



Republic of the Philippines

Department of Education

**Region VI-Western Visayas
SCHOOLS DIVISION OF KABANKALAN CITY**

Office of the Schools Division Superintendent

August 23, 2021

DIVISION MEMORANDUM

No. 200, s. 2021

**ADMINISTRATION OF PRE-TEST AND POST-TEST
ASSESSMENT FOR PROGRAM READ PLUS RECIPIENTS**

TO: Assistant Schools Division Superintendent
Chiefs, CID and SGOD
Secondary/Senior High School Heads / Principals
All concerned

1. In line with the implementation of Program READ Plus, the K to 3 Implementers are advised to conduct the following assessment tools for both the pre-test and post-test.

LEVEL		ASSESSMENT TOOL	CATEGORY
Kindergarten Grade 3	to	Qualitative Reading Inventory-4	Word List (Reading)
Kindergarten Grade 3	to	Qualitative Reading Inventory-4	Comprehension (Reading)
Kindergarten		Division Unified Numeracy Test for Kindergarten (DUNK)	Numeracy
Grades 1 to 3		Regional Unified Numeracy Test (RUNT)	Numeracy

2. The deadline for the submission of assessment results will be on September 17, 2021. Google Form will be provided via Filengmaki Group for encoding.
3. The Administration Guidelines and Assessment Tools are found in Enclosure No. 1 to this Division Memorandum.
4. Widest dissemination and compliance to this Memorandum are highly desired.

PORTIA M. MALLORCA, PhD, CESO V
Schools Division Superintendent



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Enclosure No. 1 to Division Memorandum No. 200, s. 2021

REGIONAL UNIFIED NUMERACY TEST (RUNT)

GUIDELINES

1. The Regional Unified Numeracy Test (RUNT) will be administered before and after the implementation of Program READ Plus.
2. This will be conducted in two exposures: Pre-Test, and Post-Test.
4. The RUNT consists of the four basic fundamental operations: addition, subtraction, multiplication and division.
6. The Table below illustrates the number of items, the basic operation to be given and the time limit per grade level.

Grade Levels	Exposure		Time Allotted
	Pretest	Post-Test	
Grade 1	Addition & Subtraction 20 items	Addition & Subtraction 20 Items	10 minutes
Grade 2	Addition & Subtraction 20 Items	Addition & Subtraction 20 Items	10 minutes
Grade 3	Addition, Subtraction & Multiplication 30 Items	Addition, Subtraction & Multiplication 30 Items	10 minutes

DIVISION UNIFIED NUMERACY TEST FOR KINDERGARTEN (DUNK)

GUIDELINES

1. The Division Unified Numeracy Test for Kindergarten (DUNK) will be administered before and after the implementation of Program READ Plus.
2. This will be conducted in two exposures: Pre-Test, and Post-Test for 20 minutes.
3. The Table below illustrates the number of items, the basic operation to be given and the time limit per grade level.



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GUIDELINES FOR QUALITATIVE READING INVENTORY-4 WORD LIST

GUIDELINES:

1. The QRI-4 will be administered to Kindergarten, Grade 1, Grade 2, and Grade 3 before and after the implementation of Program READ Plus.
2. Record their scores and use the interpretations below to determine their reading levels.

QUALITATIVE READING INVENTORY-4 (Word List)

(Kindergarten)

WORD LIST	AUTOMATICALLY IDENTIFIED	IDENTIFIED
1. can		
2. who		
3. I		
4. work		
5. write		
6. at		
7. with		
8. my		
9. he		
10. too		
11. the		
12. in		
13. she		
14. other		
15. make		
16. place		
17. go		
18. to		
19. see		
20. do		
TOTAL CORRECT AUTOMATIC:	/20	%
TOTAL CORRECT IDENTIFIED:	/20	%
TOTAL NUMBER CORRECT:	/20	%

(Adapted from Leslie & Caldwell, 2006)



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QUALITATIVE READING INVENTORY-4 (Word List)

(Grade 1)

WORD LIST	AUTOMATICALLY IDENTIFIED	IDENTIFIED
1. keep		
2. need		
3. not		
4. what		
5. children		
6. thing		
7. was		
8. animal		
9. they		
10. were		
11. saw		
12. want		
13. every		
14. went		
15. like		
16. from		
17. said		
18. live		
19. comes		
20. help		
TOTAL CORRECT AUTOMATIC:	/20	%
TOTAL CORRECT IDENTIFIED:	/20	%
TOTAL NUMBER CORRECT:	/20	%

(Adapted from Leslie & Caldwell, 2006)



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**QUALITATIVE READING INVENTORY-4 (Word List)
(Grade 2)**

