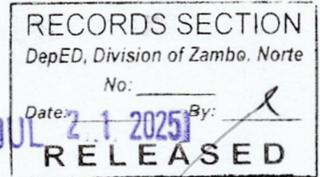




Republic of the Philippines
Department of Education

REGION IX

SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE



July 17, 2025

Division Memorandum

No. 348, s. 2025

**ADMINISTRATION OF THE 1ST 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.
4. For widest dissemination and compliance.

MAJARANI M. JACINTO EdD, CESO V
Schools Division Superintendent

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



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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

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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

رِ لَ مَ

زِ سِ نِ

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 تْ ثْ

رْ لْ مْ

زْ سْ نْ

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

هُمَّ	غَاصَ
خَالَ	هُوَ
فِيهَا	نَامَ
صُومِي	طَابَ
شَاءَ	قَامَ
كُتِبَ	مَازَا

**Arabic Words with Short
and Long Vowels**

Cursive Form

هُمَا

غَاصَ

خَالَ

هُوَ

فِيهَا

نَامَ

صُومِي

ظَابَ

شَاءَ

قَامَ

كُتِبَ

مَاذَا

Arabic Words with Short and Long Vowels

Non-Cursive

نَجْمٌ

جَمِيْلٌ

ثُمَّ

أَبَدًا

سَمَّحٌ

نَصْرٌ

نَاجِحٌ

مَفْتُوحٌ

دَرَسَ

عَفَّوًا

أَيُّمًا

أَسْوَدٌ

Arabic Words with Short and Long Vowels

Cursive

نَجْمٌ

جَمِيلٌ

تُمْ

أَبَدًا

سَمَحَ

نَصْرٌ

نَاجِحٌ

مَفْتُوحٌ

دَرَسَ

عَفْوًا

أَيَّمَا

أَسْوَدُ

IQRA PASSAGE LEVEL II

Arabic Words

Non-Cursive

مَدْخَلَانِ	فِكْرَةٌ
تَذَكُّرٌ	ضَرْبَةٌ
زَهْرَةٌ	نَبِيٌّ
عُرَابٌ	مُحَمَّدٌ
عَمَّارَةٌ	تَدْرَسَ
دَرَسَ	أَيُّكُمَا

Arabic Words

Cursive

فِكْرَةٌ

مَدْخَلَانِ

ضَرْبَةٌ

تَذَكُّرٌ

نَبِيلٌ

زَهْرَةٌ

مُحَمَّدٌ

غُرَابٌ

تَدْرَسَ

عَمَّارَةٌ

أَيُّكُمَا

دَرْسَيْنِ

أَشْكَالُ الْأَرْضِ

انْظُرْ إِلَى الْبَيْئَةِ الْمُحِيطَةِ
بِكَ، تَجِدُ فِيهَا أَشْيَاءَ مِمَّا تَسْرُ
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 يَاسِرِ الَّذِي يَعْمَلُ قَاطِعَ
التَّذَاكِرِ. يُوصِّلَانِ الرُّكَّابَ مِنْ
كُوتَابَاتُو إِلَى دَابَاوْ ذَهَابًا وَإِيَابًا.
وَيُخْرِصَانِ 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 الْمُدْرَسُ مَا فَعَلَهُ مُحَمَّدٌ
فَقَالَ لَهُ: أَحْسَنْتَ وَجَزَاكَ اللَّهُ
خَيْرًا، فَاتَّبَعَنِي إِلَى الْفَصْلِ
لِأَعْطَيْكَ 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 الْمُدْرِسُ

مُحَمَّدًا الْهَدِيَّةَ؟

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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؟ أَدَى
٤. لَوْ أَنَّكَ مُحَمَّدٌ هَلْ فَعَلْتَ نَفْسَ الشَّيْءِ؟
نَعَمْ، لِذَلِكَ لَنْ يَتَأَذَى أَحَدٌ.
٥. لِمَاذَا أُعْطِيَ الْمُدْرَسُ مُحَمَّدًا الْهَدِيَّةَ؟ مُحَمَّدٌ فَعَلَ الْحَسَنَةَ

