



Republic of the Philippines  
**Department of Education**  
Region XII  
Schools Division Office of Tacurong City

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September 10, 2024

**DIVISION MEMORANDUM**

CID No. 109 s. 2024

**ADMINISTRATION OF THE PRETEST OF THE REVISED PHILIPPINE  
INFORMAL READING INVENTORY (PHIL-IRI) AND COMPREHENSIVE RAPID  
LITERACY ASSESSMENT (CRLA) FOR SY 2024-2025**

To: Cluster Heads  
Elementary and Secondary School Administrators  
This Division

1. Pursuant to DepEd Order 14, s. 2014 titled Policy Guidelines in the Administration of the Revised Philippine Informal Reading Inventory (Phil-IRI) Assessment which supports the “Every Child a Reader Program” and DepEd Memorandum CT-2024-284 on the Administration of Comprehensive Literacy Assessment, DepEd SOCCSKSARGEN through the Curriculum and Learning Management Division (CLMD) enjoins all schools to administer the Philippine Informal Reading Inventory (Phil-IRI) Assessment and CRLA to learners in public elementary schools - division wide.
2. The pretest result shall be submitted on or before September 17, 2024, while the post-test shall be submitted on March 17, 2024. Link for submission will be provided to the GC.
3. To guide the teachers in the administration of PHIL-IRI, the term below is operationally defined:
  - a. Nonreader. It refers to learners who cannot be able to identify miscues and sounds in oral reading. He/she cannot be able to produce sounds and cannot understand the passage read.
4. Schools may use a validated and contextualized reading assessment tool to gather data on students’ reading levels, particularly in terms of slow readers and non-readers for Grades 7-10.
5. The Division Reading Coordinator and school heads shall ensure that the summary of CRLA results is encoded and submitted through <https://bit.ly/CRLASchoolSubmission>. To track the progress of CRLA submission, the results may be accessed through the National dashboard: <https://bit.ly/NationalCRLASubmissionMonitoring>.



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6. See the following Enclosures below on the Administration of PHIL-IRI and CRLA:

Enclosure No. 1. **DO No. 014, s. 2018** Policy Guidelines on the Administration of the Revised Philippine Informal Reading

Enclosure No. 2. **DM-CT-2024-284** Administration of the Rapid Mathematics Assessment (RMA) and Comprehensive Literacy Assessment (CRLA) for Grades 1 to 3 for the Beginning of the School year 2024-2025.

7. For more information, contact **Mary Ann C. Umadhay**, Education Program Supervisor in Filipino through [mary.umadhay@deped.gov.ph](mailto:mary.umadhay@deped.gov.ph) and **Julius Celeteria**, Education Program Supervisor in English through [julius.celetaria@deped.gov.ph](mailto:julius.celetaria@deped.gov.ph)

8. For the information and guidance of all concerned.

**GILDO G. MOSQUEDA, CEO VI**  
Schools Division Superintendent

Enclosure: As stated Reference: DepEd Order 14, s.2018  
Allotment: None  
To be indicated in the Perpetual Index under the following subjects:  
ASSESSMENT            READING            EDUCATION

MACU/DM/CID/ ADMINISTRATION OF THE PRETEST OF THE REVISED PHILIPPINE INFORMAL READING INVENTORY (PHIL-IRI) AND COMPREHENSIVE RAPID LITERACY ASSESSMENT (CRLA) FOR SY 2024-2025/\_/September 10, 2024



**Address:** Alunan Highway, Poblacion, Tacurong City 9800  
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**Website:** [depedtacurong.org](http://depedtacurong.org)



Republic of the Philippines  
**Department of Education**

28 MAR 2018

DepEd ORDER  
No. **014**, s. 2018

**POLICY GUIDELINES ON THE ADMINISTRATION OF THE REVISED PHILIPPINE  
INFORMAL READING INVENTORY**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Secretary, ARMM  
Regional Directors  
Schools Division Superintendents  
Public Elementary School Heads  
All Others Concerned

