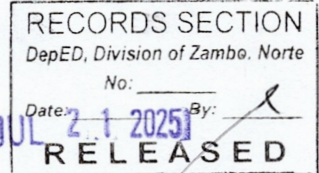




Republic of the Philippines  
**Department of Education**  
REGION IX  
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE



July 17, 2025

Division Memorandum  
No. 348, s. 2025

**ADMINISTRATION OF THE 1<sup>ST</sup> QUARTER PRE-TEST INTENSIVE QUALITY  
READING ASSESSMENT FOR ARABIC LANGUAGE (IQRAA) TOOLS FOR  
GRADES II TO VI IN ALL IMPLEMENTING SCHOOLS**

TO: Assistant Schools Division Superintendent  
Chief, CID and SGOD  
Education Program Supervisor/Coordinator  
Public Schools District Supervisors  
Principals In-Charge of the District  
Elementary and Secondary School Heads  
Cluster MEP Heads  
District MEP Coordinators  
All Others Concerned

1. This is to announce the administration of the **1st Quarter Pre-Test using the Intensive Quality Reading Assessment for Arabic Language (IQRAA) Tools** for Grade Levels II to VI in all Madrasah Education Program (MEP) implementing schools starting from **July 21, 2025 to July 30, 2025**.
2. This assessment aims to determine the learners' Arabic reading proficiency levels based on the ALIVE Levels I-III, which will serve as the basis for instructional planning and IQRA program intervention. **Grade I learners** will not yet take the Pre-Test this quarter, as the lessons on Arabic letters, letters formation, and blending are scheduled to be taught in the 2nd Quarter. Hence, the **IQRAA Pre-Test for Grade I** will be conducted in the **3rd Quarter**.
3. The designated **District** and **School MEP Reading Coordinators (SMRCs)** are required to submit the consolidation result to the Division MEP Focal Person through his email address before or on **August 1, 2025** using the forms uploaded in the Google Drive Link sent to group chat. For more information and inquires, all concerned may contact **Yusoph A. Dauh**, EPS II-ALS/Division MEP Focal Person on Mobile Number 09537466770 or through email address: [yusoph.dauh001@deped.gov.ph](mailto:yusoph.dauh001@deped.gov.ph).
4. For widest dissemination and compliance.

**MAJARANI M. JACINTO EdD, CESO V**  
Schools Division Superintendent

CID/yad/Administration of School-Based IQRAA Tools / 07172025



Address: Capitol Drive, Estaka, Dipolog City 7100

Email: [zn.division@deped.gov.ph](mailto:zn.division@deped.gov.ph)

FB: DepEd Tayo- Schools Division of Zamboanga del Norte

Tel. No.: (065) 212- 5843

Website: [www.depedzn.net](http://www.depedzn.net)



Government Property  
**NOT FOR SALE**



# **INTENSIVE QUALITY READING ASSESSMENT FOR ARABIC (IQRAA) TOOLKIT**



**Department of Education • Republic of the Philippines**



**Intensive Quality Reading Assessment For Arabic (IQRA) Passages  
Madrasah Education Program**

**First Edition, 2023**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education  
Secretary: Sarah Z. Duterte-Carpio  
Undersecretary: Dr. Gina O. Gonong

**DEVELOPMENT TEAM**

Writer/Validators: THADZ MAHAL S. ELIAS, MA. VICTORIA R. CASIDAR,  
ALJIBAR D. JAILANI, RA-ISA M. EKONG, KIMAR A. NAPII,  
JEFFERSON ISAAC E. JAGOH, ABDURAJICK A. AMIL,  
HANNAH FATIMA C. SARAIL, ABOU-BENHAR A. SIHABON,  
HAREESHA H. TAHIR, BAICOR Y. ABING, ELWIN L.  
MAGUINDRA, RUQAYYAH ABDUL RASHID C. ABDULLAH,  
ARSINA B. AHMAD, BAJER A. ABUBAKAR, MOGAIRA E.  
BANTILAN, BAKI S. TARADJI, AMERODIN U.  
MAGANGCONG, SAMERUDIN B. MACALUNAS, FADZMA H.  
BALUAN, MORSIDA C. DIWA, VILMA C. VELASCO, JAAFAR  
S. UNGGANG, TEOFANES T. INDING, CERAD R.  
BANGGOT, ABDURAHMAN S. BICA & JABBAR D. SAPPAL  
Editor: JABBAR D. SAPPAL  
Reviewer: YUSOPH A. DAUH  
Illustrators: TEOFANES T. INDING & ABDURAHMAN S. BICA  
Layout Artist: TEOFANES T. INDING

