



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

DepEd-Division
of Batangas

ICT SECTION

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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
Dasmariñas 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/r4aLRPfgdinterviewreportssubmit>.
- 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:
 - Accomplishment report
 - Consolidated learner assessment data; and
 - 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 cad.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 # of groups formed: _____	EoS Y 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. 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 # 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. Note: each LRP participating school has been assigned a number of teachers to		School Head, Remediation teachers

					undertake the remediation taking this into consideration.		
	Training of teachers	Train teachers who will handle remediation sessions	Capacitated teachers # 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 % 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 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 # 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 % 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

		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

Grouping learners

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.

Assigning teachers

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	<i>[Insert key takeaways about what was planned out]</i>
Challenges Faced	<i>[Summarize the main difficulties encountered]</i>

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

D. Summary and Action Points

Key Issues Identified	Proposed Actions/Interventions
[Issue 1]	<i>[Action 1]</i>
[Issue 2]	<i>[Action 2]</i>
[Issue 3]	<i>[Action 3]</i>

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



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**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:

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

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