1. The Department of Education (DepEd) supports Every Child a Reader Program, which aims to make every Filipino child a reader and a writer at his/her grade level. Thus, the DepEd through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) shall continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide effective School Year 2018-2019.
2. The Phil-IRI used as a classroom-based assessment tool aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension. These three types of assessment aim to determine the learner's independent, instructional and frustration levels.
3. The Phil-IRI data shall also serve 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.
4. For more information, contact the **Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD)**, 4th Floor, Bonifacio Building, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City through telephone nos. (02) 687-2948 or (02) 637-4347 or email [tld.bid@deped.gov.ph](mailto:tld.bid@deped.gov.ph).
5. Immediate dissemination of this Memorandum is desired.

  
**LEONOR MAGTOLIS BRIONES**  
Secretary

Encl.

As stated

Reference:

N o n e

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

ASSESSMENT  
LEARNERS  
PERFORMANCE  
PROGRAMS  
READING EDUCATION  
SCHOOLS



Republic of the Philippines  
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Enclosure to DepEd Order No. **014**, s. 2018

**IMPLEMENTING GUIDELINES ON THE ADMINISTRATION OF THE REVISED  
PHILIPPINE INFORMAL READING INVENTORY (PHIL-IRI)**

**I. Rationale**

1. Literacy is one of the most fundamental skills a child can learn. Reading is the foundation for all academic learning. Learning to read, write and count is crucial to a child's success in school and in later life. Literacy improvement is one of the priorities of the Department of Education (DepEd). 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 Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool is aimed to be used as a classroom-based assessment tool to measure and describe students' reading performance. Information gathered from the assessment can help classroom teachers design and provide appropriate reading instruction for their students. This diagnostic approach to describing how children read embraces inclusionary principles that emphasize the need for education that is *learner-oriented*, *responsive* and *culturally sensitive*. At the school level, the information from Phil-IRI assessment will help school heads plan for appropriate school reading programs or activities for improved student learning outcomes.

3. Informal reading inventories are designed to provide greater insight into an individual learner's reading level vis-à-vis a specific passage in order to allow teachers to customize instruction to the needs of their students (Rutledge, 1998). The underlying assumption is that an approximation of a student's literacy abilities is best shown through his/her performance in actual reading and writing tasks. This is in contrast to formal reading tests that are standardized and often conducted for the purpose of comparing a student's performance with that of others (Weaver, 2014).

**II. Scope of the Policy**

4. This DepEd Order provides the guidelines for the administration of the revised Philippine Informal Reading Inventory (Phil-IRI). The tool is administered for Grades 3 to 6 learners in public elementary schools nationwide. It defines the responsibilities of the different levels of governance pertaining to the dissemination and utilization of the said tool.

**III. Definition of Terms**

5. For the purposes of this Order, the following terms are defined and understood as follows:



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**Department of Education**

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a. **Phil-IRI** refers to the revised assessment tool composed of a set of graded passages administered to the whole class and to individual students, which was designed to determine a student's reading level.

b. **Phil-IRI Group Screening Test (GST)** is a 20-item group-administered reading comprehension test for each grade level covering Grade 3 to Grade 6 in Filipino and Grade 4 to Grade 6 in English. The objective of the GST is to identify students who need further testing.

c. **Phil-IRI Graded Passages** refer to informal assessment tools used to record individual student's performance in oral reading, silent reading and listening comprehension. There are four sets (Sets A, B, C and D) of passages for both Filipino and English spanning Kindergarten to Grade 7 levels which can be used for both pre-testing and post-testing.