**Management Team**

Regional Director: RUTH D. FUENTES, CESO IV  
Chief, CLMD: EUGENIO B. PENALES, Ed.D  
Regional EPS, EsP/MEP: HADJA SARAH L. HANDANG

**Printed in the Philippines**

**Department of Education Region IX – Zamboanga Peninsula**

Office Address: Pres. Corazon C. Aquino Regional Government Center  
Balintawak, Pagadian City, Zamboanga del Sur 7016  
Telefax: (062) 215-3753, 215-3751, 991-1907, 215-3789  
E-mail Address: [region9@deped.gov.ph](mailto:region9@deped.gov.ph)



# Intensive Quality Reading Assessment for Arabic (IQRAA) Toolkit



# Acknowledgement

We would like to express our deepest gratitude and appreciation to the dedicated individuals who have contributed their time, expertise, and unwavering support to the creation of this toolkit. Without their invaluable contributions, this project would not have been possible.

First and foremost, we extend our heartfelt thanks to our Regional Director, Regional MEP Supervisor, Division Superintendents and Division MEP supervisors throughout Zamboanga Peninsula, and all whose vision, guidance, and leadership have played a pivotal role in initiating this endeavor. Your unwavering commitment to promoting Arabic literacy and advancing the education of our learners has been truly inspiring.

We are also immensely grateful to the MEP Administrators and Teachers who have wholeheartedly embraced this project. Your dedication, passion, and tireless efforts in the field of Arabic language instruction have been instrumental in shaping the content and structure of this toolkit. Your invaluable insights and practical experience have greatly enriched its development.

Furthermore, we extend our appreciation to the language experts who have generously shared their knowledge and expertise. Your profound understanding of Arabic language and pedagogy has greatly influenced the design and quality of this book. Your contributions have ensured that it meets the highest standards of educational excellence.

We would like to acknowledge the invaluable support and cooperation extended to us by the school administrators, education supervisors, and staff members. Your assistance in coordinating the logistics, facilitating workshops, and providing the necessary resources has been crucial in bringing this toolkit to fruition.

Last but not least, we extend our heartfelt thanks to the pupils and learners who have been the driving force behind this project. Your eagerness to learn, enthusiasm, and willingness to embrace new approaches to Arabic reading have inspired us to create a resource that will empower and support you on your educational journey.

To all those who have played a part, big or small, in the development of this toolkit, we extend our sincere appreciation. Your contributions have been integral to its success, and we hope that it will serve as a valuable tool in promoting Arabic literacy and nurturing a love for reading among our learners.

Thank you for your unwavering commitment, dedication, and collaborative spirit. Together, we can make a difference in the lives of our pupils and pave the way for a brighter future.



# Preface

Welcome to the IQRAA Reading Program, an initiative implemented by the DepEd Zamboanga del Norte Division to assess and enhance the Arabic reading skills among learners. IQRAA, which stands for Intensive Quality Reading Assessment for Arabic Language, has been developed with a clear objective in mind. This program aims to provide comprehensive support to MEP & ALS-ALIVE teachers in their efforts to teach Arabic reading using the highly effective "Marungko Approach." Additionally, it seeks to assist struggling and non-Arabic readers, including Muslim children, Out-of-School adolescents, and adults, through a carefully designed three-phase intervention.

The IQRAA tool is specifically designed for MEP classes at all levels, making it accessible to both MEP and ALS-ALIVE teachers. To ensure successful implementation, it is crucial for teachers who plan to utilize the IQRAA Tool to thoroughly study the accompanying handbook and diligently prepare all required materials and paperwork well in advance of the scheduled test administration.

Through this program, we strive to create an engaging and supportive learning environment for Arabic readers, enabling them to develop strong reading skills and ultimately achieve academic success. By empowering teachers with effective tools and methodologies, IQRAA aims to promote Arabic literacy and foster a love for reading among learners.

