



**Republic of the Philippines**  
**Department of Education**  
**REGION X - NORTHERN MINDANAO**  
**DIVISION OF MALAYBALAY CITY**

DM 2020-07-261  
DEPED MALAYBALAY CITY DIVISION  
RELEASED  
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BY: glawi

**DIVISION MEMORANDUM**

No. 261, s. 2020

**TO:** Assistant Schools Division Superintendent  
Chief, CID and SGOD  
Public and Private School Heads  
All Others Concerned  
This Division

**FROM:** VICTORIA V. GAZO, PhD., CESO V  
Schools Division Superintendent

**DATE:** July 1, 2020

**SUBJECT:** DISSEMINATION OF DM-CI-2020-00080 RE: 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

1. This Office disseminates the herein **DM-CI-2020-00080 RE: 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.**
2. Attached is the DM-CI-2020-00080 for reference.
3. Queries related to this can be relayed to Imelda S. Bentillo, Education Program Supervisor at 09068680679.



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Republic of the Philippines  
**Department of Education**  
Davao City Complex, Magsaysay Avenue, Davao City 8000

*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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DepEd Circular Memorandum No. 2020-0001

**Office of the Undersecretary for Curriculum and Instruction**

**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 Halik 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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Longfellow's *Hiawatha* (Volume I) - Page 216

*Office of the Hydrographic Surveyor for Correlation and Instruction*

**Enclosure No. 1**

### **Para sampaMagulang:**

**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, malutukoy kung sapat ba o nasapagkaantala ang pag-unlad ng bata.

Ang tsekdis naito ay Hindi initaan upang magamit sa sumusunod: 1) paggawangisang 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 tsekliis na ito ay para sa mga batang may edad na dalawang taong gulang at isang buwan hanggang limang taon at 11 na buwan. Ang mga aytem sa tsekliis ay nahahalisa pitong 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 parasya mga mag-aaral ng Kindergarten ng Kagawaran ng Edukasyon.

Ang mga aylemsa tsekis ay maaaring naobserve bahan na ninyo sa pang-araw-araw na gawain ng inyong mga anak. Kung hindi pa ninyo nakikita na maaaring ninyong subukan ipagwasa kanila.

Lagyan ng tsek (/) ang angkop na hanay kung do 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 pastras		
3	Nakatalakbo 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 nakailikot	
13	Nakasasayaw nang may pinaparisan o tinutularan/nakalalahok sa mga gawaing ukol sa kilos o galaw na para sa grupo	
<b>KABUDANG ISKOR:</b>		

	Fine Motor	Kaya ng gawin	Di pa kaya ng gawin
1	Nagagamit ang lahat ng limang daliri sa kamay upang makuha ang pagkain/laruuan na nakalagay sa patag na espasyo.		
2	Nakukuha ang mga bagay gamit ang hinilalaki at hintuturo		
3	Naipakikita ang gustong kamay na laging ginagamit		
4	Nalalagay/natatanggal ang mga malilut na bagay mula sa lalagyan		
5	Nahahawakan ang krayola nang nakatikom ang mga daliri sa palad		
6	Natatanggal ang takip ng bote/lalagyan o inaalis ang mga balot ng mga pagkain		
7	Nakaguguhit nang kusa		
8	Nakaguguhit nang 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)		
<b>KABUDANG ISKOR:</b>			


  
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Dept. S.O. No. 15 - MELAKA DISTRICT - FEBRUARY 2020

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	<b>Self-Help</b>	<b>Kayang Gawin</b>	<b>Di Pa Kayang Gawin</b>
1	Nakakakain ng mga pagkain na nakamay (gaya ng biskvit at tinapay)		
2	Nakakakain gamit ang mga dalin para makakain ng kanin at ulam nang may natatapon		
3	Nakakakain gamit ang kutsara nang may natatapon na pagkain		
4	Nakakakain gamit ang mga dalin nang walang natatapon na pagkain		
5	Nakakakain gamit ang kutsara nang walang natatapon na pagkain		
6	Nakakakain nang hindi na sinusubuan sa tuwing kakain		
7	Nakahahawak ng baso/tasa para sa pag-inom nang may tulong		
8	Nakainom sa baso nang may natatapon		
9	Nakainom sa baso nang walang umaalalay		
10	Nakakukuha ng inumin nang mag-isá		
11	Naisasalin sa baso ang inumin mula sa pitsel nang walang lapon		
12	Nakapaghahanda ng sari-sari pagkain/meryenda		
13	Nakapaghahanda ng pagkain para sa nakababatang kapamilya/ibang miyembro ng pamilya		
14	Nakikipagtulungan kung binibihisan (hal. Itinataas ang mga kamay at paa)		
15	Nakapaghuhubad ng sari-sari shorts na may garter		
16	Nakapaghuhubad ng sari-sari sando		
17	Nakapagbibis nang sari-sari na walang tulong, maliban sa pagbubutones at pagtatali		
18	Nakapagbibis nang sari-sari na walang tulong kasama ang pagbubutones at pagtatali		
19	Nagsasabi sa nakatatanda pagkatapos lamang makaihi o makadumi sa kaniyang shorts		
20	Nagsasabi sa nakatatanda kapag kailangan umihi o dumumuti upang makapunta sa tamang lugar (C.R.)		
21	Nakapupunta sa tamang lugar upang umihi o dumumuti ngunit minsan ay nahihi at nadudumi pa rin sa shorts		
22	Nakapupunta sa tamang lugar upang umihi o dumudumi at hindi na ito ginagawa sa kaniyang shorts o pambabang basuotan		