- **The Phil-IRI Oral Reading Test** is administered in order to:
  - identify the student's miscues in oral reading;
  - record the number of words that a student reads per minute; and
  - find out how well a student understands the passage read
- **The Phil-IRI Listening Comprehension** is administered when the student is identified as a nonreader. The purpose is to find out how well a student understands the selection which will be read by the test administrator/teacher. Then the test administrator reads the multiple choice questions and the student answers them orally.
- **The Phil-IRI Silent Reading Test** maybe administered after the Oral Reading Test is conducted to further check the student's comprehension skill.

d. **Phil-IRI Testing Kit** is a set of materials composed of a) the Manual of Administration, b) Group Screening Test for English and Filipino, c) Graded Passages with Comprehension Questions for English and Filipino, and d) Phil-IRI forms.

#### **IV. Policy Statement**

6. These guidelines establish the standardized procedures on administering the Phil-IRI as described in this DepEd Order. This procedure, when applied and strictly followed, should ensure that:
- a. teachers and school heads can adopt an evidence-based approach to classroom instruction;
  - b. literacy instruction is learner-oriented and responsive to the strengths and needs of individual students and/or whole class; and
  - c. it supports DepEd Order No. 8, s 2015 "Policy Guidelines on Classroom Assessment for the Kto12 Basic Education Program".



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**V. Procedure of Administration**

7. The Bureau of Learning Resources (BLR) is responsible for uploading the Phil-IRI materials thru the Learning Resource Management Development System (LRMDS) portal of the DepEd website before the start of the school year in time for the opening of classes. These can be downloaded by the teachers, school heads and education supervisors. To ensure that teachers have the complete set of materials, the schools are advised to use the MOOE funds for the reproduction and distribution. It is necessary that the region/division shall conduct an orientation-training to teachers on the proper administration of the revised Phil-IRI which shall be part of the Early Language Literacy and Numeracy (ELLN) Program of the Department of Education.

8. All students will undergo the Phil-IRI Group Screening Test (GST) in Filipino, and/or English. Students identified to be performing below level of expectation (those with a total Raw Score below 14 in the Phil-IRI GST) should undergo further assessment through the individually administered Phil-IRI Graded Passages.

9. Table 1 shows the schedule of activities in relation to the administration of the Phil-IRI.

**Table 1. Schedule of Activities**

Uploading of Phil-IRI to the LRMDS portal	Before the start of the SY			
Orientation-training to Teachers on the Administration of the Tools	Before the start of the SY (Summer break as part of INSET)			
<b>Schedule of Phil-IRI Administration</b>				
	<b>Filipino</b> (for Grade 3 to Grade 6)		<b>English</b> (for Grade 4 to Grade 6)	
	<b>Pretest</b>	<b>Posttest</b>	<b>Pretest</b>	<b>Posttest</b>
<b>Phil-IRI Group Screening Test (GST)</b> Conducted within class time	Within the first or second month of the school year	Within January to February of the school year	Within the first or second month of the school year	Within January to February of the school year
<b>Individualized Phil-IRI Assessment</b> (only for pupils who did not pass the GST and conducted outside class hours)	Within a month after the GST is administered		Within a month after the GST is administered	



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## VI. Roles and Responsibilities

10. For the standard and efficient implementation of the Phil-IRI, Table 2 shows the roles and responsibilities of the different levels of governance.

**Table 2. Roles and Responsibilities**

Activity	Responsible Bureau/Unit/Person
Uploading of Phil-IRI to the LRMDs portal	Bureau of Learning Resources (BLR) DepEd Central Office
Orientation-training to Teachers on the Administration of the Tools	Region/Division EPS in charge of ELLN/Languages with HRDD and CID
Reproduction and Distribution of the Phil-IRI Materials	School (c/o School MOOE funds)
Administration of Group Screening Test (GST) and accomplishment of forms	Filipino and English subject teachers for Grades 3 to 6
Administration of Individualized Graded Passages and accomplishment of forms	ELLN trained teachers or classroom teachers trained on the administration
Collection of copies of the accomplished Phil-IRI forms showing results of the assessment and analysis of results to plan, design/redesign and implement school-wide reading programs	School Head in collaboration with teachers
Analysis of data to design or modify literacy instruction at the classroom and/or student level (i.e., individualized reading remediation plans).	Classroom teachers
Capacity building for teachers on the conduct of additional assessment training programs and interventions	Region/Division EPS in charge of ELLN/Languages
Development and Maintenance of School Phil-IRI Database	School/School Head or designated staff

