Republic of the Philippines
## Department of Education
REGION IV-A CALABARZON

CLMD-RM-2025-364

13 May 2025

**Regional Memorandum**
*No. 364 s. 2025*

## MONITORING OF WEEKLY CHECK-IN ASSESSMENTS FOR THE LITERACY REMEDIATION PROGRAM (LRP)

To      **Schools Division Superintendents**

1. In reference to DepEd Memorandum No. 35 s. 2025, titled **Supplemental Guidelines on the Implementation of Literacy Remediation Program**, this Office, through the Curriculum and Learning Management Division (CLMD), shall monitor the conduct of LRP weekly check-in assessments to ensure the implementation Literacy Remediation Program (LRP) in schools.

   Results of the monitoring shall capture, at a minimum, the following information: (1) status of learner participation and attendance in remediation sessions; (2) weekly learner progress based on Check-in Assessments; (3) conduct and results of FGDs and school-level feedback sessions; (4) challenges encountered during remediation sessions and instructional delivery; and (5) corresponding interventions or adjustments undertaken to address identified challenges.

   Feedback shall be collected from learners, parents, or guardians, Remediation Teachers, School Heads, and local education partners, using standardized feedback instruments. Insights gained from the feedback shall guide the provision of timely technical assistance, the refinement of instructional practices, and the continuous improvement of literacy remediation strategies at the school, district, division, and regional levels.

2. This activity aims to:
   a. Ensure the timely and accurate submission of learner progress data;
   b. Conduct Regional monitoring and validation visits to assess fidelity of Program implementation, responsiveness to learner needs, and adherence to operational guidelines;
   c. Facilitate the sharing of sustainable practices and innovations among Schools Division Offices (SDOs); and
   d. Strengthen data use and reporting systems to support evidence-based decision-making and promote the continuous improvement and sustainability of the Program.

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3. The activities are as follows:

a. Action Planning
   i. The SDOs will require schools to accomplish the School Planning Guide/Action Plan.
   ii. The template for the School Planning Guide/Action Plan may be found in Enclosure 1. The digital copy of the file may be obtained here: https://tinyurl.com/r4aLRPactionplan.
   iii. SDO-consolidated School Planning Guide/Action Plan shall be forwarded to the Regional Office via this link: https://tinyurl.com/r4aLRPschoolplanningguide.

b. Monitoring of Weekly Check-in Assessments for the LRP

**Schedule of Monitoring: May 14 – June 6, 2025**

| SDO | Monitoring Official |
|---|---|
| Antipolo City | Ma. Lourdes O. Manimtim |
| Bacoor City | Luz E. Osmeña |
| Batangas | Emelia M. Aytona |
| Batangas City | Hazel Angelyn E. Tesoro |
| Binan City | Ma. Lourdes O. Manimtim |
| Cabuyao City | Loida G. Tomelden |
| Calamba City | Michael Girard R. Alba |
| Cavite | Emelia M. Aytona |
| Cavite City | Eugenio S. Adrao |
| Dasmarinas City | Margaret P. Musa |
| General Trias City | Buenalyn L. Manuel |
| Imus City | Paul Gence L. Ocampo |
| Laguna | Loida G. Tomelden |
| Lipa City | Reymund M. Ferry |
| Lucena City | Andrea Mabel E. Abrencillo |
| Quezon | Eugene Ray F. Santos |
| Rizal | Luz E. Osmeña |
| San Pablo City | Buenalyn L. Manuel |
| San Pedro City | Philips T. Monterola |
| Santa Rosa City | Gilbert O. Cruz |
| Sto. Tomas City | Hazel Angelyn E. Tesoro |
| Tanauan City | Reymund M. Ferry |
| Tayabas City | Michael Girard R. Alba |

c. Check-in Assessment Reminders:

    i. During the Remediation Session, Weekly Check-in Assessments, which are formative, skills-based assessment shall be administered to monitor learner progress in specific reading areas.

    ii. These check-in assessments, while aligned to the skills measured by Comprehensive Rapid Literacy Assessment (CRLA), shall be distinct and developed specially for the remediation period.

    iii. The Check-in Assessment administered at the end of the second week shall serve as the Midline Assessment to evaluate interim progress and inform instructional adjustments.

    iv. The weekly check-in assessments shall cover:
- Letter-sound fluency;
- Decoding of simple words;
- Word recognition accuracy, and
- Beginning reading comprehension tasks.

    v. Results of the weekly check-in assessments shall:
- Guide daily instructional adjustments;
- Identify learners requiring additional support; and
- Be recorded in the Learner's Progress Monitoring Sheet.

    vi. Focus Group Discussions (FGDs) and teacher interviews shall be conducted periodically to capture implementation insights.
- The FGD and Teacher Interviews Report shall be submitted by schools to the Regional Office via this online form: https://tinyurl.com/r4aLRPfgdinterviewreportsubmit.
- The template for the report may be found in Enclosure 2. Digital copy may be accessed here: https://tinyurl.com/r4aLRPfgdinterviewtemplate.

    vii. Continued Remediation Sessions
- Based on weekly check-in results, Remediation Teachers shall refine instructional approaches to address learner needs more effectively.
- Sessions shall continue through Weeks 3 and 4 with a progressive focus on word reading fluency, vocabulary development, and basic comprehension.
- Daily attendance tracking and weekly progress documentation shall be maintained and submitted to the School Heads.

    viii. Endline Assessment (End of School Year 2024-2025)
- At the conclusion of the Remediation Session, the EoSY 2024-2025 CRLA Grade 3 English shall be administered again and shall serve as the Endline Assessment.

- School Heads shall oversee the consolidation of endline assessment results and the preparation of final learner profiles.

ix. Culminating Activities and Final Reporting
- Schools shall conduct a simple culminating activity to recognize learners' participation and progress.
- Remediation Teachers and School Heads shall complete all required reports, including:
  - o Accomplishment report
  - o Consolidated learner assessment data; and
  - o Teacher reflections.

x. Final reports shall be submitted to the SDOs for Regional consolidation and national reporting.
- Terminal reports shall be submitted by SDOs to the Regional Office via this online form: https://tinyurl.com/r4aLRPterminalreportssubmit.
- The template for the reports may be found in Enclosure 3. Digital copy may be downloaded via this link: https://tinyurl.com/r4aLRPterminalreporttemplate.

xi. Guide in the Implementation Phase/Remediation Sessions

| Phase | Timeframe | Key Activities | Assessment Administered | Outputs |
|---|---|---|---|---|
| Pre-Implementation (Baseline) | Before May 13, 2025 | Confirm groupings | CRLA EoSY (Baseline) | Learner grouping validation; Baseline data |
| Weeks 1–2 (Initial Instruction) | May 13–22, 2025 | Literacy instruction (foundational skills focus); Weekly check-ins | Weekly Check-in Assessments | Weekly learner tracking |
| Midline Assessment | May 23, 2025 | Administer CRLA Midline; FGDs and interviews | Weekly Check-in Assessment | Midline data; Implementation feedback |
| Weeks 3–4 (Adjusted Instruction) | May 26–June 5, 2025 | Literacy instruction (word reading, fluency, comprehension); Weekly check-ins | Weekly Check-in Assessments | Weekly learner tracking |
| Endline Assessment and Closure | June 6, 2025 | Administer CRLA Post-Test; Conduct culminating activities | CRLA Post-Test (Endline) | Endline data; Final reports and narratives |

4. Expenses relative to the conduct of this activity shall be charged through Program Support Funds (PSF) as stated in Section VII of DepEd Order No. 10, s. 2025, sourced from the remaining EoSY 2024 National Learning Camp (NLC) PSF downloaded to Regional Offices under the GAA Fiscal Year (FY) 2024 Basic Education Curriculum (BEC) Continuing Funds, FY 2025 BEC Funds directly released to the Regional Offices, Local Funds, or any available funds.

5. For queries and other details, please contact the Curriculum and Learning Management Division(CLMD) at (02) 8681-2114 local 420 or email at clmd.calabarzon@deped.gov.ph and qad.calabarzon@deped.gov.ph.

6. Immediate and widest dissemination of this Memorandum is desired.

**ATTY. ALBERTO T. ESCOBARTE, CESO II**
Regional Director

02/ROC10

**Republic of the Philippines**

**Department of Education**

## LITERACY REMEDIATION PROGRAM (LRP)

### ACTION PLAN

School: _____ School ID: _____

| Project Phase | Activity | Objective | Expected Output | Resources Needed | Guidelines | Suggested Time Frame | Person/s Involved |
|---|---|---|---|---|---|---|---|
| **Pre-Implementation** | Establishing the groups | Form remediation groups of learners. | Validated list of groupings of learners according to their reading profile<br><br># of groups formed: _____ | EoSY CRLA scoresheet of Grade 3 classes. Secure from the teacher. | Arrange the list of learners who were categorized as low emergent readers in Grade 3 English CRLA test from lowest score to highest score.<br><br>See additional guidelines on **grouping learners** below. | | School Head, trained Remediation Teachers |
| | Assigning teachers to each group | Assign a teacher for each group taking into account their abilities and availabilities, as well as commitment. | K to 3 teachers assigned to each group<br><br># of remediation teachers _____ | Copy of the learner groupings | Each teacher should be assigned to at least two groups if there are more than one group of learners formed.<br><br>Note: each LRP participating school has been assigned a number of teachers to | | School Head, Remediation teachers |

| | | | | | | |
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| | | | | undertake the remediation taking this into consideration. | | |
| Training of teachers | Train teachers who will handle remediation sessions | Capacitated teachers<br><br># of teachers trained _____ | Teacher training | Note: Only the number of teachers allocated per school should be sent to the training. | | Trained trainers |
| Organize and handover materials to remediation teachers | Assign a personnel who will receive the materials and distribute the materials to teachers and learners | Complete materials for teachers and learners<br><br>% of materials provided _____ | Complete materials for teachers and learners | Teachers have a set of their manipulatives, RAS and LAS. | | School head, procurement entity |
| Scheduling remediation activities | Agree on a schedule for each group | Agreed schedule<br><br>Schedule per group | Matrix of activities, School calendar | Preferably in the mornings. | | School Head, Remediation teachers |
| Assigning the venue | Identify a conducive environment for remediation for each group | Identified remedial rooms per group<br><br># of Rooms/venue assigned | Classrooms, school map, classroom labels | With adequate lighting, ventilation, blackboard or whiteboard, with access to restrooms. | | School head, Remediation teachers |
| Meeting with parents | Follow established protocols on informing parents about | Informed, oriented, and committed parents<br><br>% of parents oriented _____ | Parent's consent, Attendance sheet | Discuss the program mechanics with parents. Discuss relevant parts of the core messages. | | School Head, Grade 3 Teachers, Remediation teachers |

| | | | | | | | |
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| | | | the remediation | | | | |
| | Final briefing before the start of remediation | Meet with teachers to check for readiness and resolve issues if there are | Resolved issues and well-prepared teachers | Conducive venue, checklist of needed things for remediation | Ensure that each remediation teacher is ready, has all the materials, has a list of their learners, there is a conducive venue | | School Head, K to 3 Teachers |
| **During Implementation** | Conduct of remediation classes | To provide intervention to learners with emerging, developing, and transitioning reading profiles; Supervise the start-up activities | Kick-off on May 13 | Teachers' and learners' kits, clean classrooms | Remediation teachers are conducting remediation sessions for 2 hours per day per group. | | Remediation teachers, other community members |
| | First check-in | Supervise the administration of the check-in assessment | Results submitted / uploaded by May 19. | Check-in Tools | See guidelines below. | Day 4 of week 1 | Remediation teachers |
| | Second check-in | Supervise the administration of the check-in assessment | Results submitted / uploaded by May 23 | Check-in Tools | See guidelines below. | Day 4 of week 2 | Remediation teachers |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Third check-in | Supervise the administration of the check-in assessment | Results submitted / uploaded by May 30 | Check-in Tools | See guidelines below. | Day 4 of week 3 | Remediation teachers |
| | Fourth check-in | Supervise the administration of the check-in assessment | Results submitted / uploaded by June 6 | Check-in Tools | See guidelines below. | Day 4 of Week 4 | Remediation teachers |
| | Endline Assessment | Conduct and submission of endline reports | Endline assessment conducted and submitted to reporting links. | Grade 3 English CRLA EoSY 2024-2025 version | Guidelines will be provided. | Start of school year 2025-2026 (June 2025) | Remediation teachers, school heads, supervisors, CID |
| | Monitoring and supervision | Monitor the conduct of remedial sessions | Continuous remedial sessions | Monitoring Tools for SH and Supervisors | Supervisors and others assigned from the district, SDOs, Region, and CO will visit schools to provide guidance and support. | May 13-June 6 | SH, PSDS, EPS in English, CID |
| **Post-Implementation** | Evaluate remediation program | To produce school-level evaluation of the program | Submitted school-level remediation program evaluation | Results of learners' performance Baseline vs. End of Program reading profile FGD documentation | Guidelines will be provided. | June 9-30 | Remediation teachers, School Heads, EPS English, CID Chief |
| | Recognizing remediation teachers and trainers | To recognize the effort of remedial teachers by giving them due recognition | Recognition to all remedial teachers | Certificates of Recognition | Guidelines will be provided. | | Regional team, School Heads, Remediation teachers |