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FYI: Parents with In-coming Kindergarten Learners  
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23	Napupunasan/nilitinisan ang sarili pagkatapos dumumi		
24	Nakikipagtulungan kung pinapaliguan (hal. kinukuskos ang mga braso)		
25	Nahuhugasan ang kamay nang walang tulong		
26	Nakapaghihilamos nang walang tulong		
27	Nakaliligo nang walang tulong		
<b>KABUDANG ISKOR:</b>			

	<b>Receptive Language Domain</b>	<b>Kayang gawin</b>	<b>Di pa kayang gawin</b>
1	Naituturo ang miyembro ng pamilya kapag ipinagawa		
2	Naituturo ang limang bahagi ng katawan kapag ipinagawa		
3	Naituturo ang limang napanganlang larawan ng mga bagay kapag ipinagawa		
4	Nakasusunod sa isang hakbang na panuto na mayroong simpleng pang-ukol (halimbawa: sa, sa mga, para sa/kay)		
5	Nakasusunod sa dalawang hakbang na panuto na mayroong simpleng pang-ukol (halimbawa: kunin ang bola sa ilalim ng upuan at ibigay kay nanay)		
<b>KABUDANG ISKOR:</b>			

	<b>Expressive Language Domain</b>	<b>Kayang gawin</b>	<b>Di pa kayang gawin</b>
1	Nakagagamit ng 5-20 na nakikilalang salita (halimbawa: mama, papa, etc)		
2	Nakagagamit ng panghalip (hal. ako, ikaw, siya)		
3	Nakagagamit ng 2-3 kombinasyon ng pandiwa-pangngalan (hal. Hingi ng gatas)		
4	Napapanganan ang mga bagay sa isang larawan (hal. larawan ng bola, nasasabi ng bata na ito ay bola)		
5	Nakapagsasalita nang tama - 2-3 salita sa tamang pangungusap		
6	Nakapagtatanong ng mga "ano" na tanong		
7	Nakapagtatanong ng "sino" at "bakit" na tanong		
8	Naikukuwentó ang karanasan (kapag tinatanong/dinidiktahan) nang naayon sa pagkasunod sunod na pangyayari gamit ang mga salitang tumutukoy sa pangnakaraan (past-tense)		



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**KABUDANG ISKOR:**

	Cognitive Domain	Kayang gawin	Di pa kayang gawin
1	Nekikita ang direksyon ng nahuhulog na bagay		
2	Nahahanap ang mga bagay na bahagyang nakatago		
3	Nagagaya ang mga kilos na kakikita pa lamang		
4	Naibigay ang bagay ngunit hindi ito binibitawan		
5	Nahahanap ang mga bagay na lubusang nakatago		
6	Nakapaglalaro ng kunwari-warian (gaya ng pagpapakain at pagpapatulog sa manika)		
7	Napagtutugma ang mga bagay		
8	Napagtutugma ang 2-3 mga kulay		
9	Napagtutugma ang mga larawan		
10	Nanihiwala'y ang mga bagay batay sa hugis		
11	Nanihiwala'y ang mga bagay batay dalawang katangian (hal. sa laki at sa hugis)		
12	Naisasaayos ang mga bagay batay sa laki mula sa pinakamalit hanggang sa pinakamalaki		
13	Napapanganahan ang 4-6 na kulay		
14	Nagagaya ang mga hugis		
15	Napapanganahan ang mga hayop at gulay kapag tinanong		
16	Nasasabi ang gamit ng karaniwang kasangkapan sa bahay		
17	Nabubuo ang simple puzzle		
18	Naiintindahan ang mga makakasalungat na salita sa pamamagitan ng pagkumpleto ng pangungusap (hal. Ang aso ay malaki, ang daga ay ____)		
19	Naituturo ang kaliwa at kanang bahagi ng katawan		
20	Nasasabi kung ano ang mali sa larawan (hal. Larawan ng pusang may pakpak. Itatanong sa bata kung ano ang mali sa larawan.)		
21	Napagtutugma ang malalaki at malilit na mga letra		
<b>KABUDANG ISKOR:</b>			

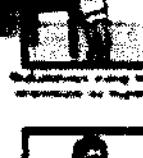
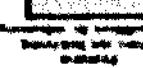
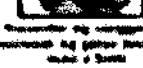
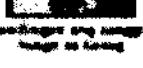
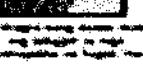


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Enclosure No. 2

## Core Developmental Milestones ng mga Batang Pilipino

MOTOR	SOCIAL	LANGUAGE	CREATIVITY	EMOTIONAL
<b>Buwon</b> 0-1 week	 Bumabat at magkakaroon ng tama pagtataas.	 Maglakad at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas.
<b>Buwon</b> 1 week	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.
<b>Buwon</b> 1 week	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.
<b>Buwon</b> 1 week	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.
<b>Buwon</b> 1 week	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.
<b>Buwon</b> 1 week	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.
<b>Buwon</b>	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.
<b>Buwon</b>	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.	 Magkakaroon ng tama pagtataas at magkakaroon ng tama pagtataas.