Join us as we embark on this journey to uplift Arabic reading proficiency and empower learners with the invaluable skill of reading. Together, we can make a significant impact in the lives of our pupils and contribute to their educational growth and development.



# **IQRA PASSAGE LEVEL I**

## **Arabic Alphabet**

ا ب ت ث ج ح خ

د ذ ر ز س ش ص

ض ط ظ ع غ ف ق

ك ل م ن ه و ي



## Jumbled Arabic Alphabet

ت س ا ل ي ض ذ  
غ ب ك ش ط د ح  
ظ خ ص ث ر ق ف  
ز ن م ه و س ج ع



## Arabic Vowels

Fatha "a"

بَ تَ ثَ

رَ لَ مَ

زَ سَ نَ

Kasrah "i"

بِ تِ ثِ

رِ لِ مِ

زِ سِ نِ

Dammah "u"

بُ تُ ثُ

رُ لُ مُ

زُ سُ نُ

Sukon "vowel less"

بْ ثْ

رْ لْ مْ

زْ سْ نْ



**Arabic Words with Short  
and Long Vowels**  
*Non-Cursive Form*

هُمَّ ا	غَ اصَ
خَ ا لَ	هُ وَ
فِ ي هَ ا	نَ ا مَ
صُ وِ مِ ي	ظَ ا بَ
شَ ا ءَ	قَ ا مَ
كُ تِ بَ	مَ ا ذَ ا



**Arabic Words with Short  
and Long Vowels**

*Cursive Form*

هُمَا

غَاصَ

خَالَ

هُوَ

فِيهَا

نَامَ

صُومِي

طَابَ

شَاءَ

قَامَ

كُتِبَ

مَاذَا



## Arabic Words with Short and Long Vowels

Non-Cursive

جَمِيْلٌ      نَجْمٌ

أَبَدًا      ثُمَّ

نَصْرٌ      سَمَحَ

مَفْتُوحٌ      نَاجِحٌ

عَفَوًا      دَرَسَ

أَسْوَدُ      أَيُّمًا



## Arabic Words with Short and Long Vowels

Cursive

نَجْمٌ

جَمِيلٌ

ثُمَّ

أَبَدًا

سَمَحَ

نَصْرٌ

نَاجِحٌ

مَفْتُوحٌ

دَرَسَ

عَفَوْا

أَيُّمًا

أَسْوَدُ



## IQRA PASSAGE LEVEL II

### Arabic Words

#### Non-Cursive

مَدْخَلَانِ	فِكْرَةٌ
تَذَكُّرُ	ضَرْبَةٌ
زَهْرَةٌ	نَبِيٌّ
غُرَابٌ	مُحَمَّدٌ
غَمَّارَةٌ	تَدْرِيسٌ
دَرْسِيٌّ	أَيُّكُمَا



## Arabic Words

Cursive

فِكْرَةٌ

مَذْخَلَانِ

ضَرْبَةٌ

تَذَكُّرٌ

نَبِيلٌ

زَهْرَةٌ

مُحَمَّدٌ

غُرَابٌ

تَدَرَّسَ

عَمَّارَةٌ

أَيُّكُمَا

دَرْسَيْنِ



## أَشْكَالُ الْأَرْضِ

انْظُرْ إِلَى الْبَيْئَةِ الْمُحِيطَةِ  
بِكَ، تَجِدُ فِيهَا أَشْيَاءَ مِمَّا تَسُرُّ  
النَّاظِرِينَ. مِنْهَا الْأَرْضُ الَّتِي فِيهَا  
نَعِيشُ.

إِنَّ الْأَرْضَ قَدْ تَشَكَّلَتْ  
بِأَشْكَالٍ مُخْتَلِفَةٍ مِنْ جَبَلٍ  
مُرْتَفِعٍ وَهَضْبَةٍ وَوَادٍ وَبُرْكَانٍ وَ



سُهُولٍ لِلزَّرَاعَةِ وَ تَلٌّ. وَ هُنَاكَ  
جُرْفٌ فِي مَكَانٍ عَالٍ. تَبَارَكَ اللَّهُ  
أَحْسَنُ الْخَالِقِينَ.