# GUIDELINES

<u>**Grouping learners**</u>

1. List the target learners for the remediation. These are all Grade 3 learners who were categorized as low emergent readers in English in the EoSY CRLA of SY 2024-2025.
2. Arrange the names according to their scores in the English assessment from lowest to highest.
3. Assign the first learners to Group 1, the next to Group 2, etc.
4. Dividing learners into groups
   - If there are less than or equal to 12 learners, there will only be one group.
   - If the total number of learners is 13 to 24, divide the learners into two groups.
   - If the total number of learners is 25-36, divide the learners into 3 groups.
   - If the total number of learners is 37-48, divide the learners into 4 groups
   - If the total number of learners is 49-60, divide the learners into 5 groups
   - If the total number of learners is 61-72, divide the learners into 6 groups
   - If the total number of learners is 73-84, divide the learners into 7 groups
   - If the total number of learners is 85-96, divide the learners into 8 groups
   - If the total number of learners is 97-108, divide the learners into 9 groups
   - If the total number of learners is 109-120, divide the learners into 10 groups
   - If the total number of learners is 121-132, divide the learners into 11 groups
   - If the total number of learners is 133-144, divide the learners into 12 groups
   - If the total number of learners is 145-156, divide the learners into 13 groups
   - If the total number of learners is 157-168, divide the learners into 14 groups.

<u>**Assigning teachers**</u>

1. Only trained teachers should be assigned as remediation teacher.
2. A teacher should handle 2 groups if there are more than 1 group in the school. For example:

   - If there is just one group formed, only one remediation teacher is needed.
   - If there are 2 groups, only one remediation teacher is needed.

- If there are 3 groups, two teachers are needed where one will be assigned to two groups, the other one to one group.
- If there are 4 groups, two teachers who will each be assigned to two groups, are needed.
- And so on.

3. It would greatly help if the teacher assigned can speak the language that the learners understand.

## Check In

On Day 4 of each week, the remediation teacher should have prepared the following:
   a. Learner stimulus from the RAS
   b. Printout of the Inventory Sheet
   c. Download the scoresheet https://bit.ly/NLRPScoresheet
   d. Conduct the check in with each learner individually recording the results on the inventory sheet.
   e. Transfer the results into the Excel Automated score sheets.
   f. Submit the results through the link: https://bit.ly/NLRPScoresheet
   g. A separate scoresheet must be used for each group.

## DAY 5

On day 5, the remediation teachers are expected to:
   1. Review the data from the class record, taking note of the progress of each learner.
   2. Write down specific observations on each child on the space in the RAS.
   3. Based on the cumulative results, reflect on the challenges and what strategies work for the learners.
   4. Consult with and report the results to the school head, noting existing challenges and expressing support needed.
   5. A LAC session is encouraged:
      ✓ Among remediation teachers within the school to share lessons learned and challenges
      ✓ With school head, especially if there is only one remediation teachers in the school
      ✓ With external support that the remediation teacher has requested. The external support could be a master teacher, specialists or supervisors from the district, SDO, or regions as well as experts within the community.

