_\_\_\_\_

Grade 1: \_\_\_\_\_

Grade 2: \_\_\_\_\_

Grade 3: \_\_\_\_\_

Grade 4: \_\_\_\_\_

Grade 5: \_\_\_\_\_

Grade 6: \_\_\_\_\_

Grade 7: \_\_\_\_\_

Number of Assessed Learners: \_\_\_\_\_

Grade 1: \_\_\_\_\_

Grade 2: \_\_\_\_\_

Grade 3: \_\_\_\_\_

Grade 4: \_\_\_\_\_

Grade 5: \_\_\_\_\_

Grade 6: \_\_\_\_\_

Grade 7: \_\_\_\_\_

Numerates													
Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Nearly Numerates													
Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Non-Numerates													
Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7	
Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%



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REGION III-CENTRAL LUZON

**Analysis and Interpretation of Data:**

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Prepared by:

Checked by:

Noted:

\_\_\_\_\_  
SPED Focal Person

\_\_\_\_\_  
CID Chief

\_\_\_\_\_  
Schools Division Superintendent



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Enclosure No. 6 to Regional Memorandum No. \_\_\_\_\_, s. 2022

**IMPLEMENTATION PLAN OF THE DESIGNED INTERVENTIONS**

**(Example MULTI-FACTORED ASSESSMENT)**

Assessment Conducted

Division: \_\_\_\_\_

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Target/Objective	Intervention(s)/ Activities	Time Frame	Material/Resources Needed	Funding Requirement	Persons Involved	Success Indicator

Prepared by:

Checked and Approved by:

Noted:

\_\_\_\_\_  
The concerned teacher

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

\_\_\_\_\_  
Division Focal Person



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