December 23, 2024

DIVISION MEMORANDUM
No. 303, s. 2024

PROJECT 6 Bs YEAR 2 IMPLEMENTATION IN THE DIVISION OF SORSOGON

To: Assistant Schools Division Superintendent
        CID and SGOD Chiefs
        Education Program Supervisors
        Public Schools District Supervisors/ OIC-PSDSs
        Education Program Specialists
        Division Reading Coordinator
        Public Elementary, Secondary and Integrated School Heads
        Education Partners/ Stakeholders
        All Others Concerned

1.   Pursuant to DepEd Regional Memorandum No. 786, s. 2023, the Project 6 Bs: Bawat Batang Bicolano Bihasang Bumasa at Bumilang will be implemented until 2026. The project is aligned with DepEd's MATATAG agenda particularly in the second **TA** which is to 'TAke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment'.

2.   This laudable project which is supplementary to the existing reading programs of the schools will immensely contribute in nurturing young learners specifically those needing interventions along literacy and numeracy.

3.   The Project 6 Bs Framework is an adopted and modified version of the Hamon: Bawat Bata Bumabasa pursuant to DepEd Memorandum No. 173, s. 2019. It follows the process of profiling and selecting the learners to undergo intensive remedial reading instruction and tutorial services from the volunteers, establishment of baseline data and the database of volunteers.

Sorsogon Sports Arena, Brgy. Balogo, Sorsogon, 4700
(056) 211-6461
sorsogon@deped.gov.ph
depedsorsogon.com.ph

4.   Project 6 Bs aims to:

a) reduce the number of non-readers/ struggling readers to zero;
b) ensure that todays' learners does not suffer a disadvantage in comparison to past and future generations;
c) ensure that this cohorts of learners fully recovers learning lost during the pandemic;
d) prioritize remedial or accelerated education approaches to address challenges and get all learners to grad-level proficiency; and
e) invest appropriate resources, minimize drop-out rates, mitigate the potential downstream in the economic and labor market and address the social impact of learning losses.

5.   The expected would-be volunteers for the project are as follows:

a) Teacher-Applicants/ Education Graduates
b) 3rd to 4th Year Education Students from Teacher Education Institutions (TEIs)
c) Retired Teachers
d) Professional Teachers
e) Community Professionals

They can be either a **Volunteer Teaching Assistant** who will support the day-to-day activities in the schools or **Volunteer Tutor** who will support the intensive remedial reading and numeracy instruction to identified and targeted learner recipients, may be done after school or during weekends in Comunity Resource and Recovery Center for Technology and Literacy and in other strategic conducive community spaces/ locations.

6.   **The Project 6B will have special focus for Grades 4-6 and secondary learners who are still needing reading interventions.**

7.   For the implementation of the reading program, schools and division initiatives through the leadership of the Curriculum and Implementation Division (CID) must cover the six elements for explicit reading instruction during the conduct of Capacity Building Program for Volunteer Teachers as follows:

a. Oral Language
b. Phonological Awareness
c. Phonics
d. Vocabulary
e. Fluency
f. Comprehension

Sorsogon Sports Arena, Brgy. Balogo, Sorsogon, 4700
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8.   The SDO and schools shall engage all potential partners, academes and lobby with the Local Government Units (LGUs) to support the Multi-Stakeholder Approach in improving literacy and numeracy. Public Schools District Supervisors are requested to discuss during their Local School Board Meeting/s the possible support that the LGU may extend such as provision of needed resources, access to reading resources and facilities and capacity-building activities for volunteer teachers/ tutors.

9.   All volunteer **teacher-applicants** may be awarded with certificates for teaching experience corresponding to the duration of their service. The volunteer teacher-applicants shall be given points for relevant teaching experience following the guidelines stated in DepEd Order No. 007, s. 2023 for the services rendered as part of the recognition and incentives to volunteers as reflected in the Regional Memorandum No. 52, s. 2021 on the Regional Implementation of Brigada Pagbasa.

10.   Enclosed are the following:

Enclosure No. 1 - Responsibilities of the Curriculum Instruction Division (CID) and School Governance and Operations Division (SGOD)

Enclosure No. 2 - Responsibilities of the School Heads and Volunteer Teachers/ Tutors

Enclosure No. 3 – Profiling Template for Learners Needing Remedial Reading and Numeracy Interventions

Enclosure No. 4 – Timeline of Activities for Project 6 Bs and Important Notes

Enclosure No. 5 - Volunteer Teacher Agreement Form (VTAF)

Enclosure No. 6 – Brigada Pagbasa Literacy Diagnostic and Proficiency Assessment (BP_LitDapat) Notes

11.   For further clarifications, please email the SEPS or EPS II SocMobNet at bernardino.estrada@deped.gov.ph / mariariza.dino@deped.gov.ph .

