



Republic of the Philippines  
**Department of Education**  
REGION X – NORTHERN MINDANAO  
**SCHOOLS DIVISION OF OZAMIZ CITY**

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May 8, 2024

DIVISIONAL MEMORANDUM  
No. 152 s. 2024

**ADMINISTRATION OF INTERVENTION LITERACY AND NUMERACY  
SCREENING TEST FOR GRADES 7 TO 10 LEARNERS**

**TO:** OIC, Assistant Schools Division Superintendent  
Chief Education Supervisors (CID/SGOD)  
Public Schools District Supervisors/Education Program Supervisors  
Public Elementary and Secondary School Heads  
All others concerned  
*This Division*

1. Pursuant to DepEd Memorandum DM- CT – 2024 – 127 dated April 22, 2024, re: Administration of Intervention Literacy and Numeracy Screening Test for Grades 7 to 10 Learners, a simple Literacy and Numeracy Screening Test shall be administered to Grades 7 to 10 learners by the English and Mathematics teachers from **April 22 onward**. This is to ensure that learners who are yet to grasp the reading and mathematics foundational skills shall be fairly placed in the English and Mathematics **Intervention Camps**.
2. In connection thereof, English and Mathematics Subject Teachers in Grades 7 to 10 can already start administering the one-page Literacy and Numeracy Screening Test to learners who have already taken the pre-test of the National Learning Camp Assessment. Test materials and corresponding instructions on test administration can be accessed at through the following Google Drive link: **<https://tinyurl.com/w7tv6w3p>**.
3. A district consolidated result of the screening tests shall be submitted to this Office, attention: Rowell C. Villarubia, EPS – Mathematics on or before May 13, 2024.



Address: IBJT Compound, Carangan, Ozamiz City  
Telephone No: (088) 545-09-88  
Telefax: (088) 545-09-90  
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4. Enclosed are DM-CT-2024-127 and the one-page Literacy and Numeracy Screening Test materials for Grades 7 to 10 for your reference.
5. Immediate and wide dissemination of this Memorandum is desired.

**NIMFA R. LAGO, PhD, CESO VI**  
Assistant Schools Division Superintendent  
OIC, Office of the Schools Division Superintendent

Encl: As stated

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

ASSESSMENT                      IMPLEMENTATION                      PROGRAMS

JMFC / DM 2024 -Administration of Intervention Literacy and Numeracy Screening  
Test for Grades 7 to 10 Learners  
\_\_\_/May 8, 2024



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**PANDONG**  
#PadayonA sensoOzamiz





Republic of the Philippines  
Department of Education

**INTERVENTION LITERACY SCREENING TEST (GRADES 7 and 8) INSTRUCTIONS**

**TEST MATERIALS:**

- A. Instructions for test administrators.
- B. Student Score Sheet. One copy per student is required. All score sheets should be retained by the test administrator and submitted for results analysis.
- C. Student Test. A few copies for each test administrator is recommended. Do not write on this sheet. The sheet can be reused for multiple students and should be retained by the test administrator.

The Literacy Screening Test has three tasks:

1. **Reading high frequency words.** These words have been selected from a list of 200 English words most frequently encountered in the school years. This list is designed to assess students' accuracy and automaticity of word recognition. There are 15 words in the list. Students who score less than 14/15 can be selected for the Intervention Camp.
2. **Reading nonsense words.** These are non-words which follow basic alphabetic principles in English. The list is designed to assess students' decoding skills and knowledge of basic sound-letter patterns in English. They are not real words. There are 5 items in the list. Students who score less than 4/5 can be selected for the Intervention Camp.
3. **Reading a text aloud.** This is a short text with high reading ease to establish if the student can read the text accurately and fluently. There are 15 words in the list. Students who have difficulty with more than 10 words can be selected for the Intervention Camp.

**TEST ADMINISTRATION:**

- Prepare copies of all test materials.
- Allow 5-7 minutes per student for testing.

