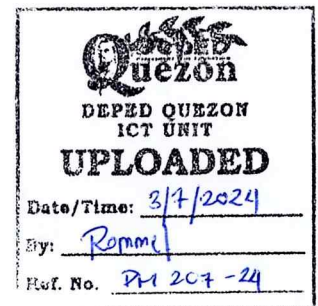




Republic of the Philippines
Department of Education
Region IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE



06 March 2024

DIVISION MEMORANDUM
DM No. 207, s. 2024

CONDUCT OF POSTTEST ON COMPREHENSIVE RAPID LITERACY ASSESSMENT (CRLA) FOR KEY STAGE 1 AND PHILIPPINE INFORMAL READING INVENTORY (PHIL-IRI) FOR KEY STAGE 2 FOR SY 2023-2024

To: Assistant Schools Division Superintendents
Public Schools District Supervisors
Elementary and Secondary School Heads
Elementary and Secondary School Teachers
All Others Concerned

1. The DepEd-Quezon through the Curriculum Implementation Division - Instructional Management Section (CID-IMS) announces the conduct of Posttest on Comprehensive Rapid Literacy Assessment (CRLA) for Key Stage 1 on March 7-13, 2024, and the PHIL-IRI for Key Stage 2 on April 1-4, 2024. Uploading of the district consolidated CRLA data shall be until March 14, 2024 through this link: <https://tinyurl.com/PostTestCRLAPHILIRI> while the PHIL-IRI shall be until April 5, 2024 in the same link.
2. The conduct of CRLA and PHIL-IRI-Posttest aims to:
 - a. identify struggling readers needing additional support / intervention in basic literacy skills for the incoming School Year;
 - b. help teachers quickly determine the reading profiles of Grade 1-3 learners for SDO-Quezon's participation in the Provincial Literacy Programs coined as Project KID BIBO (*Kabataang Quezonian tungo sa Isang Direksyon: pagBasa't pagbilang ay Isusulong, sa Bawat Oportunidad probinsya at DepEd ay magkatulong*) and CO DSWD Tara, Basa Tutorial Program and other literacy programs and initiatives;
 - c. utilize the reading data for the development of appropriate reading materials and instructional strategies;

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Address: Sitio Fori, Brgy. Talipan, Pagbilao, Quezon
Trunkline #: (042) 784-0366, (042) 784-0164,
(042) 784-0391, (042) 784-0321



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- d. guide school leaders in creating responsive co-curricular activities that are complementary to reading activities;
 - e. guide school leaders and teachers on the inclusion of the remedial instruction and intervention for the learners in reference to baseline data gathered; and
 - f. ensure that the learners' optimum potential in learning across all learning areas are realized through improved performance in reading.
3. It is also reiterated that District consolidated CRLA data to be encoded in the link shall focus on four (4) categories namely Full Refresher, Moderate Refresher, Light Refresher and Grade Level Ready. Data of Non-readers shall be added under Full Refresher.
4. All Public Schools District Supervisors and School Heads are requested to work collaboratively in facilitating the conduct of the posttest and in the uploading of reading assessment data to ensure reliability and validity.
5. Immediate dissemination of this Memorandum is desired.

ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent

cid-ims/mdsg/03/06/2024

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