Division Memorandum
No. 73 , s. 2026

FIELD TESTING OF THE ASRRA RESPONSIVENESS AUDIT TOOL (MOSY) FOR SY 2025–2026

To: Assistant Schools Division Superintendent
      Chief Education Program Supervisors - CID and SGOD
      Public Elementary & School Heads
      All Others Concerned

1.   This Memorandum is issued in reference to Regional Memorandum No. 102, s. 2026, entitled *"Field Testing of the ARAL School Readiness and Responsiveness Audit (ASRRA) Middle of School Year (MOSY) for SY 2025–2026,"* and DepEd Memorandum OM-OUGOPS-2026-01-08226, which direct all regions and divisions to facilitate the conduct of the said field testing within the prescribed period.

2.   In compliance therewith, the Schools Division Office nominates **Salindeg Pong-ol Baracca Elementary School (SPBES)**, an ARAL-implementing school, to participate in the field testing of the ASRRA Responsiveness Audit Tool (MOSY). Based on the BOSY ASRRA results, SPBES is well-prepared across key ARAL indicators and actively addresses gaps while maintaining partnerships, making it an ideal setting to test the tool and provide actionable feedback.

3.   The nominated school shall directly and completely accomplish the ASRRA Responsiveness Audit Tool during the scheduled field testing period on January 26-27, 2026, using the prescribed online form indicated in DepEd Memorandum OM-OUGOPS-2026-01-08226. The accomplishment shall be based on actual school records, available documents, and verifiable evidence, and shall be used solely for field-testing and refinement purposes, not for performance evaluation or rating.

4.   The School Head of the nominated school shall ensure the active participation of concerned personnel, readiness of required data and supporting documents, and the timely completion of the online audit tool within the prescribed period. Coordination with the Schools Division Office shall be maintained for any technical or procedural concerns encountered during the field testing.

5.   The Division ARAL Technical Working Group (TWG) shall provide the necessary technical assistance and monitoring support to the participating school, ensure proper coordination during the field testing period, and facilitate compliance with all requirements related to the administration of the ASRRA Responsiveness Audit Tool.

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Website: www.depedvigancity.com

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DepED MATATAG   BAGONG PILIPINAS

6.   The Schools Division Office shall submit the accomplished Consolidated Feedback Report (Annex A), duly completed and signed, to the Regional Office on or before January 29, 2026, through the Curriculum and Learning Management Division.

7.   Immediate dissemination of and strict compliance with this Memorandum are enjoined.

VILMA D. EDA, CESO V
Schools Division Superintendent

Encl. As stated
References: DepEd Memorandum OM-OUGOPS-2026-01-08226102, RM 102 s. 2026
To be indicated in the Perpetual Index
Under the following subjects:
ASSESSMENT   TOOL   PROGRAM

CID/nar/FieldTestingASRRAResponsivenessAuditTool
January 27, 2026

SCHOOLS DIVISION OFFICE
DEPED VIGAN CITY

2 7 JAN 2026

RELEASED
BY:

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Republic of the Philippines

Department of Education

REGION I

DEPARTMENT OF EDUCATION
RECORDS SECTION, REGIONAL OFFICE NO. 1

R 001737

BY: ___ DATE: ___

JAN 2 6 2026
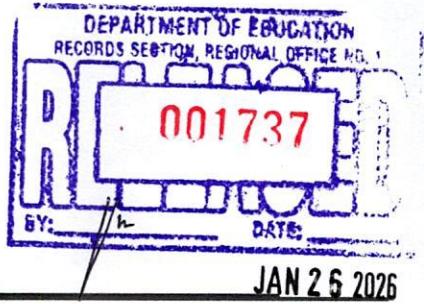
REGIONAL MEMORANDUM

No. ____102____ s. 2026

FIELD TESTING OF THE ASRRA RESPONSIVENESS AUDIT TOOL FOR MOSY SCHOOL YEAR 2025–2026

To: Schools Division Superintendents

1.   This has reference to DepEd Memorandum OM-OUGOPS-2026-01-08226, entitled *"Field Testing of the ASRRA Responsiveness Audit Tool for the Mid-of-School-Year (MOSY) Cycles of School Year 2025–2026,"* which directs all regions to facilitate the conduct of the said field testing within the prescribed period.