For each student:

- Write the student ID and current school grade at the top of the Student Score Sheet.
- Provide the student with the Student Test.
- Begin the test. Read the instruction at the start of each section.
  1. Reading high frequency words (1 minute)
    - a) Say: **There are 15 words in this list. Read the words out loud.**
    - b) On the Student Score Sheet, score correct (1) or incorrect (0) in the score column. Write the total in the space provided.
  2. Reading nonsense words (1 minute)
    - a) Say: **There are 5 nonsense words in this list. They are not real words. Read the nonsense words out loud.**
    - b) On the Student Score Sheet, score correct (1) or incorrect (0) in the score column. Write the total in the space provided.
  3. Reading a short text aloud (1-2 minutes)
    - a) Say: **Read this text aloud.**
    - b) On the Student Score Sheet, underline the words the student reads incorrectly.
    - c) Circle NO if the student has difficulty with more than 10 words.
    - d) Circle YES if the student reads the text accurately and fluently (max. 10 words wrong).
- Circle whether a student has been selected for the Intervention Camp.
  - a) **NO:** If the student scores at least 14/15 for task 1 **and** at least 4/5 for task 2 **and** YES for task 3.
  - b) **YES:** If the student scores less than 14/15 for task 1 **or** less than 4/5 for task 2 **or** No for task 3.

STUDENT ID: _____	GRADE: _____
INTERVENTION CAMP: _____	Circle <b>YES</b> <span style="margin-left: 100px;"><b>NO</b></span>

**A. LITERACY SCREENING TEST (GRADES 7 and 8) - STUDENT SCORE SHEET (for teacher's use)**

TEST ITEMS	SCORE	NOTES
<b>1. Read the words out loud:</b>		
big		The student scores at least 14/15
from		
help		
back		
under		
like		
play		
both		
down		
week		
house		
school		
friend		
because		
where		
<b>TOTAL</b>		<b>/15</b>
<b>2. Read the nonsense words out loud:</b>		
zob		The student scores at least 4/5
vug		
gith		
nesk		
fanky		
<b>TOTAL</b>		<b>/5</b>
<b>3. Read the text out loud:</b>		
<p>All ants have three body parts and six legs. Ants may be black, brown, or red. Some ants are so small they are hard to see. Some ants are as big as a small pin.</p> <p>Some ants like to eat sweet things, like cake and honey. Other ants eat plants. They may chew off a piece of a plant and carry it home to the nest where they live. All ants live in big families. The head of the ant family is called the queen.</p> <p>You can find ants all over the world. Look out, because most ants will bite and it will sting.</p>	Circle:  YES  NO	The student reads the text easily – mostly accurate and fluent.



## B. LITERACY SCREENING TEST (GRADES 7 and 8) – STUDENT MATERIAL

<b>Task 1. Read the words out loud:</b>
big
from
help
back
under
like
play
both
down
week
house
school
friend
because
where

<b>Task 2. Read the nonsense words out loud:</b>
zob
vug
gith
nesk
fanky

<b>Task 3. Read the text out loud:</b>
<p>All ants have three body parts and six legs. Ants may be black, brown, or red. Some ants are so small they are hard to see. Some ants are as big as a small pin.</p> <p>Some ants like to eat sweet things, like cake and honey. Other ants eat plants. They may chew off a piece of a plant and carry it home to the nest where they live. All ants live in big families. The head of the ant family is called the queen.</p> <p>You can find ants all over the world. Look out, because most ants will bite and it will sting.</p>



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**INTERVENTION LITERACY SCREENING TEST (GRADES 9 and 10) – INSTRUCTIONS**

**TEST MATERIALS:**

- Instructions for test administrators.
- Student Score Sheet. One copy per student is required. All score sheets should be retained by the test administrator and submitted for results analysis.
- Student Test. A few copies for each test administrator is recommended. Do not write on this sheet. The sheet can be reused for multiple students and should be retained by the test administrator.

