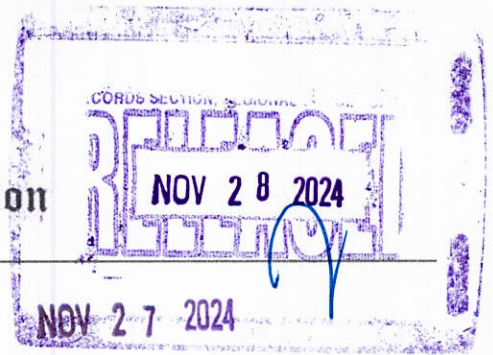




Republic of the Philippines
Department of Education
CARAGA REGION



REGIONAL MEMORANDUM
CLMD – 2024 – 1318

To: Schools Division Superintendents) Division of Agusan del Sur
All Others Concerned) Division of Surigao del Sur

CONDUCT OF THE EARLY GRADE READING ASSESSMENT (EGRA) AND EARLY GRADE MATHEMATICS ASSESSMENT (EGMA) FOR SY 2024-2025

1. The Department of Education (DepEd) Caraga, through the Curriculum and Learning Management Division (CLMD), announces the conduct of the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) on February 17-21, 2025, pursuant to Joint Memorandum Circular No. 001, s. 2024.
2. This assessment aims to measure the literacy and numeracy proficiency levels of Grade 3 learners, provide critical data to support learning recovery efforts, and monitor the effectiveness of the new K-10 MATATAG curriculum implementation.
3. This initiative is being implemented in accordance with DepEd Order (DO) No. 29, s. 2017, titled Policy Guidelines on System Assessment in the K to 12 Basic Education Program and DO 57, s. 2015, titled Utilization of the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) Tools for System Assessment.
4. The region's participation will follow a stratified random sampling framework designed to provide representative results at the super-regional level. The specific schools within Agusan del Sur (2 schools) and Surigao del Sur (2 schools) will be kept confidential until the time of data collection. For each selected school, 10 Grade 3 learners (5 boys and 5 girls) will be randomly selected by the assessors upon their arrival at the school, in coordination with the school head. In accordance with assessment protocols, consent from learners, school heads, and teachers will be required, and parents should be informed that their learners may be sampled and given the opportunity to decline their children's participation.
5. For inquiries and additional information regarding this activity, please contact Rhea J. Yparraguirre, Education Program Supervisor, Curriculum and Learning Management Division at rhea.yparraguirre@deped.gov.ph.



2024-11-19857

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

MARIA INES C. ASUNCION
Director III
Officer-in-Charge
Office of the Regional Director

Encl.: None

Reference: Joint Memorandum Circular No. 001, s. 2024

To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT
BASIC EDUCATION

EXAMINATIONS
LEARNERS POLICY

SCHOOLS

CLMD/rjy
11/27/2024



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Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR STRATEGIC MANAGEMENT
OFFICE OF THE UNDERSECRETARY FOR FIELD OPERATIONS

Joint Memorandum Circular No. 001, s. 2024

TO : **REGIONAL DIRECTORS**
SELECT SCHOOLS DIVISION SUPERINTENDENTS
ALL OTHERS CONCERNED

FROM : **RONALD U. MENDOZA**
Undersecretary for Strategic Management
ATTY. REVSEE A. ESCOBEDO
Undersecretary for Operations

SUBJECT : **Conduct of the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) for SY 2024 - 2025**

DATE : November 11, 2024

The Department of Education (DepEd), in partnership with Improving Learning Outcomes for the Philippines (ILO-Ph), announces the **Conduct of the Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) for SY 2024 - 2025 on February 17 to 21, 2025.**

The conduct of the assessments is pursuant to DepEd Order (DO) No. 29, s. 2017, titled *Policy Guidelines on System Assessment in the K to 12 Basic Education Program* and DO 57, s. 2015, titled *Utilization of the Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) Tools for System Assessment.*

A. Objectives of EGRA and EGMA

The EGRA and EGMA aim to measure the literacy and numeracy proficiency levels of Grade 3 learners, providing critical data to support learning recovery efforts and monitor the effectiveness of the new K-10 MATATAG curriculum implementation.

B. Assessment Description

EGRA is a skill-based one-on-one assessment measuring literacy skills which include listening comprehension, letter sounds (English only), invented word decoding, oral reading passage, and reading comprehension.

EGMA is a skill-based one-on-one assessment measuring numeracy skills which include missing numbers (pattern recognition), addition and subtraction level 1 and 2, word problems, and relational reasoning.