2.   In compliance therewith, each Schools Division Office (SDO) in Region I shall nominate one (1) ARAL-implementing school to participate in the field testing, except SDO Pangasinan II, which shall nominate two (2) ARAL-implementing schools, in consideration of the scale and distribution of ARAL implementation in the division.

3.   The nominated schools shall directly and completely accomplish the ASRRA Responsiveness Audit Tool during the scheduled field testing period on January 26–27, 2026, using the prescribed online form indicated in OM-OUGOPS-2026-01-08226. The accomplishment of the tool shall be based on actual school records, available documents, and verifiable evidence, and shall be used solely for field-testing and refinement purposes, not for performance evaluation or rating.

4.   School Heads of the nominated schools shall ensure the active participation of concerned personnel, readiness of required data and supporting documents, and timely completion of the online audit tool within the prescribed period. They shall also coordinate closely with their respective Division Offices for any technical or procedural concerns encountered during the field testing.

5.   Division ARAL Technical Working Groups shall provide the necessary technical assistance and monitoring support to participating schools, ensure proper coordination during the field testing period, and facilitate compliance with all requirements related to the administration of the ASRRA Responsiveness Audit Tool.

6.   All Schools Division Offices shall submit the accomplished Consolidated Feedback Report (Annex A), duly completed and signed, to the Regional Office on or before January 29, 2026 to the Curriculum and Learning Management Division via email at clmd.region1@deped.gov.ph.

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www.depedregion1.com

Doc. Ref. Code	RM-ORD	Rev	00
Effectivity	11.18.2024	Page	1 of 2

7. Immediate dissemination of this Memorandum to all concerned is hereby directed, and strict compliance is enjoined.
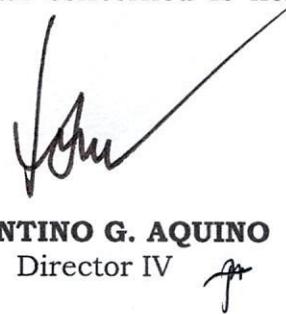
TOLENTINO G. AQUINO
Director IV

Encl.: As stated
Reference: As stated
To be indicated in the Perpetual Index
          Under the following subjects:

        TOOL   ASSESSMENT   READING

CLMD-jps/RM-ARALTool
January 26, 2026

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Department of Education

OFFICE OF THE UNDERSECRETARY FOR GOVERNANCE AND OPERATIONS

MEMORANDUM
OM-OUGOPS-2026-01-08226

TO : **ALL REGIONAL DIRECTORS**
SCHOOLS DIVISION SUPERINTENDENTS
ARAL SCHOOL TWGs
ALL OTHERS CONCERNED

FROM : **MALCOLM S. GARMA**
Undersecretary for Governance and Operations

SUBJECT : **FIELD TESTING OF THE ASRRA RESPONSIVENESS AUDIT TOOL FOR MOSY SCHOOL YEAR 2025–2026**

DATE : **23 JANUARY 2026**

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1. This Memorandum is issued to conduct the **Field Testing of the ASRRA Responsiveness Audit Tool** for the Mid-of-School-Year (MOSY) cycles of School Year 2025–2026.

2. All Regional Offices are directed to facilitate the participation of Fifteen (15) selected schools in the field testing activity scheduled on **January 26–27, 2026,** using the prescribed online form. The Word-format of the ASRRA Responsiveness Audit Tool is attached as **Annex B** for reference, while the Regional Consolidated Feedback Report Template is provided as **Annex A** to ensure uniformity in the submission of observations and recommendations.

3. Regional Offices shall submit their consolidated feedback reports not later than **January 28, 2026,** to the Office of the Undersecretary for Governance and Operations (OUGOPS). For inquiries and coordination, all concerned may contact the OUGOPS through telephone nos. (02) 8633-5313 or email address: ouops@deped.gov.ph and look for Mr. Danpaul Santos.

