

February 22, 2013

**DIVISION MEMORANDUM**

No. 124 s. 2013

**POLICY GUIDELINES ON THE IMPLEMENTATION OF THE SCHOOL READINESS  
YEAR-END ASSESSMENT (SReYA) FOR KINDERGARTEN**

**To: OIC, Assistant Superintendents  
Education Supervisors/Coordinators  
District Supervisors/OICs  
District Preschool Coordinators  
Elementary School Heads**

1. Attached is Department Order No. 5, s. 2013, entitled, "**Policy Guidelines on the Implementation of the School Readiness Year-End Assessment (SReYA) for Kindergarten.**"
2. Immediate and wide dissemination of and compliance with this Memorandum is desired.

  
**ARDEN D. MONISIT, Ed. D.**  
Schools Division Superintendent

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Republic of the Philippines  
**Department of Education**

25 JAN 2013

DepEd ORDER  
No. **5**, s. 2013

**POLICY GUIDELINES ON THE IMPLEMENTATION OF THE SCHOOL READINESS  
YEAR-END ASSESSMENT (SR<sub>e</sub>YA) FOR KINDERGARTEN**

To: Undersecretaries  
Assistant Secretaries  
Bureau Directors  
Directors of Services, Centers and Heads of Units  
Regional Directors  
Heads, Public Elementary and Secondary Schools  
All Others Concerned

1. Pursuant to Republic Act (RA) No. 10157 otherwise known as the *Kindergarten Education Act*, *Kindergarten Education* as the first stage of compulsory and mandatory formal education is vital for the holistic development of the Filipino child.
2. Kindergarten Education is hereby institutionalized as part of basic education which was made effective starting School Year (SY) 2011-2012 following the Standards and Competencies for Five-Year Old Filipino Children. Along with the implementation of this curriculum, an assessment tool is deemed necessary. Thus, the **School Readiness Year-End Assessment (SR<sub>e</sub>YA)** was restructured and contextualized into 12 dominant languages (Mother Tongue). The tool is intended to assess the performance level of all kindergarten pupils in the elementary school system across different developmental domains aligned with the National Early Learning Framework.
3. The SR<sub>e</sub>YA aims to:
  - a. assess children's readiness across the different developmental domains (Physical Health and Well-being, Motor Development, Mathematics, Language and Literacy, Sensory Perceptual, Physical and Social Environment, Character and Values Development, and Socio-emotional Development);
  - b. utilize the results as basis for providing appropriate interventions to address specific needs of the children; and
  - c. share with parents the results of their child's assessment as basis for helping them come up with home-based activities for their supplemental learning.
4. The assessment shall not be treated as an achievement test or final examination. Hence, **no child shall be refused entry to Grade 1 based on the results of this assessment.**

5. To ensure effective and proper implementation/administration of the School Readiness Assessment, the training cum workshop of trainers on the administration of the SReYA will be conducted in January 2013. Participants to this training will be regional/division supervisors in-charge of kindergarten, one principal/school head (SH), one kindergarten teacher and one Grade 1 teacher. They are expected to deliver the same training to teachers in their respective divisions, districts and schools.

6. The regional/division supervisors, district supervisors, and SHs should closely monitor the implementation and administration of the SReYA. Travel expenses for the monitoring shall be charged to their local funds subject to the usual accounting and auditing rules and regulations.

7. Regional Consolidated Report on SReYA (Form 5) should be submitted not later than **April 30, 2013** to the Curriculum Development Division-Bureau of Elementary Education (CDD-BEE), Room 204 Bonifacio Bldg., DepEd Complex, Meralco Avenue, Pasig City 1600 with telephone no.: (02) 638-4799; fax nos. (02) 637-4347; (02) 633-7270 or send a message through email address: [kindergartenproject@yahoo.com.ph](mailto:kindergartenproject@yahoo.com.ph).

8. Enclosed are the following documents:

Enclosure No. 1 - Guidelines in the Administration of SReYa; and  
Enclosure No. 2 - SReYA Report Forms.

9. Immediate and wide dissemination of and compliance with this Order is directed.

  
**BR. ARMIN A. LUISTRO FSC**  
Secretary

Encls.:

As stated

References:

DepEd Order: No. 32, s. 2012  
DepEd memorandum: No. 25, s. 2012

To be indicated in the Perpetual Index  
under the following subjects:

ASSESSMENT  
PROGRAMS  
PUPILS  
SCHOOLS  
TEACHERS

(Enclosure No. 1 to DepEd Order No. 5, s. 2013)

## **GUIDELINES ON THE IMPLEMENTATION OF THE SCHOOL READINESS YEAR-END ASSESSMENT (SReYA) FOR KINDERGARTEN**

### **A. Introduction**

Pursuant to R.A. 10157 known as the Kindergarten Education Act, Kindergarten Education as the first stage of compulsory and mandatory formal education is vital for the holistic development of the Filipino child.

