



Republic of the Philippines
Department of Education

Enclosure to DepEd Order No. 014, s. 2018

**IMPLEMENTING GUIDELINES ON THE ADMINISTRATION OF THE REVISED
PHILIPPINE INFORMAL READING INVENTORY (PHIL-IRI)**

I. Rationale

1. Literacy is one of the most fundamental skills a child can learn. Reading is the foundation for all academic learning. Learning to read, write and count is crucial to a child's success in school and in later life. Literacy improvement is one of the priorities of the Department of Education (DepEd). It is anchored on the flagship program of the Department: "Every Child A Reader Program," which aims to make every Filipino child a reader and a writer at his/her grade level.

2. The Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool is aimed to be used as a classroom-based assessment tool to measure and describe students' reading performance. Information gathered from the assessment can help classroom teachers design and provide appropriate reading instruction for their students. This diagnostic approach to describing how children read embraces inclusionary principles that emphasize the need for education that is *learner-oriented*, *responsive* and *culturally sensitive*. At the school level, the information from Phil-IRI assessment will help school heads plan for appropriate school reading programs or activities for improved student learning outcomes.

3. Informal reading inventories are designed to provide greater insight into an individual learner's reading level vis-à-vis a specific passage in order to allow teachers to customize instruction to the needs of their students (Rutledge, 1998). The underlying assumption is that an approximation of a student's literacy abilities is best shown through his/her performance in actual reading and writing tasks. This is in contrast to formal reading tests that are standardized and often conducted for the purpose of comparing a student's performance with that of others (Weaver, 2014).

II. Scope of the Policy

4. This DepEd Order provides the guidelines for the administration of the revised Philippine Informal Reading Inventory (Phil-IRI). The tool is administered for Grades 3 to 6 learners in public elementary schools nationwide. It defines the responsibilities of the different levels of governance pertaining to the dissemination and utilization of the said tool.

III. Definition of Terms

5. For the purposes of this Order, the following terms are defined and understood as follows: