



September 10, 2019

REGIONAL MEMORANDUM

No. 522, s. 2019

**SUBMISSION OF THE CONSOLIDATED REPORT ON PHILIPPINE INFORMAL
READING INVENTORY (PHIL IRI) PRETEST IN ENGLISH**

**TO: Schools Division Superintendents
Assistant Schools Division Superintendents
CID Chiefs
Division English/Reading Coordinators
This Region**

1. The Philippine Informal Reading Inventory (Phil-IRI) is an initiative of the Bureau of Learning Delivery, Department of Education that directly addresses its thrust to make every Filipino child a reader. It is anchored on the flagship program of the Department: "Every Child A Reader Program," which aims to make every Filipino child a reader and a writer at his/her grade level.
2. The Phil-IRI is an informal reading inventory composed of graded passages designed to determine the individual student's performance in oral reading, silent reading and listening comprehension. These three types of assessments aim to find the student's independent, instructional and frustration levels. The data from these measures could be used to design or adjust classroom, small group or individualized instruction to fit the students' needs and abilities.
3. The conduct of Phil-IRI PreTest was scheduled on July and August 2019 to grades 4 to 6 pupils for English.
4. Thus, Schools Division offices are requested to submit the hard and e-copy of the consolidated Phil-IRI Pre-Test Result using the prescribed template attached as enclosures and Consolidated List of School and District Reading Coordinators Profile. See attached template for reference.
5. The said report and consolidated list of reading coordinators shall be submitted in hard and e copy to the Regional Office, Curriculum and Learning Management Division c/o Dr. Gladys S. Asis for English thru her email address at gladys.asis@deped.gov.ph on or before October 02, 2019. The said documents shall be accomplished in **excel file**.
6. Teachers administering the Phil-IRI shall conduct a reading intervention program based on the reading difficulty of the students after the Pretest. Appendix H of the Phil-IRI Manual contains the handbook on Reading Intervention.
7. A monitoring and evaluation on the conduct of the reading intervention shall be intensified by the Division Reading Coordinator, District Reading Coordinator and the School Principal on the 2nd and 3rd Quarter of the school year. Monitoring and evaluation report shall be submitted on **October 30, 2019** for the 2nd Quarter and **January 30, 2020** for the 3rd Quarter. Attached are forms 7 and 8 for your reference.

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8. Immediate dissemination of this memorandum to all concerned is desired.


FRANCIS CESAR B. BRINGAS
Schools Division Superintendent
Officer-In-Charge 
Office of the Regional Director

Encls.: as stated

References: Phil-IRI Manual of 2018

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

ENGLISH PHIL-IRI READING

Clmd05/gsa
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**CONSOLIDATED REPORT ON PHIL-IRI
PRETEST IN ENGLISH
SY 2019-2020**

Division: _____
Grade: _____

No.	School	Grade	Enrolment	Pupils Tested	READING LEVEL			
					Frustration	Instructional	Independent	Non-Reader
		Total						

Prepared by:

Reading Coordinator

Schools Division Superintendent

Document Tracking No.:



Form 2

CONSOLIDATED REPORT ON PHIL-IRI
PRETEST IN ENGLISH
SY 2019-2020

Division: _____
Grade: _____

No.	School	Name of Teacher	Name of Principal	No. of Enrolment	No. of Pupils Tested	Group Screening Test Scores		Word Reading			Comprehension			Non Reader
						>14	<14	Ind	Ins	Frus	Ind	Ins	Frus	
Total														

Ind-Independent Ins- Instructional Frus- Frustration

Prepared by:

Noted:

Division Reading Coordinator

Schools Division Superintendent

Document Tracking No.:





Form 3

CONSOLIDATED REPORT ON PHIL-IRI
PRETEST IN ENGLISH
SY 2019-2020

Division: _____
Grade: _____

No.	School	Enrolment	Pupils Tested	TYPES OF MISCUES (Number of pupils who committed miscues while Reading)					Reversal	Self Correction
				Mispronunciation	Omission	Substitution	Insertion	Repetition	Transposition	
Total										

Prepared by:

Noted:

Division Reading Coordinator

Schools Division Superintendent

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Form 4

CONSOLIDATED REPORT ON PHIL-IRI
PRETEST IN ENGLISH
SY 2019-2020

Division: _____
Grade: _____

No.	School	Enrolment	Pupils Tested	BEHAVIORS WHILE READING (Number of pupils who manifested behaviors while Reading)					
				Does Word-by-word Reading	Lack of expression; monotone use tone	Voice is hardly audible	Disregards punctuation	Point to each word with his/her finger	Employs little or no method of analysis
									Other observations
									No manifestation of any notable behaviors while reading
Total									

