



Republika ng Pilipinas
Kagawaran ng Edukasyon
REHIYON IV-A CALABARZON

PANLUNGSOD NA SANGAY NG MGA PAARALAN NG LUNGSOD NG BINAN

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MEMORANDUM PANDIBISYON

Bilang 430, s. 2021

PAGSASAGAWA NG PANIMULANG PAGBASA SA ENGLISH AT FILIPINO

Para sa : Kawaksing Pansangay na Tagapamanihala ng mga Paaralan
Hepe, Sangay sa Implementasyon ng Kurikulum
Hepe, Sangay ng Pamumuno at Operasyon ng Paaralan
Mga Superbisor ng Programang Pang-Edukasyon
Mga Pandistritong Superbisor ng mga Publikong Paaralan
Mga Prinsipal ng mga Paaralang Elementarya at Sekundarya
Lahat ng kinauukulan

1. Kaugnay sa DepEd Order No. 14 s.2018 policy guidelines on the Administration of Revised Philippine Informal Reading Inventory, ipinababatid ng tanggapang ito sa pamamagitan ng Sangay ng Implementasyon ng Kurikulum ang pagsasagawa ng Panimulang Pagtatasa sa Pagbasa sa asignaturang English at Filipino mula ika-13 ng Oktubre hanggang Oktubre 29, 2021 mula Baitang 1 hanggang Baitang 10.
2. Maaaring gumamit ang Unang Baitang hanggang Tatlo ng Pagtatasa sa Pagbasa sa mga Unang Antas (EGRA) at Brigada Pagbasa Tool na nakalakip sa memorandum, at Imbentaryo sa Pagbasa sa Pilipinas (Phil IRI) para sa Baitang 4 hanggang 10.
3. Layunin nito na matasa ang antas ng pagbasa ng mga mag-aaral at malapatan ng angkop na interbensiyon o panlunas na pag-aaral sa pagbasa (*online remediation class*) ang mga mag-aaral na hindi nakakabasa.
4. Kaugnay nito ang lahat ng punongguro ng bawat paaralan ay maglalahad ng resulta sa pamamagitan ng *online platform* sa Nobyembre 9, 2021, ganap na ika-9:00 ng umaga. Ang presentasyon ay magtatagal lamang ng 3 hanggang 4 na minuto. Ipadadala ang link sa mga punongguro, isang araw bago ang palihan.
5. Inaasahan na ang mga resulta ng panimulang pagtatasa ay maisumite ky Dr. Raquel L. Azur, Superbisor ng Programang Pang-edukasyon sa Filipino at Leilani J. Miranda, Superbisor ng Programang Pang-edukasyon sa English para sa pagsasanib ng mga ito. Maaaring kontakina sina Dr. Azur at Gng. Miranda sa numerong 511-8764 para sa mga katanungan.
6. Hinihiling ang malawakang pagpapalaganap ng memorandum na ito.



Para sa Pansangay na Tagapamanihala ng Paaralan:

Mary Ann L. Tatlongmaria

MARY ANN L. TATLONGMARIA, EdD.

Hepe, Sangay sa Implementasyon ng Kurikulum
Pansamantalang Namumuno

Kalakip : EGRA Toolkit Tagalog/ World Vision Brigada Pagbasa

Sanggunian: DepEd Order No. 14 s.2018 Policy Guidelines on the Administration of Revised Philippine Informal Reading Inventory

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Functional Literacy Assessment Tool (FLAT)

Hello my name is _____ and I am working as Brigada Pagbasa Program Learning Facilitator working to do a short fun assessment about reading. This information will help the program team to better understand children's experiences with reading in this area. I will not be writing down your name and this will not affect your school grades, if you are in school – it's not a test. It will take about 10 minutes to do. Would you like to try it?

Consent given

☐

If no, thank the child and move onto the next child

Talk to the child and build rapport. Take your time. Tell the child some things about yourself (number of children and their ages, what animals / sports / hobbies you like). Ask the child something about themselves, e.g. what do you like doing when you are not in school? Do you have brothers and sisters?