The Literacy Screening Test has three tasks:

- Reading high frequency words.** These words have been selected from a list of 200 English words most frequently encountered in the school years. This list is designed to assess students' accuracy and automaticity of word recognition. There are 15 words in the list. Students who score less than 14/15 can be selected for the Intervention Camp.
- Reading nonsense words.** These are non-words which follow basic alphabetic principles in English. The list is designed to assess students' decoding skills and knowledge of basic sound-letter patterns in English. They are not real words. There are 5 items in the list. Students who score less than 4/5 can be selected for the Intervention Camp.
- Reading a text aloud.** This is a short text with high reading ease to establish if the student can read the text accurately and fluently. There are 15 words in the list. Students who have difficulty with more than 10 words can be selected for the Intervention Camp.

**TEST ADMINISTRATION:**

- Prepare copies of all test materials.
- Allow 5-7 minutes per student for testing.

For each student:

- Write the student ID and current school grade at the top of the Student Score Sheet.
- Provide the student with the Student Test.
- Begin the test. Read the instruction at the start of each section.
  - Reading high frequency words (1 minute)
    - Say: **There are 15 words in this list. Read the words out loud.**
    - On the Student Score Sheet, score correct (1) or incorrect (0) in the score column. Write the total in the space provided.
  - Reading nonsense words (1 minute)
    - Say: **There are 5 nonsense words in this list. They are not real words. Read the nonsense words out loud.**
    - On the Student Score Sheet, score correct (1) or incorrect (0) in the score column. Write the total in the space provided.
  - Reading a short text aloud (1-2 minutes)
    - Say: **Read this text aloud.**
    - On the Student Score Sheet, underline the words the student reads incorrectly.
    - Circle NO if the student has difficulty with more than 10 words.
    - Circle YES if the student reads the text accurately and fluently (max. 10 words wrong).
- Circle whether student has been selected for the Intervention Camp.
  - NO:** If the student scores at least 14/15 for task 1 **and** at least 4/5 for task 2 **and** YES for task 3.
  - YES:** If the student scores less than 14/15 for task 1 **or** less than 4/5 for task 2 **or** No for task 3.



STUDENT ID: _____	GRADE: _____
INTERVENTION CAMP: _____	Circle <b>YES</b> <b>NO</b>

**INTERVENTION LITERACY SCREENING TEST (GRADES 9 and 10) - STUDENT SCORE SHEET**  
(for teacher's use)

TEST ITEMS	SCORE	NOTES
<b>1. Read the words out loud:</b>		
always		The student scores at least 14/15
brother		
energy		
freedom		
increase		
guess		
people		
report		
twig		
waste		
everyone		
found		
dream		
through		
write		
<b>TOTAL</b>		<b>/15</b>
<b>2. Read the nonsense words out loud:</b>		
snote		The student scores at least 4/5
relame		
clurch		
parthum		
floyer		
<b>TOTAL</b>		<b>/5</b>
<b>3. Read the text out loud:</b>		
<p>Young people like to connect with friends on social media. It can be fun, but it's important to be careful. Seeing others' posts might make them think they're not good enough. Some people may get bullied online, which can make them feel scared or upset. It's important for young people to take breaks from social media and spend time with real friends. They should remember that what they see online isn't always real. If they feel bad, they should talk to someone they trust, like a parent or teacher. Taking care of their feelings is important when using social media.</p>	Circle:  YES  NO	The student reads the text easily – mostly accurate and fluent.

## LITERACY SCREENING TEST (GRADES 9 and 10) – STUDENT

<b>Task 1. Read the words out loud:</b>
always
brother
energy
freedom
increase
guess
people
report
twig
waste
everyone
found
dream
through
write

<b>Task 2. Read the nonsense words out loud:</b>
snote
relame
clurch
parthum
floyer

<b>Task 3. Read the text out loud:</b>
<p>Young people like to connect with friends on social media. It can be fun, but it's important to be careful. Seeing others' posts might make them think they're not good enough. Some people may get bullied online, which can make them feel scared or upset. It's important for young people to take breaks from social media and spend time with real friends. They should remember that what they see online isn't always real. If they feel bad, they should talk to someone they trust, like a parent or teacher. Taking care of their feelings is important when using social media.</p>





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Intervention Numeracy Screening Test – Grades 7 and 8  
Instructions for Teachers

**Resources required:** a timer, test sheets (1 per student)

This test should take approximately 5-10 minutes to administer.