12.   Travel and other incidental expenses relative to the coordination, implementation, monitoring and other activities relative to the program shall be charged to local funds subject to the existing accounting rules and regulations.

13.   For information, guidance and compliance.

JOSE L. DONCILLO, CESO V
Schools Division Superintendent

Sorsogon Sports Arena, Brgy. Balogo, Sorsogon, 4700
(056) 211-6461
sorsogon@deped.gov.ph
depedsorsogon.com.ph

RESPONSIBILITIES OF THE CURRICULUM INSTRUCTION DIVISION (CID)

a. Provide technical guidance and capacity building to schools on the implementation of the Reading Program.

b. Designate Education Program Supervisors (EPS) to join the Monitoring and Evaluation of the Project.

c. Serve as resource persons for the Orientation and Capacity Building for volunteer teachers and partners.

d. Support the implementation of the Project in the divisions and schools.

RESPONSIBILITIES OF THE SCHOOL GOVERNANCE AND OPERATIONS DIVISION (SGOD)

a. Spearhead the project implementation of the Project 6B: Bawat Batang Bicolano Bihasang Bumasa at Bumilang: A Multi-Stakeholder Approach in Improving Literacy and Numeracy.

b. Work closely with the Curriculum and Instruction Division (CID) for the provision of technical assistance on the implementation of the reading program.

c. Lead the monitoring and evaluation of the Program through the SEPS – M&E and the Program Focal Person.

d. Coordinate and sustain engagement of partners and volunteer teachers.

e. Together with the CID, provide orientation and capacity building activities for partners and volunteers.

Sorsogon Sports Arena, Brgy. Balogo, Sorsogon, 4700
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depedsorsogon.com.ph

RESPONSIBILITIES OF THE SCHOOL HEADS

a. Officially receive and orient the volunteer teacher.

b. Ensure that all volunteer teachers accomplish the Volunteer Teacher Agreement Form (VTAF), and submit a copy to the Division Office for approval;

c. Identify the class where the teacher-volunteer will serve and coordinate with teacher-adviser for proper disposition;

d. Regularly monitor the performance of the volunteer-teacher in consultation with the teacher-adviser;

e. Ensure the availability and accessibility of support and resources that are needed by the teacher-volunteer;

f. Provide technical assistance whenever possible.

g. Submit feedback/report of the teacher-volunteer's performance when needed.

RESPONSIBILITIES OF THE VOLUNTEER-TEACHERS/ TUTOR

a. Accomplish the Volunteer Teacher Agreement Form.

b. Work closely with the teacher-adviser throughout the implementation of the intervention program.

c. Regularly confer with the teacher-adviser to ensure that the intervention activities are synchronized with the literacy and numeracy intervention goals and objectives.

d. Discuss with the teacher-adviser the learning resource materials that need to be accomplished by the learners during the intervention class to determine what specific assistance the teacher-volunteer can extend.

e. Coordinate with the teacher-adviser on the learners' performance and observable behavior.

f. Specifically, before the conduct of the intervention class, the teacher-volunteer shall: help the teacher-adviser set the mood of the pupils in preparation for the activity like singing songs, playing games, etc..

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g. Assist the teacher-adviser in the distribution of learning materials to the pupils, and help the teacher-adviser in ensuring that pupils follow instructions and perform their assigned for the duration of the activity.

h. During the actual conduct of the intervention class, the teacher-volunteer shall assist the teacher-adviser in responding to pupils' queries, when necessary, give warm-up activities in-between learning tasks when necessary, and act on opportunities for incidental learning.

i. After the intervention class, the teacher-volunteer shall: make marginal notes in the learning material for improvement/enrichment, to assist the teacher-adviser; list pupils' observable strengths and weaknesses and submit the same to the teacher-adviser; help the teacher-adviser organize learning group of individuals (slow with fast learners) for differentiated instruction, if necessary; provide tutoring activities to learners when requested and in close supervision of the teacher-adviser; and help teacher-adviser in the conduct of assessment of learners.