These assessments will provide national data on early literacy and numeracy outcomes in both Filipino and English, as well as serve as a comparative analysis to earlier studies conducted in 2013 and 2019. This will allow DepEd to assess post-pandemic learning recovery.

C. Test Administration

EGRA and EGMA will be administered to **200 schools across five geographic regions**: National Capital Region (NCR), North Luzon, South Luzon, Visayas, and Mindanao.

Below are the number of schools and the number of learners per school for each geographic region.

Geographic Region	Number of Schools	Number of Grade 3 Learners per School
1. NCR	40	10 (5 boys, 5 girls)
2. North Luzon	40	
3. South Luzon	40	
4. Visayas	40	
5. Mindanao	40	
TOTAL	200	2,000

A separate sample will be drawn from Region V (Bicol) for a study aimed at assessing learners' performance in Mother Tongue-Based Multilingual Education (MTB-MLE) schools and comparing it with that of their peers nationwide. The sample is based on the *Policy Brief: MTB-MLE in Regions V and VI*, a USAID-funded ABC+ project, which states that in Region V, the language of instruction matches the language of the students in 75% of the schools in select division offices.

D. Sample Frame

The selection of schools is based on a stratified random sampling framework to provide representative results at the super-regional level. As noted above, 40 schools will be sampled from across five super regions.

10 Grade 3 learners (5 boys and 5 girls) will be randomly selected from Grade 3 classes of the selected schools. This sampling framework adheres to best practices as outlined in Annex B of the EGRA Toolkit and is identical to the sample frame used during the 2013 and 2019 National EGRAs. The assessors will randomly select the classes and the learners to be assessed once they arrive at the school in coordination with the school head.

Appendix B includes the number of schools for each super region, region and Schools Division Office. The names of the schools shall be kept confidential to all Regional and Schools Division Offices until time for data collection.

Consent from learners, school heads and teachers will be required. Parents should be informed that their learners may be sampled and also given the opportunity to decline their children's participation.

E. Recruitment and Training of Assessors

ILO-Ph, through Kantar Philippines, will recruit and train assessors from December 2024 to early February 2025, prioritizing those who have been involved in the previous administration of EGRA and EGMA.

The most important criteria for selecting assessors are:

1. They are familiar with the local language of the geographic area so they can explain instruction, if needed, in the learners' mother tongue.
2. They are comfortable engaging young learners and can them at ease in a quiet setting.
3. They have some background in conducting assessments in a formal setting.
4. They are familiar with early literacy and/or numeracy concepts.
5. They are familiar with tablets, gadgets and mobile applications.

The assessors will undergo rigorous training to ensure proper administration of the assessment tools and adherence to protocols. They will conduct one-on-one assessments using the Tangerine mobile application.

F. Data Utilization

The results of the EGRA and EGMA will be used to inform policy decisions, curriculum adjustments, and targeted interventions to support learning recovery. A dissemination forum will be held in **June 2025** to present the findings to DepEd stakeholders and partners.

G. Monitoring and Evaluation (M&E)

To ensure the integrity and reliability of EGRA and EGMA data, monitoring and evaluation procedures should be followed. This is particularly important for the following processes:

1. **Assessors' training**
Training supervisors should ensure that the protocols and procedures of the training are strictly followed.
2. **Data gathering**
Only the list of selected schools provided by the DepEd CO should be part of the sample. The prescribed student sampling procedure and test administration procedures should be strictly followed.
3. **Data encoding and submission**
The schedule for encoding and submission should be strictly followed. Technical assistance should be provided as necessary to ensure the timely submission of data.

For any concerns regarding the conduct of EGRA and EGMA, please contact **Clara Bettina R. Borromeo**, Education Program Specialist II of the **Bureau of Education Assessment - Education Assessment Division**, via email at clara.borromeo@deped.gov.ph / bea.ead@deped.gov.ph or by telephone at (02) 8631-2589.

For appropriate action.

Attachments: Appendix A: Roles and Responsibilities
 Appendix B: National EGRA/EGMA and MTB/MLE Study Sample Frame
 Appendix C: Implementation Timeline for EGRA/EGMA MTB/MLE Study Cohort

Appendix A: Roles and Responsibilities

A. ILO-Ph

1. Assist DepEd in developing and finalizing EGRA and EGMA instruments.
2. Organize and finance the training of assessors and recruit independent assessors through Kantar, their service provider.
3. Provide field and logistical support for data collection activities.
4. Oversee data collection, upload data, and assist DepEd with analysis and reporting.
5. Help organize forums to share assessment results with stakeholders.

