



Republic of the Philippines
Department of Education
 REGION I
 SCHOOLS DIVISION OF VIGAN CITY

Division Memorandum
 No. 906, s. 2025

**UTILIZATION OF READING AND NUMERACY PROFILE
 OF GRADES 1-10 LEARNERS**

TO: Asst. Schools Division Superintendent
 Chief Education Supervisors – CID and SGOD
 Public School Heads (Elementary, Integrated & Secondary)
 All Others Concerned

1. Pursuant to DepEd Order No. 14, s. 2018 (*Administration of the Revised Philippine Informal Reading Inventory*) and DepEd Order No. 8, s. 2015 (*Classroom Assessment for the K to 12 Basic Education Program*), which emphasize evidence-based instruction through the use of assessment results, the Schools Division Office enjoins all schools to systematically administer and utilize Reading and Numeracy Profiling as a basis for instructional planning, intervention, and progress monitoring to strengthen foundational skills and address learning gaps in reading and numeracy.

2. Reading and numeracy profiling shall be implemented in the following grade levels:

- Grades 1 to 3 - through the Comprehensive Rapid Literacy Assessment (CRLA) and Rapid Mathematics Assessment (RMA) tools to determine foundational literacy and numeracy skills; and
- Grades 7-10 through the Revised Philippine Informal Reading Inventory (Phil-IRI) and Rapid Mathematics Assessment (RMA) to track learner progress and identify those requiring targeted support.

3. This initiative aims to:

- (a) establish learner baselines in reading and numeracy;
- (b) identify learners in need of intervention, remediation, or enrichment;
- (c) support evidence-based instructional planning and program implementation; and
- (d) strengthen school and division monitoring of literacy and numeracy progress.

4. To ensure the proper implementation and utilization of the Reading and Numeracy Profile, the following guidelines shall be observed:

- (a) Class advisers and subject teachers shall ensure that each learner's Reading and Numeracy Profile is properly accomplished and updated every school year;





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- (b.) The profile shall be used as a reference for instructional adjustment, remediation, and progress tracking;
- (c.) A copy of each learner's profile shall be transferred to the next grade level adviser at the beginning of every school year to ensure continuity of learning support; and
- (d.) School heads shall supervise the profiling process and ensure accuracy, safekeeping, and timely submission of data to the Division Office.
5. School Heads and designated Reading and Numeracy Coordinators shall monitor the proper utilization of the profiles and ensure that a quarterly consolidated report is submitted to the Division Office through the Curriculum Implementation Division.
6. Enclosed are the templates for reading and numeracy profile, indicators of performance and intervention plan for your reference.
7. Immediate dissemination of this memorandum is desired.

VILMA D. EDA, CESO V
Schools Division Superintendent

Enclosures: As stated

References: DO 14, s. 2018; DO 8, s. 2025

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

ASSESSMENT

LEARNERS

PROFILE

CID/nar/UtilizationOfReading-NumeracyProfile



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Enclosure No. 1 to Division Memo No. 806, s. 2025

READING PROFILE TEMPLATE

Learner's Name: _____
Grade Level: _____
Age: _____
Date Assessed: _____
Assessed By: _____

A. Basic Reading Skills

Component	Not Yet Evident	Beginning	Developing	Mastered	Remarks
Letter Recognition					
Letter-Sound Correspondence					
Syllable Reading					
Word Recognition					
Phrase Reading					
Sentence Reading					
Paragraph Reading					
Story Reading & Comprehension					
Fluency					
Vocabulary					

B. Reading Comprehension Skills (for Grades 4-10)

Component	Not Yet Evident	Emerging	Developing	Proficient	Remarks
Understanding Main Idea					
Sequencing Events					
Identifying Details					
Making Predictions					
Drawing Conclusions					
Cause and Effect					
Vocabulary in Context					
Inferencing					
Answering Comprehension Questions					
Retelling/Summarizing					





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Reading Interests and Habits

