



Republic of the Philippines  
**Department of Education**  
 Cordillera Administrative Region

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**REGIONAL MEMORANDUM**

No. 145.2023

**CLARIFICATIONS ON THE PHILIPPINE INFORMAL READING INVENTORY (PHIL-IRI) PRE-TEST AND ON THE DEFINITIONS OF THE READING LEVELS**

To: Assistant Regional Director  
 Schools Division Superintendents  
 Regional and Division Reading Supervisors  
 All Others Concerned

1. Relative to the issued Regional Memorandum No. 445, s 2022 entitled **Conduct of Philippine Informal Reading Inventory (Phil-IRI) Pre-Test**, this Office through the Curriculum and Learning Management Division (CLMD) issues this Memorandum to clarify the early stage of administration of the Phil-IRI Pre-TEST and the definitions of the learners' reading levels based on the results of the Pre-Test.

2. Based on the Revised Philippine Informal Reading Inventory Manual 2018, learners who garner a Raw Score that is lower than 14 (74%) need to undergo further assessment, as this may be an indication that the learner is experiencing difficulty reading at-level text. It is thus necessary to conduct individualized assessment in order to further describe the child's reading performance. The learners will be assessed using the Phil-IRI Graded Passages. If a learner garners a score of 13 and below in the Filipino GST, s/he will be given the Filipino Graded Passages Pre-Test. If the learner garners a score of 13 or below in the English GST, s/he will be given the English Graded Passages Pre-Test. Note that it is possible for a learner to undergo the Phil-IRI Graded Passages in one or **both languages**.

3. Using the graded passages, the test administrator or teacher must find the learner's reading level, either *Independent Level*, *Instructional Level* or *Frustration Level*, by computing their scores in Word Reading and Comprehension. Procedures on the computation is found on the Revised Phil-IRI Manual 2018 found in DepEd – CAR's website under the Resources tab.

4. The following are the definitions of terms used in Phil-IRI.

- **Reading Level** – the level at which a learner can read and comprehend a leveled text or graded passage; given a particular leveled text, a learner may fall under any of the following reading levels

<b>Level</b>	<b>Definition</b>
<b>Frustration</b>	<ul style="list-style-type: none"> <li>▪ This is the lowest level</li> <li>▪ The learner shows withdrawal from reading situations by refusing to read</li> <li>▪ At this level, readers find reading materials so difficult that they cannot successfully respond to them (Flippo, 2014)</li> </ul>
<b>Instructional</b>	<ul style="list-style-type: none"> <li>▪ It is the level at which the pupil can profit from instruction.</li> <li>▪ It is the level where a child can read with the support of the teacher.</li> </ul>



	<ul style="list-style-type: none"> <li>▪ It is the level at which readers profit the most from teacher directed instruction in reading (Flippo, 2014)</li> </ul>
<b>Independent</b>	<ul style="list-style-type: none"> <li>▪ It is the highest level at which a learner can read independently and with ease without the help or guidance of the teacher</li> <li>▪ It is the level at which readers function on their own with almost perfect oral reading and excellent comprehension (Flippo, 2014)</li> </ul>

5. In some cases where learners who were assessed in their reading proficiency fall below the frustration level, they are normally classified as “**Non-readers**”. The Non-reader level is defined below.

<b>Level</b>	<b>Definition</b>
<b>Non-reader</b>	<ul style="list-style-type: none"> <li>▪ A learner who is unable to recognize and sound out letter-sound connections for single consonants, consonant-blends and others.</li> </ul>

6 The identified Non-reader learners based on the GST shall be administered the Phil-IRI Graded Passages except for the Phil-IRI Pre-Test (Silent Reading). Nonreaders should be given appropriate interventions to develop their reading skills within the school year

7. Teachers shall exercise due diligence in reviewing the learners’ anecdotal records or other pertinent documents showing their status on reading **Learners with difficulties / manifestations** shall be properly referred to the school focal on SPED / guidance counselor/ School Head or School Multidisciplinary Team, for appropriate intervention. Meanwhile, learners who have formal assessments / diagnosis results identified as **learners with disabilities** shall be excluded from the GST and Pre-Test. The definition of terms are as follows:

- **Special Education Needs** – a restriction that makes **learning challenging** to a person with physical, sensory, mental, social or learning disability, or other conditions (COT-RPMS for S Y. 2020 – 2021)
- **Learners with Difficulties** – learners who manifest **difficulties** in particular activities (e.g. cognitive, communication, mobility, hearing, seeing, etc.) required for daily lessons, as determined through observation and/or informal assessments and who have not undergone a medical assessment conducted by a licensed medical specialist The difficulties must be manifested to such extent that the learners “**require modification**” of school practices, or special educational services to develop to maximum capacity (Education Act of 1982) stated in DO No. 42, 2021
- **Learners with Disabilities** – refers to learners in the general early and basic education system who require **additional support** and basic services and adoptive pedagogic method due to their short or long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others to **develop them to their maximum capacity** (RA 11650)

8 The 2018 Phil-IRI Manual may be accessed through the DepEd – CAR website under the Resources tab.

9 For inquiries and clarifications, kindly contact OIC of CLMD, Rosita C Agnani or Rosemarie A. Yangkin / Nover Keithley S. Mente through [car.clmd@depedcar.gov.ph](mailto:car.clmd@depedcar.gov.ph)

10. Immediate dissemination of and compliance with this Memorandum is directed.

  
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 Director IV / Regional Director