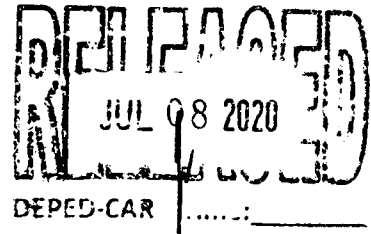




Republic of the Philippines
Department of Education
Cordillera Administrative Region

June 6, 2020

REGIONAL MEMORANDUM
No. 190-2020



**To: Assistant Regional Director
Schools Division Superintendents
All Divisions
All Others Concerned**

**INTERIM PROCEDURES ON THE ADMINISTRATION OF INFORMAL
ASSESSMENT FOR THE GIFTED AND TALENTED/
FAST LEARNERS CLASS IN SPECIAL EDUCATION**

1. The schedule of screening and identification of prospective Headstart/Kindergarten learners in the Special Education (SPED) Center should be done as early as March of the current School Year as stipulated in DO # 99, s. 2009 to include prospective transferees. However, due to the pandemic, CAR was placed under Community Quarantine causing disruption to the usual activities, programs, and daily functioning of the school. One of the activities that was affected was the conduct of screening/identification of learners for the Headstart or Kindergarten and transferees for SPED.
2. In line with this, the Regional Office through the Curriculum and Learning Management Division issues this Interim Guidelines on the Administration of Informal Assessment/Identification of Headstart/Kindergarten and Transferees for the Gifted and Talented/Fast Learners Class in the time of COVID - 19. School Heads shall decide on specific details subject to the approval of their respective Schools Division Superintendents.
3. It is still the utmost desire of SPED Centers to ensure that all gifted and talented/fast learners are given the necessary support to attain the highest standard of achievement that matches their abilities, intelligence, talent, and skills.
4. The school shall organize an Assessment Team composed of the School Principal as the Chair, Kindergarten/Headstart Teacher as Co-Chair, and 3 other teachers as members who may be Master Teachers or any Teacher with qualifications as an assessment team member. The Assessment Team may adopt the following suggested options in the administration of Informal Assessment depending on each learner's situation:



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A. Learners with internet connectivity		
	Strategies	
Online (Synchronous) Informal assessment that occurs at the same time using the same link	<ul style="list-style-type: none"> • Use appropriate platform • Link/s shall be created by the school and communicated to the parents • Assessment may be done orally through a one - on - one online interview 	
	Headstart/Kindergarten a. Parent and child will be interviewed. b. One (1) hour maximum may be allotted for the parent's interview, which may be administered for 10- 15 minutes, and 45 minutes for the learner's assessment. c. Those who exhibited mastery of the activities and/or ranked 1 - 25 (or 30) may comprise the Gifted and Talented/Fast Learners class while rank 26 - 50 (60) may comprise the regular class.	Transferees a. Bases for selection of the Gifted and Talented/Fast Learners Class: <ul style="list-style-type: none"> • Grade I: ECD and result of the informal assessment • Grade II - V (if there are slots): general average reflected in the Progress Report Card and result of the informal assessment b. Assessment for Grades I and II may be a maximum of one (1) hour and thirty (30) minutes for Grades III - V. c. It is the option of the school if parents will undergo the interview. d. Those who exhibited mastery of skills and/or belonging to the top rank will fill-in the number of slots per grade level.
B. Learners without internet connectivity and gadget		
	<ul style="list-style-type: none"> • Assessment Team may administer the assessment at home with the authorization of barangay health authorities. • Screening may be done orally. • Health and social distancing protocols of the Department of Health (DOH) and IATF shall be strictly observed. 	
	Headstart/Kindergarten a. One (1) hour maximum may be allotted for the	Transferees



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	<p>parent's interview, which may be administered for 10- 15 minutes, and 45 minutes for the child's assessment</p> <p>b. Those who exhibit mastery of the activities and/or ranked 1 - 25 (or 30) may comprise the Gifted and Talented/Fast Learners class while ranked 26 - 50 (60) may comprise the regular class.</p>	<p>a. Bases for selection for the Gifted and Talented/Fast Learners Class</p> <ul style="list-style-type: none">• Grade I: ECD and result of the informal assessment• Grade II - V (if there are slots): general average reflected in the Progress Report Card and result of the informal assessment <p>b. Assessment for Grades I and II may be given for a maximum of one (1) hour and thirty (30) minutes for Grades III - V.</p> <p>c. It is the option of the school if parents will undergo the interview.</p> <p>d. Those who exhibited mastery of skills and/or belong to the top rank will fill-in the number of slots per grade level.</p>
C. Localization		
	<ul style="list-style-type: none">• Given the effect of the pandemic, public schools may give priority preference for admission to those new entrants who are residents of the locality where the school is located (DO #32, s. 2003).• Assessment may be done orally through one-on-one interview done online or through mobile phone, depending on the current situation of the child.	