11. The teachers who will administer the Phil-IRI should read the manual thoroughly and prepare all the necessary materials and forms prior to the scheduled date of test administration. The details on the mechanics of the administration, which include directions for administering, scoring and interpreting data, are contained in the manual of administration. The Handbook for Reading Intervention as part of the Phil-IRI material or other appropriate reading activities can be used as guide or reference for interventions.

12. The schools/school heads shall ensure that a school database of Phil-IRI results will be developed and maintained. This will provide historical data for the school as they analyze the trends and develop more appropriate interventions for our learners.





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**VII. Monitoring and Evaluation**

13. To ensure the effective implementation of the policy, Table 3 shows the roles and responsibilities of the different levels of governance in monitoring the administration of Phil-IRI.

**Table 3: Roles and Responsibilities in M & E**

Activity	Person/s Responsible and Accountable	Schedule of Monitoring
Administration of Phil-IRI	Region and Division Supervisors in English and Filipino	June-July (within the 1 <sup>st</sup> quarter of the SY) January-February (within the 4 <sup>th</sup> quarter of the SY)
	School Heads	Part of the regular instructional supervision (class hours)
Policy Review and Evaluation	TLD-BLD staff	Once a year (3 <sup>rd</sup> /4 <sup>th</sup> quarter of the SY)

**VIII. References**

Rutledge, S. (1998). Informal Reading Inventory. Retrieved from <http://lrs.ed.uiuc.edu/students/srutledg/iri.html>  
Weaver, B. (2014). Formal vs Informal Assessments. Retrieved from <http://lrs.ed.uiuc.edu/students/srutledg/iri.html>

DepEd Order No. 8, s 2015 “Policy Guidelines on Classroom Assessment for the Kto12 Basic Education Program”.

**IX. Effectivity**

14. All existing Orders and Memoranda inconsistent with this Order are rescinded. These guidelines will remain in force and effect, unless sooner, repealed, amended or rescinded.

15. Immediate dissemination of and strict compliance with this Order is directed.




Republic of the Philippines

## Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

**MEMORANDUM**  
**DM-CT-2024-284**

**TO :** REGIONAL DIRECTORS  
SCHOOLS DIVISION SUPERINTENDENTS  
PUBLIC SCHOOL HEADS  
ALL OTHERS CONCERNED

**FROM :**   
GINA O. GONONG  
Undersecretary for Curriculum and Teaching

**SUBJECT :** ADMINISTRATION OF THE RAPID MATHEMATICS  
ASSESSMENT (RMA) AND COMPREHENSIVE LITERACY  
ASSESSMENT (CRLA) FOR GRADES 1 TO 3 FOR THE  
BEGINNING OF THE SCHOOL YEAR 2024-2025

**DATE :** August 20, 2024

The Department of Education (DepEd) is steadfast in its commitment to ensuring that learners' interventions are provided at the right level and that no learner is left behind. To this end, the Rapid Mathematics Assessment (RMA) and Comprehensive Literacy Assessment (CRLA) for Grades 1 to 3 shall be administered nationwide by the beginning of the school year 2024-2025, ensuring coverage across every public school in the country.

At the core of the RMA and CRLA lies the objective of determining the mathematical and reading profiles of students in Grades 1 to 3. The insights gleaned from this assessment will serve as invaluable tools for identifying grade readiness and skills requiring improvement and will help teachers design intervention activities for this school year. Furthermore, this data will enable us to champion educational equity by assessing learner performance across all regions and providing targeted support where it is most needed.