PROFILING TEMPLATE FOR LEARNERS NEEDING REMEDIAL READING AND NUMERACY INTERVENTIONS

I. Child's Identifying Information

*Name*_____

Age ____ *Date of Birth*_____

Sex _____ *Address* _____

Caregiver/s   Father only   Mother only   Father & Mother

Others: _____*(pls. indicate relationship to child)*
Nos. of Siblings _____

II. Family Community Factors *(Pls. check if applicable)*

_____ Child is a victim of abuse. *(Pls identify)*
_____ Child is a victim of neglect.
_____ Child has no parents or no adult guardian in the household
_____ History of parental criminal behavior
_____ History of sibling and criminal behavior.
_____ Other notable needs of the learner (pls. specify)

_____

III. Learner's Reading Level: _____

Description of difficulties:

_____
_____
_____

IV. Learner's Numeracy Level: _____

Description of difficulties:

_____
_____
_____ .
_____

TIMELINE OF ACTIVITIES FOR PROJECT 6 Bs

Date	Activities	Responsible Person/s
January 2-17, 2025	Call for Volunteers/ Recruitment of Volunteer Tutors and Volunteer Assistants	School Heads & Teachers
	Orientation/ Capacity Building Activities on Project 6 Bs	School Head/ School Project 6 Bs Reading Coordinator/ Teachers/ Volunteer Tutors and Volunteer Assistants
	Drafting of Project Proposals for submission and presentation to education partners such as LGUs, BLGUs, Private Partners Individuals, etc. for possible support in the implementation of Project 6Bs in the school	School Head and School Project 6 Bs Coordinator
	Preparation of Volunteer Teacher Application Form (VTAF)	School Head & Volunteer Tutors/ Volunteer Assistants
	Submission of Volunteer Teacher Application Forms (VTAF) to SDO. *(in three (3) copies)*	PSDS/ OIC-PSDS/ School Head
Mid of January 2025	Conduct of Pre- Test to learners needing intervention along literacy and numeracy using LitDapat and ALNAT assessment tools and start of Project 6 Bs Implementation in schools	School Head/ School Project 6 Bs Reading Coordinator/ Teachers/ Volunteer Tutors and Volunteer Assistants
February to July 2025	Project 6 Bs Monitoring	Designated Education Program Supervisors (EPS) for Project 6 Bs SEPS & EPS II of SocMobNet SEPS of SMME
1st Week of July 2025	Conduct of Post-Test to learners using the same assessment tools	School Head/ School Project 6 Bs Reading Coordinator/ Teachers/ Volunteer Tutors and Volunteer Assistants
July 18, 2025	Submission of Accomplishment Reports to SDO	School Heads/ PSDSs/ OIC-PSDSs
July 21-25, 2025	Preparation of the Division Consolidated Reports for submission to RO	SGOD SocMobNet SEPS and EPS II

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	Preparation of Volunteer Teacher Application Form (VTAF)	School Head & Volunteer Tutors/ Volunteer Assistants
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July 18, 2025	Submission of Accomplishment Reports to SDO	School Heads/ PSDSs/ OIC-PSDSs
July 21-25, 2025	Preparation of the Division Consolidated Reports for submission to RO	SGOD SocMobNet SEPS and EPS II

End of July 2025	Program Implementation Review	

IMPORTANT NOTES

1. The pre-test and post-test for literacy and numeracy should be administered by the class adviser. The selection of learners for the reading remediation and enrichment to be facilitated by the volunteers should be dependent on the list and recommendation of the teacher advisers.

2. For this Program, all schools are recommended to **utilize the Literacy Diagnostic and Proficiency Assessment Tool (Lit DAPAT)** introduced by the World Vision Development Foundation in 2022 **for Grades 4 to 6 and secondary students** (*pls. refer to enclosure no. 6*). For numeracy, it is recommended that the schools use the **Albay Numeracy Assessment Tool (ALNAT)**. This is to have uniformity in the tools to be used across all schools for comparative assessment at the end of the program implementation.

3. The Literacy and Numeracy Session Guides can also be downloaded at this link: ***https://drive.google.com/drive/folders/1NSVkX-pJk6MOFqiBeKzVTuEDYr1xF71a?usp=drive_link***

4. For the program evaluation, aside from establishing the baseline and endline data, qualitative research methods will be employed to determine significant results from the learner recipients, teachers and volunteers. Likewise, comparative assessment shall be done to validate the results between the school implementers vs the non-implementer school (those without volunteer teachers).