4. Immediate dissemination of and strict compliance with this Memorandum are hereby directed.

Encl.: As stated

DepED

18/F TechZone Building, 213 Sen. Gil Puyat Avenue, San Antonio Village, Makati City 1203
Telephone Nos.: (02) 8687-2922; 8687-4177; 8636-4995; 8636-4876; Website: www.deped.gov.ph

MEMORANDUM
OM-OUOPS-2026-01·05726

FOR : **ATTY. FATIMA LIPP D. PANONTONGAN**
Undersecretary and Chief of Staff,
Office of the Secretary

PETER IRVING C. CORVERA

FROM : **MALCOLM S. GARMA**
Undersecretary for Governance and Operations

SUBJECT : **COMPLETE STAFF WORK (CSW) ON THE REQUEST TO CONDUCT FIELD TESTING OF THE ASRRA RESPONSIVENESS AUDIT TOOL FOR MOSY AND EOSY, SCHOOL YEAR 2025–2026**

DATE : January 21, 2026

I. BACKGROUND

The ARAL School Readiness and Responsiveness Audit (ASRRA) serves as the Department of Education's monitoring and evaluation tool to verify that schools implementing the ARAL Program are both prepared at the outset and able to adapt to the evolving learning needs of identified learners. In accordance with DepEd Memorandum No. 56, s. 2025, the ASRRA establishes a systematic process for gauging school readiness at the Beginning of the School Year (BOSY), as well as for assessing program responsiveness during the Mid-Year (MOSY) and End-of-School-Year (EOSY) stages.

Before its nationwide rollout, the Responsiveness Audit Tool shall be subjected to pilot testing to validate the clarity, feasibility, and contextual relevance of its indicators, scoring system, and data requirements. This attachment sets forth the operational guidelines for the conduct of such pilot testing.

II. POTENTIAL BENEFIT

The pilot testing of the ASRRA Responsiveness Audit Tool will help validate the indicators and scoring mechanisms prior to nationwide implementation. Results from the pilot are expected to inform refinements to the tool, support adjustments to ARAL Program implementation, and strengthen the Department's capacity to monitor school-level responsiveness in a consistent and systematic manner.

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Doc. Ref. Code	OM-OUOPS	Rev	01
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III. OBJECTIVES

The pilot testing of the ASRRA Responsiveness Audit Tool is undertaken to achieve the following objectives:

- To assess the clarity, relevance, and appropriateness of the indicators and sub-indicators contained in the tool;
- To determine the practicality and ease of use of the scoring system;
- To evaluate the sufficiency and availability of data required from schools to accomplish the audit tool;
- To identify operational challenges and field-level issues encountered during the administration of the tool; and
- To generate concrete recommendations for the enhancement and finalization of the ASRRA Responsiveness Audit Tool for full-scale implementation.

IV. CLEAR STATEMENT OF REQUEST

In this regard, this Office respectfully seeks the approval and signature of the Undersecretary and Chief of Staff on the memorandum for the conduct of the Pilot Testing of the ASRRA Responsiveness Audit Tool for MOSY and EOSY, School Year 2025–2026.

[OUOPS / RAC]

DepED
MATATAG

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Doc. Ref. Code	DM-OUOPS	Rev	01
Effectivity	03.23.23	Page	2 of 2

**GUIDELINES FOR THE FIELD TESTING OF THE
ASRRA RESPONSIVENESS AUDIT TOOL**

I. BACKGROUND

The ARAL School Readiness and Responsiveness Audit (ASRRA) is a monitoring and evaluation mechanism instituted by the Department of Education to ensure that schools implementing the ARAL Program are adequately prepared and continuously responsive to the learning needs of identified learners. Pursuant to DepEd Memorandum No. 56, s. 2025, the ASRRA provides a structured framework for assessing school readiness at the beginning of the school year (BOSY) and for determining program responsiveness during the Mid-Year (MOSY) and End-of-School-Year (EOSY) periods.

While the ASRRA Readiness Audit has already been implemented to determine baseline conditions, there remains a need to assess whether schools have addressed the identified gaps and implemented appropriate interventions. In response to this need, the ASRRA Responsiveness Audit Tool has been developed to measure the effectiveness, adequacy, and sustainability of ARAL Program implementation across five key domains: Learner Support, Tutor Capacity, School Environment, Parental Engagement, and Community and Institutional Support.

Prior to nationwide implementation, the Responsiveness Audit Tool must undergo field testing to ensure that its indicators, scoring mechanisms, and data requirements are clear, practical, and aligned with actual school contexts. This attachment provides the operational guidelines for conducting the field testing.