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## LITERACY REMEDIATION PROGRAM (LRP) FOCUS GROUP DISCUSSION (FGD) AND TEACHER INTERVIEW REPORT

A. General Information

| | |
|---|---|
| **SDO** | |
| **School Name** | |
| **Date of FGD/Interview** | |
| **Venue of FGD/Interview** | |
| **Modality (In-person/Online)** | |
| **Facilitator/Interviewer Name** | |
| **Role/Designation** | |

B. Participants

| Participant Group | No. of Participants | Remarks |
|---|---|---|
| **Learners** | | |
| **Parents/Guardians** | | |
| **Remediation Teachers** | | |
| **School Heads/Principals** | | |
| **Local Education Partners** | | |
| **Others** | | |
| **Total** | | |

C. Key Discussion Points/Interview Questions

| Focus Area | Summary of Responses/Insights |
|---|---|
| **Implementation Plans** | *[Insert key takeaways about what was planned out]* |
| **Challenges Faced** | *[Summarize the main difficulties encountered]* |

| Focus Area | Summary of Responses/Insights |
|---|---|
| **Learner Engagement and Progress** | *[Describe participation and observed progress]* |
| **Support from Stakeholders** | *[Mention parental involvement, LGU/NGO support, etc.]* |
| **Recommendations for Improvement** | *[Suggestions shared by participants]* |

D. Summary and Action Points

| Key Issues Identified | Proposed Actions/Interventions |
|---|---|
| [Issue 1] | *[Action 1]* |
| [Issue 2] | *[Action 2]* |
| [Issue 3] | *[Action 3]* |

Prepared by:            Checked:            Noted:


**PRINTED NAME OVER**   **PRINTED NAME OVER**   **PRINTED NAME OVER**
**SIGNATURE**           **SIGNATURE**           **SIGNATURE**
Designation             Designation             School Head/Principal
Date Submitted          Date Signed             Date Signed

## LITERACY REMEDIATION PROGRAM (LRP) REPORT OF ACCOMPLISHMENT, ON LEARNER ASSESSMENT DATA, AND ON TEACHER REFLECTION

A. General Information

| | |
|---|---|
| **SDO** | |
| **School Name** | |
| **Name of School Head/Principal** | |
| **Name of Remediation Teacher/s** | |
| **Implementation Period Covered** | |

B. Key Activities

| Key Activity | Target Output | Actual Output | Status (Completed/ Ongoing) | Remarks |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

C. Narrative Summary:

| |
|---|
| |

D. Consolidated Learner Assessment Data

Participation

| Indicator | Number of Learners |
|---|---|
| Identified to undergo remediation (based on Baseline/CRLA) | |
| Actually participated in the sessions | |
| Completed all 4 weeks of remediation | |

Progress

| Indicator | Number of Learners |
|---|---|
| Improved (Endline score > Baseline) | |
| No Reported Change (Endline = Baseline) | |
| Declined (Endline < Baseline) | |
| Total | |

Notable Observations/Implementation Insights

*(Briefly describe observed trends, success stories, or recurring challenges.)*

Recommendations/Action Points

> *(Proposed interventions, support needed from SDO, or suggested changes for next cycle.)*

E. Teacher Reflection

| | |
|---|---|
| 1. **What worked well during the implementation of the LRP sessions?** | *(Write specific strategies, tools, or approaches that yielded positive outcomes.)* |
| 2. **What challenges did you encounter?** | *(Include issues related to attendance, learner behavior, materials, etc.)* |
| 3. **What instructional adjustments did you make along the way?** | *(E.g., shifting strategies, modifying materials, changing pacing.)* |
| 4. **What learner behaviors or improvements did you observe?** | *(E.g., improved decoding skills, better participation.)* |
| 5. **Recommendations for future LRP implementations** | *(E.g., scheduling adjustments, need for more teacher training, stakeholder support.)* |

Prepared by:         Checked:         Noted:

**PRINTED NAME OVER SIGNATURE**
Designation
Date Submitted

**PRINTED NAME OVER SIGNATURE**
Designation
Date Signed

**PRINTED NAME OVER SIGNATURE**
School Head/Principal
Date Signed