Sorsogon Sports Arena, Brgy. Balogo, Sorsogon, 4700
(056) 211-6461
sorsogon@deped.gov.ph
depedsorsogon.com.ph

Republic of the Philippines

Department of Education
Region V
SCHOOLS DIVISION OF SORSOGON

VOLUNTEER TEACHER AGREEMENT FORM
SY 2024-2025

This agreement is hereby made between **Name of Volunteer,** resident of Brgy._____ , Municipality of _____ , Province of Sorsogon hereinafter referred to as **'Volunteer-Teacher'** and **Name of School Head** of _____ School, District of _____, Division of Sorsogon, referred to as **'School Head'**. The volunteer-teacher hereby agrees to render his/her services, as part of the DepEd Region V targets to improve the literacy and numeracy skills of Bicolano learners, to **Name of School** in a volunteer capacity. The volunteer teacher understands that **no compensation** of any kind will be given in exchange for these services and that no employee-employer relationship shall arise therefrom. The volunteer teacher must be able to complete at least two (2) hours per day or 10 hours a week from the execution of this agreement. The volunteer further agrees to monitor their work hours through the volunteer-teacher's logbook to be monitored by the School Head at the end of each month. The volunteer agrees to undergo all necessary capacity development activities to perform their duties and that he/she will be engaged to assist regular teachers in the implementation of Project 6Bs and other reading programs/interventions, preferably within school hours only, or if done during weekends, only in the designated community learning centers/reading spaces/libraries identified by the school in coordination with the local government units (LGUs). The volunteer agrees to abide by the Child Protection Policy, and other rules, regulations, orders and requests as provided in DepEd Orders, Memoranda and other official issuances, as well as those promulgated by the Civil Service Commission. Failure to do so may result in the termination of this agreement. The School Head agrees to issue a Certificate of Recognition upon completion of the volunteer work. Either the volunteer teacher or the School Head may terminate this agreement at any time, for any valid reason.

IN WITNESS WHEREOF, the parties hereto have signed this agreement this _____ day of _____ , 2025 at _____

_____ .

_____   _____
Volunteer Teacher's Signature   School Head's Signature
Over Printed Name   Over Printed Name

Recommending Approval:

_____
Public Schools District Supervisor/ OIC-PSDS

APPROVED:

JOSE L. DONCILLO, CESO V
Schools Division Superintendent

Witnessed by:

_____

_____

*Note: Please accomplish in **three (3) copies**. A copy of the approved Volunteer Teacher Agreement (VTA) must be submitted to the SGOD c/o Ms. Ma. Riza E. Dino, EPS II SocMobNet for consolidation and filling. An Official List of all volunteer-teachers must be issued by the Division Office. The other two signed copies are for the Volunteer Teacher and School Head.*

Brigada Pagbasa Literacy Diagnostic and Proficiency Assessment Tool

Who uses this tool?	When is this tool used?	What is the purpose of this tool?	What are the quality standards?
Program staff- particularly technical education staff.	Before conducting DAPATs in the preparation phase.	This tool provides guidance on what the DAPAT tool is and how to use it – and guidance on how to review and adapt both the literacy and numeracy DAPAT so that it is effective in your context.	The adapted DAPAT needs to be aligned to the skill levels. Adaptations should be mainly to the content of the learner's stimuli – to assure relevance to context and language

The Brigada Pagbasa Program Diagnostic and Proficiency Assessments (DAPATs) are used to assess children individually. DAPAT results are then used to group children into the correct Brigada Pagbasa Literacy and Numeracy Club levels. Children in Brigada Pagbasa Literacy and Numeracy Clubs are grouped by learning needs. They are not grouped by age or grade-level. A child may be at a different level for literacy than s/he is for numeracy.

LITERACY

Purpose: This section provides guidance, resources, and tools to support FOs': understanding of:
- the Brigada Pagbasa Literacy Club Literacy Diagnostic and Proficiency Assessment (DAPAT); and
- adapting the Brigada Pagbasa Literacy DAPAT to your country, context, and language.

Steps:
1. **Gather necessary stakeholders.** Determine which Field Office staff and other stakeholders will be involved in making decisions about adapting the Brigada Pagbasa Literacy DAPAT.
2. **Review the guidance** in this section to understand the requirements of Brigada Pagbasa Literacy DAPAT.
3. **Read the sample DAPAT** in this section to understand how the skills tested on the DAPAT relate to Blue and Orange-level priority learning outcomes.
4. **Use the questions in the table** *Adapting the Literacy DAPAT to your community, context, and language* to guide stakeholder discussions about how the Brigada Pagbasa Literacy DAPAT can best be adapted for your country, context, and language.
5. Record decisions.
6. **Use the Sample DAPAT as a template** to develop an adapted DAPAT.

Guidance: Brigada Pagbasa Literacy DAPAT

Purpose of the Brigada Pagbasa Literacy DAPAT[1]
The Brigada Pagbasa (BP) Literacy DAPAT is used to individually assess the reading proficiency of each child who is identified for the BP Literacy Clubs. It is used to ensure each child is grouped into the correct BP Literacy Club level.