Preferred Reading Materials: _____

Favorite Topics: _____

Motivation to Read: ☐ Low ☐ Moderate ☐ High

Reading at Home: ☐ Never ☐ Occasionally ☐ Regularly

Support at Home: ☐ Parent ☐ Sibling ☐ Others (please specify) _____

C. Recommendations/Interventions

Next Assessment Date: _____

Follow-Up Needed: ☐ Yes ☐ No

Signed by Class Teacher: _____





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NUMERACY PROFILE TEMPLATE

Learner's Name: _____
Grade Level: _____
Age: _____
Date Assessed: _____
Assessed By: _____

A. Basic Numeracy Skills

Component	Not Yet Evident	Beginning	Developing	Mastered	Remarks
Number Recognition					
Counting					
Number Sequencing					
Place Value					
Number Comparison ($>$, $<$, $=$)					
Odd and Even Numbers					

B. Operations and Computation

Component	Not Yet Evident	Emerging	Developing	Proficient	Remarks
Addition					
Subtraction					
Multiplication					
Division					
Mental Math/Estimation					

C. Problem-Solving and Application

Component	Not Yet Evident	Beginning	Developing	Mastered	Remarks
Understanding Word Problems					
Logical Reasoning					
Pattern Recognition					
Measurement and Time					
Money and Value					





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D. Numeracy Interests and Habits

Preferred Math Activities: _____

Favorite Topics: _____

Motivation in Math: ☐ Low ☐ Moderate ☐ High

Math Practice at Home: ☐ Never ☐ Occasionally ☐ Regularly

Support at Home: ☐ Parent ☐ Sibling ☐ Others (please specify) _____

E. Recommendations/Interventions

Next Assessment Date: _____

Follow-Up Needed: ☐ Yes ☐ No

Signed by Class Teacher: _____





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Enclosure No. 2 to Division Memo No. ___, s. 2025

BASIC READING SKILLS AND DESCRIPTORS

Component	Not Yet Evident (No skill shown)	Beginning (Emerging skill)	Developing (Partial skill mastery)	Mastered (Consistently accurate skill)	Remarks
Letter Recognition	Cannot identify letters	Recognizes a few letters	Recognizes most letters with support	Recognizes all letters (uppercase & lowercase)	
Letter-Sound Correspondence	Cannot produce sounds of letters	Identifies sounds of a few letters	Produces sounds for most letters with cues	Accurately produces sounds for all letters.	
Syllable Reading	Cannot read syllables	Reads some syllables with help	Reads most syllables but may hesitate	Reads syllables fluently and correctly	
Word Recognition	Cannot read words	Reads a few common words with support	Reads common words but struggles with new ones	Reads familiar and new words independently	
Phrase Reading	Cannot read simple phrases	Reads 2-3 word phrases with help	Reads short phrases with minor pauses	Reads phrases smoothly and with understanding	
Sentence Reading	Cannot read sentences	Reads simple sentences with help	Reads sentences with occasional errors	Reads sentences fluently and accurately	
Paragraph Reading	Cannot read connected sentences	Reads short paragraphs with assistance	Reads paragraphs with some hesitations	Reads paragraphs fluently and with expression	
Story Reading & Comprehension	Cannot read or recall details	Reads parts of a story with help; recalls few details	Reads story and answers simple questions	Reads story independently and answers comprehension questions correctly	
Fluency	Reads word-by-word with effort	Reads slowly with many pauses	Reads with moderate speed and expression	Reads smoothly, quickly, and with proper intonation	
Vocabulary	Understands very few words	Knows basic words with guidance	Understands most grade-level words.	Uses and understands a wide range of words	





