



Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY

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RECORDS OFFICE

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Office of the Schools Division
Superintendent

December 4, 2024

DIVISION MEMORANDUM

No.: 520, s. 2024

To: Assistant Schools Division Superintendent
Chiefs of Functional Division - CID & SGOD
Education Program Supervisors - English & Filipino
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All others concerned

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

1. In reference to RM No. 1612 and DM-CT-2024-447, this office reiterates the administration of the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public schools nationwide to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading, and listening comprehension.
2. For SY 2024-2025, the Phil-IRI shall be administered to Key Stages 2 and 3. The materials can be accessed via <https://tinyurl.com/PhilIRIJHSmaterials>. The same procedure stipulated in the Phil-IRI Manual 2018 shall be followed.
3. The enclosed RM No. 1612 and DM-CT-2024-447 gives general directions for the administration of the Phil-IRI for Junior HS based on Phil-IRI Manual 2018.
4. School heads/reading coordinators shall consolidate the data and upload to this link on or before December 20, 2024: https://bit.ly/Phil-IRI_SchoolSubmission.
5. With the adoption of the Phil-IRI for Junior High School, the **LETRA Tools for Key Stage 3 will now serve as supplementary reading assessment tools**. For School Year 2024-2025, results from the LETRA Tools will still be collected by this Office. Meanwhile, the LETRA Tools for Key Stage 4 will remain as the primary reading assessment tools.
6. For inquiries or concerns, please contact the Curriculum and Learning Management Division through email at clmd.region1@deped.gov.ph.



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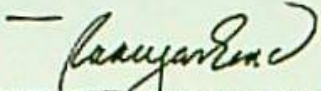
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Republic of the Philippines
Department of Education
REGION I
SCHOOLS DIVISION OF DAGUPAN CITY

Office of the Schools Division
Superintendent

7. For information and compliance of all concerned.


ROWENA C. BANZON EdD, CESO V
Schools Division Superintendent

Encl.: as stated
Reference: as stated
To be included in the Perpetual Index
Under the following subject
READING INVENTORY ASSESSMENT

CID/abr/gmc/DM_Phil-IRIfofJHS
December 4, 2024

20 San Juan City
ALBINO L. RIVERA
0917-888-1234



Republic of the Philippines
Department of Education
REGION I

025942
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NOV 28 2024

By: *[Handwritten Signature]*
REGIONAL MEMORANDUM
No. *025942*, s. 2024

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

To: Schools Division Superintendents

1. In reference to DM-CT-2024-447, the Department of Education announces the administration of the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public schools nationwide to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading, and listening comprehension.
2. For SY 2024-2025, the Phil-IRI shall be administered to Key Stages 2 and 3. The materials can be accessed via <https://tinyurl.com/PhilIRIJHSmaterials>. The same procedure stipulated in the Phil-IRI Manual 2018 shall be followed.
3. The enclosed DM-CT-2024-447 gives general directions for the administration of the Phil-IRI for Junior HS based on Phil-IRI Manual 2018.
4. School heads/reading coordinators shall consolidate the data and upload to this link on or before December 20, 2024: https://bit.ly/Phil-IRI_SchoolSubmission.
5. With the adoption of the Phil-IRI for Junior High School, the **LETRA Tools for Key Stage 3 will now serve as supplementary reading assessment tools**. For School Year 2024-2025, results from the LETRA Tools will still be collected by this Office. Meanwhile, the LETRA Tools for Key Stage 4 will remain as the primary reading assessment tools.
6. For inquiries or concerns, please contact the Curriculum and Learning Management Division through email at clmd.region1@deped.gov.ph.
7. For information and compliance of all concerned.

[Handwritten Signature]

TOLENTINO G. AQUINO
Director IVc

Encl.: as stated
Reference: as stated
To be included in the Perpetual Index
Under the following subject
READING INVENTORY ASSESSMENT

CLMD/jpa/jdd/RM_Phil-IRIfoJHS
November 27, 2024



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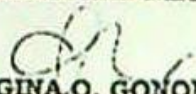
OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING



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

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, 4th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at 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)	
	Pretest	Posttest	Pretest	Posttest
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 for Grade 4 to 10 is stated below.

Pretest	Posttest
December 2024 to January 2025	May 2025



Republic of the Philippines
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Enclosure 2

Forms to be Accomplished

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

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

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



Republic of the Philippines

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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.



Republic of the Philippines
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OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

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 7th 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).



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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.

- a. 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.
- b. 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 4th 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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School Data needed in the Phil-IRI Submission Link

Pretest

1. Region
2. Division
3. School
4. Name of School Head/School Reading Coordinator
5. Data per grade level
 - a. Enrolment (BoSY)
 - b. Number of Learners who took the GST
 - c. Number of Learners who passed the GST
 1. Grades 4-6 – Score of 14 to 20
 2. Grades 7-10 – Score of 28 to 40
 - d. Number of Learners who took the individualized assessment
 1. Grades 4-6
 - 1.1 Number of Learners who got a Score of 8 to 13
 - 1.2 Number of Learners who got a Score of 0 to 7
 2. Grades 7-10
 - 2.1 Number of Learners who got a Score of 16 to 27
 - 2.2 Number of Learners who got a Score of 0 to 15
 - e. Reading Level of the Learners who took the individualized assessment
 - a. Starting Point (2 levels below the grade level)
Number of Learners: _____ Independent
 _____ Instructional
 _____ Frustration
 - b. Starting Point (3 levels below the grade level)
Number of Learners: _____ Independent
 _____ Instructional
 _____ Frustration



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Posttest

1. Region
2. Division
3. School
4. Name of School Head/School Reading Coordinator
5. Data per grade level
 - a. Enrolment (EoS)
 - b. Number of Posttest Takers
 - c. Reading Level of the LearnersNumber of Learners: Independent
 Instructional
 Frustration

Note: The listening comprehension test (graded passages) should be administered to the identified learners in the frustration level at the starting point in the word reading to determine their comprehension level, as well.

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										
Total										

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										
Total										

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 (EoS _Y)	No. of Posttest Takers	Reading Level (Number of Learners)		
			Independent	Instructional	Frustration
4					
5					
6					
Total					

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 (EoS _Y)	No. of Posttest Takers	Reading Level (Number of Learners)		
			Independent	Instructional	Frustration
4					
5					
6					
Total					

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										
Total										

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 (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										
Total										

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 (EoS _Y)	No. of Posttest Takers	Reading Level (Number of Learners)		
			Independent	Instructional	Frustration
7					
8					
9					
10					
Total					

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					
Total					

Prepared by

Noted:

 School Head