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[1] The information in this section is adapted from the **Pratham ASER and the** Global Proficiency Framework for Reading **Grades 1 and 2.**

The Brigada Pagbasa Literacy DAPAT is also used after a child completes each Brigada Pagbasa Literacy Club level to inform decisions about whether the child should move from the Blue to the Orange level, receive additional support, or successfully exit the programme.
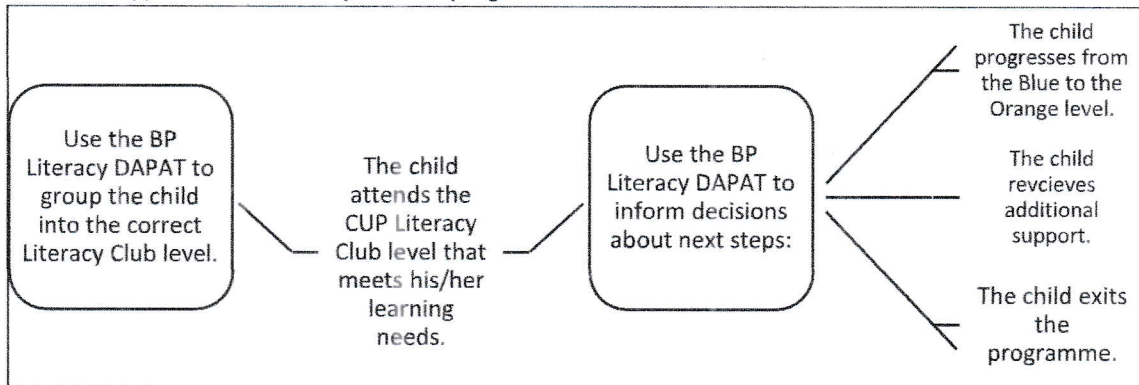

Figure: The Brigada Pagbasa Literacy DAPAT is used to ensure the child receives the correct level of catch-up intervention.

The Brigada Pagbasa Literacy DAPAT is aligned to priority learning outcomes related to reading.

The tasks on the sample Literacy DAPAT are aligned with priority learning outcomes in the sample Blue and Orange-level Literacy Club curricula. The BP Literacy DAPAT assesses only reading, so only priority learning outcomes related to reading are used. When FOs adapt the Literacy DAPAT, they should align it with their adapted priority learning outcomes related to reading.

The table below shows the items on the sample Literacy DAPAT and the priority learning outcomes from the sample curricula with which they align. Bolded parts of the outcomes are on the DAPAT.

Sample DAPAT task	Sample priority learning outcome with which it is aligned
Read letters of the alphabet	**BL.I** Sound, say, **read** and write **letters introduced in grade I.**
Read simple words	**BL.3 Blend** and segment **learned sounds to read** and write **grade-I level words.**
Read a simple 4-sentence paragraph	**OL.3 Accurately read a short Novice-level text**
Answer comprehension questions about the paragraph.	**OL.4 Read a short Novice-level text and answer "who," "what," "when," or "where" questions, using information that can be found directly in the text.**

Figure: The sample Literacy DAPAT contains 4 reading tasks. Two reading tasks are aligned with the sample Blue-level priority learning outcomes and two are aligned with sample Orange-level priority learning outcomes as shown in the figure below.

Performance on the DAPAT before the clubs begin	WV CUP Literacy Club level
Cannot read	Blue
Can read only letters	
Can read simple words	Orange
Can read a paragraph of 4 simple sentences	
Can read and comprehend a paragraph of 4 simple sentences	Does not need to be in a BP Literacy Club. FOs may decide to enrol the child in an Orange-level Club for other reasons.

Please note: BP Literacy Clubs do not address reading skills beyond reading and comprehending a short paragraph. This is also the most complex task on the Literacy DAPAT. Therefore, a child who can successfully read and comprehend a paragraph has acquired the most difficult foundational reading skill addressed in the clubs and does not need to be in the programme. However, if FOs feel the child would benefit from the Orange-level Literacy Club for other reasons, they may decide to enrol the child for those reasons.

See Sample Literacy DAPAT on the next page.

ADP: _____   Community: _____   Date: _____   Enumerator #: _____

Reading Assessment (1)

Letters

m	t	z
f	k	
o	a	r
v	p	

Words

bell	Cup
dog	win
lap	hat
Ten	miss
Sun	pet

Reading Assessment (2)

Paragraph 1

Paragraph 2

Please
choose one
paragraph
to read.

My name is Maya.

After school, I always
sweep the yard.

Then I have a snack.

Mum likes having a
nice clean yard.

