



Republic of the Philippines
Department of Education
Region VII – CENTRAL VISAYAS
SCHOOLS DIVISION OF BOHOL

Office of the Schools Division
Superintendent

November 10, 2021

DIVISION MEMORANDUM
No. 984 s, 2021

SUBMISSION OF THE EARLY CHILDHOOD DEVELOPMENT (ECD) CHECKLIST RESULTS

Education Program Supervisors
Schools District Supervisors/Acting PSDSs
All Others Concerned

1. Pursuant to **Regional Memorandum No. 1001 s. 2021, Submission of the Early Childhood Development (ECD) Checklist Results** which reminds the field **RM 523 s. 2020** entitled **Guidelines on the Administration of Contextualized Early Childhood Development (ECD) Checklist for SY 2020-2021 in the Light of COVID-19 Pandemic** and informs the timeline on the submission of the ECD results to the Regional Office as follows:

TIMELINE OF THE ECD RESULTS SUBMISSION TO THE REGIONAL OFFICE	
PRE-TEST	November 26, 2021
POST-TEST	March 11, 2022

2. Below is the timeline for submission of the ECD results to the Division Office.

TIMELINE OF THE ECD RESULTS SUBMISSION TO THE DIVISION OFFICE		
PRE-TEST	November 15, 2021	School Report through the link, https://tinyurl.com/2021-School-ECD-Result-Pre District Report through the link, https://tinyurl.com/2021-District-ECD-Result-Pre
POST-TEST	March 4, 2022	The links shall be posted at the group chats of the District Kindergarten Coordinators

3. The results shall be properly and effectively utilized in designing and developing appropriate interventions and learning experiences to address learners' needs, monitor to track progress and ensure mastery of the essential learning competencies.
4. Enclosed are **RM No. 1001 s. 2021** and **RM No. 523 s. 2020** for more details.
5. Immediate dissemination of this Memorandum is directed.

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Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

Office of the Regional Director

REGIONAL MEMORANDUM

No. **1001**, s. 2021

NOV 05 2021

SUBMISSION OF EARLY CHILDHOOD DEVELOPMENT (ECD) CHECKLIST RESULTS

To: Schools Division Superintendents (SDSs)
All Others Concerned

1. Per RM 523 s. 2020 entitled **Guidelines on the Administration of Contextualized ECD Checklist**, the checklist shall be administered to all kindergarten learners at the beginning of the school year (pre-test), and before the school year ends (post-test), adopting either of the delivery options (onsite/offsite) depending on the local COVID-19 risk severity classification. In this light, all Schools Division Offices are directed to submit the ECD results following the timeline below through this google drive link <https://bit.ly/3bYphWZ>.

TIMELINE OF ECD RESULT SUBMISSION	
PRE-TEST	November 26, 2021
POST TEST	March 11, 2021

2. The field is also encouraged to effectively use the assessment results, particularly in designing and developing appropriate intervention and learning experiences to address the unique needs of the learners, and to monitor and track the learners' progress to ensure mastery of the essential learning competencies.
3. Immediate dissemination of, and compliance with this Memorandum is directed.


SALUSTIANO T. JIMENEZ EdD, JD, CESO V
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Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

Office of the Regional Director

OCT 22 2020

REGIONAL MEMORANDUM

No. **0523** , s. 2020

GUIDELINES ON THE ADMINISTRATION OF CONTEXTUALIZED EARLY CHILDHOOD DEVELOPMENT (ECD) CHECKLIST

To: Schools Division Superintendents (SDSs)
All Others Concerned


1. DepEd Order No. 47 s. 2016 re: Omnibus Policy on Kindergarten Education states that formative assessment in kindergarten starts with the administration of Philippine Early Childhood Development (ECD) Assessment Checklist at the beginning of the school year. Likewise, Memorandum DM-CI-2020-00080 re: Guidelines on the Administration of Philippine ECD Checklist for SY 2020-2021 in the Light of Covid Pandemic states that the school shall continue to use the ECD Assessment Checklist as the main tool for monitoring developmental milestones among kindergarten learners. Further, it provides delivery options, for schools to adopt whichever is applicable in their locality amidst this COVID crisis where face-to-face classes are not allowed, such as but not limited to:

- trained parents, guardian or adult assigned by the learner's parent shall conduct the assessment at home; and or
- the teacher/trained community worker/volunteer may conduct the "at Home assessment" based on agreed schedules with parents.

2. Whichever delivery option will be adopted, the field is advised to use the Contextualized Early Childhood Development Checklist to facilitate easy understanding for our clientele such as parents, guardians, home tutors, home learning facilitators, learners and other stakeholders.

3. In support to the above issuances, this Office issues the guidelines on the administration of the contextualized Early Childhood Development (ECD) Checklist for School Year (SY) 2020-2021 in light of COVID-19 pandemic.