**Process:**

1. Print one test per student (test given on the next page).
2. Hand out the test to student(s) face down.
3. Explain the first task (addition table) to students and time 1 minute for students to answer as many as they can in that time.
4. Explain the second task (subtraction questions) to students and time 1 minute for students to answer as many as they can in that time.
5. Explain the third task (worded questions) to students and give students up to 2 minutes to answer these questions.
6. Mark the questions by either: 1) reading the answers to students while they mark their own work; or 2) collecting the sheets and marking yourself using the answers given below. Each addition or subtraction question is worth 1 mark, and each worded question is worth two marks. The total for a student is therefore out of 44 marks for the test.
7. Select students for the intervention learning camp if they have less than 36 marks (80%) on the test.

**Addition table answers in bold below:**

Add (+)	4	9	2	7
3	<b>7</b>	<b>12</b>	<b>5</b>	<b>10</b>
8	<b>12</b>	<b>17</b>	<b>10</b>	<b>15</b>
10	<b>14</b>	<b>19</b>	<b>12</b>	<b>17</b>
5	<b>9</b>	<b>14</b>	<b>7</b>	<b>12</b>
6	<b>10</b>	<b>15</b>	<b>8</b>	<b>13</b>

**Subtraction question answers in bold:**

$7 - 4 = \mathbf{3}$	$8 - 7 = \mathbf{1}$	$10 - 4 = \mathbf{6}$
$9 - 8 = \mathbf{1}$	$3 - 1 = \mathbf{2}$	$7 - 5 = \mathbf{2}$
$6 - 5 = \mathbf{1}$	$10 - 7 = \mathbf{3}$	$9 - 4 = \mathbf{5}$
$8 - 8 = \mathbf{0}$	$9 - 6 = \mathbf{3}$	$8 - 3 = \mathbf{5}$
$4 - 2 = \mathbf{2}$	$8 - 4 = \mathbf{4}$	$10 - 6 = \mathbf{4}$
$9 - 0 = \mathbf{9}$	$10 - 9 = \mathbf{1}$	$9 - 2 = \mathbf{7}$
$9 - 3 = \mathbf{6}$	$12 - 10 = \mathbf{2}$	

**Answers to worded questions in bold below:**

Q1. Sarah has 12 apples. She buys 8 more from the store. How many apples does she have now? **20**

Q2. If the sum of two numbers is 100 and one number is 30, what is the other number? **70**



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Numeracy Screening Test: Grades 7 and 8 Learners

Complete as many as you can in 1 minute in the table below by adding the column and row numbers and writing the answer in the space:

Add (+)	4	9	2	7
3				
8				
10				
5				
6				

Total correct answers: \_\_\_\_\_ /20

Complete as many as you can in 1 minute of the questions below by writing the answer in the space:

$7 - 4 =$	$8 - 7 =$	$10 - 4 =$
$9 - 8 =$	$3 - 1 =$	$7 - 5 =$
$6 - 5 =$	$10 - 7 =$	$9 - 4 =$
$8 - 8 =$	$9 - 6 =$	$8 - 3 =$
$4 - 2 =$	$8 - 4 =$	$10 - 6 =$
$9 - 0 =$	$10 - 9 =$	$9 - 2 =$
$9 - 3 =$	$12 - 10 =$	

Total correct answers: \_\_\_\_\_ /20

Please read and answer the following:

Q1. Sarah has 12 apples. She buys 8 more from the store. How many apples does she have now? \_\_\_\_\_

Q2. If the sum of two numbers is 100 and one number is 30, what is the other number? \_\_\_\_\_

Total correct answers: \_\_\_\_\_ /2 (2 marks each) Grand Total: \_\_\_\_\_ /44





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Intervention Numeracy Screening Test – Grades 9 and 10  
Instructions for Teachers

**Resources required:** a timer, test sheets (1 per student)

This test should take approximately 5-10 minutes to administer.