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READING COMPREHENSION SKILLS AND INDICATORS

Component	Not Yet Evident (No skill shown)	Beginning (Emerging skill)	Developing (Partial skill mastery)	Mastered (Consistently accurate skill)	Remarks
Understanding Main Idea	Cannot identify the main idea	Identifies main idea with guidance	Identifies main idea in simple texts	Identifies main idea accurately and independently	
Sequencing Events	Cannot arrange events in order.	Sequences a few events with help	Arranges most events in correct order	Accurately sequences events independently	
Identifying Details	Cannot recall details.	Recalls a few details with prompting	Recalls most important details	Recalls and explains key details independently	
Making Predictions	Cannot make predictions	Makes simple predictions with support	Makes logical predictions using text clues	Makes accurate predictions independently	
Drawing Conclusions	Cannot draw conclusions	Attempts conclusions with guidance	Draws basic conclusions with some accuracy	Draws accurate and well-supported conclusions	
Cause and Effect	Cannot identify cause and effect	Identifies simple cause and effect with help	Recognizes cause-effect relationships in texts	Accurately identifies and explains cause-effect links	
Vocabulary in Context	Cannot determine word meanings.	Determines meaning of simple words with help.	Understands word meanings using context clue	Accurately infers and explains word meanings	
Inferencing	Cannot infer information	Makes simple inferences with help	Makes reasonable inferences using evidence	Draws accurate inferences independently	
Answering Comprehension Questions	Cannot answer questions	Answers simple WH-questions with help	Answers most comprehension questions correctly	Answers comprehension questions with details and accuracy.	
Retelling/Summarizing	Cannot retell a story	Retells parts of the story with support	Retells most story events in sequence	Retells or summarizes stories accurately and coherently	





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BASIC NUMERACY SKILLS

Component	Not Yet Evident (No skill shown)	Beginning (Emerging skill)	Developing (Partial skill mastery)	Mastered (Consistently accurate skill)	Remarks
Number Recognition	Cannot recognize numbers	Recognizes a few numbers	Recognizes most numbers with support	Recognizes all numbers accurately	
Counting	Cannot count objects or numbers	Counts a few objects with help	Counts objects or numbers with minimal errors	Counts sequentially and independently	
Number Sequencing	Cannot arrange numbers in order	Arranges a few numbers with support	Arranges most numbers in correct sequence	Accurately sequences numbers independently	
Comparing Numbers	Cannot compare numbers	Identifies bigger or smaller with help	Compares numbers correctly most of the time	Compares and orders numbers accurately.	
Number Writing	Cannot write numbers	Writes a few numbers with help	Writes most numbers legibly	Writes all numbers correctly and neatly	

OPERATIONS AND COMPUTATION

Component	Not Yet Evident (No skill shown)	Beginning (Emerging skill)	Developing (Partial skill mastery)	Mastered (Consistently accurate skill)	Remarks
Addition	Cannot solve addition problems	Solves simple addition with help	Solves most addition problems correctly	Accurately solves all addition problems	
Subtraction	Cannot solve subtraction problem	Solves simple subtraction with help	Solves most subtraction problems correctly	Accurately solves all subtraction problems	
Multiplication	Cannot solve multiplication problems	Solves simple multiplication with help	Solves most multiplication problems correctly	Accurately solves all multiplication problems	
Division	Cannot solve division problems	Solves simple division with help	Solves most division problems correctly.	Accurately solves all division problems	
Number Facts/Basic Operations	Cannot recall number facts	Recalls a few number facts	Recalls most number facts	Quickly and accurately recalls number facts	





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PROBLEM-SOLVING AND APPLICATION

Component	Not Yet Evident (No skill shown)	Beginning (Emerging skill)	Developing (Partial skill mastery)	Mastered (Consistently accurate skill)	Remarks
Understanding Word Problems	Cannot understand problem statements	Understands simple problems with help	Understands most word problems.	Understands all problem types independently	
Choosing Operations	Cannot identify correct operation	Identifies operation with support	Identifies correct operations with minimal help	Selects operations accurately and independently	
Solving Word Problems	Cannot solve problems	Solves simple problems with guidance.	Solves most problems with some errors.	Solves word problems accurately and explains solutions	
Logical Reasoning	Cannot apply logic in math tasks	Uses basic logic with help	Applies logic to most problems	Uses logical reasoning effectively	
Real-Life Application	Cannot relate math to real-life situations	Identifies a few real-life uses of math	Applies math to some real-life tasks	Applies math skills effectively to various real-life situations	





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Enclosure No. 3 to Division Memo No. ___, s. 2025

A. Reading Intervention Plan for Reading

Objectives	Strategies/Activities	Time Frame	Persons Involved

B. Numeracy Intervention Plan for Numeracy

Objectives	Strategies/Activities	Time Frame	Persons Involved

