Republic of the Philippines
Department of Education
REGION IX – ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DIPOLOG CITY

DEPED DIPOLOG CITY DIVISION
RECORDS SECTION
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By: DOMINIC [illegible] S. DIAZ
ADMINISTRATIVE OFFICER IV

November 11, 2025

DIVISION MEMORANDUM
No. 628 series of 2025

DIVISION MONITORING OF ARAL READING PROGRAM IMPLEMENTATION IN PUBLIC SCHOOLS AND VALIDATION OF READING PERFORMANCE OF LEARNERS

To: Assistant Schools Division Superintendent
Chief Education Supervisors (CID/SGOD)
Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary School Heads
Other Concerned Personnel
This Division

1. Pursuant to the implementation of the Academic Recovery and Accessible Learning (ARAL) Program, this Office, through the Curriculum Implementation Division, shall conduct the **Division Monitoring of ARAL Reading Program Implementation in all Public Schools and Validation of Reading Performance of Learners** from **November 12, 2025 to December 11, 2025**. This initiative aims to ensure the effective delivery of targeted reading instruction and to assess learners' progress in decoding, fluency, and comprehension.

2. The Division ARAL Monitoring Team, composed of Education Program Supervisors, Public Schools District Supervisors, and select SGOD personnel, shall visit schools to:
   a. Assess the level of school head support to teachers and learners on the ARAL-Reading Program implementation;
   b. Observe the instructional delivery of teachers on ARAL reading sessions and classroom-based reading intervention activities;
   c. Review and validate learners' actual reading performance, assessment results, accomplished learners' activity sheets, and other relevant records on ARAL Reading implementation.
   d. Provide coaching and technical assistance to teachers and ARAL tutors on reading pedagogy and learner support strategies; and
   e. Consolidate validated data for division-level progress reporting.

3. School Heads, School Reading Coordinators and ARAL tutors are directed to:
   a. Ensure the availability and proper organization of learners' reading records and progress monitoring tools;
   b. Provide the necessary information and extend assistance to the monitoring team in terms of program delivery.

4. Please refer to the following attachments for your reference:
   a. Composition of the Division ARAL Monitoring Team
   b. ARAL- Reading Validation Tool
   (For Weekly Monitoring of Learner Progress in Reading-Filipino)

Address: Government Center, Sta. Isabel, Dipolog City
Email: dipolog.city@deped.gov.ph
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c. ARAL- Reading Validation Tool
(For Weekly Monitoring of Learner Progress in Reading-English)
d. Rubric for Reading Validation
(For validation of ARAL Learners' Reading Performance)
e. Monitoring Tool on ARAL Tutor's Instructional Delivery
f. Monitoring Tool on School Heads' Support for LEAD and ARAL Program Implementation

5. For more information or clarification, please contact the following:

Cherry Mae B. Eltanal EdD
Education Program Supervisor in Filipino
ARAL-Reading Focal Person
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Riela Angela C. Josol EdD
Education Program Supervisor in English
Division ELLN/TEACEP Coordinator
english.dipolog@deped.gov.ph

Rossalyn Z. Montealto EdD
Public Schools District Supervisor
Division Alternate Reading Coordinator
rossalyna.montealto@deped.gov.ph

6. Immediate and widest dissemination of this Memorandum to all concerned is desired.

MA. LIZA R. TABILON EdD, CESO V
Schools Division Superintendent

Reference: D.M. 064 s. 2025
CID/EPS/CMBE
November 11, 2025

A. Composition of the Division ARAL Monitoring Team

District	Name	Position
North District	**Lyn A. Carpio – Team Leader**	PSDS
	Dr. Monina R. Antiquina	EPS
	Dr. Rossalyn Z. Montealto	PSDS
	Dr. Melanie B. Bantilan	EPS
	Jesel B. Chiu	SEPS
East District	**Dr. Olalio D. De los Santos – Team Leader**	PSDS
	Dr. Edgardo S. Cabalida	OIC-CID Chief
	Serapino E. Estebat Jr.	EPS
	Maria Lisa E. Valdehueza	PSDS
	Dr. Jovencia M. Samante	PSDS
	Marie Antoinette F. Nazareth	Planning Officer III
West District	**Dr. Adrian G. Refugio – Team Leader**	PSDS
	Dr. Cherry Mae B. Eltanal	EPS
	Jesse P. Samaniego	EPS
	Dr. Genevieve B. Miranda	PSDS
	Marjohn F. Yapac	EPS-II
South District	**Dr. Bernie P. Laranjo – Team Leader**	PSDS
	Dexter A. Elumba	EPS
	Petrush G. Macute	PSDS
	Dr. Edgar C. Dingal	EPS
	Dr. Vilma C. Velasco	PSDS
	Dr. Riela Angela C. Josol	EPS
	Marie C. Refugio	EPS-II