Ask the child the relevant questions to complete the form

- How old are you?
- Are you sponsored by World Vision? (Validate by asking for RC # or country of sponsor)
- Are you enrolled in school?
- When was the last time you attended? (ascertain if currently attending)
- If yes:
 - What grade are you in?
 - What kind of school do you go to? Is it a government school, private school, religious school, community managed school...etc?
 -

START – give the child the first card with the paragraphs and story. Say: “Now I am going to give you something to read for me. Can you choose one of these two paragraphs and read it aloud for me?”

Mark mistakes with a slash (/). If the child reads a word or letter incorrectly but then self-corrects, circle the slashed word, so it is counted as correct. Use a clean form for every child or erase prior marks well!

Give the child more than one chance to read the text. Progress up or down depending on the child's abilities to find the highest level of reading the child can comfortably do.

FLAT Rating Scale	
Can read nothing	Fewer than 4 out of 5 letters
Can read letters	4 out of 5
Can read common words	4 out of 5
Can read a paragraph of 4 simple sentences	No more than 3 mistakes
Can read a story	No more than 3 mistakes
Can read and understand a story	No more than 3 mistakes. Plus 2 out of 3 questions must be answered correctly
Can read and understand local material	2 out of 3 questions must be answered correctly

School Name: _____ Community: _____ Date: _____ Enumerator's Name: _____

Functional Literacy Assessment Tool (FLAT)

General Information						Structured learning environment Information			Literacy level
#	School Name	Class Name or #	Age Years	Sex M=1 F=2	WV Sponsorship Y=1 N=0	Currently attending Y=1 N=0 'Currently' means was at school on most recent school day school open.	Grade	Type 1= govt. 2=private 3=religious 4=community 5=other	Reading level 0= nothing 1= letter 2=words 3=paragraph 4=story 5 = story + 2 comprehension 6= local material + comprehension
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
TOTAL									



Reading Assessment (1)

START HERE. Ask child to choose one paragraph to read.

Paragraph

**This is a big monkey.
He lives on a tree.
He likes to jump.
He also likes bananas.**

Paragraph

**Peter is six years old.
He loves to study.
He also likes to play.
Peter goes to school.**

If the child **CAN** read either paragraph with less than 3 mistakes, then ask the child to read the story

Story

A big tree stood in a garden. It was alone and lonely. One day a bird came and sat on it. The bird held a seed in its beak. It dropped the seed near the tree. A small plant grew there. Soon there were many more trees. The big tree was happy.



Reading Assessment (2)

If the child CANNOT read either paragraph with less than 3 mistakes, then ask the child to read **any 5 words**

Words

both step
cup
out rope
dog hat
key
wish doll

If the child CANNOT read at least 4 out of 5 words, then ask the child to read **any 5 letters**

Letters

m t z
f k
o a r
v p



Comprehension Questions

Story comprehension questions:

1. Why was the tree sad?
 - a. it lost its friend
 - b. it was alone and lonely
 - c. there was no sun
 - d. don't know
2. What did the bird drop near the tree?
 - a. a tree branch
 - b. a piece of bread
 - c. a seed
 - d. don't know
3. Why was the tree happy at the end of the story?
 - a. it was not alone/many trees
 - b. the sun came out
 - c. it rained
 - d. don't know

If the child can read the STORY with less than 3 mistakes, then read the story comprehension questions out loud to the child and ask the child to answer



Reading Assessment (3)

If the child can answer at least two of the three story comprehension questions correctly, then ask the child to read the local material out loud and answer the comprehension questions.

Insert local material here, such as a passage from an informational leaflet, newspaper article, or other local language material.

Insert three comprehension questions about the local material.

EARLY GRADE READING ASSESSMENT TOOLKIT

TAGALOG

Student Name: _____ Grade and Section: _____
Name of Teacher: _____ Name of School: _____

Time Started: _____ am/pm

Component 1: Orientation to Print

Show the child a decodable book.

Read the instructions in the boxes below; recording the child's response before moving to the next instruction.