Prepared by:

Noted:

Division Reading Coordinator

Schools Division Superintendent

Document Tracking No.:



Form 5

CONSOLIDATED REPORT ON THE CONDUCT OF PHIL-IRI PRETEST IN ENGLISH
SY 2019-2020

Division: _____

Directions: Fill in the table with the required information (use another sheet if necessary)

Challenges	Issues and Concerns	Gaps	Problems	Action Taken by school	Action Taken by Division	Recommendations

Prepared by: _____

Noted: _____

Division Reading Coordinator

Schools Division Superintendent

Document Tracking No.:



CONSOLIDATED LIST OF READING COORDINATORS
SY 2019-2020

Division: _____
Grade: _____

[illegible]

Prepared by:

Noted:

Division Reading Coordinator

Schools Division Superintendent

Document Tracking No.:

Form 7

**MONITORING AND EVALUATION TOOL FOR THE IMPLEMENTATION OF PHILIPPINE INFORMAL
READING INVENTORY (PHIL-IRI) IN ENGLISH
SY 2019-2020**

Division: _____
Quarter: _____

School: _____
Grade: _____

Direction: If the indicator is evident, check YES; if the indicator is not evident, check NO.

No.	Indicator	Yes	No
IMPLEMENTATION			
1.	Adherence to Phil-IRI Schedule		
2	Type of Assessment conducted		
	Oral Reading Test		
	Silent Reading Test		
	Listening Comprehension Test		
3.	Initial Screening Using the Phil-IRI Group Screening Test (GST)		
4.	Administration of the Phil-IRI Graded Passages (Pre-test)		
5.	Provision of Specialized Instruction/Intervention		
6.	Administration of the Phil-IRI Graded Passages (Post Test)		
MATERIALS			
7.	Phil-IRI Manual for Administration		
8.	Phil-IRI Practice Item Charts		
9.	Phil-IRI Group Screening Test Forms		
10.	Phil-IRI Group Screening Test Materials		
11.	Phil-IRI Group Screening Test Answer Sheets		
12.	Graded Passages with comprehension Question		
13.	Recorder		
14.	Timer		
RECORDS			
16.	Class List		
17.	School Reading Profile (Last 3 years)		
18.	Phil-IRI Group Screening Test Class Reading Record (CRR)		
19.	Phil-IRI Form B- Grade Level Passage Rating Sheet		
20.	List of Reading Behaviors		
21.	Phil-IRI Form 4- Individual Summary Record		
22.	Summary of the Phil-IRI Group Screening Test Class Reading Record (CRR) for English		
23.	Reading Teacher Profile		
24.	Phil-IRI Pretest/Post Test Report		
25.	Remediation Design/ Plan		
ROOMS			
26.	Area conducive for testing (i.e. well-ventilated, well-lit and free from distractions)		
27.	Room arrangement and set up		



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	READING TEACHER		
28.	Plan activities according to the reading level of the student(s).		
29.	Plan a tentative, weekly plan, where there is a balance of activities to be done.		
30.	Continuously diagnose and adjust instruction based on present performance.		
31.	Keep records in organized manner		
32.	Submit result to the principal on time		
33.	Analyze result		
34.	Quality Submission of Reports		
	SCHOOL HEAD		
35.	Orient Reading Facilitators		
36.	Phil-IRI M and E Plan		
37.	Phil-IRI M and E Result		
38.	Quality Submission of outputs to SDO		
39.	Provide technical assistance to the Reading Teacher		
40.	Sustainability of the intervention/ remediation reading program		



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Form 8

**CONSOLIDATED REPORT ON PHIL-IRI
INTERVENTION IN ENGLISH
SY 2019-2020**

Division: _____

Quarter: _____

A. PROFILE OF NON READERS

Grade: _____

School	District	Number of Non Readers before the intervention	Focused Intervention used	How long is the intervention?	Number of non-readers after the intervention	Variance
Total						

B. PROFILE OF FRUSTRATION READERS

Grade: _____

School	District	Number of Frustration Readers before the intervention	Focused Intervention used	How long is the intervention?	Number of frustration readers after the intervention	Variance
Total						

C. PROFILE OF INSTRUCTIONAL READERS

Grade: _____

School	District	Number of Instructional Readers before the intervention	Focused Intervention used	How long is the intervention?	Number of Instructional readers after the intervention	Variance
Total						

D. Directions: Fill in the table with the required information (use another sheet if necessary)

Challenges	Issues and Concerns	Gaps	Problems	Action Taken by school	Action Taken by Division	Recommendations



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