WORD LIST	AUTOMATICALLY IDENTIFIED	IDENTIFIED
1. bear		
2. father		
3. find		
4. sound		
5. friend		
6. song		
7. thought		
8. there		
9. run		
10. then		
11. move		
12. knew		
13. brain		
14. air		
15. without		
16. afraid		
17. wind		
18. heard		
19. put		
20. looked		
TOTAL CORRECT AUTOMATIC:	/20	%
TOTAL CORRECT IDENTIFIED:	/20	%
TOTAL NUMBER CORRECT:	/20	%

(Adapted from Leslie & Caldwell, 2006)



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QUALITATIVE READING INVENTORY-4 (Word List)

(Grade 3)

WORD LIST	AUTOMATICALLY IDENTIFIED	IDENTIFIED
1. morning		
2. tired		
3. shiny		
4. old		
5. trade		
6. promise		
7. pieces		
8. picked		
9. push		
10. though		
11. begins		
12. food		
13. light		
14. ends		
15. clue		
16. breathe		
17. insects		
18. weather		
19. noticed		
20. money		
TOTAL CORRECT AUTOMATIC:	/20	%
TOTAL CORRECT IDENTIFIED:	/20	%
TOTAL NUMBER CORRECT:	/20	%

(Adapted from Leslie & Caldwell, 2006)



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QUALITATIVE READING INVENTORY-4 (Comprehension)
(Kindergarten)

Lost and Found

I lost my cat.



Where was she?

I looked inside the house.

I looked under the bed.

I looked outside too.

I lost my dog.



Where was he?

I looked inside the house.

I looked under the bed.

I looked outside too.

I found my cat.

I found my dog.

Where were they?

They were in the same place.

They were under the table.

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QUALITATIVE READING INVENTORY-4 (Comprehension)
(Kindergarten)

QUESTIONS for "Lost and Found" (Explicit Questions)

1. What did the person in the story lose?

2. What else did the person in the story lose?

3. Where did the person in the story look?

4. Where else did the person in the story look?

5. Where did the person find the dog and cat?

Key to Corrections:

1. Cat or Dog
2. Cat or Dog (depending on the answer above)
3. Inside the house, under the bed, or outside
4. Inside the house, under the bed, or outside, depending on the answer above
5. In the same place or under the table

Student's Explicit Score: _____

_____ Independent: 5 correct

_____ Instructional: 4 correct

_____ Frustration: 0-3 correct

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QUALITATIVE READING INVENTORY-4 (Comprehension)

(Grade 1)

The Pig Who Learned to Read

Once there was a pig.

His name was Pete.

He lived on a farm.

He was not like other pigs.

He was special.

He wanted to learn to read.

His father said, "But pigs can't read!"

"I don't care," said Pete.

"I want to read."

One day Pete went to a boy who lived on the farm.

"Teach me to read," he said.

The boy said, "But you're a pig. I don't know if I can.

But I'll do what my mother and father did with me."

Every night before bed, the boy read to the pig.

The pig loved the stories.

He liked one called "Pat the Bunny" best.

A week later Pete Asked to take the book to the barn.

He looked at the words.

He thought about what the boy had said.

He did that every day.

One day he read a story to the boy.

He was so happy!

After that he read to the other animals every night.

The boy was happy too, because he'd taught his first pig to read.

(Adapted from Leslie & Caldwell, 2006)



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QUALITATIVE READING INVENTORY-4 (Comprehension)

(Grade 1)

QUESTIONS for "The Pig Who Learned to Read"

1. Who was this story about?

2. What did Pete want?

3. What did Pete do to get what he wanted?

4. Why was the boy not sure he could teach the pig to read?

5. What did the boy do in order to teach Pete to read?

6. What did the pig do in order to learn how to read?

Key to Corrections:

1. Pete the pig (Explicit)
2. To learn to read (Explicit)
3. He asked the boy who lived on the farm to teach him (Explicit)
4. Because pigs didn't learn to read or because the boy had never taught anyone to read before (Implicit)
5. He read to him every night (Explicit)
6. He matched the words with what the boy had said. He did that every day/ (Implicit)

Number of Correct Explicit: _____

Number of Correct Implicit: _____

TOTAL : _____

_____ Independent: 6 correct _____ Instructional: 4 -5 correct _____ Frustration: 0-3 correct

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QUALITATIVE READING INVENTORY-4 (Comprehension)

(Grade 2)

Mouse in a House

Once there was a mouse.

He lived in a wall of an old house.

Each night the mouse went to the kitchen.

He wanted to find something to eat.

The man who lived in the house heard the mouse.

He knew the mouse lived in the wall. But he didn't mind.

Then one day the man decided to sell the house.

He loved the old house. But it was too big.

He put an ad in the paper.

It said, "100-year-old house for sale. Call 224-3414."

Many people called and wanted to visit the house.

Two people came on Sunday. They walked up the old stairs.