Ito ay isang aklat na binubuo ng mga larawan. Huwag mo itong basahin agad. Ituro mo kung saan ka magsisimula sa pagbasa.

(Child puts finger on the top row; left-most word) ___ Correct ___ Incorrect ___ No Response

Ngayon, ituro mo ang mga salitang iyong susunod na babasahin.

(Child moves finger from left to right) ___ Correct ___ Incorrect ___ No Response

Kapag natapos mo ang linyang binabasa, alin ang susunod mong babasahin?

(Child moves finger to left-most word of second line) ___ Correct ___ Incorrect ___ No Response

COMPONENT 2: Letter Name Knowledge

Ipakita sa mag-aaral ang talaan ng mga letra. Sabihin:

Narito ang isang pahina na puno ng mga letra ng Alpabetong Filipino. Pakisabi sa akin ang pangalan ng letra na kaya mong sabihin hindi ang tunog ng mga letra kundi ang pangalan.
Halimbawa ang pangalan ng letra na ito [point to "a"] ay "A"

1. Magsanay tayo. Sabihin mo sa akin ang pangalan ng letra na ito [ituro ang V]
[if correct] Magaling, ang pangalan ng letra na ito ay /vee/
[if incorrect] Ang pangalan ng letra na ito ay /vee/
2. Subukan natin ang isa pa. Sabihin mo sa akin ang pangalan ng letra na ito [point to L]:
[if correct] Magaling, ang pangalan ng letra na ito ay /ELL/
[if incorrect] Ang pangalan ng letra na ito ay /ELL/
3. Kapag sinabi kong "UMPISAHAN", sabihin mo ang PANGALAN ng mga letra sa abot ng iyong makakaya. Ako ay makikinig sa iyo. Naiintindihan mo ba? Pakituro ang letra at sabihin ang PANGALAN nito SA TAGALOG.
Handa ka na ba? UMPISAHAN mo na.

*Start the timer to count DOWN from 60 to 0 when a child reads the first letter. Follow along with your pencil and **clearly** mark any incorrect letters with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet**, except if the child hesitates for 3 seconds, then point to the next letter and say "**Please try the next one.**" Mark the letter you provide to the child as incorrect. If the student gives you the letter name, rather than the sound, provide the letter sound and say: [**Please tell me the NAME of the letter**"]. This prompt may be given only once during the exercise. **AFTER 60 SECONDS SAY, "stop."** Mark the final letter read with a bracket (|)

Early Stop Rule. If you have marked as incorrect all of the answers on the first line with no self-corrections, say "Thank you!" discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Halimbawa: o v L

1	2	3	4	5	6	7	8	9	10	
a	n	k	T	m	s	ng	p	e	b	(10)
L	n	a	D	y	g	i	n	f	r	(20)
u	a	j	i	o	h	u	q	o	w	(30)
c	V	t	R	M	Z	S	E	p	D	(40)
Y	O	l	g	B	ñ	F	C	N	i	(50)
L	A	n	m	s	G	J	i	H	a	(60)
T	d	r	U	i	n	r	k	A	p	(70)
N	s	a	l	v	M	S	Q	n	b	(80)
a	s	ng	O	h	g	U	l	t	L	(90)
z	p	x	L	a	d	Y	N	K	W	(100)

Time remaining on stopwatch if student completes in LESS than seconds (number of SECONDS): ____

Check box if the exercise was discontinued because the child had no correct answers in the first line.