II. OBJECTIVES

The field testing of the ASRRA Responsiveness Audit Tool is undertaken to achieve the following objectives:

- To assess the clarity, relevance, and appropriateness of the indicators and sub-indicators contained in the tool;
- To determine the practicality and ease of use of the scoring system;
- To evaluate the sufficiency and availability of data required from schools to accomplish the audit tool;
- To identify operational challenges and field-level issues encountered during the administration of the tool; and
- To generate concrete recommendations for the enhancement and finalization of the ASRRA Responsiveness Audit Tool for full-scale implementation.

III. SCOPE

The field testing activity shall cover selected ARAL-implementing schools across all regions. Participating schools shall represent varied contexts, including but not limited to:

- Elementary and Secondary Schools
- Integrated Schools
- Urban and Rural Schools

- Large, medium, and small schools
- Schools located in Geographically Isolated and Disadvantaged and Conflict-Affected Areas (GIDCA)
- Schools with differing levels of ARAL Program performance

All Regional Offices shall facilitate the participation of identified schools and ensure compliance with the prescribed timelines and procedures.

IV. FIELD TESTING IMPLEMENTATION GUIDELINES

A. Field Testing Period

The conduct of the field test shall take place from **January 26 to 27, 2026.**

B. Mode of Administration

The Field Test Responsiveness Audit Tool shall be administered using the official online form through this link: https://bit.ly/MoSYASRRA. A Word-format copy of the tool (Annex B) is provided solely for reference and preparatory purposes.

C. Participants

- **Fifteen (15) selected schools** shall accomplish the tool in coordination with their respective Schools Division Offices.
- Division and Regional ARAL TWG shall oversee and facilitate the process.
- Validators may include ARAL coordinators and designated division representatives.

D. Process Flow

- Orientation of participating schools and validators
- Accomplishment of the online ASRRA Responsiveness Audit Tool
- Documentation of observations and challenges
- Consolidation of feedback at the regional level
- Submission of consolidated report to the Central Office

E. Data Integrity

All information supplied during the field testing must be based on actual school records, available evidence, and verifiable data. No field test results shall be used for performance rating purposes.

V. FEEDBACK AND CONSOLIDATION GUIDELINES

To ensure uniform and meaningful inputs, all Regional Offices shall evaluate the field test results using the **Regional Consolidated Feedback Report Template (Annex A)**. Feedback shall be organized according to the following areas of review:

A. Time, Motion, and Efficiency
- Was the time required to complete the tool reasonable?
- Which sections required the most effort or caused delays?
- Were there steps that can be simplified or streamlined?

B. Clarity of Indicators and Instructions

- Were the indicators clearly stated and easily understood?
- Were instructions sufficient and unambiguous?
- Which parts of the tool need rewording or clarification?

C. Ease of Scoring and Rating

- Was the rating system practical and objective?
- Were the scoring criteria easy to interpret and apply?
- Did validators encounter difficulties in assigning ratings?

D. Completeness and Availability of Data

- Were schools able to provide the required information and evidence?
- Which data elements were difficult to generate or document?
- Are there indicators that require data beyond school capacity?

E. School Observations and Challenges

- What operational issues were encountered during the implementation?
- Which indicators were not applicable to certain school contexts?
- What contextual limitations affected tool completion?

F. Recommendations for Improvement

- Which indicators should be revised, merged, or removed?
- What additional indicators, if any, should be included?
- What improvements are suggested for the online form and overall format?

VI.   REPORTING REQUIREMENTS

All Regional Offices are required to submit a **Consolidated Regional Feedback Report** using the prescribed template not later than **January 28, 2026,** to the Office of the Undersecretary for Governance and Operations. Submissions shall include a summary of findings, documented challenges, and specific recommendations for tool enhancement.

VII.   UTILIZATION OF RESULTS

The consolidated results of the field testing shall serve as the primary reference in refining the ASRRA Responsiveness Audit Tool. Recommendations generated through this activity will guide revisions in indicators, scoring mechanisms, and implementation procedures to ensure that the final tool is responsive to school realities and program requirements.

REGIONAL CONSOLIDATED FEEDBACK REPORT
ASRRA RESPONSIVENESS AUDIT TOOL FIELD TEST

Region: _____
Number of Participating Schools: _____
Number of Participating SDOs: _____
Period of Field Testing: January 26–27, 2026

I. SUMMARY OF FIELD TEST IMPLEMENTATION
1. Total schools that completed the field test: _____
2. Total validators involved: _____
3. Average time to accomplish the tool: _____ hours
4. Mode of administration (online/onsite/hybrid): _____

II. CONSOLIDATED FEEDBACK BY AREA OF REVIEW

A. Time, Motion, and Efficiency

Key Questions:

- How long did it take schools to complete the tool?
- Which domains or indicators consumed the most time?
- Were there steps that were redundant or overly complex?

