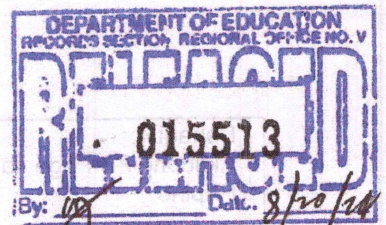




Republic of the Philippines
Department of Education
REGION V - BICOL



19 August 2024

REGIONAL MEMORANDUM
No. 00933 s. 2024

**ADMINISTRATION OF THE RAPID LITERACY ASSESSMENT FOR GRADES 4 TO 12
LEARNERS IN REGION V THIS SCHOOL YEAR 2024-2025**

To : Schools Division Superintendents

1. The Department of Education Regional Office V, through the Curriculum and Learning Management Division, will continue the administration of the regionally-developed Rapid Literacy Assessment to all Grades 4 to 12 learners in Region V this School Year 2024-2025.
2. The Rapid Literacy Assessment (RLA) is administered by the language teacher to determine the word attack or decoding skills of the Grades 4 to 12 learners in English and Filipino. These basic skills are seen to be critical skills that are needed for the learners to transition into successful learners.
3. Each grade level has two sets of RLA tools. The **Pre-Test**, which should be administered this August 2024, will assist the teachers in profiling the specific reading skills of learners in the previous grade level and implementing reading interventions based on the assessment results to address identified reading difficulties. The **Post-Test**, to be administered in March 2025, will reveal the reading progress that learners have accomplished within a school year after appropriate interventions have been carried out inside the classroom.
4. The Schools Division Offices, through the English and Filipino education program supervisors, are enjoined to re-orient the language teachers in the administration of the RLA. The results of the RLA should be carefully analyzed to guide the division in implementing a comprehensive reading intervention program that will assist learners with reading difficulties.
5. After the RLA assessment, the learners will be classified into the following reading profiles:
 - Established:** learners who accurately and automatically read at least 80% of the total number of high-frequency words in the paragraph
 - Emerging:** learners who accurately and automatically read at least 50% of the high-frequency words in the phrases
 - Coping:** learners who accurately and automatically read 30% of the individual words
 - Deficit:** learners who score less than 30% of the individual words



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Website: <https://region5.deped.gov.ph/>



6. During oral reading, the teacher should also observe the behavior displayed by the learner, which can assist in profiling their reading ability. The following are the levels of reading behavior; and their characteristics should be noted by the teacher:

Level 1- reads word by word or lower

Level 2- reads words in chunks

Level 3- reads accurately but does not observe punctuation marks or shows signs of hesitation

Level 4- reads with automaticity, accurateness and with proper expression

7. After the assessment, all language teachers are expected to directly provide inputs per class in this link capturing the learners' reading profiles, and their respective reading behavior:

<https://ee.kobotoolbox.org/x/6ZrLYgdc>

8. Submission of assessment results will be closely monitored by this Office, for consolidation and analysis. The divisions will also be provided with the RLA results for analysis and implementation of immediate reading interventions for learners who are identified as needing assistance.

9. For information, guidance, and strict compliance.


GILBERT T. SADSAD
Regional Director

CLMD/jll
08/19/2024



Republic of the Philippines
Department of Education
Region V
SCHOOLS DIVISION OFFICE OF SORSOGON

21 AUGUST 2024

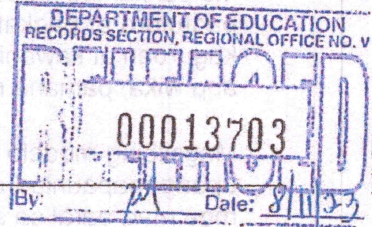
TO: Public Schools District Supervisors/ OIC PSDSs
School Heads
District RLA Coordinators
All Other's Concerned

For your information and guidance.


WILLIAM E. GANDO, CESO VI
Schools Division Superintendent



Republic of the Philippines
Department of Education
REGION V - BICOL



Office of the Regional Director

August 10, 2023

REGIONAL MEMORANDUM

No. 303 s. 2023

GUIDELINES IN THE ADMINISTRATION OF THE RAPID LITERACY ASSESSMENT FOR GRADES 4-12 LEARNERS IN REGION V

To: Schools Division Superintendents

1. As DepEd Region V intensifies its efforts to address learning loss among Bicolano learners even after reverting to face-to-face instruction after the COVID-19 pandemic, this Office, through the Curriculum and Learning Management Division, will make available the **RAPID LITERACY ASSESSMENT (RLA)** tools that it has developed for administration to Grades 4 to 12 learners starting this School Year 2023-2024.
2. The Rapid Literacy Assessment (RLA) is intended to determine the word attack or decoding skills of the Grades 4-12 learners in English and Filipino. These basic skills are necessary to transition Key Stage 2-4 learners into successful readers. Each grade level has two sets: the Pre-Test, which should assist the teachers in profiling the specific reading skills of learners in the previous grade levels and implementing reading interventions to address specific reading difficulties; while the Post-Test reveals the progress that the learners have accomplished in a school year. These assessment materials have undergone the thorough process of content development; quality control of passages, phrases, and words; pilot testing, and refinement prior to their finalization.
3. The divisions are enjoined to orient elementary and secondary school heads and teachers in the administration of RLA and develop a division dashboard that will consolidate the pre and post-test results of the schools. Results of the RLA should be carefully analyzed to guide the division in the implementation of comprehensive and directed reading intervention programs that are appropriate to the needs of the Grades 4 to 12 learners with specific reading difficulties.
4. Soft copies of the RLA tools shall be provided by the Regional Office to the 13 Schools Division Offices through the division learning area supervisors in English and Filipino, copy furnished the division testing coordinators. In turn, the division



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supervisors shall provide schools with a complete package of the RLA tools. Pre-test should be administered within the first month of the school opening, while the post-test should be made a month before the closing of the school year. Specific guidelines in the administration of the RLA are contained in Enclosure 1.