Van is at school.

He has new pencils.

Van draws a picture of
a big tree.

The tree has green
leaves and red flowers.

Directions: The enumerator reads the comprehension questions to the child. The child does not see this page. **Do not read the answers to the child.**

Paragraph 1 comprehension questions:

1. What does Maya's mum like?

2. What does Maya do after school?

3. When does Maya sweep the yard?

Paragraph 1 answers:

1. Any of the following answers are correct:
   - A nice yard
   - A clean yard
   - A nice, clean yard

2. Any of the following answers are correct:
   - Sweep the yard
   - Have a snack
   - Sweep the yard and have a snack
   - Have a snack and sweep the yard

3. The following answer is correct:
   - After school

Directions: The enumerator reads the comprehension questions to the child. The child does not see this page. **Do not read the answers to the child.**

<u>Paragraph 2 comprehension questions:</u>

1. Where is Van?

2. What does Van draw?

3. What colour are the flowers?

<u>Paragraph 2 answers:</u>

1. The following answer is correct:
   - At school

2. Any of the following answers are correct:
   - A big tree
   - A tree
   - A tree with green leaves and red flowers
   - A big tree with green leaves and red flowers

3. The following answer is correct:
   - red

Table 1: Adapting the Brigada Pagbasa Literacy DAPAT to your community, context, and language.

Use the Section on Understanding and adapting the Brigada Pagbasa Literacy Diagnostic and Proficiency Assessment Tool (DAPAT) and information gathered in previous tools to adapt your Literacy DAPAT.

Please note: What children are expected to read at grade 1 and grade 2 varies significantly from context to context and from language to language. The letters, words, and sentences used on the DAPAT "should be limited to words that students have been taught to recognize and understand, or that they should be able to decode and understand."[2]

		Tool: Adapting the Literacy DAPAT to your Context and language.	
Sample Priority Learning Outcomes assessed on the sample DAPAT *Only the assessed part of the priority outcome is shown below.*	**Sample tested skills** *from the Sample Blue and Orange-level Literacy Club curricula*	**Sample Literacy DAPAT item** *See sample Literacy DAPAT to see how the item is presented to children.*	**Adapted priority learning outcome and/or skills**	**Your adapted Literacy DAPAT item**
BL.1 Read letters introduced in grade 1	lowercase letters	m t z f k o a r v p	BL.1	
BL.3 Blend sounds and letters to read grade-1 words.	consonant-vowel-consonant words with doublet endings (from BL.1)	bell Cup dog win lap hat Ten miss Sun pet	BL.3	
OL.3 Accurately read a short Novice-level text	Text with a few simple sentences, a clear main idea, 1-2 characters and a familiar setting. One sentence may include a simple compound sentence structure.	paragraphs of 4 sentences *If you use paragraphs, ensure your paragraphs use names, settings, and activities familiar to children in your context.*	OL.3 *See sample paragraphs in the sample DAPAT.*	
OL.4 Answer "who," "what," "when," or "where" questions about the short Novice-level text.	Questions about: • Who? • What? • When? • Where?	After reading 1 paragraph, children answer 2 of 3 comprehension questions about one paragraph. See sample comprehension questions in the sample DAPA.	OL.4	

Section on the Brigada Pagbasa Numeracy Diagnostic and Proficiency Assessment (DAPAT)

> **Purpose:** This section provides guidance, resources, and tools to support FOs': understanding of the Brigada Pagbasa Numeracy Club Literacy Diagnostic and Proficiency Assessment (DAPAT) and supporting resources.

Steps:

1. **Gather necessary stakeholders.** Determine which Field Office staff and other stakeholders will be involved in making decisions about the Brigada Pagbasa Numeracy DAPAT.
2. **Review the guidance** in this section to understand the requirements of Brigada Pagbasa Numeracy DAPAT.
3. **Read the sample DAPAT** in this section to understand how the skills tested on the DAPA relate to Blue and Orange-level priority learning outcomes.
4. **Translate the Numeracy DAPAT and supporting resources, as needed.**

Guidance: CUP Numeracy DAPAT

Purpose of the Brigada Pabasa Numeracy DAPAT[3]

The Brigada Pagbasa Literacy DAPAT is used to individually assess children's ability to read numbers and add and subtract within 20. It is used to ensure each child is grouped into the correct CUP Numeracy Club level.