Findings:

_____

_____

Recommendations:

_____

_____

B. Clarity of Indicators and Instructions

Key Questions:
- Were the indicators clearly understood by schools and validators?
- Were there confusing or ambiguous terms?
- Were the instructions sufficient and easy to follow?

Findings:

_____

_____

Recommendations:

_____

_____

C. Ease of Scoring and Rating Mechanism

Key Questions:
- Was the scoring system easy to apply?
- Were the criteria objective and practical?
- Were there indicators difficult to rate?

Findings:

_____

_____

Recommendations:

_____

_____

D. Completeness and Availability of Required Data

Key Questions:
- Were schools able to provide all required data and evidence?
- Which data elements were difficult to gather?
- Are there indicators requiring information beyond school capacity?

Findings:

_____

_____

Recommendations:

_____

_____

E. School Observations and Implementation Challenges

Key Questions:
- What major operational issues were encountered?
- Were there indicators not applicable to certain contexts?
- What field realities affected the conduct of the audit?

Findings:

_____

_____

Recommendations:

_____

_____

F. Overall Recommendations for Tool Enhancement
   Please provide consolidated regional recommendations on:
- Indicators to be revised
- Indicators to be removed or merged
- Additional indicators to be included
- Improvements in format, layout, or online system

Recommendations:

_____

_____

_____

_____

III. GENERAL ASSESSMENT

Overall Regional Assessment on the ASRRA Responsiveness Audit Tool:

_____

_____

_____

_____

Prepared by:
Name: _____
Position: _____
Date: _____

Noted by:
Regional Director: _____
Signature: _____

BASIC SCHOOL PROFILE

LOCATION INFORMATION		
Name of School:	Region:	SDO:
School ID:		
In geographically isolated and disadvantaged, and conflict-affected areas (GIDCA)? • Yes • No		
ENROLLMENT INFORMATION		
Total no. of learners enrolled in school as of 31 December 2025.	No. of learners who have been attending the ARAL tutorial since the beginning of the ARAL tutorial sessions Gr. 1: _____ Gr. 2: _____ Gr. 3: _____ Gr. 4: _____ (and so on...)	No. of ARAL learners returning from furlough:
No. of LWDs ARAL learners:		
TUTOR DEPLOYMENT		
Total Total No. of DepEd teacher-tutors assigned in ARAL: _____		
No. of tutors external to DepEd (e.g., para-teachers, pre-service teachers, etc.) • No. of **Para-teachers:** _____ • No. of **Pre-service teachers**: _____ • **Other engagement** (pls specify the type of engagement and the number of involved individuals): _____		
Start of Training of ARAL Tutors (e.g., *09/15/2025)*: *(Note: Training is different from orientation)*	Start Date of the ARAL Training: _____ Trained by (check all that applies): • Region • Division	

	• School/Mentor/Coach (through LAC, collaborative expertise, etc.)

Maximum/average tutor-learner ratio () • Maximum ratio: _____ (e.g. 1:3, 1:5, etc.) • Minimum ratio: _____ (e.g. 1:7, 1:13, 1:15, etc.)

Have tutors received incentives/support? • YES • NO	If yes, A. How many tutors received incentives/support? B. What types of incentives/support? C. What is/are the source/s of these incentives/support?

IMPLEMENTATION STATUS

Start of ARAL Implementation for **Grades 2-10** (*Indicate the actual date ARAL sessions for Grades 2–10 began, e.g., 09/15/2025*):	Start of ARAL Implementation for **Grade 1** (e.g., *11/03/2025*):	No. of ARAL sessions conducted per Key Stage before the conduct of MOSY Assessments (e.g., KS 1: 32) • KS1: _____ • KS2: _____ • KS3: _____

ARAL Implementation Scheme (Check all that applies)
• Before class
• After class
• Within the class program
• Pull-out
• Saturday/Weekend
		What is the school-level percentage of attendance of learners in the ARAL Program per grade level?
		