B. DepEd Central Office (Bureau of Education Assessment):

1. Oversee the finalization of the EGRA and EGMA instruments in collaboration with Kantar.
2. Issue necessary authorizations for data collection activities.
3. Support the analysis and reporting of assessment results.

C. Regional and Division Offices:

1. Coordinate with the Central Office for the authorization and smooth conduct of data collection in selected schools.

D. School Heads and Teachers:

1. Facilitate the participation of selected learners.
2. Ensure that the necessary logistics for data collection are in place.

Appendix B: National EGRA/EGMA and MTB-MLE Study Sample Frame

Geographic Cluster Cohort	Region	Division	No. of Schools
National Capital Region (NCR)	NCR	Caloocan City	5
		City of San Juan	1
		Las Pinas City	2
		Makati City	1
		Malabon City	1
		Mandaluyong City	1
		Manila	6
		Marikina City	1
		Muntinlupa City	1
		Navotas	1
		Paranaque City	2
		Pasay City	1
		Pasig City and San Juan	3
		Quezon City	9
		Taguig & Pateros	3
		Valenzuela City	2
		NCR TOTAL	40
North Luzon	Cordillera Administrative Region (CAR)	Kalinga	4
		TOTAL	4
	Region I (Ilocos Region)	La Union	5
		Binalonan, Pangasinan	5
		TOTAL	10
	Region II (Cagayan Valley)	Cagayan	3
		Quirino	3
		TOTAL	6
	Region III (Central Luzon)	Bulacan	4
		Nueva Ecija	4
		Pampanga	4
		Tarlac City	4
		Zambales	4
		TOTAL	20
		NORTH LUZON TOTAL	40
South Luzon	Region IV-A (CALABARZON)	Antipolo City	4
		Batangas	4
		Cavite	4
		Quezon	4
		Rizal	4
		TOTAL	20
	Region IV-B (MIMAROPA)	Oriental Mindoro	4
		Romblon	4
		TOTAL	8
	Region V (Bicol Region)	Camarines Sur	4
		Catanduanes	4
		Sorsogon	4
		TOTAL	12

Visayas	Region VI (Western Visayas)	SOUTH LUZON TOTAL	40
		Capiz	4
		Iloilo	4
		Negros Occidental	3
		Sagay City	4
	Region VII (Central Visayas)	TOTAL	15
		Bohol	4
		Cebu	4
		Lapu-Lapu City	4
		Toledo City	4
	Region VIII (Eastern Visayas)	TOTAL	16
		Calbayog City	3
		Leyte	3
		Northern Samar	3
		TOTAL	9
Mindanao	VISAYAS TOTAL		40
	Caraga Region	Agusan Del Sur	2
		Surigao Del Sur	2
		TOTAL	4
	Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)	Basilan	1
		TOTAL	1
	Region IX (Zamboanga Peninsula)	Zamboanga City	2
		Zamboanga Del Sur	1
		Zamboanga Sibugay	2
	Region X (Northern Mindanao)	TOTAL	6
		Lanao Del Norte	4
		Malaybalay City	4
	Region XI (Davao Region)	Misamis Oriental	4
		TOTAL	12
		Davao City	3
	Region XII (SOCCSKSARGEN)	Davao Del Sur	3
		Davao Oriental	3
		TOTAL	9
		General Santos City	3
		North Cotabato	3
		South Cotabato	3
	TOTAL		9
	MINDANAO TOTAL		40
MTB-MLE Study Cohort	Region V (MTB-MLE Study Cohort <i>*does not overlap with R5 sample above</i>)	Albay	20
		Legazpi City	9
		Sorsogon	11
		MTB-MLE STUDY COHORT TOTAL	40

Appendix C: Implementation Timeline for EGRA/EGMA and MTB/MLE Study

No.	Tasks	Dec '24	Jan '25	Feb '25	Mar '25	Apr '25	May '25	Jun '25
1	Identification and selection of independent assessors to participate in training and data collection activities							
2	Finalization of the EGRA/EGMA respondent survey instruments							
3	Training of assessors							
4	Pilot implementation of instruments							
5	Field data collection							
6	Writing and analysis workshop to produce slide decks and policy briefs							
7	Results dissemination forum							
8	Finalization of report							