☐

COMPONENT 3a: Letter Sound Knowledge

Show the child the sheet of letters in the student stimuli booklet. Say:

Narito ang isang pahina na puno ng mga letra ng Alpabetong Filipino. Sabihin mo sa akin ang tunog ng lahat ng mga letra na kaya mo. Inuulit ko TUNOG at hindi PANGALAN hindi ang tunog ng mga letra kundi ang pangalan. Halimbawa ang tunog ng letra na ito [point to "o" ay /o/

1. Ngayon ay subukan mo ito, sabihin mo sa akin ang tunog ng letra na ito [point to V]
 - a. [if correct] Magaling, ang tunog ng letra na ito ay /vee/
 - b. [if incorrect] Ang tunog ng letra na ito ay /vee/
2. Subukan natin ang isa pa. sabihin mo sa akin ang tunog ng letra na ito [point to L]:
 - a. [if correct] Magaling, ang tunog ng letra na ito ay /l/
 - b. [if incorrect] Ang tunog ng letra na ito ay /l/

Kapag sinabi kong "UMPISAHAN", sabihin mo ang TUNOG ng mga letra sa abot ng iyong makakaya. Naiintindihan mo ba?. Pakituro ang letra at sabihin ang TUNOG nito SA TAGALOG.

Handa ka na ba? UMPISAHAN mo na.

*Start the timer to count DOWN from 60 to 0 when a child reads the first letter. Follow along with your pencil and **clearly** mark any incorrect letters with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet**, except if the child hesitates for 3 seconds, then point to the next letter and say "**Please try the next one.**" Mark the letter you provide to the child as incorrect. If the student gives you the letter name, rather than the sound, provide the letter sound and say: [**Please tell me the SOUND of the letter**"]. This prompt may be given only once during the exercise. **AFTER 60 SECONDS SAY, "stop."** Mark the final letter read with a bracket (|)

Early Stop Rule. If you have marked as incorrect all of the answers on the first line with no self-corrections, say "Thank you!" discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Halimbawa: o v L

1	2	3	4	5	6	7	8	9	10	
a	n	k	T	M	s	ng	p	e	b	(10)
L	n	a	D	Y	g	i	n	f	r	(20)
u	a	j	l	o	h	u	q	o	w	(30)
c	V	t	R	M	Z	S	E	p	D	(40)
Y	O	l	G	B	ñ	F	C	N	i	(50)
L	A	n	M	s	G	J	i	H	a	(60)
T	d	r	U	i	n	r	k	A	p	(70)
N	s	a	l	v	M	S	Q	n	b	(80)
a	s	ng	O	h	g	U	l	t	L	(90)
z	p	x	L	a	d	Y	N	K	W	(100)

Time remaining on stopwatch if student completes in LESS than 60 seconds (number of SECONDS): _____

Check box if the exercise was discontinued because the child had no correct answers in the first line.

☐

Component 3b. Initial Sound Identification

This is **NOT** a timed exercise and THERE IS NO STUDENT SHEET. Read these instructions to the child:

Ngayon, simulan na natin ang mga gawain sa Tagalog.

May sasabihin akong mga salita. Pagkasabi ko ng salita, ibibigay mo ang unang tunog nito. Halimbawa kapag sinabi ko ang salitang "mata," sasabihin mo "mmm"

1. Subukan mo ito. Ano ang unang tunog ng salitang "sako"?

(Kung tama ang sagot ng bata, sabihin): Magaling! Ang unang tunog ng salitang "sako"? ay /sss/

(Kung hindi tama ang sagot niya, sabihin): Ang unang tunog ng sako ay /sss/

2. Subukan mo naman ito. Ano ang unang tunog ng salitang "kahoy"?

(Kung tama ang sagot ng bata, sabihin): Magaling! Ang unang tunog ng salitang "kahoy"? ay /k/

(Kung hindi tama ang sagot niya, sabihin): Ang unang tunog ng kahoy ay /k/?

Naintindihan mo ba?

Pronounce each word twice. Allow 5 seconds for the child to respond. Use the grid below to mark whether the child gave the correct sound, the incorrect sound, or if the child didn't say anything at all.