5. Elementary and secondary school heads should prepare a consolidated report of the pre and post-test results and submit the same to the Division Office through a dashboard specifically developed by the division for such a purpose. The Division Consolidated Report containing the results of both pre and post-tests will be submitted to the Regional Office a month after the conduct of the assessments. A sample Rapid Literacy Assessment (RLA) Summary Record Sheet which will be accomplished by the teacher per class is contained in Enclosure 2.

6. This Office commends the supervisors, principals and teachers from the different divisions who were involved in the development of the assessment materials. Their names are listed in the attached Enclosure 3.

7. All concerned in the administration, consolidation and analysis of the test results are enjoined to exercise confidentiality and integrity to ensure the reliability of the Rapid Literacy Assessment in Region V.

10. For strict compliance.


GILBERT A. SADSAD
Regional Director

CLMD/jll
08/10/2023

GUIDELINES IN THE ADMINISTRATION OF THE RAPID LITERACY ASSESSMENT FOR GRADES 4-12 LEARNERS IN REGION V

I. General Guidelines

1. There are two sets of Rapid Literacy Assessment (RLA) tools that are available for utilization; for pre-test and post-test, composed of Teacher's Copy and Learner's Copy for each set, in English and Filipino, which should be both administered to the learners in Grades 4 to 12.
2. Prepare the materials ahead of time. The Teacher's Copy needs to be reproduced according to the number of learners in the class. During the assessment, the teacher must record the miscues (if any) of each learner through marking, thus it is important that a copy per learner should be made available. On the other hand, the Learner's Copy shall be reproduced only once and can be used by the entire class.
3. Establish rapport with the learner prior to the actual conduct of the reading assessment. Clear instructions should also be given.

II. Specific Guidelines During the Literacy Assessment

1. Reading miscues should be carefully noted by the teacher. A **reading miscue** happens when there is a difference between what is on the page and what students say during oral reading.
2. A reading miscue is **significant** when:
 - a. the miscue changes the meaning of the sentence,
 - b. the miscue does not make sense within the sentence,
 - c. the students skip the word, or
 - d. the student needs help with the word.

This tells us that a learner is struggling with decoding skills.

3. The teacher must be familiar with these miscues:
 - a. **Insertion.** An insertion is a word(s) added by the child that is not in the text.
 - b. **Omission.** During oral reading, the student omits a word that changes the meaning of the sentence.
 - c. **Repetition.** The student repeats a word or portion of the text.
 - d. **Reversal.** A child will reverse the order of the print or the word. (from instead of form, etc.)
 - e. **Substitution.** Instead of reading the word in the text, a child substitutes a word that may or may not make sense in the passage.

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4. The following markings can be used by the teacher, and should be written in the Teacher's Copy when misuses are heard/observed during the oral reading:

Miscue	Marking
Last word read	
Substitution (misarticulation, non-word, unsuccessful correction, abandoned correct)	
Insertion (word "read" but not in the passage)	
Omission (word in the passage but not read)	
Repetition (word read more than once)	
Reversion (word or group of words not read in order)	

5. Do NOT comment on the learner's answers or give clues.

Do not say:

X Are you sure?

X Check again.

6. Prompt and encourage.

✓ Next.

✓ Continue.

✓ It is okay to try!

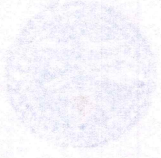
7. Do not correct the learner's mistakes. There is a separate time for instruction.

8. Do not force the learner to finish the activity if they are already in distress. Always put the learner's well-being first.



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III. Scoring and Interpretation

Here is how the teacher should score the literacy assessment and how the results will be interpreted:

Students who accurately and automatically read at least 80% of the total number of high frequency words in the paragraph are considered **Established**.

Students who scored lower than 80% shall proceed with Task 2 (Phrase Reading).

Students who accurately and automatically read at least 50% of the high frequency words in the phrases are considered **Emerging**.