When they got to the top, the mouse ran down the wall. Up and down.

The people heard the mouse.

They said, "We don't want the house."

The mouse was very happy.

He was afraid that new people would try to get rid of him.

Every time someone visited the house, the mouse would do the same thing.

He would run up and down the wall between the first and second floors.

Every time, the people left without buying the house.

Then a family came to see the house.

The house was just the right size for them.

When they walked up the stairs, the mouse ran up and down the wall.

They heard him and said, "Oh, you have a mouse.

We love the mouse so much we'll buy it, mouse and all."

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QUALITATIVE READING INVENTORY-4 (Comprehension)

(Grade 2)

QUESTIONS for "Mouse in a House"

1. Where did the mouse live in the house?

2. What did the old man decide to do?

3. What did the mouse do when people came to visit the house?

4. How many floors did the house have?

5. Why didn't some people want to buy the house?

6. Why did the last family buy the house even though it had a mouse?

Key to Corrections:

1. In a wall (Explicit)
2. Sell the house (Explicit)
3. Run up and down the inside of the walls (explicit)
4. Two (implicit)
5. They didn't want a mouse in their house (implicit)
6. It was the right size for them. (Explicit)

Number of Correct Explicit: _____

Number of Correct Implicit: _____

TOTAL : _____

_____ Independent: 6 correct _____ Instructional: 4 -5 correct _____ Frustration: 0-3 correct

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QUALITATIVE READING INVENTORY-4 (Comprehension)

(Grade 3)

Whales and Fish

Whales and fish both live in the water, but they are different in many ways. Whales are large animals that live in the water. Even though whales live in the water, they must come to the top of the water to get air. When they come to the top of the water, whales breathe in air through a hole in the top of their heads. At the same time they blow out old air. Whales don't get air like fish. Fish take in air from the water.

Mother whales give birth to live whales. The baby whale must come to the top of the water right away for air. The baby drinks milk from its mother for about a year. Then it finds its own food. Fish have babies in a different way. Most mother fish lay eggs. The babies are born when the eggs hatch. Right after they are born, the baby fish must find their own food.

Whales and fish are alike in some ways too. Whales and fish have flippers on their sides. They also have fins on their tails. Flippers and fins help whales and fish swim. Fins move and push the water away.

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QUALITATIVE READING INVENTORY-4 (Comprehension)

(Grade 3)

QUESTIONS for "Whales and Fish"

1. What is this passage mainly about?

2. According to the passage, how are the whales and fish different?

3. According to the passage, name another way that whales and fish are different?

4. What part of the whale is like our nose?

5. Why does a baby whale stay with its mother for a year?

6. What parts of whales and fish are alike?

7. Where are fins found on fish and whales?

8. Why might a mother fish not know her baby?

Key to Corrections:

1. How whales and fish are alike and different (Explicit)
2. Whales breathe air and fish take in air from the water; whales give birth to live babies and fish lay eggs; baby whales get food from their mother; and baby fish have to get it for themselves (Explicit)
3. Any other of the above answers (Explicit)
4. The air hole or the hole in the whale's head (Implicit)
5. It gets food from its mother (implicit)
6. Fins or flippers (explicit)
7. On the tail (explicit)
8. The mother does not see the babies when they are born; or the babies hatch from eggs. (implicit)

Number of Correct Explicit: _____

Number of Correct Implicit: _____

TOTAL : _____

_____ Independent: 8 correct _____ Instructional: 6-7 correct _____ Frustration: 0-5 correct

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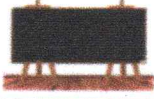


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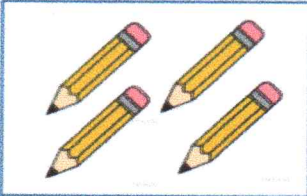
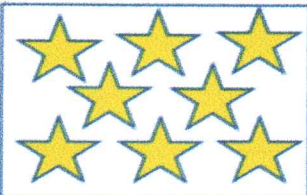
DIVISION UNIFIED NUMERACY TEST FOR KINDERGARTEN (DUNK)

NAME: _____

A. Check (✓) the object inside the box with the same shape found at the left.

1.				
2.				
3.				
4.				
5.				

B. Count the objects and encircle the correct number.

6.		3 1 2 4
7.		7 5 8 6



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Jani

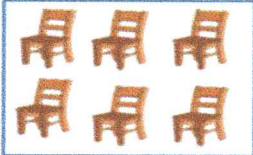
Jani

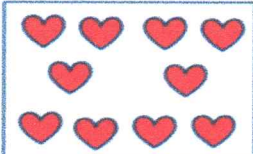


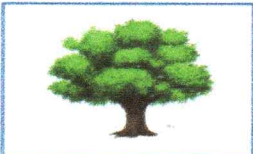
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8. 

9. 

10. 