Ano ang unang tunog ng salitang "_____"

1. mapa	/m/	☐ Correct	☐ Incorrect	No Response
2. sawa	/s/	☐ Correct	☐ Incorrect	No Response
3. isa	/i/	☐ Correct	☐ Incorrect	No Response
4. babae	/b/	☐ Correct	☐ Incorrect	No Response
5. tatay	/t/	☐ Correct	☐ Incorrect	No Response
6. gamut	/g/	☐ Correct	☐ Incorrect	No Response
7. nanay	/n/	☐ Correct	☐ Incorrect	No Response
8. paso	/p/	☐ Correct	☐ Incorrect	No Response
9. relo	/r/	☐ Correct	☐ Incorrect	No Response
10. laso	/l/	☐ Correct	☐ Incorrect	No Response

STOP IF THE CHILD FAILS TO ANSWER ALL FIRST 5 WORDS CORRECTLY. Otherwise, move on to 6 through 10 above.

Component 4: Familiar Word Reading

Maraming salamat. Subukan naman natin ang sunod na pagsasanay.

Show the child the sheet of familiar words in the student stimuli booklet. Say:

Narito ang ilang mga salita. Basahin mo sa akin ang mga salita hanggang sa abot ng iyong makakaya. Basahin mo ang mga salita at huwag mong babaybayin o i-spell ang mga ito. Halimbawa, ang salitang ito ay "iba" [point to the word]

1. Ngayon subukan mo ito. Pakibasa ang salitang ito [point to the word "ate"]
-[If correct]: Magaling, ang salitang ito ay "ate."
-[If incorrect]: Ang salitang ito ay "ate."
2. Subukan mo pa ang isang ito. Pakibasa ang salitang ito [point to the word ["kasi"]
-[If correct]: Magaling, ang salitang ito ay "kasi."
-[If incorrect]: Ang salitang ito ay "kasi"

Kapag sinabi kong "UMPISAHAN", basahin mo nang malakas ang mga salita. Makikinig ako sa iyo. Pakituro ang bawat salita at basahin mo ito nang malakas. Naiintindihan mo ba?

Start the timer when the child read the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letters as incorrect, circle the letter and go on. **Stay quiet**, except when providing answers as follows: If the child hesitates for 3 seconds, provide the word, point to the next word and say, "Please go on." Mark the word you provide to the child as incorrect.

AFTER 60 SECONDS, SAY "Hinto." Mark the final word read with a bracket (]). **Early stop rule:** If you have slashed/marked as incorrect all of the answers on the first line, say "Salamat!", discontinue the exercise, check the box at the bottom, and go on to the next exercise.

Halimbawa: **iba ate kasi**

akin	ay	oo	tawag	sa	[5]
silá	Tayo	bahay	may	nina	[10]
ikaw	Una	mo	bakit	mula	[15]
kami	Pa	dahil	ako	kung	[20]
ninyo	Ayaw	siya	at	ni	[25]
si	Ng	Ito	sino	iyan	[30]
nila	Mo	Ba	ilan	saan	[35]
atin	Din	Nila	diyan	sina	[40]
tayo	Ang	Mga	ko	ditto	[45]
nang	Pala	Alin	aba	daw	[50]

Time remaining on stopwatch at completion (number of SECONDS): _____

Check the box if the exercise was discontinued because the child had no correct answers in the first line.

☐

Component 5: Invented Word Decoding

Place the student sheet in front of the child with the INVENTED WORDS page and prepare the timer.

Narito ang ilang mga imbentong salita. Basahin mo sa akin ang mga ito sa abot ng iyong makakaya. Basahin mo ang mga imbentong salita at huwag mong babaybayin o i-spell ang mga ito. [Point to the word "ut"]. Halimbawa, ang imbentong salitang ito ay "ut"

1. Ngayon subukan mo ito. Pakibasa ang salitang ito [point to the word "dil"]
-[If correct]: Magaling, ang salita ay "dil"
-[If incorrect]: Ang salita ay "dil"
2. Subukan mo pa ang isa. Pakibasa ang salitang ito [point to the "mab"]
-[If correct]: Magaling, ang salita ay "mab"
-[If incorrect]: Ang salita ay "mabl"

Kapag sinabi kong "UMPISAHAN," basahin mo nang malakas ang mga salita. Ako ay makikinig sa iyo. Pakituro ang bawat salita at basahin mo ito nang malakas. Naiintindihan mo ba?

Handa ka na ba? UMPISAHAN mo na.

