



Republic of the Philippines  
**Department of Education**  
 REGION IX - ZAMBOANGA PENINSULA  
**SCHOOLS DIVISION OF ZAMBOANGA SIBUGAY**

DepEd, Division of Zamboanga Sibugay  
 RECORD SECTION  
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 BY: \_\_\_\_\_ DATE: **04 JUN 2026**  
**RELEASED**

June 3, 2026

**DIVISION MEMORANDUM**

No. **318**, s. 2026

**ADMINISTRATION OF BEGINNING OF SCHOOL YEAR (BOSY) ASSESSMENT**

TO: Assistant Schools Division Superintendent  
 Public Schools District Supervisors/ District-in-Charge  
 School Heads of All Public Elementary and Secondary Schools  
 This Division

1. Pursuant to the DepEd Order No. 012, s.2025 and DepEd Memorandum DM\_2025-197 on the Administration of the Beginning of the School Year (BOSY) Assessment, and in compliance with DepEd Order 009, s. 2026, the Three-term Calendar in Basic Education, explicitly mandates the conduct BOSY assessments, including CRLA, Rapid Mathematics Assessment (RMA) and Phil-IRI.

2. The objectives of the BOSY assessment and are the following:

- a. determine the needed reading interventions aligned with the ARAL Program and enrichment activities for learners at the developing, transitioning, instructional, grade ready, and independent learners;
- b. assess learners' needs for timely, responsive and effective support; and
- b. set baseline data for annual improvement plan and other school improvement plans.

**Table 1. Schedule of Assessment/Activity Timeline**

Date	Activity	Expected Output
June 8-11, 2026	BOSY Administration <ul style="list-style-type: none"> <li>• CRLA Grade 2-3</li> <li>• PHIL-IRI Grade 4-12</li> <li>• RMA</li> </ul>	Assessment conducted
June 15-19, 2026	Analysis and submission of reports	<ul style="list-style-type: none"> <li>• School consolidated reports submitted to the District Office</li> <li>• District Office submission to the Division Office</li> <li>• Division consolidation report</li> </ul>



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**Table 2. Administration of BOSY Assessments for Grades 1 to 10**

Grade Level	Test-takers	Testing Window of the BOSY Assessments	Assessment Tools	Link to the Submission Portal
Grade 1	ALL Grade 1 learners	To be disseminated when the testing window shall be officially opened	Comprehensive Rapid Literacy Assessment (CRLA) Materials used at the beginning of the school year (BOSY) <a href="https://bit.ly/CRLA_AdministrationMaterials">https://bit.ly/CRLA_AdministrationMaterials</a>	<a href="https://bld.deped.gov.ph/submission">bld.deped.gov.ph/submission</a>
Grade 2 and 3	All ARAL learners	To be disseminated when the testing window shall be officially opened	CRLA Materials used at the BOSY <a href="https://bit.ly/CRLA_AdministrationMaterials">https://bit.ly/CRLA_AdministrationMaterials</a>	
Grade 4 to 10	ALL ARAL learners	To be disseminated when the testing window shall be officially opened	Phil-informal Reading Inventory (Phil-IRI) pre-test materials for KS 2 and 3 used at BOSY <a href="https://tinyurl.com/PhilIRIToolsG4to10">https://tinyurl.com/PhilIRIToolsG4to10</a> CRLA materials may be used to assess learners at two levels or more below their expected reading level (DM 64, s. 2025)	

Grade 1 learners will not take the BOSY. They will, however, take the MOSY on September 22-26, 2026. The results of the MOSY will be used to determine the learners who will undergo the Aral program for grade 1.

This Division provides link of SIBUG ARAL materials to be used as review materials especially for learners needing refresher sessions for literacy and numeracy. These must be used prior to the conduct of BOSY, <https://tinyurl.com/SibugAralReviewMaterials>.

All schools are required to encode the results of these assessments after the completion of the BOSY assessments through the submission link:  
<https://bld.deped.gov.ph/submission>.

There will be Division Online Orientation before the beginning of fist term block for all School Heads and Coordinators. This is to ensure all schools understand the purpose, schedule, and process of the BOSY assessments. (Link shall be disseminated prior of the meeting schedule).