Kindergarten education is hereby institutionalized as part of basic education effective SY 2011-2012, following the Standards and Competencies for Five-Year Old Filipino Children. Along with the implementation of this curriculum, an assessment tool is deemed necessary thus, the School Readiness Year-End Assessment (SReYA) was restructured and contextualized into 12 dominant languages (Mother tongue).

SReYA is a tool to determine the achievement level of Kindergarten pupils across different developmental domains. Test items were developed based on the Standards and Competencies for Five-Year Old Filipino Children which are aligned with the National Early Learning Framework.

### **B. Significance of the SReYA Result**

- Result of the assessment will be beneficial to Grade I teachers because they will be provided with children's readiness profile which is crucial in addressing their specific learning needs. Kindergarten teachers on the other hand, will have basis for instructional improvement.
- SReYA result could serve as guide for school principals/school heads in strengthening instructional support, mentoring/staff development, budget allocation and networking for the effective management of kindergarten education program.
- Kindergarten coordinators can utilize the result in giving technical assistance and instructional support to school heads and kindergarten teachers.
- The data obtained from the SReYA result could serve as basis for assessment and improvement of the Kindergarten Curriculum.
- Parents can make proper follow-up and home intervention.

### C. Description of the SReYA

The School Readiness Year-end Assessment cuts across the different developmental domains which is composed of performance and verbal/non-verbal test given individually and by groups. Ten (10) test items are given in groups while twenty (20) test items are given individually. The different developmental domains are as follow:

- Physical Health and Well-being
- Motor Development
- Mathematics
- Language and Literacy
- Sensory Perceptual
- Physical and Social Environment
- Character and Values Development
- Socio-emotional Development

### D. General Guidelines

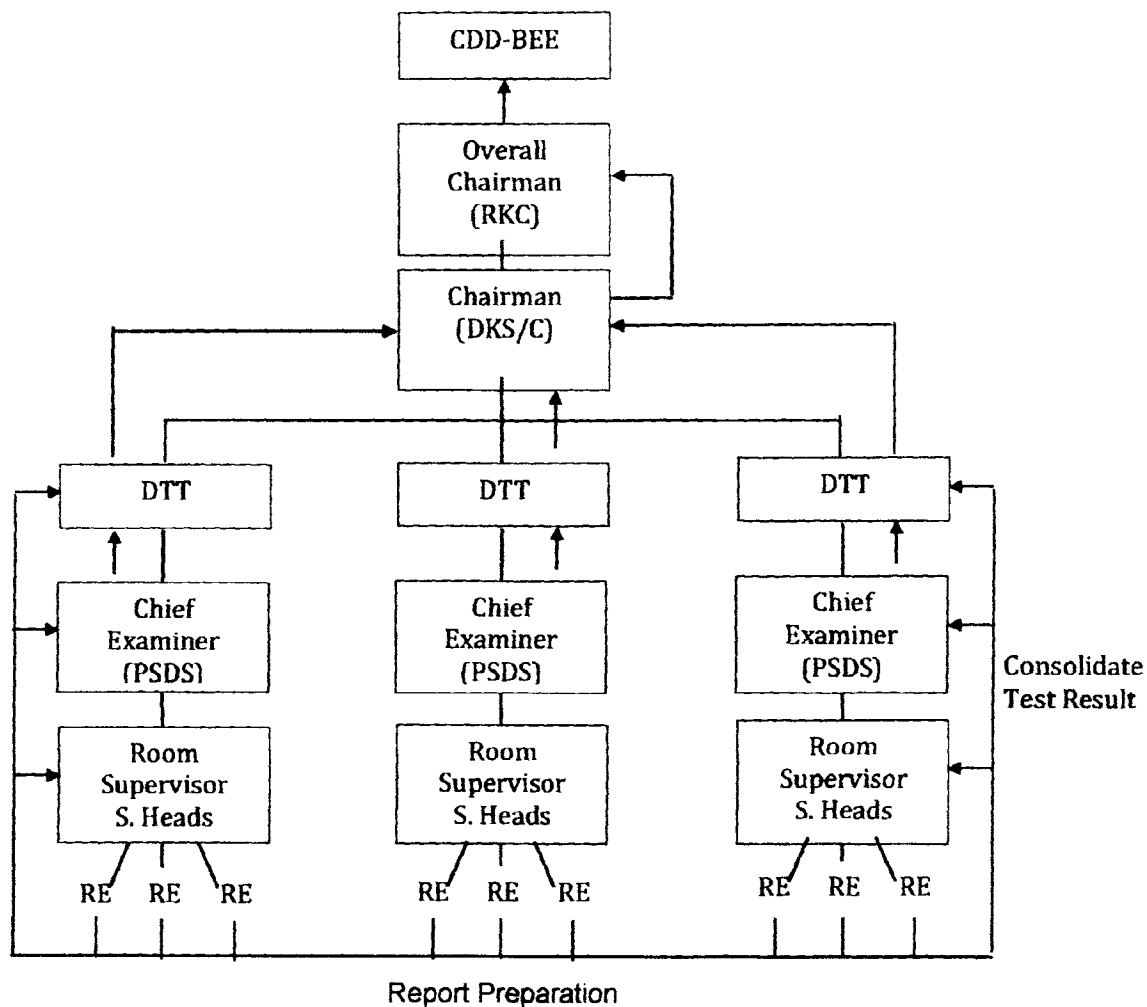
This Tool is **NOT** intended to assess teacher's performance but as basis for providing appropriate instruction, assistance and interventions to Grade I Entrants. Hence, teachers are advised not to coach the children during the conduct of SReYA.

