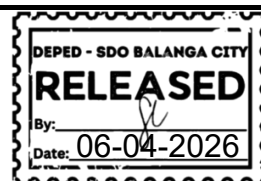




Republic of the Philippines  
**Department of Education**  
 Region III – Central Luzon  
**SCHOOLS DIVISION OF CITY OF BALANGA**

Office of the Schools Division Superintendent



**DIVISION MEMORANDUM**

No. 299, s. 2026

**CONDUCT OF THE RIGOROUS BEGINNING-OF-THE-SCHOOL-YEAR  
 READING ASSESSMENT FOR GRADES 1-12 LEARNERS**

**To:** Division Chiefs (CID & SGOD)  
 Division Unit/Section Heads  
 Elementary and Secondary School Heads  
 All Others Concerned

1. In line with the Department of Education's commitment to improving foundational literacy and ensuring that every learner becomes a proficient reader, this Office announces the conduct of the **Rigorous Beginning-of-the-School-Year Reading Assessment (BOSYRA)** for all learners from **Grades 1 to 12** on June 8-11, 2026.
2. The activity aims to:
  - 2.1 Determine the reading proficiency levels of all learners from Grades 1–12 at the beginning of the school year;
  - 2.2 Diagnose specific reading difficulties and literacy gaps across key stages;
  - 2.3 Identify non-readers, struggling readers, and learners requiring immediate intervention;
  - 2.4 Establish a division-wide reading profile and baseline literacy database;
  - 2.5 Guide schools in developing evidence-based Reading Intervention Programs; and
  - 2.6 Monitor literacy growth and learner progress throughout the school year.
3. To ensure consistency and comparability of results across schools, the following standardized assessment tools shall be utilized:

Key Stage	Grade Level	Assessment Tool
1	Grade 1	Alphabet Checklist
	Grade 2	Alphabet Checklist
	Grade 3	CRLA
2	Grades 4-6	Phil IRI
3	Grades 7-10	Phil IRI
4	Grades 11-12	Phil IRI




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Schools are directed to administer the prescribed assessment tools following the official guidelines and administration procedures to ensure the validity and reliability of assessment results.

4. Classroom advisers, English teachers, Filipino teachers, and designated reading teachers shall administer the assessment.
5. All schools shall submit the following to the Curriculum Implementation Division through the Language Supervisors:
  - a. School Reading Profile Report;
  - b. Consolidated CRLA Results (Grades 1–3);
  - c. Consolidated Phil-IRI Results (Grades 4–12);
  - d. List of Learners Requiring Intensive Reading Intervention;
  - e. School Reading Registry;
  - f. School Reading Intervention Plan; and
  - g. Division-prescribed electronic database of assessment results.
6. The 2026 Reading Assessment Tools can be accessed in this link:  
[https://drive.google.com/drive/folders/1kXvKTuxcTWJrck\\_1bMQIoVYyGXtGn7J6?usp=drive\\_link](https://drive.google.com/drive/folders/1kXvKTuxcTWJrck_1bMQIoVYyGXtGn7J6?usp=drive_link)
7. For strict compliance.

  
**ROLAND M. FRONDA, EdD, CESO V**  
Schools Division Superintendent

Ref. No. CID-2026  
C1/C10