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	Headstart/Kindergarten a. List the first 50 registrants who are residents of the locality/barangay. If number of registrants is less than 50, the school may get from those who reside outside the locality/barangay. b. The parent and child may still undergo interview and assessment (online or offline depending on child's situation). This is to determine the placement of the child. c. The same time allotment for the assessment stated in A and B.	Transferees a. List the registrants who are residents of the locality/barangay. If there are less or no registrants who reside within the locality/barangay, the school may get from those who reside outside the locality/barangay. b. The same time allotment for the assessment stated in A and B. c. General Average reflected in the Progress report card and who exhibited mastery of skills and/or at the top rank may be the bases for the selection and fill- in the number of slots per grade level.
<p>Note: All schools shall adhere to DO #32, s. 2003 entitled Additional Policy in Public Schools stating that no schools shall refuse admissions or allow delisting Filipino pupils/students.</p>		
<p>D. Pre-assessment of Prospective Enrollees (For Headstart/Kindergarten only)</p> <ol style="list-style-type: none">1. The assessment team may conduct pre-assessment among the registrants by listing those who have undergone day care and/or nursery from those who didn't.2. The registrants who have undergone pre-kinder schooling may compose the Headstart/Kindergarten class.3. The other registrants may compose the regular class. Number of learners that may be accommodated will adhere to the Department of Education (DepEd) Policy for Kindergarten.4. After completion of the school year, the assessment team shall determine who shall be included in the Grade I Gifted and Talented/Fast Learners Class and regular class by conducting informal assessment and ECD.5. It is the responsibility of the School Head, Assessment Team and teacher to inform the parents of the condition (stated in #3) during the orientation.		





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The scale below shall be used to group the general average of the transferees and serve as basis for their rank.

Scale	Level of Proficiency
90 and above	Advanced
85% - 89%	Proficient
80% - 84%	Approaching Proficiency
75% - 79%	Developing
74% and below	Beginning

Source: Proficiency Level indicated in DepEd Form 5

- It is highly recommended that parents will enroll their children at a school near their residence.
- Parent's Checklist (Headstart Form 1) and modified Pupil Interview Guide (Headstart Form 2) based from DO #99, s. 2009 may be used by the assessment team.
- Assessment Team may adopt and contextualize the Pupil Interview Guide for Headstart/Kindergarten to grade I registrants. Activities shall be within the level of grade I. For the other grade levels, assessment team may develop questions/activities which will serve as Pupil Interview Guide.
- Consolidation of assessment result shall be done by the Assessment Team. They may agree and submit the report with the corresponding recommendations to the School Head. The School Head, being the head of the Assessment Team will inform the parent/guardian that his/her child qualified for the Headstart/Kindergarten Program and Gifted and Talented/Fast Learners Class. Parents of qualified learners will be given orientation regarding the Program.
- Face-to-face Parent's orientation may be allowed for a maximum of 10 parents, provided that health protocols are strictly observed.
- Learners deemed qualified shall be officially enrolled in the SPED Center.
- Immediate dissemination of and strict compliance with this Memorandum is directed.


MAY B. ECLAR, PhD, CESO V
Regional Director

CLMD/CFM/dot



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Enclosure 1: Headstart Form I

**PARENT'S INTERVIEW FOR MULTIPLE INTELLIGENCE
ASSESSMENT IN HEADSTART**

1. What do you feel is your child's favorite subject in school?

2. What is your child's hobby/hobbies and interest/s?

3. Identify the areas you think your child is good at:

Reading
 Writing
 Speaking in front of others or in small groups
 Art (Examples: drawing, painting, sculpting, etc.)
 Music (Examples: singing, listening to music, playing an instrument, etc.)
 Math (Examples: calculating, measuring, solving logic problems, etc.)
 Movement Activities (Examples: dancing, acting, playing sports, etc.)
 Working alone
 Working with others in groups and teams
 Building activities (constructing things)

4. What are the other areas in which your child excels that were not mentioned above?

5. What is your child's favorite way of learning? (Examples: reading, talking to others, acting things out, hands-on activities, studying alone, etc.)





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6. What special opportunities have been provided to your child? (Examples: trips, music lessons, dance lessons, swimming lessons, martial arts, etc.)

7. Give one of the best memories of your child's school life.

8. What career/s do you feel may interest your child in the future?

*** Health Issues

9. Is your child allergic to anything?

10. Health condition of your child.

INTERVIEWEE: _____
(Signature over Printed Name)

Date: _____

CHILD'S NAME: _____

INTERVIEWER: _____
(Signature over Printed Name)

(Ref: DepEd Order No. 99, s. 2009)



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Enclosure 2: Headstart Form 2

**GUIDE FOR INTERVIEWING THE GIFTED AND TALENTED
HEADSTART/KINDERGARTEN**

Interviewee: _____ **Date:** _____

Address: _____ **Age:** _____

To the interviewer: Ask the child to execute the instruction or answer the questions. Please probe on the responses given. **Use separate answer sheet(s) to record responses.** All the written responses of the child will be attached to this form. You must proceed with the next task/question if the child does not respond within five (5) seconds after giving the instruction(s) twice.

1. What is your name?
2. What are the colors I am holding/showing? Can you tell me other colors that you know?
 - a. Can you sing/recite a rhyme or poem? Please sing/recite it for me.
 - b. If the child cannot immediately think, say... "How about the alphabet song?"
3. What is your favorite game/sport?
4. How is it played?
5. Ask the child to name the numbers you will show (number cards)
 - a. (Note the highest possible number the child can identify.)
6. Ask the child to repeat a series of four to six numbers after hearing them once. For example, 4,987; 2,623; 27, 548; 66,550 (Give 5 trials, note the successful recall made.)
7. Show the different shapes, ask the child to compare, reason out and identify their attributes.
 - a. (Ask him/her also to name the shapes being presented.)
8. What do you usually do if you are angry/happy?
9. How do you react when you have a friend who is hurt?
10. Ask the child to read the words, phrases, and sentence being shown.



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Interviewers' General Comments:

1. Does the child speak clearly and respond to the task accurately and promptly?

2. Describe the correctness of responses for tasks nos. 1 and 2.

3. How are words/letters pronounced for tasks nos. 3, 6, 7, 8, and 11?

4. How is the logic of the child's responses for tasks 4, 5, 9 and 10?

5. Note the general performance of the child for all the tasks given.

Reference: (DepEd Order No. 99, s. 2009)



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