

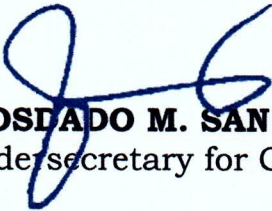


Republic of the Philippines
Department of Education
DepEd Complex, Meralco Avenue, Pasig City 1600

Office of the Undersecretary for Curriculum and Instruction

MEMORANDUM
DM-CI-2020-00080

TO : Regional Directors
Minister, Ministry of Basic, Higher, Technical Education,
BARMM
Schools Division Superintendents

FROM :  **DIOSDADO M. SAN ANTONIO**
Undersecretary for Curriculum and Instruction

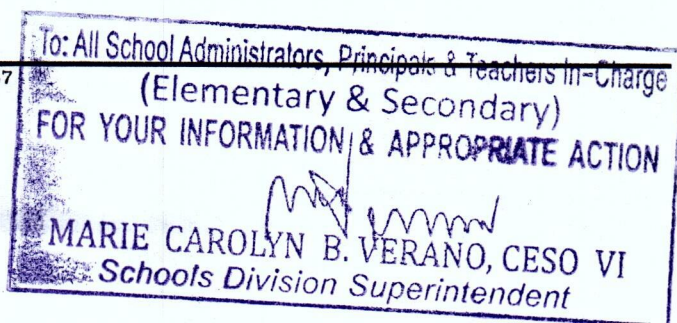
SUBJECT : **REITERATING THE AGE QUALIFICATION OF
KINDERGARTEN LEARNERS AS PROVIDED FOR IN
DEPED ORDER NO. 20, S. 2018 AND GUIDELINES ON
THE ADMINISTRATION OF THE PHILIPPINE EARLY
CHILDHOOD DEVELOPMENT (ECD) ASSESSMENT
CHECKLIST FOR SCHOOL YEAR (SY) 2020-2021 IN
LIGHT OF COVID-19 PANDEMIC**

DATE : May 25, 2020

Pursuant to the provisions of DepEd Order No. 007, s. 2020 entitled "School Calendar and Activities for School Year 2020-2021" and in compliance with the Omnibus Guidelines on the Implementation of Community Quarantine in the Philippines issued by the Inter-Agency Task Force for Management of Emerging Infectious Diseases (IATF), this Office reiterates the age qualification of Kindergarten learners as provided for in DepEd Order No. 20, s. 2018 and issues the guidelines on the administration of the Philippine Early Childhood Development (ECD) Assessment Checklist for School Year (SY) 2020-2021 in light of COVID-19 pandemic.

A. Age Qualification of Kindergarten Learners

All regional directors, schools division superintendents, school heads of both public and private schools shall adhere to the existing guidelines as stipulated in DepEd Order No. 20, s. 2018 stated below:





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Age qualification for Kindergarten learners in **both public and private schools** should be five (5) years old by June 1 of every calendar year. However, the school may consider learners entering Kindergarten who will turn five (5) years old by the end of August on the condition that the Philippine Early Childhood Development (ECD) Checklist must be administered to the learner prior to the start of the opening of the school year, to ensure that the learner is capable of meeting the expectations of the grade level. Parents may provide documentation and/or certification of the learner's previous Early Childhood Education (ECE) experiences (i.e., preschool, day care, pre-Kindergarten) in addition to the results of the Philippine ECD Checklist.

For schools commencing their school year beyond June, the requirement that Kindergarten learners should be five (5) years old by June 1 and the extension period ending on August 31 shall be adjusted. For schools commencing their school year in July, Kindergarten learners should be five (5) years old by July 1 and the extension period shall be until September 30. For schools commencing their school year in August, Kindergarten learners should be five (5) years old by August 1 and the extension period shall be until October 31."

B. On Administration of ECD Assessment Checklist

1. Schools shall continue to use the ECD Assessment Checklist (Enclosure 1) as the main tool for monitoring developmental milestones among kindergarten learners. This will serve as basis for planning and implementing interventions to address risks of developmental delays and boost growth and development among kindergarten learners.
2. For learners, who have attended early learning prior to enrolling in Kindergarten (i.e. daycare/child development centers, private preschools), their ECD checklist result, if available, shall be provided to the Kindergarten teacher during the Balik Eskwela or registration period in June 2020.
3. For learners without daycare/child development or preschool experience and/or do not have the results of the ECD Assessment Checklist prior to enrolling in Kindergarten, schools are enjoined to orient parents on the use of the Core Developmental Milestone (Enclosure No. 2) during Brigada Eskwela or registration period in



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June 2020. This is a simple tool that can be used by parents in identifying red flags for developmental delays in motor, self-help, language, cognitive and socio-emotional domains among 5-year old children. Parents will then be requested to report to the Kindergarten teacher if there are tasks that their children are not able to do. This will serve as preliminary basis in preparing the plan of interventions prior to opening of classes.