		Grade 1:
		    80%-100%
		    50%-75%
		    $\geq$45%
		Grade 2:
		    80%-100%
		    50%-75%
		    $\geq$45%
		Grade 3:
		    80%-100%
		    50%-79%
		    $\geq$49%
		Grade 4:
		    80%-100%
		    50%-75%
		    $\geq$49%

		Grade 5: 80%-100% 50%-75% $\geq$49% Grade 6: 80%-100% 50%-75% $\geq$49% Grade 7: 80%-100% 50%-75% $\geq$49% Grade 8: 80%-100% 50%-75% $\geq$49% Grade 9: 80%-100% 50%-75% $\geq$49% Grade 10: 80%-100% 50%-75% $\geq$49%
ARAL session schedule (Check all that applies) Dropdown): • Four times a week • Two to three times a week • Once a week • Saturday/Weekend	No. of learners who discontinued/dropped from ARAL (have never attended or stopped attending ARAL tutorial classes) as of the date of survey :	Top reasons for absenteeism or dropout: (Check all that applies) Dropdown): • Transfer of school • Lost interest • Taking care of siblings • Early marriage/ pregnancy • Family problem • Illness • Overage • Death • Drug Abuse • Lack of interest

		• Malnutrition • Teacher Factor • Physical classroom • Peer influence • Distance of school • Armed conflict • Calamities • Child labor • Others

ASRRA RESPONSIVENESS AUDIT DOMAINS

<table>
<tr><td colspan="5" align="center">DOMAIN 1: LEARNER DOMAIN</td></tr>
<tr><td colspan="5">Objective: Assess the academic, physical, and psychosocial progress of learners for ARAL participation</td></tr>
<tr>
<th>SUB-DOMAIN</th>
<th>SUB-INDICATOR</th>
<th>SCORING CRITERIA</th>
<th>RATING</th>
<th>REMARKS</th>
</tr>
<tr>
<td>1. Assessment</td>
<td>1.1 Has the school conducted MOSY (CRLA or Phil-IRI) assessments?</td>
<td>Met: Assessment conducted and documented for 80%+ ARAL learners

Partially Met: Assessment done for 50–79%

Not Met: No midyear assessment done</td>
<td>• Met
• PM
• NM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 Does the school monitor and track ARAL learners progress?

How does the school track learners' progress?

Provide</td>
<td>Met: The school is able to track the progress of all ARAL learners.

Partially Met: The school is able to track the progress of at least 75% of its ARAL learners.

Not Met: Not yet able to use the</td>
<td>• Met
• PM
• NM</td>
<td>If met and partially met, what are the tools used to monitor learner progress
• Assessment dashboards
• Attendance tracker
• Individual Reading Interventio</td>
</tr>
</table>

	Short answer:	BoSY data or Still in the planning level on how the school will use the BoSY data to track learners' progress		n Plan (IRIP) • Others
2. Vision and Hearing Screening	2.1. Has the school conducted vision screening for All ARAL learners?	**Met:** Yes, All learners **Partially Met:** Yes, but only selected learners **Not Met:** No learners were screened	• Met • PM • NM	**If YES:** Please indicate the date the screening was completed: _____ No. of screened learners: _____ No. of learners who have 20/20 visions: ____ No. of learners who need eyeglasses: ____ **IF NO,** What are the possible reason/s why the school was not able to conduct vision screening for its learners?
	2.2 Has the school conducted a hearing screening for the learners?	**Met:** Yes, All learners **Partially Met:** Yes, but only selected learners **Not Met:** No learners were screened	• Met • PM • NM	**If YES:** Please indicate the date the screening was completed No. of learners who were screened: _____ No. of learners who has hearing difficulties: ___ **IF NO,** What are

				the possible reason/s why the school was not able to conduct vision screening for its learners?
3. Attendance and Dropout Risk	3.1 Has the school provided interventions for at-risk learners (e.g., home visits, follow-ups)? **Definition:** Children at risk refer to learners experiencing difficulties in learning, having disability or illness due to biological, psychological or environmental risk factors. (DO. No.23,s.2022)	**Met:** All learners were provided with interventions (e.g., home visit, follow-ups) **Partially Met:** Some learners were provided with interventions (e.g., home visit, follow-ups) **Not Met:** No learners were provided with intervention (e.g., home visit, follow-ups)	• Met • PM • NM	What effective interventions are being implemented by the school?
4. Learners with Disabilities (LWDs)	4.1 Has the school provided support mechanisms for LWDs in accordance with DM 64, s. 2025 and other relevant policies?	**Met:** The school provides clear and functional mechanisms and other appropriate support to all LWDs **Partially Met:** The school provides support mechanisms, but not all LWDs are provided with appropriate support	• Met • PM • NM	