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B. ARAL- READING VALIDATION TOOL

(For Weekly Monitoring of Learners' Progress in Reading)

District: _____ Validation Date: _____
School: _____ School Head: _____
ARAL Tutor: _____ Academic Quarter: _____

Filipino

ARAL Learner Codes	Grade Level	Key Stage	BOSY Assessment Reading Level	Reading Level During Validation								
				Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Remarks
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												

Legend: Reading Level Codes

Key Stage 1 (K to Grade 3)	**Key Stage 2** (Grades 4-6)	**Key Stage 3** (Grades 7-10)
5 - Grade Ready	3 - Independent	3 - Independent
4 - Transitioning	2 - Instructional	2 - Instructional
3 - Developing	1 - Frustration	1 - Frustration
2 - High Emerging	0 - Non-reader	0 - Non-reader
1 - Low Emerging		
0 - Non-reader		

Monitored by:

_____
Signature over Printed Name of Validator

Conforme:

_____
Signature over Printed Name of ARAL Tutor

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Website: www.depeddipolog.net
Facebook: DepEd Tayo – Division of Dipolog City

C. ARAL- READING VALIDATION TOOL

(For Weekly Monitoring of Learners' Progress in Reading)

District: _____ Validation Date: _____
School: _____ School Head: _____
ARAL Tutor: _____ Academic Quarter: _____

English

Part I- Learners' Reading Performance

ARAL Learner Codes	Grade Level	Key Stage	BOSY Assessment Reading Level	Reading Level During Validation								
				Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Remarks

Legend: Reading Level Codes

Key Stage 1 (K to Grade 3)	**Key Stage 2** (Grades 4-6)	**Key Stage 3** (Grades 7-10)
5 - Grade Ready	3 - Independent	3 - Independent
4 - Transitioning	2 - Instructional	2 - Instructional
3 - Developing	1 - Frustration	1 - Frustration
2 - High Emerging	0 - Non-reader	0 - Non-reader
1 - Low Emerging		
0 - Non-reader		

Part II- ARAL Learners' Profile

INSTRUCTIONS:
Write the numerical codes below in the appropriate column to refer to the corresponding description of the ARAL learner's socio-economic background, reading environment and reading practice.

3-Very Evident **2- Evident** **1- Not Evident**

Indicators	ARAL Learners' Codes														
A. Socio-Economic Background *The learner...*															
1. lives with both parents/guardians who provide adequate support to his/her financial and educational needs															
2. has parents/other family members/private tutors who promote the culture of reading at home															
3. is exposed to people who emphasize the importance of reading and literacy in one's daily life															
B. Reading Environment *The learner...*															
1. has wide access to books and other print resources, digital tools and materials, and other reading resources both at home and in school															
2. has a well-lighted and comfortable space for reading both at home and in school															
3. has been regularly exposed to home and school environments that ignite the love for reading and facilitate better engagement in reading activities															
C. Reading Practice *The learner...*															
1. allocates regular time or periods for reading various print and digital reading resources															
2. actively supports and cooperates with family members, peers and teachers in school or at home, respectively, in accomplishing reading tasks															
3. shows keen interest in exploring and reading varied types of texts															

Monitored by:

Signature over Printed Name of Validator

Conforme:

Signature over Printed Name of ARAL Tutor

D. Rubric for Reading Validation

(Validation of ARAL Learners' Reading Performance)

Key Stage 1

Scale	Description	Interpretation
5	Demonstrates adequate fluency and comprehension. Achieves 81-100% accuracy in word recognition. Responds correctly to comprehension questions with minimal errors.	Grade Ready
4	Exhibits emerging grade-level proficiency. Develops textual response, vocabulary, oral expression, and comprehension strategies. Achieves 61-80% accuracy in word recognition and comprehension questions.	Transitioning
3	Reads with emerging vocabulary and fluency. Limited responses to literal and inferential comprehension questions. Achieves 41-60% accuracy in word recognition.	Developing
2	Begins to decode phonics patterns, simple words, and sight words. Achieves 21-40% accuracy in word recognition within the given text.	High Emerging
1	Shows limited print and phonological awareness, with poor skills in letter-sound correspondence, rhyming, and phoneme blending. Achieves 1-20% accuracy in word recognition within the given text.	Low Emerging
0	Shows absence of letter recognition and the ability to read words, with no measurable reading skills or observable decoding behavior within the given text. Achieves 0% accuracy in word recognition.	Non-reader