4. The ECD assessment checklist shall be administered by the Kindergarten teacher not earlier than two (2) weeks after the opening of the school year in August 24, 2020 or at appropriate time when the child has already established rapport with the teacher and/or with others who will be involved in the assessment. The standard procedure in the administration shall be followed by all concerned in order to gather reliable and valid data. However, if the administration of the Kindergarten teacher is not feasible, parents or guardian can answer the checklist through observation of their child's skills using the Filipino version of the checklist. Parents, guardian, and community workers/volunteers who will be engaged in the assessment process shall be oriented in this regard.
5. The school may adopt the following suggested delivery options depending on the local COVID-19 risk severity classification of the area, but not limited to:
 - a. In Areas where Physical Classes are not Allowed
 - Trained parents, guardian or adult assigned by the learner's parent shall conduct the assessment at home.
 - The teacher/trained community worker/volunteer may conduct the "at Home assessment" based on agreed schedules with parents.
 - b. In Areas where Physical Classes are Allowed
 - The teacher may conduct face-to-face assessment with the learner in school.

Where face-to-face administration of the ECD is adopted, health and social/physical distancing protocols of the Department of Health (DOH) and IATF shall be strictly observed.

6. If conducted by the trained parents, guardian, or adult assigned by the learner's parent or trained community worker/volunteer, the result of



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the assessment shall be submitted to the teacher in any means that is feasible in the context of the area. There is no overall score interpretation of “pass or failed” in the ECD assessment. The report shall serve as initial assessment of the child as one of the bases in planning and implementing appropriate interventions for Kindergarten learners, monitor progress, and refer learners at risk of developmental delays (i.e. those who need to be monitored in the next 3 and 6 months) for further assessment by a specialist and/or provision of specialized intervention/s. The teacher shall then provide suggested activities that parents/guardians can use at home to address risk of developmental delays and boost growth and development of their children.

7. All teachers are required to submit a summary of the results of ECD Assessment to the School Head. The schools in coordination with the division/region are advised to plan strategic mechanisms taking into account the diverse local context and safety of the learner, parents, and the community.
8. The regions and SDOs shall continuously conduct close monitoring and evaluation on the implementation of the specific provisions to ensure timely and effective delivery of Kindergarten education services.

For compliance, information, and guidance.



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Enclosure No. 1

Para samgaMagulang:

Ang **Philippine Early Childhood Development (Phil. ECD) Checklist** ay dinisenyo para magamit ng mga guro, mga naglilingkod para sa pag-unlad ng mga mag-aaral sa mga daycare, mga tagapag-alaga, at mga magulang. Sa pamamagitan nito, matutukoy kung sapat ba o nasapagkaantala ang pag-unlad ng bata.

Ang tseklis naito ay HINDI inilaanupang magamit sa sumusunod: 1) paggawang isang medikal na pagsusuri; 2) pagtukoy sa *intelligence quotient* (IQ) ng isang bata; o sa 3) pagsukat sa akademikong pagtamo. Ito ay una lamang sa napakaraming hakbang para sa proseso ng komprehensibong pagsusuri sa bata. Sa gayon, ang mga batang matutukoy na may pagkaantala sa kaniyang pag-unlad ay maagap na matutugunan sa kaniyang pangangailangan.

Ang tseklis na ito ay para sa mga batang may edad na tatlo taong gulang at isang buwan hanggang limang taon at 11 na buwan. Ang mga aytem sa tseklis ay nahahatisapitong mga domain: **1) gross motor, 2) fine motor, 3) self-help, 4) receptive language, 5) expressive language, 6) cognitive, at 7) socio-emotional.**

Gagamitin ito para sa mga mag-aaral ng Kindergarten ng Kagawaran ng Edukasyon.

Ang mga aytem sa tseklis ay maaaring naobserbahan nang inyosa pang-araw-araw na gawain ng inyong mga anak. Kung hindi pa ninyonakikita na obserbahan, maaaring inyong subukang ipagawasa kanila.

Lagyan ng tsek (/) ang angkop na hanay kung ito ay **kayang gawin** o **hindi pa kayang gawin**.

	Gross Motor	Kayang gawin	Di pa kayang gawin
1	Nakaaakyat sa upuan o iba pang maaakyatang bagay/kasangkapan gaya ng kama nang walang tulong.		
2	Nakalalakad nang paatras		
3	Nakatatakbo nang hindi nadadapa		
4	Nakabababa sa hagdan nang dalawang paa sa bawat hakbang na nakahawak ang isang kamay sa gabay ng hagdanan		
5	Nakaaakyat sa hagdan nang dalawang paa sa bawat hakbang na nakahawak sa gabay ng hagdanan		
6	Nakaaakyat sa hagdan nang salitan ang mga paa at hindi		



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	humahawak sa gabay ng hagdanan		
7	Nakabababa sa hagdan nang salitan ang mga paa at hindi humahawak sa gabay ng hagdanan		
8	Naigagalaw ang bahagi ng katawan na tinutukoy		
9	Nakatatalon		
10	Naihahagis ang bola nang paitaas na may direksyon		
11	Nakalulundag nang isa hanggang tatlong beses gamit ang mas gustong paa		
12	Nakatatalon at nakaiikot		
13	Nakasasayaw nang may pinaparisan o tinutularan/nakalalahok sa mga gawaing ukol sa kilos o galaw na para sa grupo.		
KABUOANG ISKOR:			