The Brigada Pagbasa Numeracy DAPAT is also used after a child completes each CUP Numeracy Club level to inform decisions about whether the child should move from the Blue to the Orange level, receive additional support, or successfully exit the programme.
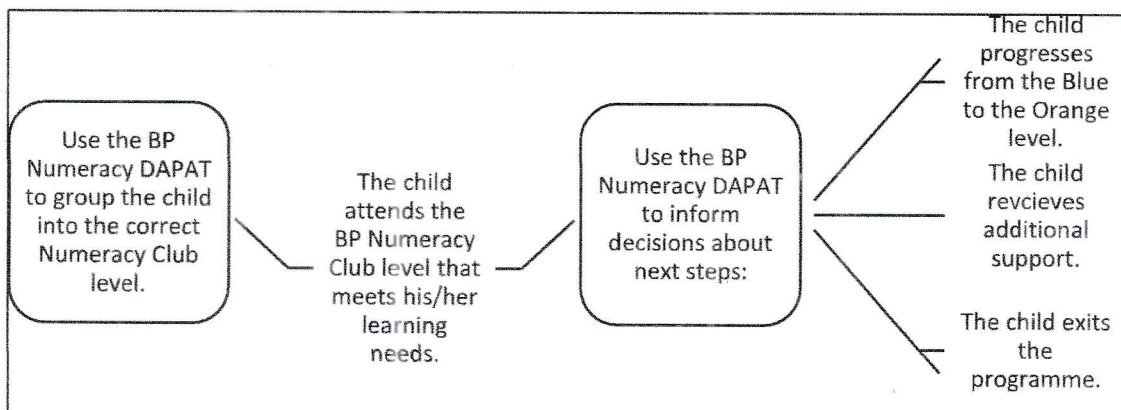

Figure 1: The BP Numeracy DAPAT is used to ensure the child receives the correct level of catch-up intervention.

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[3] The information in this section is adapted from the **Pratham Mathematics ASER and the** Global Proficiency Framework for Mathematics Grade 1 and 2.

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The CUP Numeracy DAPAT is aligned to priority learning outcomes related to numbers, addition, and subtraction.

The tasks on Numeracy DAPAT are aligned with priority learning outcomes in the suggested Blue and Orange-level Numeracy Club curricula that relate to reading numbers within 10, reading numbers within 100, adding and subtracting within 10, and adding and subtracting within 20.

The table below shows the items on the sample Numeracy DAPAT and the priority learning outcomes from the sample curricula with which they align. Bolded parts of the outcomes are on the DAPAT.

Sample DAPAT task	Sample priority learning outcome with which it is aligned
Read numbers within 10.	BN.1 Count objects, pictures, and numbers within 10. **Read** and write **numbers within 10.**
Add and subtract within 10	BN.4 **Add and subtract within 10 using** objects, pictures, and **equations.**
Read numbers within 100	ON.1 Count, **read**, and write **whole numbers up to 100.**
Add and subtract within 20.	ON.4 **Add and subtract within 20 using** objects, pictures, and **equations.** ON.5 **Add 3 numbers within 20, when the sum is not greater than 20.**

Figure: The Numeracy DAPA contains 4 Numeracy tasks. Two tasks are aligned with Blue-level priority learning outcomes and two are aligned with Orange-level priority learning outcomes.

Before BP Numeracy Clubs begin, children are grouped into either Blue or Orange-level CUP Numeracy Clubs based on the tasks they can do on the Numeracy DAPAT.

Results from the Numeracy DAPAT are used to group children into the correct BP Numeracy Club level. Children are <u>not</u> grouped in CUP Numeracy Club levels by age or grade.

> **Please note:** CUP Numeracy Clubs do not address numeracy skills beyond reading numbers to 100 and adding and subtracting within 20. These are also the most complex tasks on the Numeracy DAPA. Therefore, a child who can successfully read numbers within 100 and add and subtract within 20 has acquired the most difficult foundational numeracy skills addressed in the clubs and does not need to be in the programme. However, if FOs feel the child would benefit from the Orange-level Numeracy Club for other reasons, they may decide to enrol the child for those reasons.

Performance on the DAPAT before the clubs begin	WV CUP Literacy Club level
Cannot read numbers	Blue
Can only read numbers within 10	
Can add and subtract within 10	Orange
Can read numbers within 100 <u>or</u> Can add and subtract within 20 (but cannot do both)	
Can read numbers within 100 and Can add and subtract within 20 (but cannot do both)	Does not need to be in a CUP Numeracy Club. FOs may decide to enrol the child in an Orange-level Club for other reasons.

After children complete a BP Numeracy Club level, they are given the DAPAT again to assess their progress.

Results from the Numeracy DAPAT are used at the end of each level to decide whether they should:
- progress from the Blue to the Orange level
- exit the Orange-level and the CUP Numeracy Club programme
- receive additional support, such as tutoring, a remedial programme, or going through the same CUP club level a second time.