School heads shall emphasize that results are for learning recovery and instructional planning, not for ranking. They shall check that all have downloaded and printed the correct CRLA, Phil-IRI, and RMA materials before the testing window.



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The BOSY results should guide teachers and tutors in identifying learners who need further support in reading, comprehension and numeracy development.

All schools shall document the learners Progress for tracking and monitoring purposes. Learners Individual Reading Inventory Plans (IRIP) shall be compiled in the school. The Division shall monitor schools in the conduct of BOSY as well as the tracking of learners' progress of the implemented ARAL Program.

Travel expenses, per diem, and other expenses incurred in the monitoring of this activity shall be charged against ARAL funds, MOOE and other local funds subject to the usual accounting and auditing rules.

For widest and immediate dissemination.

**VIRGILIO P. BATAN JR., CESO V**  
Schools Division Superintendent

For the Schools Division Superintendent

**DR. ROLANDO G. VERGARA**  
In-Charge of Office

Reference:  
Republic Act (RA) No. 12028  
Memorandum DM\_2025-197  
DepEd Order 009, s. 2026

Encl.: As Stated

Reference:  
To be indicated in the Perpetual Index  
under the following subjects:  
LEARNERS PROGRAMS PROJECTS  
READING EDUCATION SCHOOLS

ZS-DM-CID-2026-04  
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Annex A Salient detail of CRLA, PHIL-IRI and RMA Administration



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Annex A Salient detail of CRLA, PHIL-IRI and RMA Administration

**A. CRLA (Comprehensive Rapid Literacy Assessment)**

**Purpose:**

- To assess learners' foundational literacy skills (letter recognition, decoding, comprehension)

**Coverage:**

- Target learners: Typically Grades 1–3 or identified non-readers/struggling readers

**Key Components Assessed:**

- Alphabet knowledge
- Phonemic awareness
- Word reading/decoding
- Reading comprehension

**Administration Details:**

- Conducted individually
- Oral and written tasks
- Time-bound but flexible per learner ability

**Frequency:**

- Usually conducted at the beginning and/or during intervention cycles

**Output:**

- Identification of learner reading levels (non-reader, frustration, instructional, independent)
- Basis for literacy intervention programs



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**B. Phil-IRI (Philippine Informal Reading Inventory)**

**Purpose:**

- To measure learners' reading performance in English and Filipino

**Coverage:**

- Grades 3–6 (can be used in other grades depending on need)

**Key Components Assessed:**

- Oral Reading (Accuracy, Speed, Comprehension)
- Silent Reading (Comprehension)

**Administration Details:**

- Pre-test (start of school year)
- Post-test (end of intervention period)
- Individual oral reading; group silent reading

**Reading Levels Identified:**

- Independent
- Instructional
- Frustration

**Frequency:**

- Conducted twice a year (Pre & Post)

**Output:**

- Reading profile of learners
  - Basis for intervention (e.g., reading programs, remediation)
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**C. RMA (Rapid Math Assessment)**

**Purpose:**

- To assess learners' numeracy and basic math skills quickly

**Coverage:**

- Typically Grades 1–3 (or other grades needing numeracy profiling)

**Key Competencies Assessed:**

- Number recognition
- Basic operations (addition, subtraction, multiplication, division)
- Problem-solving skills

**Administration Details:**

- Can be oral or written
- Short, structured assessment tasks
- Conducted per learner or by group (depending on component)

**Frequency:**

- Conducted periodically (baseline and after interventions)

**Output:**

- Identification of learners' numeracy level
- Basis for math remediation/intervention plans



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**C. RMA (Rapid Math Assessment)**

**Purpose:**

- To assess learners' numeracy and basic math skills quickly

**Coverage:**

- Typically Grades 1–3 (or other grades needing numeracy profiling)

**Key Competencies Assessed:**

- Number recognition
- Basic operations (addition, subtraction, multiplication, division)
- Problem-solving skills

**Administration Details:**

- Can be oral or written
- Short, structured assessment tasks
- Conducted per learner or by group (depending on component)

**Frequency:**

- Conducted periodically (baseline and after interventions)

**Output:**

- Identification of learners' numeracy level
- Basis for math remediation/intervention plans