Start the timer when the child read the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. Consider the child's option to read words in the context of his first language. **Stay quiet**, when providing answers as follows: If the child hesitates for 3 seconds, provide the word, point to the next word and say "Ituloy mo lahat." Mark the word you provide to the child as incorrect.

AFTER 60 SECONDS, SAY "Hinto." Mark the final word read with a bracket ({}). **Early stop rule:** If you have slashed/marked as incorrect all of the answers on the first line, say "Salamat!", discontinue the exercise, check the box at the bottom, and go on to the next exercise.

Halimbawa: **ut** **dil** **mab**

al	Unbo	kod	dila	egi	[5]
wak	Tag	lam	awi	ubik	[10]
hab	Kas	dib	eke	hin	[15]
yug	Rok	hol	siw	ngal	[20]
laig	Sod	ug	mos	lek	[25]
kom	ital.	gup	ril	tes	[30]
lig	Nawi	kao	hatuk	bli	[35]
bitka	Suo	geb	elu	wobi	[40]
opno	Ras	ots	epdi	ayp	[45]
mok	Unka	sik	umu	sanlo	[50]

Time remaining on stopwatch at completion (number of SECONDS): _____

Check the box if the exercise was discontinued because the child had no correct answers in the first line.

☐

Component 6a: Oral Passage Reading

Show the child the story in the student stimuli booklet, say:

Narito ang isang kwento. Gusto kong basahin mo ito nang malakas, mabilis, maingat at may pag-unawa. Kapag tapos ka na, tatanungin kita tungkol sa iyong binasa. Naintindihan mo ba? Kapag sinabi kong "Magsimula Ka", basahin mo ang kwento nang buong husay. Makikinig ako sa iyo. Handa ka na ba? Magsimula ka na.

Start the timer when the child reads the first word. Follow along with your pencil and clearly mark any incorrect words with a slash (/). Count self-corrections as correct. **Stay quiet**, unless the child hesitates for 3 seconds, in which case provide the word and say "Sige, ituloy mo." Mark the word you provide to the child as incorrect.

After 60 seconds, say "Hinto." Mark the final word with a bracket ()

Early stop rule: If the child gives no correct answers on the first line, say "Salamat", discontinue this exercise, check the box at the bottom of the page and go on to the next exercise.

Magandang araw po. Ako si Nena. Anim na taong gulang na ako.	12
Dalawa ang aking kapatid. Sila ay sina Mar at Ana.	23
Magsasaka ang tatay ko. Nagtitinda naman sa palengke si nanay.	33
Mahilig akong magbasa at kumanta.	38
Masaya ang aming pamilya kapag kami ay sama-sama.	46
Mahal ko sila, mahal din nila ako.	53
Mahal na mahal ko ang aking pamilya.	60

Time remaining on stopwatch at completion (number of SECONDS)

Check this box if exercise stopped due to no correct answers in the first line.

☐

COMPONENT 6b: Reading Comprehension

When 60 seconds are up or if the child finishes reading the passage in less than 60 seconds, ask the first questions below.

Give the child at most 10 seconds to answer each question, mark the child's response and move to the next questions.

Read the questions for each line up to the bracket showing where the child stopped reading.

Ngayon, tatanungin kita tungkol sa iyong binasa. Subukan mong sagutin ang mga tanong nang buong husay.

Ilang taon na si Nena? (Anim na taong gulang)	<i>Correct</i>	<i>Incorrect</i>	<i>No Response</i>
Sino-sino ang mga kapatid ni Nena? (Mar at Ana)			
Ano ang trabaho ng tatay at nanay niya? (magsasaka o tinder)			
Bakit masaya ang pamilya ni Nena? (Dahil sama-sama ang pamilya)			
Anong katangian ang ipinakita ng pamilya ni Nena? (nagmamahalan o mapagmahal)			

COMPONENT 7: Listening Comprehension

This is **NOT** a timed exercise and **THERE IS NO STUDENT SHEET**. Read the following passage aloud to the child **ONLY ONE TIME**, slowly (about 1 word per second). Then allow **15 seconds for each question. Say,**

Babasahan kita ng maikling kwento ng ISANG BESES. Makinig kang mabuti at pagkatapos, sagutin ang mga tanong. Naiintindihan mo ba

Bumili si nanay ng dalawang sisiw para kay Pido. Inalagaan niya itong mabuti. Pinapatuka at nilalaro niya ang mga sisiw araw-araw. Lumaking malulusog at matataba ang mga sisiw ni Pido. Dumami ang mga ito. Masayang masaya si Pido. Marami na siyang alaga.