C. How many are there in all? Count the objects and draw them inside the box.

11.  +  =

12.  +  =


D. Solve the addition sentence.

13. + =

14. + =

E. Write the correct number sentence.

Hannah has 5 yellow bananas and 2 green bananas. How many bananas does she have?

15.  +  =





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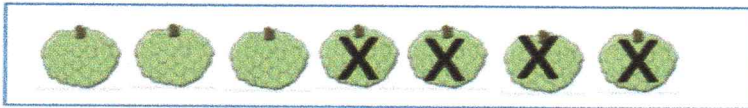
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F. How many were left? Write the correct answer on the blank.

16.



$$7 - 4 = \underline{\quad}$$

17.



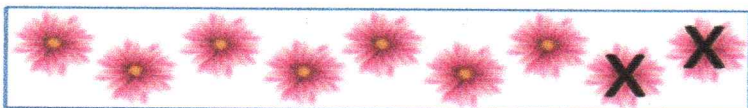
$$4 - 1 = \underline{\quad}$$

18.



$$5 - 5 = \underline{\quad}$$

19.

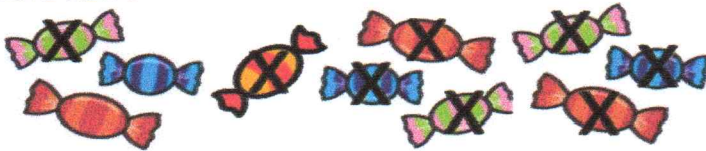


$$9 - 2 = \underline{\quad}$$

G. Solve the subtraction story.

Matthew has 10 candies. He gives 8 candies to his friends. How many candies does he have now?

20.



$$\square - \square = \square$$



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REGIONAL UNIFIED NUMERACY TEST (RUNT)

Pre-Assessment

Name: _____ Total Score: _____

School: _____ Grade & Section: _____

Direction: Write the correct answer inside the box.

Add

$1 + 0 = \square$

$5 + 2 = \square$

$2 + 1 = \square$

$6 + 3 = \square$

$4 + 5 = \square$

$2 + 3 = \square$

$9 + 0 = \square$

$1 + 8 = \square$

Subtract

$1 - 1 = \square$

$5 - 1 = \square$

$2 - 0 = \square$

$7 - 3 = \square$

$3 - 1 = \square$

$2 - 1 = \square$

$6 - 2 = \square$

$4 - 2 = \square$

Multiply

$2 \times 1 = \square$

$3 \times 2 = \square$

$2 \times 5 = \square$

$2 \times 0 = \square$

$4 \times 2 = \square$

$3 \times 4 = \square$

$5 \times 5 = \square$

$0 \times 9 = \square$

Divide

$3 \div 3 = \square$

$2 \div 1 = \square$

$6 \div 3 = \square$

$0 \div 8 = \square$

$7 \div 7 = \square$

$5 \div 5 = \square$

$4 \div 2 = \square$

$8 \div 4 = \square$



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$3 + 2 = \square$
$4 + 3 = \square$
Score

$8 - 8 = \square$
$9 - 6 = \square$
Score

$6 \times 2 = \square$
$7 \times 1 = \square$
Score

$9 \div 3 = \square$
$0 \div 2 = \square$
Score



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REGIONAL UNIFIED NUMERACY TEST (RUNT)

Post-Assessment

Name: _____ Total Score: _____

School: _____ Grade & Section: _____

Direction: Write the correct answer inside the box.

Add

$1 + 6 = \square$

$5 + 1 = \square$

$0 + 9 = \square$

$5 + 0 = \square$

$2 + 2 = \square$

$2 + 1 = \square$

$2 + 7 = \square$

$3 + 2 = \square$

Subtract

$7 - 5 = \square$

$2 - 1 = \square$

$6 - 0 = \square$

$4 - 2 = \square$

$8 - 8 = \square$

$5 - 3 = \square$

$9 - 6 = \square$

$1 - 1 = \square$

Multiply

$5 \times 5 = \square$

$5 \times 2 = \square$

$9 \times 0 = \square$

$0 \times 2 = \square$

$2 \times 6 = \square$

$4 \times 2 = \square$

$1 \times 7 = \square$

$2 \times 1 = \square$

Divide

$4 \div 2 = \square$

$6 \div 3 = \square$

$8 \div 4 = \square$

$0 \div 8 = \square$

$9 \div 3 = \square$

$7 \div 7 = \square$

$0 \div 2 = \square$

$3 \div 3 = \square$



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$3 + 4 = \square$
$5 + 4 = \square$
Score

$8 - 4 = \square$
$3 - 2 = \square$
Score

$4 \times 3 = \square$
$2 \times 3 = \square$
Score

$5 \div 5 = \square$
$2 \div 1 = \square$
Score



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