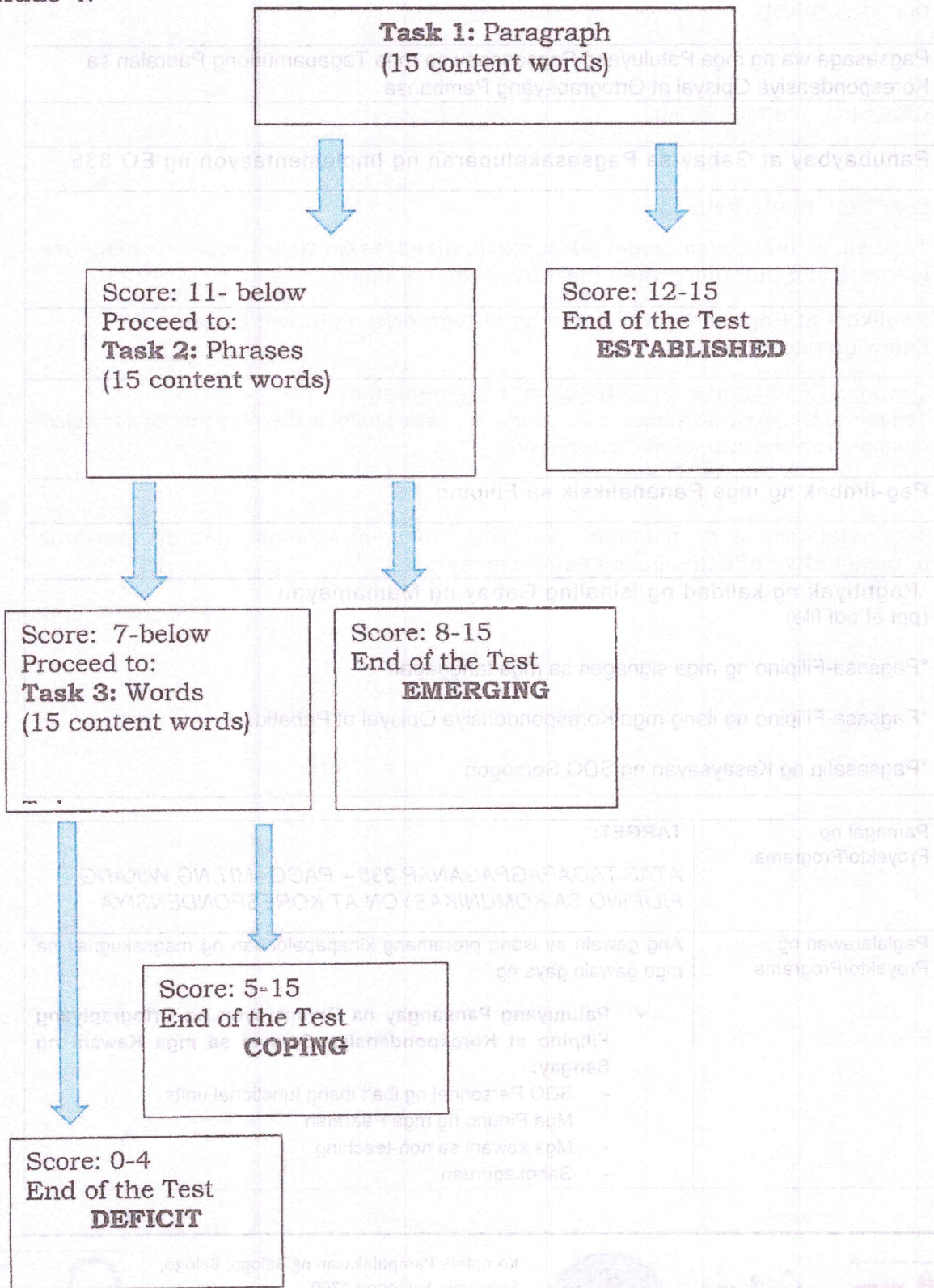
Those who got lower than 50% shall proceed with Task 3 (Word Reading)

Students who accurately and automatically read 30% of the individual words are considered **Coping**.

Students who scored less than 30% are considered **Deficit**.

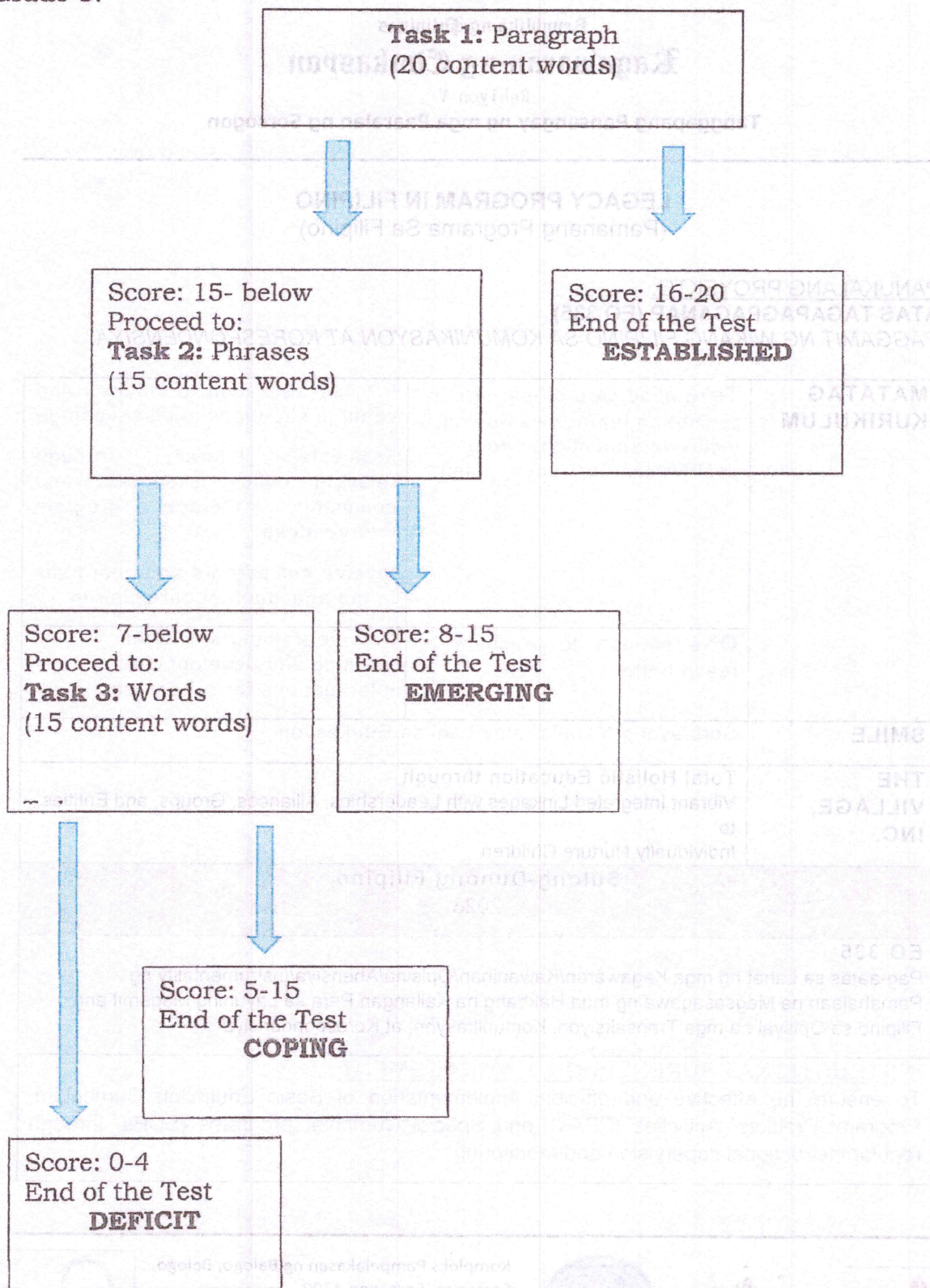


Grade 4:



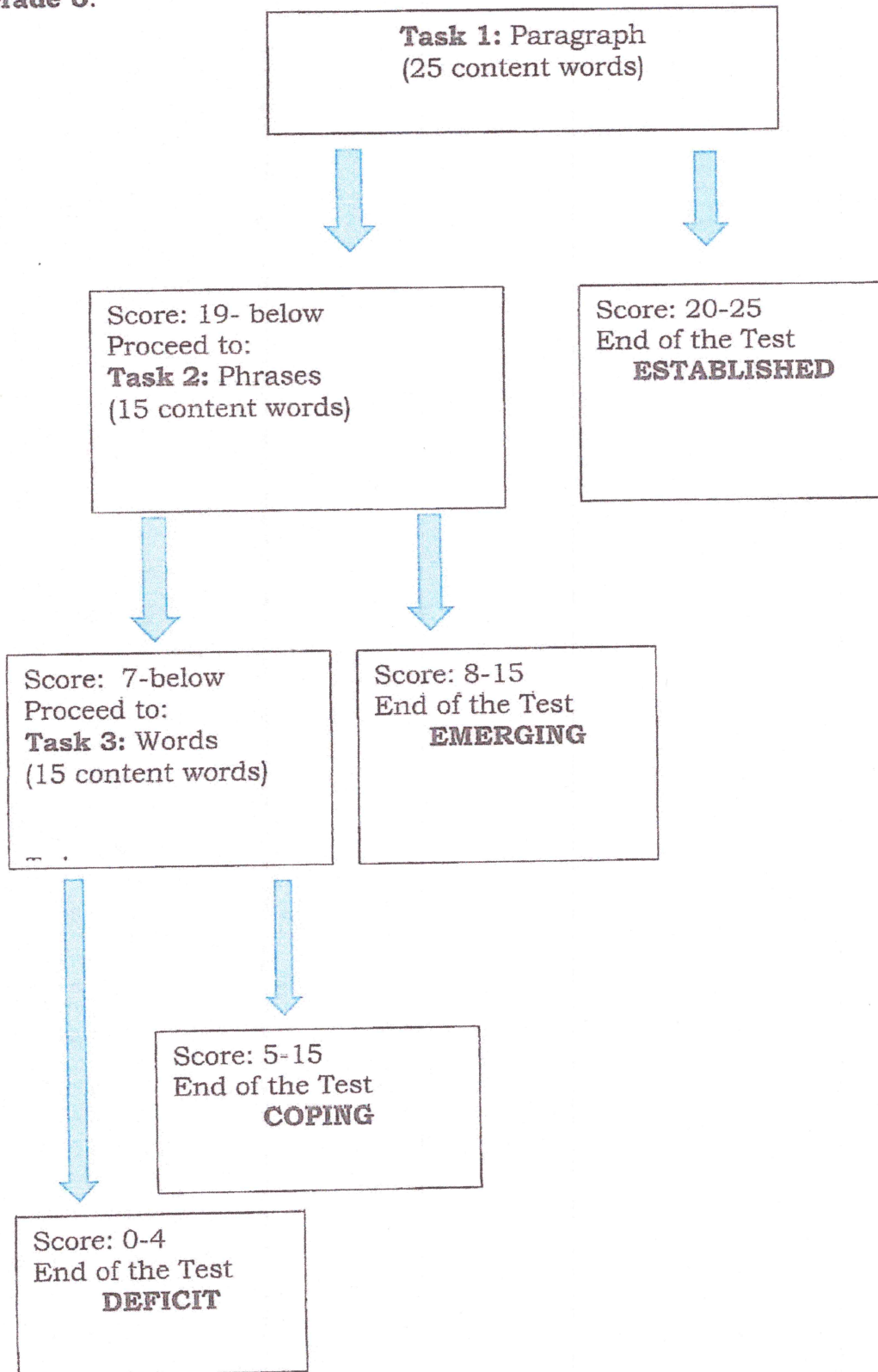
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Grade 5:



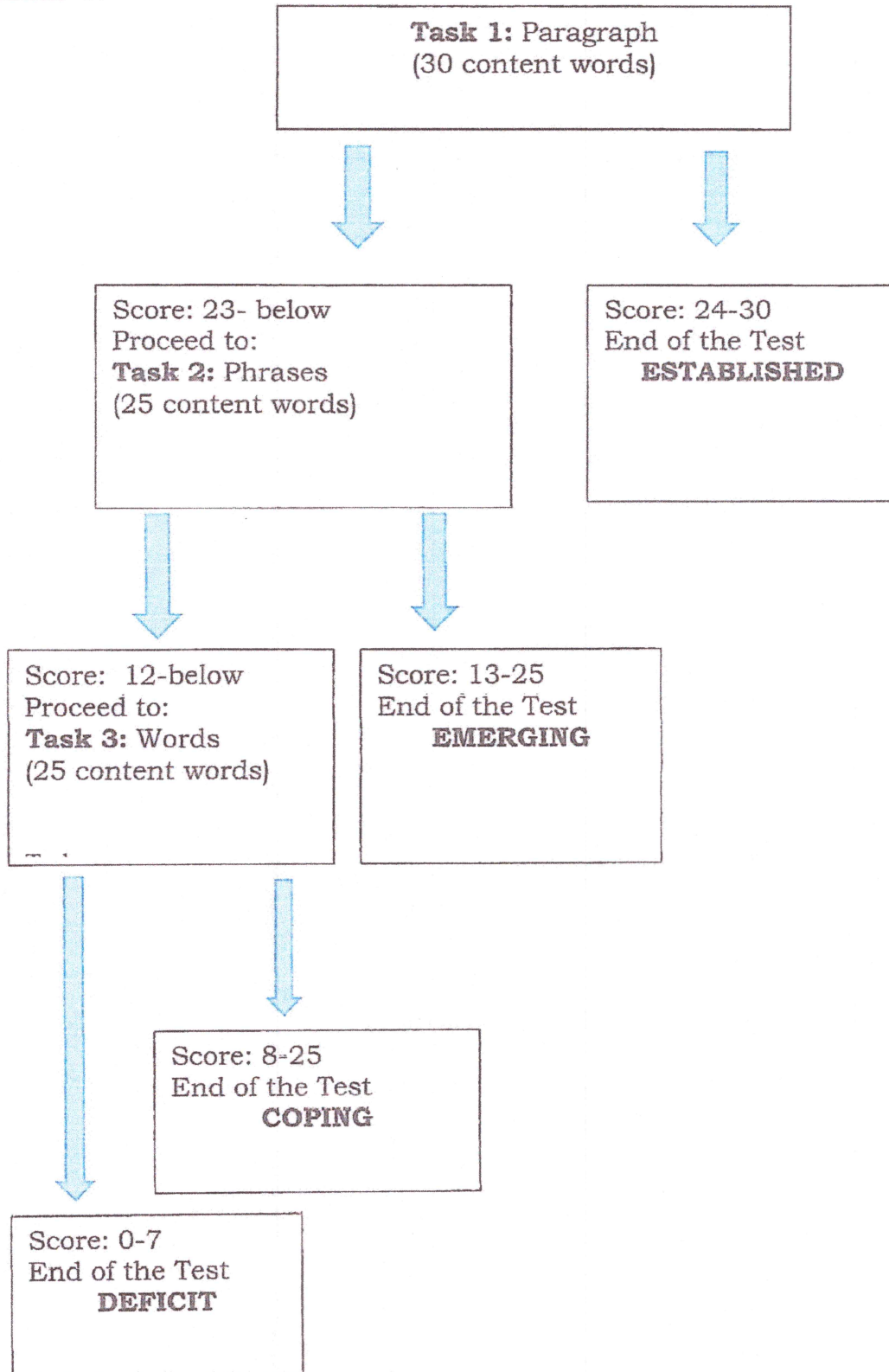
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Grade 6:



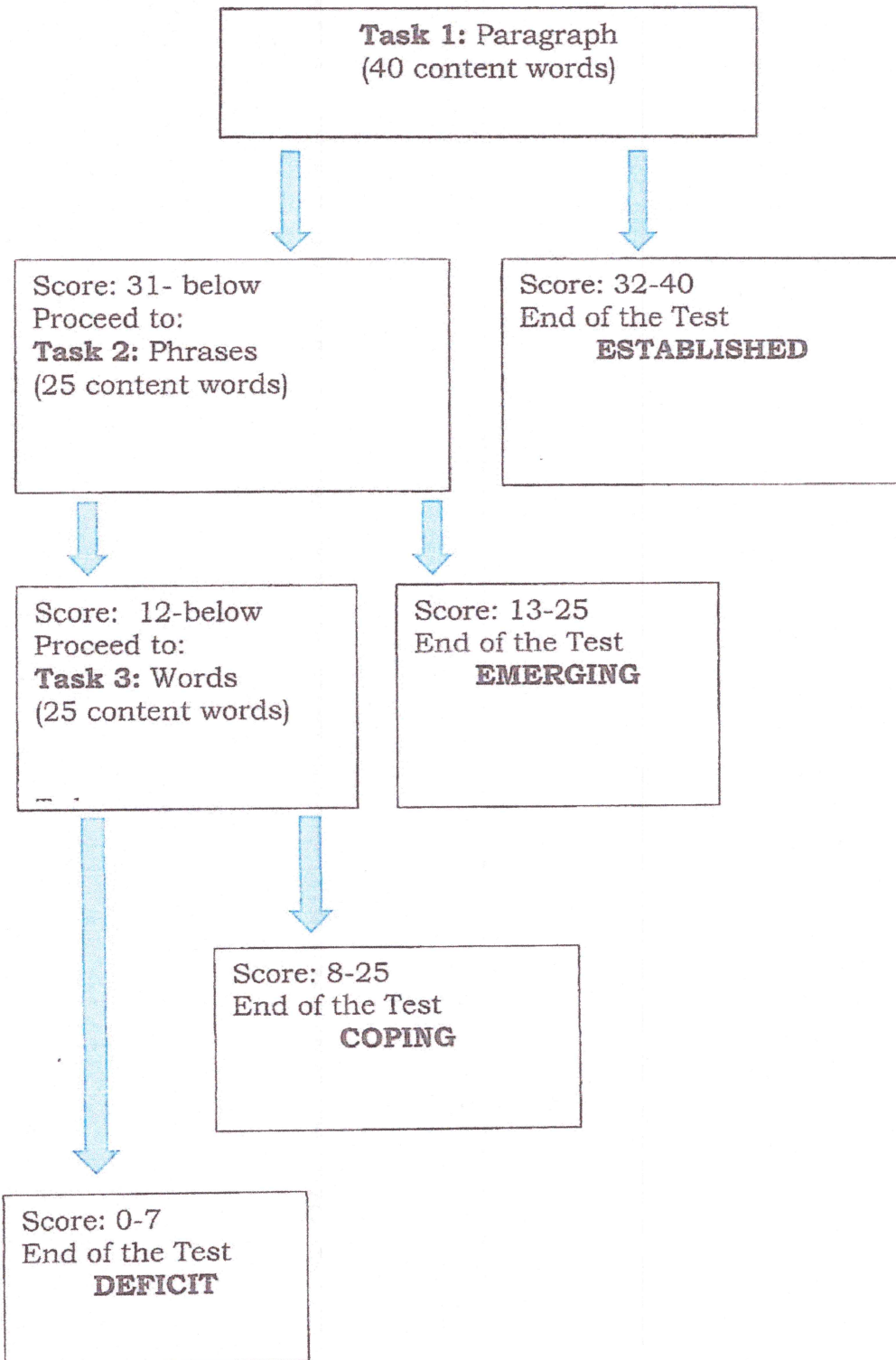
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Grade 7:



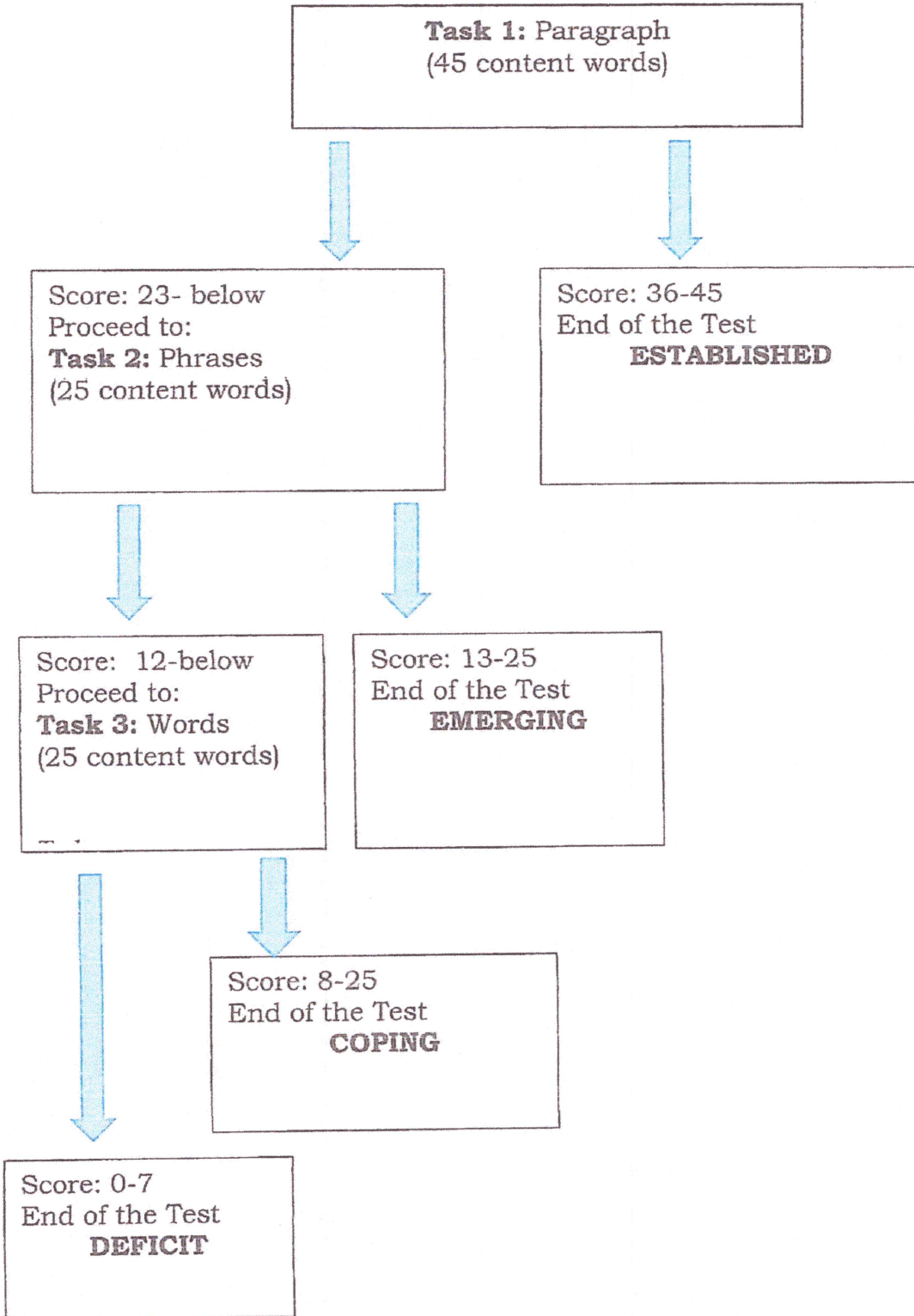
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Grade 8:



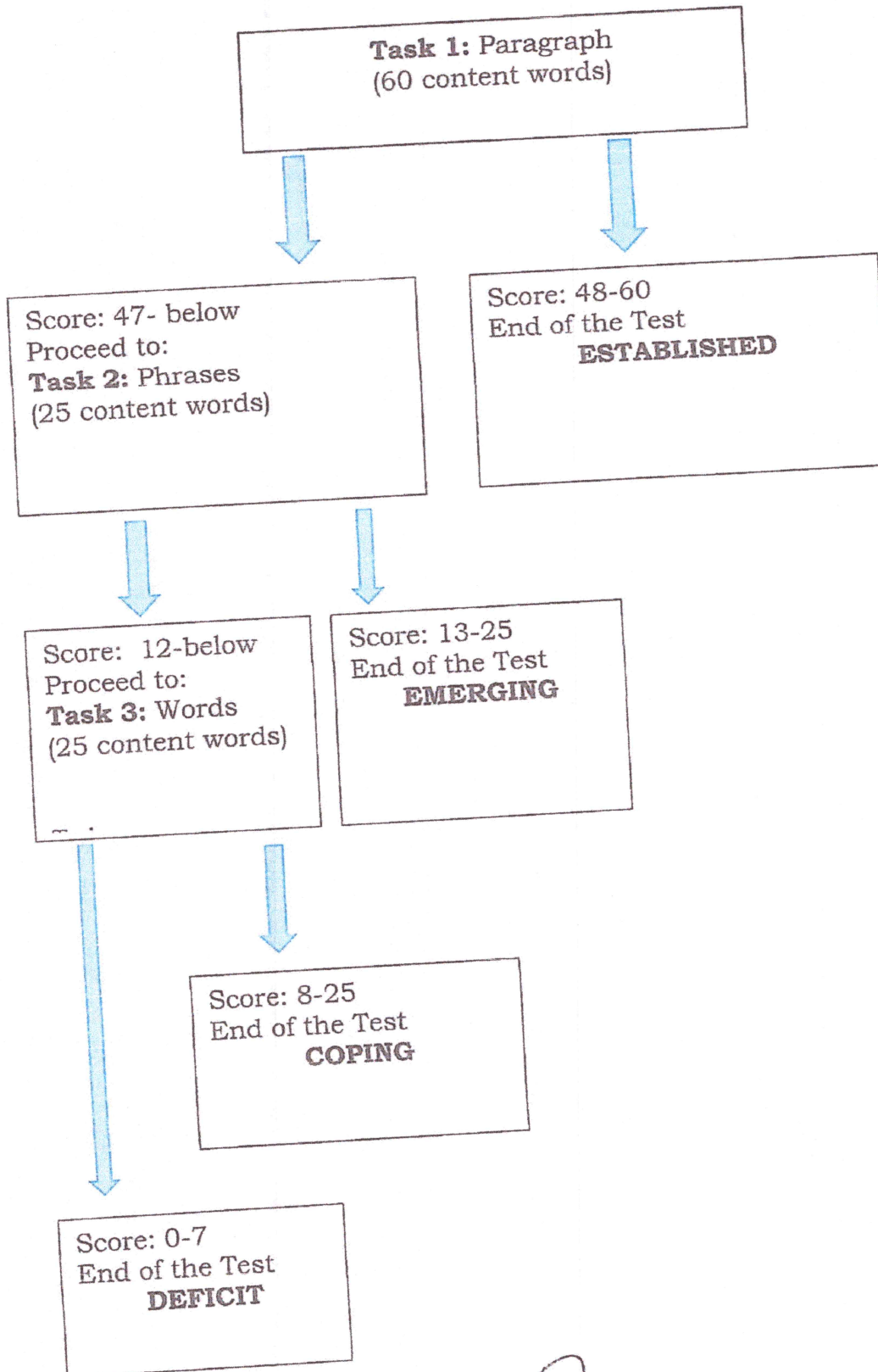
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Grade 9:



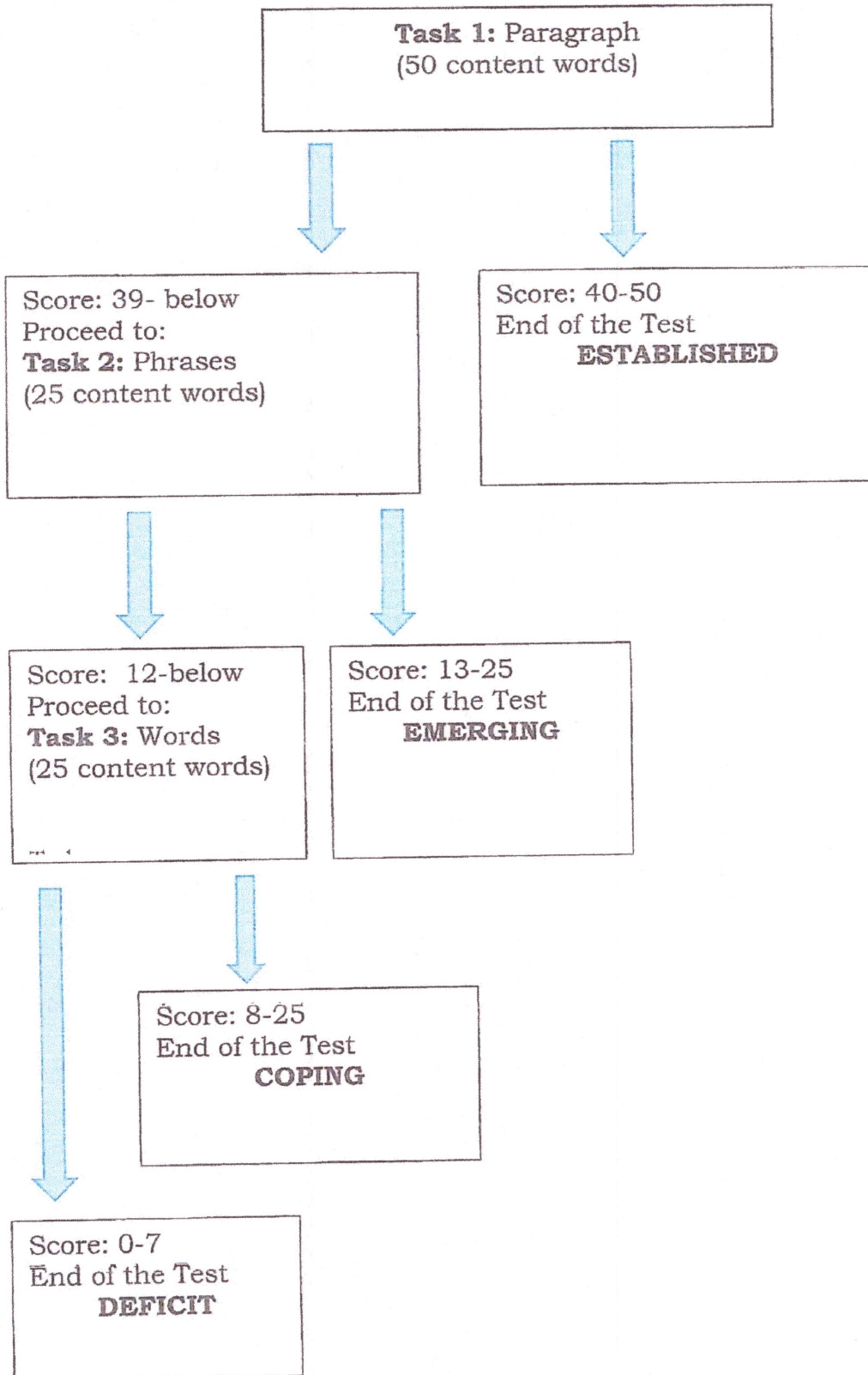
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Grades 11 and 12:



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Grade 10:



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IV. Observing Reading Behaviors

1. During oral reading, the teacher can also observe the behavior displayed by the learner, which can assist in profiling their reading ability.

2. These are the levels of reading behavior, and their characteristics:

Level 1 – Reads word by word or lower

Level 2 – Reads words by chunks

Level 3 – Reads accurately but does not observe punctuation marks or shows signs of hesitation

Level 4 – Reads with automaticity, accurateness and with proper expression

3. The level of reading behavior exhibited by the learner as they read should be recorded by the teacher.



SUMMARY:

RLA RESULTS:

READING ABILITY	NUMBER OF LEARNERS
Establishing	
Emerging	
Coping	
Deficit	
Total:	

READING BEHAVIOR:

LEVELS	NUMBER OF LEARNERS
1	
2	
3	
4	
Total:	

9