**Process:**

1. Print one test per student (test given on the next page).
2. Hand out the test to student(s) face down.
3. Explain the first task (multiplication table) to students and time 1 minute for students to answer as many as they can in that time.
4. Explain the second task (division questions) to students and time 1 minute for students to answer as many as they can in that time.
5. Explain the third task (worded questions) to students and give students up to 2 minutes to answer these questions.
6. Mark the questions by either: 1) reading the answers to students while they mark their own work; or 2) collecting the sheets and marking yourself using the answers given below. Each multiplication or division question is worth 1 mark, and each worded question is worth two marks. The total for a student is therefore out of 44 marks for the test.
7. Select students for the intervention learning camp if they have less than 36 marks (80%) on the test.

**Multiplication table answers in bold below:**

Multiply (x)	5	9	2	6
3	<b>15</b>	<b>27</b>	<b>6</b>	<b>18</b>
8	<b>40</b>	<b>72</b>	<b>16</b>	<b>48</b>
10	<b>50</b>	<b>90</b>	<b>20</b>	<b>60</b>
4	<b>20</b>	<b>36</b>	<b>8</b>	<b>24</b>
7	<b>35</b>	<b>63</b>	<b>14</b>	<b>42</b>

**Division question answers in**

$16 \div 4 = 4$	$8 \div 8 = 1$	$9 \div 3 = 3$
$10 \div 1 = 10$	$4 \div 2 = 2$	$45 \div 5 = 9$
$36 \div 9 = 4$	$56 \div 7 = 8$	$25 \div 5 = 5$
$21 \div 3 = 7$	$12 \div 4 = 3$	$18 \div 3 = 6$
$18 \div 2 = 9$	$63 \div 9 = 7$	$42 \div 6 = 7$
$20 \div 2 = 10$	$24 \div 4 = 6$	$48 \div 8 = 6$
$64 \div 8 = 8$	$30 \div 6 = 5$	

**Answers to worded questions in bold below:**

Q1. Angela uses 2 oranges to make 1 glass of orange juice. If she makes 12 glasses of juice, how many oranges did she use? **24**

Q2. James has 44 chocolates. He wants to share the chocolates evenly amongst his four friends. How many chocolates will each of his friends receive? **11**



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Numeracy Screening Test: Grades 9 and 10 Learners

Complete as many as you can in 1 minute in the table below by multiplying the column and row numbers and writing the answer in the space:

Multiply (×)	5	9	2	6
3				
8				
10				
4				
7				

Total correct answers: \_\_\_\_\_ /20

Complete as many as you can in 1 minute of the questions below by writing the answer in the space:

$16 \div 4 =$	$8 \div 8 =$	$9 \div 3 =$
$10 \div 1 =$	$4 \div 2 =$	$45 \div 5 =$
$36 \div 9 =$	$56 \div 7 =$	$25 \div 5 =$
$21 \div 3 =$	$12 \div 4 =$	$18 \div 3 =$
$18 \div 2 =$	$63 \div 9 =$	$42 \div 6 =$
$20 \div 2 =$	$24 \div 4 =$	$48 \div 8 =$
$64 \div 8 =$	$30 \div 6 =$	

Total correct answers: \_\_\_\_\_ /20

Please read and answer the following:

Q1. Angela uses 2 oranges to make 1 glass of orange juice. If she makes 12 glasses of juice, how many oranges did she use? \_\_\_\_\_

Q2. James has 44 chocolates. He wants to share the chocolates evenly amongst his four friends. How many chocolates will each of his friends receive? \_\_\_\_\_

Total correct answers: \_\_\_\_\_ /2 (2 marks each) Grand Total: \_\_\_/44