The RMA and CRLA are scheduled for administration **from August 20 to September 20, 2024**. Both the CRLA and the RMA shall be administered as follows:

1. Grade 1 assessment tools to learners currently enrolled in Grade 1;
2. Grade 2 assessment tools to learners currently enrolled in Grade 2; and
3. Grade 3 assessment tools to learners currently enrolled in Grade 3.

Teachers are requested to record the learner results in the scoresheets provided. School heads shall ensure that the school summaries are promptly uploaded to the submission links provided below as soon as all learners are assessed, **not later than September 20, 2024**.



1/F Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City  
Direct Line: (632) 8633-7202/8687-4146 E-mail: [oucd@deped.gov.ph](mailto:oucd@deped.gov.ph)



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- Rapid Mathematics Assessment: <https://bit.ly/RMASchoolSubmission>
- Comprehensive Rapid Literacy Assessment: <https://bit.ly/CRLASchoolSubmission>

The administration materials can be accessed through the links below:

Assessment	Link
Rapid Math Assessment (RMA)	<a href="https://tinyurl.com/DepEdRMA2">https://tinyurl.com/DepEdRMA2</a>
Comprehensive Rapid Literacy Assessment (CRLA)	<a href="https://tinyurl.com/CRLANational">https://tinyurl.com/CRLANational</a>

Please note that the tools found in these links are the updated versions or Version 2 of the tools. Teachers are requested to ensure that the correct versions of the tools are used.

For technical assistance and support, please email [inquiry.crla.rma@gmail.com](mailto:inquiry.crla.rma@gmail.com). The Frequently Asked Questions for CRLA and RMA are attached as an Annex and can be found online at [https://bit.ly/FAQs\\_CRLA-RMA](https://bit.ly/FAQs_CRLA-RMA).

Printing/reproduction for RMA and CRLA shall be covered by the Program support funds, which may be charged against the local funds, subject to the usual government accounting and auditing rules and regulations.

For any inquiries or concerns, you may contact the Bureau of Learning Delivery (BLD) through the following contact details: telephone numbers 8636-6540 / 8633-9343 or email at [bld.od@deped.gov.ph](mailto:bld.od@deped.gov.ph).

For immediate dissemination and strict compliance.

*Copy furnished:*

**ATTY REVSEE A. ESCOBEDO**  
 Undersecretary for Operations



1/F Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City  
 Direct Line: (632) 8633-7202/8687-4146 E-mail: [ouct@deped.gov.ph](mailto:ouct@deped.gov.ph)

# ... COMPREHENSIVE RAPID LITERACY ASSESSMENT ...

# FAQs

## ADMINISTRATION

### What is CRLA?

- 1 CRLA or Comprehensive Rapid Literacy Assessment is a **diagnostic assessment** to understand a **learner's reading profile**. It provides teachers with a basis for grouping learners according to their reading needs. It also allows teachers and program heads to compare a learner's status in the beginning and end of the school year so that appropriate catch-up programs may be designed for those that remain in the group that need extra support.

- 2 **What is the main objective of CRLA?**

To understand learners' **reading profiles** so that targeted interventions may be provided.

- 3 **Who will take the CRLA?**

CRLA is to be administered to all **Grades 1, 2, and 3** learners.

- 4 **When is the CRLA administered?**

Every **beginning and end of the school year**, with the guidance of a DepEd memorandum.

- 5 **What is included in the CRLA Tools and Packages for reading competencies?**

- The **Grade 1 CRLA toolkit** is composed of 2 parts:
  - **Part 1:** Alphabet Knowledge, Phonological Awareness, Decoding and Word Recognition Tasks
  - **Part 2:** Grade 1 Level Reading Fluency and Comprehension Tasks.
- The **Grade 2 CRLA toolkit** is composed of 2 parts:
  - **Part 1:** Grade 1 Level Decoding and Word Recognition Tasks
  - **Part 2:** Grade 2 Level Reading Fluency and Comprehension Tasks.
- The **Grade 3 CRLA toolkit** is composed of 2 parts:
  - **Part 1:** Grade 2 Level Decoding and Word Recognition Tasks
  - **Part 2:** Grade 3 Level Reading Fluency and Comprehension Tasks.