**45 words**



## IQRA PASSAGE LEVEL III

### Arabic Passage

### المُوَاطِنُ الْأَمِينُ

كَانَ أَحْمَدُ سَائِقًا أَمِينًا مَاهِرًا.  
يَقُودُ إِحْدَى الْحَافِلَاتِ وَيَتَّبِعُ  
جَمِيعَ أَنْظِمَةِ الْمُرُورِ. يَعْمَلُ مَعَ  
صَاحِبِهِ يَاسِرٍ الَّذِي يَعْمَلُ قَاطِعَ  
التَّذَاكِرِ. يُوصِّلَانِ الرُّكَّابَ مِنْ  
كُوتَابَاتُو إِلَى دَابَاوْ ذَهَابًا وَإِيَابًا.  
وَيَخْرِصَانِ عَلَى وُصُولِ رُكَّابِهِمْ



إِلَى الْمَوَاقِفِ بِسَلَامَةٍ وَأَمَانٍ.  
يُطِيعَانِ جَمِيعَ أَنْظِمَةِ الْمُرُورِ.

**45 words**



**Arabic Passage with Reading  
Comprehension**

ذَهَبَ مُحَمَّدٌ إِلَى الْمَدْرَسَةِ  
صَبَاحًا، وَ مَرَّ بِأَذَى فِي الطَّرِيقِ  
فَالْتَقَطَهُ، وَوَضَعَهُ فِي مَرْبَلَةٍ  
فَرَأَى الْمُدَرِّسُ مَا فَعَلَهُ مُحَمَّدٌ  
فَقَالَ لَهُ: أَحْسَنْتَ وَجَزَاكَ اللَّهُ  
خَيْرًا، فَاتَّبَعَنِي إِلَى الْفَصْلِ  
لَأُعْطِيكَ هَدِيَّةً.



أَجِبْ عَنِ الْأَسْئَلَةِ الْآتِيَةِ:

١. مَنْ ذَهَبَ إِلَى الْمَدْرَسَةِ؟

٢. مَتَى ذَهَبَ مُحَمَّدٌ إِلَى

الْمَدْرَسَةِ؟

٣. مَاذَا التَّقَطَّ مُحَمَّدٌ فِي

الطَّرِيقِ؟

٤. لَوْ أَنْتَ مُحَمَّدٌ هَلْ فَعَلْتَ

نَفْسَ الشَّيْءِ؟

٥. لِمَاذَا أَعْطَى الْمُدَرِّسُ

مُحَمَّدًا الْهَدِيَّةَ؟



**References:**

Department of Education (2014). Arabic Language 2 Textbook pp. 84.  
(Sampalok, Manila, Philippines)

Department of Education (2014). Arabic Language 3 Textbook pp. 2 -  
3, 30, 41, and 64. (Sampalok, Manila, Philippines)

Department of Education, Refined Elementary Madrasah Curriculum  
(REMC)

Department of Education, The Philippine Informal Reading Inventory  
Manual, 2018



# Appendices

## Appendix A

### ANSWER KEY

#### Arabic Passage with Reading Comprehension (page 27)

١. مَنْ ذَهَبَ إِلَى الْمَدْرَسَةِ؟ مُحَمَّدٌ
٢. مَتَى ذَهَبَ مُحَمَّدٌ إِلَى الْمَدْرَسَةِ؟ صَبَاحًا
٣. مَاذَا التَّقَطَّ مُحَمَّدٌ فِي الطَّرِيقِ؟ أَدَّى
٤. لَوْ أَنَّكَ مُحَمَّدٌ هَلْ فَعَلْتَ نَفْسَ الشَّيْءِ؟  
نَعَمْ، لِذَلِكَ لَنْ يَتَأَذَى أَحَدٌ.
٥. لِمَاذَا أُعْطِيَ الْمُدْرُسُ مُحَمَّدًا الْهَدِيَّةَ؟ مُحَمَّدٌ فَعَلَ الْحَسَنَةَ



# IQRAA FORMS



Republic of the Philippines  
Department of Education  
REGION IX, ZAMBOANGA PENINSULA  
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE  
CAPITOL DRIVE, ESTAKA, DIFOLOG CITY 7100