SUB-DOMAIN	SUB-INDICATOR	SCORING CRITERIA	RATING	REMARKS
		Not Met: No support provided		
5. Psychosocial Support	5.1 Has the school integrated emotional learning (SEL) and other psychosocial activities for learners during the ARAL tutorial sessions?	**Met:** School-wide D or ARAL-focused SEL and other psychosocial activities are conducted **Partially Met:** There is limited (e.g., one-time only) SEL and other psychosocial activities Conducted **Not Met:** None conducted	• Met • PM • NM	

DOMAIN 2: TUTOR DOMAIN

Objective: *Determine the extent to which the school maintains a trained, adequately supported, and readily deployable pool of ARAL tutors who are matched to program requirements and the specific learning profiles of identified learners.*

SUB-DOMAIN	SUB-INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. Tutor Training and Certification	1.1 Is a local orientation or coaching session regularly conducted for new or volunteer tutors?	**Met:** On boarding/ coaching session held regularly **Partially Met:** One-time or informal orientation only **Not Met:** None conducted	• Met • PM • NM	
	1.2 Were all tutors trained prior to the conduct of the	**Met:** Yes, ALL Aral Tutors were trained prior to the	• Met • PM • NM	

	ARAL Classes?	conduct of Aral Tutorials **Partially Met:** Some ARAL tutors have already completed their training, while the rest are currently attending ongoing training sessions. **Not Met:** None of the Aral tutors have		
2. Class Program and Materials	2.1 Are tutors using the provided ARAL materials based on assessment results (CRLA, RMA, PHIL-IRI)?	**Met:** All tutors use appropriate kits/modules **Partially Met:** Some tutors use outdated/ generic tools **Not Met:** No aligned materials used	• Met • PM • NM	
	2.2 Does the school regularly engage ARAL tutors in LAC, collaborative expertise sessions and other professional development activities to utilize and share good practices, resources, and address challenges	**Met:** Regular LAC/ Collaborative PM Expertise/mentoring, with attendance logs **Partially Met:** Irregular LAC collaborative expertise sessions between Tutors and/or with classroom teachers.	• Met • PM • NM	

	encountered during the ARAL sessions?	**Not Met:** No LAC/ collaborative experience involvement		
3. Para-Teachers and Pre-service Aral Tutors	3.1 Are para-teachers who are not reading specialists being supervised or guided by a reading teacher or qualified instructional supervisor?	**Met:** Yes, Para-teachers are consistently working under the guidance and supervision of reading specialists or qualified instructional supervisors. **Partially Met:** Para-teachers receive occasional or limited supervision/guidance **Not Met:** No, Para-teachers are working independently without any supervision or guidance from reading specialists or instructional supervisors.	• Met • PM • NM	
	3.2 Are pre-service teachers who are not reading majors being supervised or guided by a reading specialist or qualified instructional supervisor?	**Met:** Yes, Pre-service teachers are consistently working under the guidance and supervision of reading specialists or qualified instructional	• Met • PM • NM	

		supervisors. **Partially Met:** Yes, Pre-service teachers receive occasional or limited supervision/guidance. **Not Met:** No, Pre-service teachers are working independently without any supervision or guidance from reading specialists or instructional supervisors.		
4. Tutor Incentives & Remuneration	4.1 Have tutors received incentives/support?	**Met:** All Tutors have received full incentives/support as planned **Partially Met:** Tutors have received partial or delayed incentives/support **Not Met:** Tutors have not received any incentives/support	• Met • PM • NM	
	4.2 Did you (the school head) experience any challenges with your ARAL tutors that you would like to highlight?	**Met:** No challenges were reported by the school head regarding ARAL tutors. **Partially Met:**	• Met • PM • NM	

		Some challenges were experienced but they did not significantly affect tutor performance or program implementation.		
		Not Met: Challenges were significant and affected tutor performance or the implementation of ARAL program.		