4. Immediate dissemination of, and compliance with this Memorandum is directed.


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Guidelines on the Administration of Contextualized Early Childhood Development (ECD) Checklist

I. Rationale

Pursuant to the provisions of DepEd Order No. 47 s. 2016 and in compliance with Memorandum DM-CI-2020-00080, the administration of Contextualized ECD checklist shall commence on the first week of November, 2020. Considering the present crisis which disallows face to face classes, the school may adopt the suggested delivery options depending on the local COVID-19 risk severity classification of the area.

The purpose of administration of contextualized ECD checklist is to evaluate Kindergarten learners' competencies in different domains. Likewise, this will help teachers in identifying learners' capabilities and limitations. The results of which will serve as a basis for teachers in developing appropriate learning activities and tasks that address the learner's unique needs. Moreover, if learning disabilities are detected early interventions can be made and or further evaluation can be done.

II. Scope

The guidelines cover the undertakings involved before, during and after, the home-based administration of the contextualized Early Childhood Development (ECD) checklist to all Kindergarten learners enrolled in the public schools in the region.

III. Guiding Statement

The Philippine ECD checklist shall be administered twice a year (beginning and end of the year) to check Kindergarten learners' competencies in different domains (Omnibus Policy). In compliance with Memorandum DM-CI-2020-00080 and to ensure the proper implementation of the BE-LCP, DepEd Regional Office VII issues the guidelines on the administration of the Contextualized Early Childhood Development (ECD) Assessment Checklist for School Year (SY) 2020-2021 in the light of COVID 19 pandemic, to provide a standard procedure in its administration.

IV. Responsibilities

4.1. Regional Level

- 4.1.1. Manages the contextualization of Philippine ECD Checklist.
- 4.1.2. Orients the Division Supervisors in Kindergarten on the administration of Contextualized ECD Checklist.
- 4.1.3. Provides all Schools Division Offices with the draft copy of contextualized ECD Checklist for division contextualization.

- 4.1.4. Provides technical assistance to the Schools Division Offices to ensure the proper administration of the checklist.
- 4.1.5. Conducts monitoring and evaluation on the implementation and utilization of the contextualized ECD checklist.
- 4.1.6. Consolidates, analyzes and interprets the submitted ECD results from the Schools Division Offices.
- 4.1.7. Recommends interventions to address identified needs.
- 4.1.8. Does other related works.

4.2. Division Level

- 4.2.1. Facilitates the quality assurance and finalization of the contextualized ECD Checklist.
- 4.2.2. Conducts orientation of PSDS and School Heads on the contextualized ECD checklist, its reproduction as well as on its administration.
- 4.2.3. Provides an electronic copy of the contextualized ECD checklist to all schools.
- 4.2.4. Provides technical assistance to schools in the utilization of the checklists.
- 4.2.5. Conducts monitoring and evaluation to ensure appropriate action has been taken and or technical assistance has been given on issues relative to checklist administration and results.
- 4.2.6. Consolidates, analyzes and interprets results from the districts and submits results to the Regional Office.
- 4.2.7. Designs, recommends and or implements appropriate interventions based on identified needs.
- 4.2.8. Does other related works.

4.3. District Level

- 4.3.1. Works hand in hand with the Division Supervisor in Kindergarten and school heads.
- 4.3.2. Provides technical assistance to schools before, during and after the administration of the checklist.
- 4.3.3. Consolidates, analyzes and interprets results from the schools under his/her area of responsibility and submits results to the Schools Division Office.

- 4.3.4. Designs, recommends and or implements appropriate interventions based on identified needs.
- 4.3.5. Conducts monitoring and evaluation to ensure appropriate action has been taken and or technical assistance has been given on issues relative to checklist administration and results.
- 4.3.6. Does other related works.

4.4. School Heads

- 4.4.1. Prepares plan for the administration of the checklist.
- 4.4.2. Allocates budget for the supplies and materials in the reproduction, administration, and intervention needed from Division/School MOOE/SEF and other local funds.
- 4.4.3. Creates a Technical Working Group to take care for the reproduction, distribution, and retrieval of the checklists and for the conduct of orientation to parents, guardians, home tutors and or home learning facilitators.
- 4.4.4. Conducts orientation of parents, home tutors, guardian or home learning facilitator on the administration of the checklist.
- 4.4.5. Conducts monitoring and evaluation on the administration of the checklists and on the utilization of results.
- 4.2.9. Provides technical assistance to teachers in designing appropriate intervention for identified learners' needs and the implementation of such.
- 4.2.10. Consolidates, analyzes and interprets results and submits reports to the district and or Schools Division Office.
- 4.2.11. Does other related works

4.3. Teacher/Adviser

- 4.3.1. May conduct the "at Home assessment" based on agreed schedules with parents.
(If parents conduct the assessment at home, items 4.3.2-4.3.6):
- 4.3.2. Demonstrates properly to the parents how to administer the items in the checklist, during the orientation.
- 4.3.3. Ensures that materials per domain are complete.
- 4.3.4. Distributes the checklist and the needed materials to the parents.
- 4.3.5. Works hand in hand with parents in the administration of the checklist.
- 4.3.6. Retrieves the accomplished checklists from parents.
- 4.3.7. Fills in the Record Forms.
- 4.3.8. Reviews the scores per domain of each accomplished checklist before transferring those to the summary table.
- 4.3.9. Changes raw scores into scaled scores and interprets the scaled scores.
- 4.3.10. Informs the parents of the results.

