



Republic of the Philippines
Department of Education
 REGION XI
SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM

CID – 2024 – 0454

To : Assistant Schools Division Superintendent
 Chief of Curriculum Implementation Division (CID)
 Chief of Schools Governance and Operations Division (SGOD)
 Education Program Supervisors
 Public Schools District Supervisors
 Division Information Officer
 Elementary School Principals/School Heads
 Secondary School Principals/School Heads
 All Others Concerned

Subject : **CONDUCT OF READING ASSESSMENT TO ALL LEARNERS DURING PANABOAN'S ACTION ON KSA-INTENSIFICATION THRU GIVING OF TECHNICAL ASSISTANCE GEARED TOWARDS BEST OUTCOME (PAKIGTAGBO)**

Date : September 5, 2024

In our purpose to strengthen reading in all schools in the Division, and in support of the MATATAG Agenda, the National Reading Program (NRP), as stated in DepEd Order No. 013, s. 2023 or the Adoption of the National Learning Recovery Program, the Curriculum Implementation Division (CID) hereby conducts **Reading Assessment on Decoding, Fluency and Comprehension** of all learners during Panaboan's Action on KSA-Intensification Thru Giving of Technical Assistance Geared Towards Best Outcome (PAKIGTAGBO).

Education Program Supervisors and Public Schools District Supervisors shall conduct the reading assessment using the Reading Assessment Tool developed by CID Reading Team.

Results of this assessment will serve as basis for technical assistance and retooling of the school reading program/intervention.

Attached is the format of the Reading Assessment Tool.

For immediate dissemination to all concerned.


JINKY B. FIRMAN PhD, CESO VI
 OIC, Schools Division Superintendent

RELEASED

SEP 05 2024

RECORDS SECTION - SDO PANABO CITY
 BY 



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GUIDE IN THE CONDUCT OF READING ASSESSMENT

Reading Assessments are a way of determining the reading skills a student already has. They measure a child's decoding ability, fluency, and comprehension, including the other contexts of the Big Six Elements of Reading.

Supervisors/teachers use reading assessment to understand what a student knows and what they need to work on.

This can be conducted individually or can assemble kids into small reading groups.

The assessment used in Grades 1-3 is Filipino, while in Grades 4-6 is English. For Grades 7-12, the assessment is English using RUNNUNG RECORDS using Word Decoding Accuracy Test.

This assessment will be conducted at the beginning, middle and end of the school year using a variety of words, phrases and sentences in the same format.

For Grades 1-3 and Grades 4-6 only.

Level	Reading Correlation Chart	Meaning	Recommendation
Level 1- Learners can read syllables.	Level 1 Early Emergent	Level 1- Early Emergent Readers beginning to read sound/symbol relationships and be able to read syllables.	More listening development activities using videos and modelling by the teacher on phonics instruction.
Level 2- Learners can read 2-3 syllables	Level 2 Nearly Emergent	Level 2- Nearly Emergent Readers with an understanding of sound connection and can read 2-3 syllables.	Wide exposure to trisyllabic words using videos and Dolch & Fry Words, and modelling by the teacher.
Level 3- Learners can read 4 or more syllables.	Level 3 Emergent	Level 3- Emergent Readers with an understanding of the sound of each letter when blended together can form a word.	Daily practice of polysyllabic words using videos, charts and modelling by the teacher.
Level 4- Learners can read phrases.	Level 4 Early Fluent	Level 4- Early Fluent Readers approaching independence in reading text and phrases.	Given a wide range of text for daily practice.
Level 5- Learners can read sentences.	Level 5 Fluent	Level 5- Fluent Readers who successfully read and are capable of reading independently.	Enrichment activities and giving of high-leveled texts for expansion of reading skill.



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For Grades 7-12 only.

RUNNING RECORD SHEET

Student's Name: _____ Date: _____

Book Title: _____

How to administer?

1. Give student a short text/book.
2. Put a check in every correct word read.
3. Put a mark on every miscue committed.
4. Put the summary matrix the total to get the accuracy rate.

Page Number	Student's Reading	Correct (C)	Self-Correct (SC)	Error (E)
1				
2				
3				
4				
5				

Total Words in Text	
No. of Correct (C)	
No. of Self-Correct (SC)	
No. Error (E)	
ACCURACY RATE (WC/TWinT) x 100	
SELF-CORRECTION RATIO (E + SC) / SC	

% Score	Interpretation	Recommendation
0	Non-reader	
1-45	Slow	
46-70	Average	
71- 85	Fast	
86-100	Very Fast	

MONITORED:

EPS

PSDS

ACKNOWLEDGED

Teacher

Principal/School Head



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Form 1-Reading Assessment Tool (Filipino Grade 1-3)

This tool is for the Curriculum Implementation Division (CID) only, to be used as basis for assessing the reading level of learners in Grades 1-3 during **PAKIGTAGBO**.

LEVEL 1	<i>Identified Automatically</i>	<i>Identified with Hesitation</i>	<i>Unidentified</i>
Total Correct-Identified Automatically			
Total -Identified with Hesitation			
Total-Unidentified			
Level			

LEVEL 2	<i>Identified Automatically</i>	<i>Identified with Hesitation</i>	<i>Unidentified</i>
Total Correct-Identified Automatically			
Total -Identified with Hesitation			
Total-Unidentified			
Level			

LEVEL 3	<i>Identified Automatically</i>	<i>Identified with Hesitation</i>	<i>Unidentified</i>
Total Correct-Identified Automatically			
Total -Identified with Hesitation			
Total-Unidentified			
Level			



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LEVEL 4	Identified Automatically	Identified with Hesitation	Unidentified
Total Correct-Identified Automatically			
Total -Identified with Hesitation			
Total-Unidentified			
Level			

LEVEL 5	Identified Automatically	Identified with Hesitation	Unidentified
Total Correct-Identified Automatically			
Total -Identified with Hesitation			
Total-Unidentified			
Level			

Recommendation: _____

MONITORED:

EPS/PSDS



This tool is for the Curriculum Implementation Division (CID) only, to be used as basis for assessing the reading level of learners in Grades 4-6 during PAKIGTAGBO.

LEVEL 1	<i>Identified Automatically</i>	<i>Identified with Hesitation</i>	<i>Unidentified</i>
Total Correct-Identified Automatically			
Total -Identified with Hesitation			
Total-Unidentified			
Level			

LEVEL 2	<i>Identified Automatically</i>	<i>Identified with Hesitation</i>	<i>Unidentified</i>
Total Correct-Identified Automatically			
Total -Identified with Hesitation			
Total-Unidentified			
Level			

LEVEL 3	<i>Identified Automatically</i>	<i>Identified with Hesitation</i>	<i>Unidentified</i>
Total Correct-Identified Automatically			
Total -Identified with Hesitation			
Total-Unidentified			
Level			



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LEVEL 4	Identified Automatically	Identified with Hesitation	Unidentified
Total Correct-Identified Automatically			
Total -Identified with Hesitation			
Total-Unidentified			
Level			

LEVEL 5	Identified Automatically	Identified with Hesitation	Unidentified
Total Correct-Identified Automatically			
Total -Identified with Hesitation			
Total-Unidentified			
Level			

Recommendation: _____

MONITORED:

EPS/PSD



**PAKIGTAGBO READING ASSESSMENT
SUMMARY OF CLASS RESULT
GRADE 1-3(FILIPINO)**

[illegible]

ACKNOWLEDGED:

Principal





**PAKIGTAGBO READING ASSESSMENT
SUMMARY OF CLASS RESULT
GRADE 1-3(ENGLISH)**

ACKNOWLEDGED:

Principal