	Fine Motor	Kayang gawin	Di pa kayang gawin
1	Nagagamit ang lahat ng limang daliri sa kamay upang makuha ang pagkain/laruan na nakalagay sa patag na espasyo.		
2	Nakukuha ang mga bagay gamit ang hinlalaki at hintuturo		
3	Naipakikita ang gustong kamay na laging ginagamit		
4	Nalalagay/natatanggal ang mga maliliit na bagay mula sa lalagyan		
5	Nahahawakan ang krayola nang nakatikom ang mga daliri sa palad		
6	Natatanggal ang takip ng bote/lalagyan o inalis ang mga balot ng mga pagkain		
7	Nakaguguhit nang kusa		
8	Nakaguguhitn ang patayo at pahalang na linya		
9	Nakaguguhit ng hugis bilog		
10	Nakaguguhit ang larawan ng tao (ulo, mata, katawan, braso, kamay o paa)		
11	Nakaguguhit ang bahay gamit ang iba't- ibang uri ng hugis (parisukat, tatsulok)		
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Enclosure No. 2

Core Developmental Milestones ng mga Batang Pilipino

	MOTOR	SELF-HELP	LANGUAGE	COGNITIVE	SOCIO-EMOTIONAL
60 buwan 5 taon	 Hinahagis ang bola pat taas na may direksyon	 Naliligo na walang tumutulong	 Kinakwento ang mga katatapos na karanasan (kapag simatapos/diskutin) na nararapat sa pagkakasunod-sunod ng pangyayari gamit ang mga salitang tumutukoy sa pangakaraan (past tense)	 Tinutugma ang malalaki at maliit na mga titik	 Gumagamit ng mga kilos na nararapat sa kultura na hindi na hinahiling/frigiditasyon (hal. pagmamano, paghalik)
48 buwan 4 taon	 Gumuguhit ng bahay gamit ang iba't-ibang uri ng hugis (parisukat, tatsulok)	 Pumupunta sa tamang lugar upang umihi o dumumi agunit paminsan-minsan ay may pagkakaon ng hindi mapiglang maliit o madumi sa shorts	 Nagtatano ng ano, sino, at bakit	 Inaayos ang mga bagay mula sa pinakamaliit hanggang sa pinakamalaki	 Naglaro ng maayos sa mga pang-grupong laro (hal. hindi nandadaya para manalo)
36 buwan 3 taon	 Tumatakbo na hindi nadadapa	 Hinuhubad ang shorts na may garter	 Nagsasalita sa tamang pangungusap na may 2 - 3 salita	 Tinutugma ang mga larawan	 Ginagaya ang mga ginagawa ng mga nakatatanda (hal. pagluluto, paghuhugas)
24 buwan 2 taon	 Nahahawakan ang kreyela ng lahat ng daliri ng kaniyang kamay na parang kamao (hal. palmar grasp)	 Nakalinom sa baso nang walang tulong na may kalat	 Napapangalanan ang mga bagay sa larawan	 Nagpapakita ng mga payak na dula-dulaan (pagpapakatn, pinatutulong ang manika)	 Ginugulong ang bola nang aktibo kasama ang magulang/caregiver/eksaminer
18 buwan 1 taon at 6 buwan	 Nakapaglalakad mag-isa, minsan lamang matumba	 Napakakain ang sarili gamit ang kutsara nang may kalat	 Pinagsasama ang mga isang salita at galaw upang malaman ang gusto (hal. "Ibabaw" babang nakaturo sa pinto)	 Hinahanap ang mga bagay na nakatago	 Mapagkakibigan sa mga hindi pakikilala ngunit sa simula ay maaaring magpakita ng ilang o hiya
12 buwan 1 taon	 Nakatatayo nang may minimum na suporta	 Napakakain ang sarili ng mga finger food (hal. biskwit, tinapay) gamit ang mga daliri	 Ginagamit ang tunog nang may kaahulugan upang tumukoy sa tiyak na bagay/tao (hal. "Mama" sa kaniyang ina; "mamam" para sa tubig)	 Tumitingin sa direksiyon ng nahuhulog na bagay	 Umiyak kapag umaalis ang caregiver
8 buwan	 Nakaupo nang mag-isa ang sanggol	 Nagsisimulang kumain ng solidong pagkain ang sanggol	 Lumilingon kapag tinatawag ang pangalan, tumititig sa mata	 Inaalam ng sanggol ang mga bagay sa pamamagitan ng pagkagat, paghawak, pagtingin dito	 Nagbibigay ng reaksiyon ang sanggol sa mga pamilyar na sitwasyon
4 buwan	 Nalaangat ng sanggol ang kaniyang ulo nang matatag	 Sinusubo ng sanggol at umiinom ng gatas mula sa suso o bote	 Lumilingon ang sanggol tungo sa tunog	 Tumitingin nang dahan-dahan ang sanggol sa mga gumagalaw na bagay/tao	 Inalaangat ng sanggol ang kaniyang mga biyel upang batilin ang mga pamilyar na tao