Key Stages 2 and 3

Scale	Description	Interpretation
3	Displays adequate fluency and comprehension. Responds correctly to comprehension questions with minimal errors. Achieves 81–100% accuracy in word recognition within the given text.	Independent
2	Performs slightly below grade-level expectations. Requires guided reading support to strengthen comprehension and fluency. Responds correctly to comprehension questions with moderate consistency. Achieves 41–80% accuracy in word recognition within the given text.	Instructional
1	Struggles with grade-level texts. Shows limited print and phonological awareness, with poor skills in letter-sound correspondence, rhyming, and phoneme blending. Demonstrates low fluency and comprehension. Achieves 1–40% accuracy in word recognition within the given text.	Frustration
0	Shows absence of letter recognition and the ability to read words, with no measurable reading skills or observable decoding behavior within the given text. Achieves 0% accuracy in word recognition.	Non-reader

E. Monitoring Tool on ARAL Tutor's Instructional Delivery

District: _____ Observation Date: _____
School: _____ School Head: _____
ARAL Tutor: _____ Academic Quarter: _____

Disclaimer: All data gathered through this M&E tool will be subject to the Data Privacy Act and will be used for this program and other research purposes.

INSTRUCTIONS: Put a check mark (/) on the appropriate column for every indicator observed from the ARAL tutor. Kindly provide additional information (if there is any) for each indicator in the REMARKS column.

Indicators	Very Evident	Evident	Not Evident	Remarks
Record Management *The tutor maintains a complete set of the following documents:*				
1. Updated Learner Reading Progress Report Card attached to SF10				
2. Parent/Legal Guardian Consent				
3. Reading Class Profile and Attendance				
4. ARAL Session Learner Grouping and Ratio Documentation				
5. Individual Reading Intervention Plan (IRIP) and Reading Progress Monitoring Report				
Learning Environment *The tutor...*				
1. ensures that the room/venue for reading intervention classes is clean and conducive to learning.				
2. provides proper ventilation and safe spaces for ARAL learners				
3. conducts reading intervention activities in a well-lighted room				
4. encourages a positive learning climate for the ARAL learners				
Teaching Pedagogies, Strategies and Values Integration *The tutor...*				
1. utilizes appropriate and adequate instructional materials to address reading difficulties of the learners				
2. adheres to program standards of delivery, principles, processes and mechanisms				
3. motivates learners to sustain their active engagement in the reading intervention program through the conduct of varied literacy activities				
4. observes the highest ethical standards in the delivery of instruction				
5. establishes a harmonious relationship with learners, colleagues, and school head in providing regular feedback on learners' reading performance				

Monitored by:

_____
Signature Over Printed Name of PSDS/EPS

Conforme:

_____
Signature Over Printed Name of Tutor

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F. Monitoring Tool on School Head's Support for LEAD and ARAL Program Implementation

School: _____ School ID No.: _____
School Head: _____ Contact No.: _____
Period of Observation: _____

Disclaimer: All data gathered through this M&E tool will be subject to the Data Privacy Act and will be used for this program and other research purposes.

INSTRUCTIONS: Put a check mark (/) on the appropriate column for every indicator observed from the school head. Kindly provide additional information (if there is any) for each indicator in the REMARKS column.

Indicators	Very Evident	Evident	Not Evident	Remarks
A. Leadership and Advocacy *The school head...*				
1. encourages the inclusion of the LEAD and ARAL Program in the school's strategic goals. (SIP/AIP/WFP)				
2. raises awareness of the reading program among teachers, parents, students, and other community stakeholders through orientation activities.				
B. Resource Provision *The school head...*				
1. ensures the provision of books, digital tools, and other reading materials.				
2. ensures the availability of reading corners, libraries, or dedicated spaces for the program				
3. provides adequate printing materials or school supplies needed in the project implementation (e.g., learners' worksheets and tutors' instructional materials)				
4. allocates resources for the use of digital tools or platforms that enhance reading activities and educational experience.				
C. Capacity Building *The school head...*				
1. shows active support for teacher training workshops and seminars related to reading instruction.				
2. provides technical assistance to reading teachers in terms of resolving related issues in the project implementation.				
3. provides guidance and mentoring to reading program facilitators and teachers.				
4. promotes creative approaches to improve program implementation (e.g. 5–10-minute daily drill on vocabulary development across various learning areas)				
A. Monitoring and Evaluation *The school head...*				
1. monitors the outcomes of the reading program and literacy activities through student performance and teacher feedback.				
2. uses evaluation data to improve program strategies and guide decision-making.				
3. analyzes and validates the accuracy of reading reports submitted by the reading teachers before submitting them to the respective authorities.				
4. ensures that the reading team members strictly adhere to policies and strategies adopted by DepEd and the division office.				

Monitored by:

_____
Signature Over Printed Name of PSDS/EPS

Conforme:

_____
Signature Over Printed Name of School Head

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