Important things to remember in the test administration are the following:

1. SReYA shall be administered using the mother tongue.
2. It shall be administered at the end of each school year in addition to the Early Childhood Care Development (ECCD) checklist which is given three times a year.
3. Assessment shall be administered in every school by the District SReYA Assessment Teams organized and headed by the Division Kindergarten Supervisor/Coordinator.
4. Each District Testing Team (DTT) is composed of Chief Examiner (PSDS/District Principal In-Charge/Cluster Coordinator), Room Supervisor (School Head) and Room Examiner (Teacher). The Team will also be responsible in safeguarding the materials as well as the validity and reliability of the assessment results.
5. The test shall be administered in one (1) day, with a maximum of fifteen (15) kindergarten pupils per testing room. Room examiner with the help of the proctor shall prepare the materials for group test and answer sheets in advance. Group test will be administered first followed by the individual test. The proctor shall record the responses of the children in the tally sheet provided.

6. Follow strictly the flowchart for submission of assessment result/preparation of report a month after the administration using the forms provided ( (See flow chart attached.)

**SReYA Testing & Reporting Flow Chart**



**Legend:**

- CDD-BEE – Curriculum Development Division, Bureau of Elementary Education
- RKC – Regional Kindergarten Coordinator
- DKS/C – Division Kindergarten Supervisor/Coordinator
- DTT – District Testing Team
- PSDS – Public School District Supervisor
- SH – School Heads
- RE – Room Examiner

**To the Examiners:**

**A. Before the Test**

Prepare all the necessary materials before the Assessment:

- SReYA Tool
- Form 1 - Pupil Scoring Sheet
- Test Materials (refer to the SReYA tool)

**B. During the Test**

- Be child-friendly.
- Give instructions clear enough to be understood by the child as indicated in the manual.
- Allow some time for the child to respond. However, proceed to the next item if the child is unable to answer or perform as required within 5 seconds.
- Administer all the items.

**C. After the Test**

**Scoring and Reporting of Results**

- The examiner shall record result per item on the Pupil Scoring Sheet (Form 1): one (1) for every skill exhibited/correct answer given, zero (0) for skills unperformed/incorrect answer.







**FORM 3-B**

<b>Items Analysis</b>	
<b>5 Most Learned Item</b>	<b>5 Least Learned Item</b>

**FORM 4-A**  
**Division Consolidated Report**

Name of Division:

<b>District</b>	<b>E</b>	<b>N</b>	<b>Scores</b>	
			<b>1-10</b>	<b>11-30</b>

**FORM 4-B**

<b>Items Analysis</b>	
<b>5 Most Learned Items</b>	<b>5 Least Learned Items</b>

**FORM 5-A  
Region Consolidated Report**

Name of Region:

Division	E	N	Scores	
			1-10	11-30

**FORM 5-B**

Items Analysis			
5 Most Learned Items	Competency	5 Least Learned Item	Competency