### In which language/s is CRLA administered per grade level?

- 6
  - **Grade 1:** L1
  - **Grade 2:** L1 and Filipino
  - **Grade 3:** L1, Filipino, and English

- 7 **In which languages is CRLA available?**

- **As L1:** Akeanon, Central Bikol, Chavacano, Hiligaynon, Inabaknon, Kinaray-a, Magindanawn, Minasbate, Rinconada, Sinugbuanong Binisaya, Tagalog, Waray, Ilokano, Pangasinan, Ivatan, Ibanag, Sambal, Kapampangan, Sinurigaonon, Meranaw, Bahasa-Sug, Yakan
- **As L2:** Filipino
- **As L3:** English

- 8 **How long is the administration time for each student?**

The estimated assessment duration is approximately **8-15 minutes**. This does not include preparation time of teachers and delivery of questions and instructions.

- 9 **How is the CRLA administered?**

Teachers are advised to follow the administration guidelines per grade level that can be found in this link: <https://tinyurl.com/CRLAAdministrationGuidelines>

10

If the L1 of a learner is English, do I need to give the CRLA Tagalog or Filipino as his L1?

No, that child is likely to fail if they take an assessment in a language other than their first language. **The CRLA package for English as an L1 will be released soon.**

**SUBMISSION**

11

What is an automated classroom scoresheet?

An automated scoresheet is a template for recording the CRLA results. The template is organized by grade level and is in Excel format. It provides functionalities for encoding, class record management, and class summaries.

12

What is a school summary template?

A school summary template is used to consolidate assessment results from individual classes into a summary for school. The school should assign a personnel (e.g., School ICT) to manually copy and paste (as values) the data from the Classroom Summary section of each classroom scoresheet into the School Summary Class Results.

13

How do I submit the school summary results?

Schools must upload the School Summary Excel file to this link CRLA: <https://bit.ly/CRLASchoolSubmission>

14

How can schools monitor their submissions?

Use the link below to monitor and track school submissions: <https://bit.ly/NationalCRLASubmissionMonitoring>

**Note: School submissions will be reflected in the Submission Tracker Dashboard within 15 minutes after submission.**

**INTERPRETATION OF RESULTS**

**Reading Profiles Corresponding to CRLA Results:**

Reading Profile	Grade 1	Grade 2	Grade 3
	Description		
Low Emerging	Learner with the scores 0 to 16 upon the administration of Part 1: Task 1 and 2.	Learner with the scores 0 to 10 upon the administration of Part 1: Task 1 and 2.	Learner with the scores 0 to 10 upon the administration of Part 1: Task 1 and 2.
High Emerging	Learner with the scores 17 to 30 upon the administration of Part 1 and reads less than 25% and cannot answer any of the questions	Learner with the scores 11 to 30 upon the administration of Part 1 and reads less than 25% and cannot answer any of the questions	Learner with the scores 11 to 30 upon the administration of Part 1 and reads less than 25% and atleast answer 1 question correctly
Developing	Learner with the scores 17 to 30 upon the administration of Part 1 and reads between 26-50% and answers atleast 1 question correctly	Learner with the scores 11 to 30 upon the administration of Part 1 and reads between 26-50% and answers 1 to 2 questions correctly	Learner with the scores 11 to 30 upon the administration of Part 1 and reads between 26-50% and answers atleast 2 to 3 questions correctly.
Transitioning	Learner with the scores 17 to 30 upon the administration of Part 1 and reads between 51-75% and answers atleast 2-3 questions correctly	Learner with the scores 11 to 30 upon the administration of Part 1 reads between 51-75% and answers atleast 3 to 4 questions correctly	Learner with the scores 11 to 30 upon the administration of Part 1 and reads between 51-75% and answers atleast 4 to 5 questions correctly.
At Grade Level	Learner with the scores 17 to 30 upon the administration of Part 1 and reads between 76-100% and answers atleast 4 to 5 questions correctly	Learner with the scores 11 to 30 upon the administration of Part 1 and reads between 76-100% and answers atleast 5 to 6 questions correctly.	Learner with the scores 11 to 30 upon the administration of Part 1 and reads between 76-100% and answers atleast 6 to 7 questions correctly.

**7**

**How long is the administration time for each student?**

The estimated assessment duration is approximately **12-15 minutes**. This does not include preparation time of teachers and delivery of questions and instructions.

**8**

**How is the RMA administered?**

Teachers are advised to strictly follow the guidelines and the order of questions in the teacher's booklet. If students fail to respond within the allotted time, the teacher could move to the next item and continue the assessment.

**9**

**Where can I access the RMA toolkits and automated scoresheets?**

Toolkits and automated scoresheets are saved in this folder:  
<https://tinyurl.com/DepEdRMA2>

## **SUBMISSION**

**10**

**What is an automated classroom scoresheet?**

An automated scoresheet is a template for recording the RMA results. The template is organized by grade level and is in Excel format. It provides functionalities for encoding, class record management, and class summaries.

**11**

**What is a school summary template?**

A school summary template consolidates assessment results from individual classes into a whole-school overview. Designated personnel (e.g., School ICT) should manually transfer classroom summary data (as values) from each classroom scoresheet to the School Summary Class Results section.

**12**

**How will the school submit the school summary results?**

Schools must upload the School Summary Excel file to this link:  
<https://bit.ly/RMASchoolSubmission>

**13**

**How can the school monitor their submissions?**

Use the link below to monitor and track school submissions:

<https://bit.ly/RMASchoolSubmissionTracker>

**Note: School submissions will be reflected in the Submission Tracker Dashboard within 15 minutes after submission.**

## **INTERPRETATION OF RESULTS**

**14**

**What data can teachers draw from RMA results?**

After the administration of RMA, classroom teachers can easily determine the mastered and least mastered mathematics competency of each learner and the summary of results for the entire class.

On an administrative level, the profiles determine the percentage of learners per profile/category and a determinant of percentage of math proficient learners per grade level.

# ... RAPID MATH ASSESSMENT

# FAQs ...

## ADMINISTRATION

### What is RMA?

- 1 The Rapid Mathematics Assessment or RMA is a set of diagnostic tools that measures, evaluates, and assesses key stage 1 learners' mathematics skills against their grade level competencies.

### Who developed RMA?

- 2 It is co-developed by Department of Education's Bureau of Learning Delivery, ABC+, and University of the Philippines National Institute for Science and Mathematics Education Development (NISMED).

### Who will take RMA?

- 3 All Grades 1, 2, and 3 students enrolled in DepEd schools.

### When is RMA administered?

- 4 Every beginning and end of the school year, as guided by a DepEd memorandum. The same RMA toolkit will be used for both administrations.

### 5 What is included in the RMA toolkit?

- The **Grade 1 toolkit** is composed of a teacher's booklet, a learner's score sheet, and a materials booklet. The **Grade 2 and 3 toolkits** are composed of a teacher's booklet, a learner's score sheet, and a learner's booklet.
- The **teacher's booklet** guides teachers in administering the assessment. It includes tasks, instructions for preparation, an answer key, and the allotted time for each task and subtask.
- The **learner's score sheet** is where teachers record whether the learner was able to answer a subtask or not.
- The **materials booklet** contains the materials needed to perform the task.
- The **learner's booklet** contains the tasks the learner needs to perform orally or in writing.

### 6 What does the RMA toolkit measure?

- 6 The RMA contains competencies based on the grade level most essential learning competencies (MELCs). Competencies are also reviewed and aligned with the MATATAG curriculum.