- 4.3.11. Provides data, results and analysis of the assessment as well as the planned intervention to the school head.
- 4.3.12. Designs and implements the intervention plan reflecting specific developmentally appropriate activities based on the needs for each learner.
- 4.3.13. Tracks learners' performance and progress per domain.

V. Definition of Terms

Assessment – is the ongoing process of observing the learner and identifying their strengths and weaknesses, capabilities and needs and or, advancement and delays to be able design appropriate activities and intervention that address their needs.

Assessor- Operationally, refers to the Kindergarten teacher, home tutor, parent or learning facilitator who has been oriented and trained to administer the Contextualized ECD Checklist following the standard procedures for test administration.

Contextualized ECD Checklist – is the contextualized version of the Philippine Early Childhood Development (ECD) checklist which will be administered by trained parents, home tutors, guardians and or home learning facilitators at home. Mother tongue (Sinugbuanong Binisaya) is employed as the medium in the checklist to make it easy for parents, home tutors, home learning facilitators, learners and other stakeholders. The checklists will help in identifying the strengths and weaknesses, capabilities and needs, and or advancements and delays of Kindergarten Learners.

Assessment at Home – administering the checklist at home to assess the learners' capabilities and needs, and or, advancement and delays by the teacher and or trained parents, home tutors, guardian or any home learning facilitators, using the contextualized ECD checklist.

Philippine ECD Checklist - is a tool designed for service providers like teachers, rural health midwives, child development and day care workers, parents/caregivers who can easily administer after a brief training period. By using the checklist, they will be able to determine if a child is developing adequately, or is at risk for developmental delays (Revised Philippine ECD Checklist).

VI. PROCEDURE

The schools in coordination with the Schools Division Office /Regional Office are advised to plan strategic mechanisms taking into account the diverse local context and safety of the learners, parents, and the community. The following activities shall be done before, during, and after the administration of the checklist.

A. PRE-ADMINISTRATION

1. Reproduces the checklist and other materials needed.

2. If the teacher will conduct the “at Home Assessment”, the school shall inform the parents of the assessment to be conducted and agree on the date and time.
3. If the parents, home tutors or guardians will conduct the assessment, the school should orient the parents on the following:
 - a. Contextualized ECD Checklist and its importance
 - b. Testing Considerations
 - b.1. Physical conditions
 - b.2. Standard Procedures
 - b.3. Administration Time
 - c. Fundamentals in Administration
 - c.1. Materials needed
 - c.2. Parts of the Checklist
 - c.3 How to administer the items in the checklist
 - c.4. Where to Start and Where to Stop Administer all the items.
 - c.5. Teaching and giving feedback.
 - c.6. Eliciting behavior
 - c.7. Timelines of assessment
 - d. Provides the checklists and other materials needed to the parents a day or 2 before the actual conduct of assessment.

B. DURING ADMINISTRATION

Per Memorandum DM-CI-2020-00080 and reiterated in Regional Memorandum No. 279 s.2020, the school may adopt the following suggested delivery options depending on the local COVID-19 risk severity classification of the area.

- 1. Trained parents, guardian or adult assigned by the learner’s parent shall conduct the assessment at home.**
- 2. The teacher/trained community worker/volunteer may conduct the “at Home assessment” based on agreed schedules with parents.**

If the “at Home Assessment” is conducted by trained parents, guardians, or home tutors the following shall be observed:

- 1.1. Establishes open line of communication with parents for their questions, queries and issues.
- 1.2. Conducts online and onsite (if possible) monitoring to provide assistance.
- 1.3. Addresses concerns/issues/problems and or challenges right away.

If the “at Home Assessment” is conducted by teacher the following shall be observed:

- 2.1. Be at the child’s residence 5 minutes before the agreed time to be able to establish rapport before the assessment starts.
- 2.2. Observes health protocols.

C. POST ADMINISTRATION

1. Collects/Retrieves the checklists and materials from parents (if applicable).
2. Gathers feedback from parents especially on their significant observations during the administration.
3. Reviews the filled in checklists.
4. Computes, analyzes and interprets the data collected.
5. Submits and discusses results of the checklist.

6. Designs appropriate intervention and or activities specific to the need of each child.
7. Informs parents of the result and possible interventions.
8. Tracks the progress of each child.

VI. Monitoring and Evaluation

The Regional and Schools Division Offices shall closely monitor and ensure the implementation of these guidelines. It shall continuously gather feedback on the implementation and conduct a review to ensure timely and effective delivery of Kindergarten education services.

VII. References

Deped Order # 47 s. 2026

Memorandum DM-CI-2020-00080

Regional Memorandum # 279 s. 2020

Philippine ECD Checklist

VIII. Effectivity

These guidelines shall take effect this SY 2020-2021 and shall remain in force unless repealed or rescinded.