Sino ang bumili ng sisiw?	[nanay]	☐ Correct	☐ Incorrect	☐ No Response
Kanino binigay ni nana yang mga sisiw?	[Pido]	☐ Correct	☐ Incorrect	☐ No Response
Ilang sisiw ang binigay ni nanay?	[dalawa]	☐ Correct	☐ Incorrect	☐ No Response
Paano inalagaan ni Pido ang mga sisiw?	[Pinapatuka at nilalaro niya ang mga sisiw]	☐ Correct	☐ Incorrect	☐ No Response
Bakit masaya si Pido?	[dumami ang kanyang alaga o madami na siyang alaga]	☐ Correct	☐ Incorrect	☐ No Response

COMPONENT 8: Dictation

Give the pupil a lined page and a pencil for writing. Place them in front of the child. Then read the instructions below. Say,

May babasahin ako sa iyo na isang maikling pangungusap. Making kang mabuti at pagatapos, isulat ang pangungusap sa papel na nasa iyong harapan. Babasahin ito nang Pabaha-bahagi upang maisulat mo kung ano ang iyong marinig. Babasahin kong muli upang maiwasto ang iyong ginawa. Naunawaan mo ba?

Bumili kami ng bigas at asukal kanina.

Grade 1

Read the following sentence aloud ONCE at about 1 word per second.

Then give the child a pencil, and repeat a SECOND time, read the words one by one. Wait 5 seconds after each word, allowing the pupil to write.

Then repeat the sentence a THIRD time while the child is writing. Give the child up to 15 seconds to complete writing after the third reading.

Bumili (wait 5 seconds)

kami (wait 5 seconds)

ng (wait 5 seconds)

bigas (wait 5 seconds)

at (wait 5 seconds)

asukal (wait 5 seconds)

kanina (wait 5 seconds)

Bumili kami ng bigas at asukal kanina. (wait 15 seconds)

Grades 2-3

Read the following sentence aloud ONCE at about 1 word per second.

Then give the child a pencil, and repeat a SECOND time, grouping the words. Wait 10 seconds after each group, allowing the pupil to write.

Then repeat the sentence a THIRD time while the child is writing. Give the child up to 15 seconds to complete writing after the third reading.

Bumili kami ng bigas at asukal kanina.

Bumil kam ng bigas (wait 10 seconds)

at asukal (wait 10 seconds)

kanina (wait 10 seconds)

Bumili kami ng bigas at asukal kanina. (wait 15 seconds)

CODING FOR DATA ENTRY PERSONNEL ONLY-DO NOT CODE AT THE SCHOOL		
Evaluation Criteria	Score	2=correct; 1=partially correct; 0=incorrect; 0=no response
Wrote "bumili" correctly		1=bum, bum, or ili, etc.)
Wrote "bigas" correctly		1=(bi, big, biga, gas, ga, etc.)
Wrote "asukal" correctly		1=(as, asu,kal,ukal etc.)
Wrote "kanina" correctly		1=(ka, kan, kani, kanina, etc.)
Used spacing between words (size of spacing does not matter)		2=9 spaces (between all words) 1=5-8 spaces 0=0-4 spaces
Use appropriate direction of text (left to right)		2=Correct; 0=Incorrect (no partial score)
Used capital letter for the word "Bumili"		2=Correct; 0=Incorrect (no partial score)
Used full stop (.) at the end of sentence.		2=Correct; 0=Incorrect (no partial score)