## INTENSIVE QUALITY READING ASSESSMENT FOR ARABIC (IQRAA)

Name of District: **PRE- TEST**  
**LEVEL 1**  
S.Y. 2022-2023

S. Y. 2022-2023																						
No.	SCHOOL	LRN	NAME OF LEARNER	SEX	GRADE LEVEL	Reading level in Arabic	READING LEVEL														REMARKS	
							POINTS OF ARTICULATION (MAKHAARJUL HURUUF)					SOUND BLENDING (1-2 letter words – CV) 'AL HARKAAT WAL MAAD (Long & Short Vowels)					(3-5 letter words CVC) MA'AT TANWIN, HARKAAT, MAAD, SURUN WAL TASHDID					
							No. of Letters	No. of Words	No. of Arabic letter correctly pronounced	Oral Reading Rate (%)	Reading Level	No. of Words	No. of Arabic letter correctly pronounced	Oral Reading Rate (%)	Reading Level	No. of Words	No. of Arabic letter correctly pronounced	Oral Reading Rate (%)	Reading Level			
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						
14																						
15																						
16																						
17																						
18																						
19																						
20																						

Legend: Point of Articulation  
SOUND RECOGNITION:

- 11 or below out of 28 Arabic letters - FRUSTRATION (39% below)
- 12-23 out of 28 Arabic letters - INSTRUCTIONAL (43-82%)
- 24-28 out of 28 Arabic letters - INDEPENDENT (86% above)

Prepared by:

MEP Teacher

Legend:  
SOUND BLENDING (CV-Consonant Vowel)

- 3 or below out of 12 CV Arabic words - FRUSTRATION (25% below)
- 4-7 out of 12 CV Arabic words - INSTRUCTIONAL (33% above)
- 8 out of 12 CV Arabic words - INDEPENDENT (67% above)

Assessed by:

MEP Reading Coordinator

Legend:

CVC (Consonant Vowel Consonant):

- 3 or below out of 12 CVC Arabic words - FRUSTRATION (25% below)
- 4-7 out of 12 CVC Arabic words - INSTRUCTIONAL (33% above)
- 8 out of 12 CVC Arabic words - INDEPENDENT (67% above)

Approved:

School Head/ DIAC Coordinator





Republic of the Philippines  
**Department of Education**  
 REGION IX, ZAMBOANGA PENINSULA  
**SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE**  
 CAPITOL DRIVE, ESTAKA, DIPOLOG CITY 7100

**INTENSIVE QUALITY READING ASSESSMENT FOR ARABIC (IQRAA)**

Name of District: \_\_\_\_\_  
 S.Y. 2022-2023

No.	SCHOOL	LRN	NAME OF LEARNER	Reading level in Arabic	ARABIC LANGUAGE LEVEL II READING LEVEL AT ARABIC LEVEL COMPLETED (PRE-TEST)				ARABIC LANGUAGE LEVEL II READING LEVEL BELOW ARABIC LEVEL COMPLETED (until independent level is reached) POST TEST				CHANGE TO ARABIC LEVEL III READING LEVEL BELOW ALIVE LEVEL COMPLETED (until the last passage which can still gain independent level) PRE-TEST				ARABIC LEVEL III READING LEVEL ABOVE ARABIC LEVEL COMPLETED (until the last passage which can still gain independent level) POST TEST				ARABIC LEVEL III READING LEVEL WITH COMPREHENSION				Remarks
					No. of Words in the Passage	No. of Miscues	Rating	Reading Level	No. of Words in the Passage	No. of Miscues	Rating	Reading Level	No. of Words in the Passage	No. of Miscues	Rating	Reading Level	No. of Words in the Passage	No. of Miscues	Rating	Reading Level	No. of Words	Score	Comprehension Rate	Comprehension level	
1																									
2																									
3																									
4																									
5																									
6																									
7																									
8																									
9																									
10																									
11																									
12																									
13																									
14																									
15																									
16																									
17																									
18																									
19																									
20																									

**Indicative Rating:**

Independent (IND) 90-100%  
 Instructional (INS) 80-89%  
 Frustration (FRUS) 79% below

**Formula:**

Rating in Oral Reading =  $\frac{\text{No. of Arabic Words in a Passage} - \text{No. of Miscues}}{\text{No. of Arabic Words in a Passage}} \times 100$

Prepared by: \_\_\_\_\_

MEP Teacher

Assessed by: \_\_\_\_\_

MEP Reading Coordinator

Approved by: \_\_\_\_\_

School Head/ MEP Coordinator