DOMAIN 3: SCHOOL ENVIRONMENT DOMAIN

Objective: *Determine whether the school has acted on BOSY-identified school environment gaps and whether current physical, instructional, and support conditions enable effective and sustained ARAL implementation.*

SUB-DOMAIN	SUB-INDICATOR	SCORING CRITERIA	RATING	REMARKS
1 Physical Learning Spaces	1.1 Adequacy of ARAL Learning Spaces	**Met:** BOSY-identified space gaps addressed; ARAL sessions conducted in adequate, safe, and consistently assigned spaces. **Partially Met:** Some improvements made, but space constraints still affect session quality or frequency. **Not Met**: BOSY space gaps remain	• Met • PM • NM	IF PARTIALLY MET OR NOT MET: • School implemented documented space optimization strategies [DROP DOWN]

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		unaddressed or there are no existing physical spaces for Aral.		• scheduling, • Reallocation • alternative venues)
2. Learning and Teaching Materials	2.1 Availability of ARAL Learning and Teaching Materials	**Met:** BOSY-identified material gaps resolved; Materials are available for tutors and learners on a 1:1 ratio. **Partially Met:** ARAL materials are available, but insufficient or unevenly distributed. **Not Met:** No available ARAL materials	• Met • PM • NM	If partially or not met, what materials are available Teachers' and Learners' Materials: • Division created materials • Teacher-made materials • Supplementary Materials (from partners or provided by CO)
3. Digital Access and Connectivity	3.1 Support for Digital ARAL Processes	**Met:** ARAL data (attendance, assessments, MOSY/EOSY reports) submitted regularly without major delays; the school has stable internet connectivity. **Partially Met:** Occasional delays due to connectivity constraints.	• Met • PM • NM	

		Not Met: Frequent delays or inability to submit required ARAL data.		
4 Learning Environment Management and Operational Conditions	4.1 Management of ARAL Session Flow	**Met:** School regularly adjusts schedules and groupings to improve ARAL session flow according to learner and tutor needs **Partially Met:** School once adjusted schedules and groupings, or space use to improve ARAL session flow according to learner and tutor needs **Not Met:** No adjustments despite identified implementation issues.	• Met • PM • NM	
	4.2 Responsiveness to environment-related Implementation Issues	**Met:** All environment-related issues (e.g., noise, overcrowding, interruptions) were identified and addressed with documented actions. **Partially Met:** Issues acknowledged but only partially addressed. **Not Met:** Issues persist with no documented response.	• Met • PM • NM	

DOMAIN 4: PARENTAL DOMAIN

Objective: *Determine the extent to which parents and guardians are actively engaged, consistently supportive, and collaboratively involved in the ARAL Program to help sustain*

learner participation, monitor progress, and strengthen foundational skills.

SUB-DOMAIN	SUB-INDICATOR	SCORING CRITERIA	RATING	REMARKS
1. PTA and Parent Education Programs	1.1 Has the PTA supported ARAL implementation (e.g., volunteers, facilitators, monitoring)?	**Met:** PTA members are actively involved, and activities are documented **Partially Met:** PTA aware but passive or selective support **Not Met:** No PTA involvement in ARAL	• Met • PM • NM	Please state how the PTA shows support for the implementation of ARAL. • Involvement in the preparatory activities • Assistance in ARAL monitoring • Assistance in the printing of materials • Provision and preparation of meals • Mobilizing other parents/guardians • Provision of tutorial services • Provision of home reading support • Others (Please specify)
	1.2 Has the school regularly updated the parents/guardians on the learners' progress?	**Met:** School regularly updates parents and guardians through various mechanisms **Partially Met:**	• Met • PM • NM	

		One-off or informal sessions only **Not Met**: No orientation conducted		
	1.3 Has the school conducted parenting education sessions or established other mechanisms to support ARAL at home?	**Met**: Sessions conducted and properly documented with signed attendance and topics **Partially Met:** One-off or informal sessions only **Not Met:** No orientation conducted	• Met • PM • NM	
	1.4 Has the school engaged parents/guardians in decision-making or feedback mechanisms regarding ARAL implementation?	**Met:** School regularly gathers feedback from parents/guardians on the ARAL implementation through various mechanisms **Partially Met:** School gathers feedback on the ARAL implementation, but not consistently. **Not Met:** Parents/guardians are not involved in the decision-making	• Met • PM • NM	

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