The table below can be used to guide decisions about next steps for children at the end of each BP club level based on their performance on the Numeracy DAPAT.

Child has completed the:	Performance on the DAPAT after completing the level	Next Steps
Blue-level BP Numeracy Club	Cannot read numbers within 10	Receives additional support through tutoring, a remedial programme, or is given the opportunity enrol in the Blue-level CUP Numeracy Club again.
	Can only read numbers within 10	
Blue-level BP Numeracy Club	Can add and subtract within 10	Progresses to the Orange-level Numeracy Club
	Can read numbers within 100 or Can add and subtract within 20 (but cannot do both)	
Orange-level BP Numeracy Club	Can read numbers within 100 or Can add and subtract within 20 (but cannot do both)	Receives additional support through tutoring, a remedial programme, or is given the opportunity enrol in the Orange-level CUP Numeracy Club again
Orange-level CUP Numeracy Club	Can read numbers within 100 and Can add and subtract within 20	Successfully exits Orange-level CUP Numeracy Club

See SAMPLE Numeracy DAPAT on the next page.

C

ADP: _____   Community: _____   Date: _____   Enumerator #: _____

Numbers

10	6	2
1	5	7
8	4	3
9

Numeracy Assessment (1)

Add and subtract within 10

$8 - 5 =$ ___ $9 + 1 =$ ___

$6 - 3 =$ ___ $4 + 3 =$ ___

$7 + 2 =$ ___

ADP: _____   Community: _____   Date: _____   Enumerator #: _____

D

Numbers within 100

75	23	92
14	86	41
24	37	61
52		

Add and subtract within 20

$18 - 5 = \underline{\hspace{1cm}}$

$11 + 9 = \underline{\hspace{1cm}}$

$16 - 13 = \underline{\hspace{1cm}}$

$14 + 3 + 1 = \underline{\hspace{1cm}}$

$17 - 8 = \underline{\hspace{1cm}}$

Table 2: Adapting the NUMERACY DAPAT to your community context

Use the Section on Understanding and adapting the BP Numeracy Diagnostic and Proficiency Assessment (DAPAT) and information gathered in previous tools to adapt your numeracy DAPAT.

Please note: You will likely not have to adapt the NUMERACY DAPAT as much as the LITERACY DAPAT. This step key in this step is to ensure alignment to adapted session learning outcomes and any local curriculum considerations for grade level skills at grade one and two.

Tool: Adapting the Literacy DAPA to your Context and language.

Sample Priority Learning Outcomes assessed on the sample DAPAT *Only the assessed part of the priority outcome is shown below.*	Sample tested skills *from the Sample Blue and Orange-level Club curricula*	Sample Numeracy DAPAT item *See sample Literacy DAPA to see how the item is presented to children.*	Adapted priority learning outcome and/or skills	Your adapted Numeracy DAPAT item
BN.1 Read numbers introduced in grade 1	**Read and identify numbers within 10**	10 6 2 1 5 7 8 4 3 9		
BN.4 Add and subtract within 10 using objects, pictures, and equations	**Add and subtract numbers within 10**	8-5= 9+1= 6-3= 4+3= 7+2=		
ON.5 Use numbers within 100 to play games and solve problems	**Read and identify numbers within 100**	75 23 92 14 86 41 24 37 61 52.		
ON.5 Use numbers within 100 to play games and solve problems	**Add and subtract numbers within 20**	18-5= 11+9= 16-3= 14+3+1= 17-8=		

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Tool: Adapting the Literacy DAPA to your Context and language.

Sample Priority Learning Outcomes assessed on the sample DAPAT *Only the assessed part of the priority outcome is shown below.*	Sample tested skills *from the Sample Blue and Orange-level Club curricula*	Sample Numeracy DAPAT item *See sample Literacy DAPA to see how the item is presented to children.*	Adapted priority learning outcome and/or skills	Your adapted Numeracy DAPAT item
BN.1 Read numbers introduced in grade 1	**Read and identify numbers within 10**	10 6 2 1 5 7 8 4 3 9		
BN.4 Add and subtract within 10 using objects, pictures, and equations	**Add and subtract numbers within 10**	8-5= 9+1= 6-3= 4+3= 7+2=		
ON.5 Use numbers within 100 to play games and solve problems	**Read and identify numbers within 100**	75 23 92 14 86 41 24 37 61 52.		
ON.5 Use numbers within 100 to play games and solve problems	**Add and subtract numbers within 20**	18-5= 11+9= 16-3= 14+3+1= 17-8=		

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