



Republic of the Philippines
DEPARTMENT OF EDUCATION
Region IX, Zamboanga Peninsula
SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE
Dipolog City 7100



MEMORANDUM

RELEASED

13 SEP 2017

NAME/SIGNATURE _____ DATE _____

To: **Public Schools District Supervisors
ESP/School Heads
District MTB-MLE Coordinator/Focal
Teachers**

From: **The Schools Division Superintendent**

Subject: **Result of the Division Consolidated Item Analysis in MTB-MLE for SY 2016-2017**

Date: **September 12, 2017**

1. Below is the list of the three least learned competencies in 4 grading periods from Grades I - III based on the result of the **Division Consolidated Item Analysis in MTB-MLE for SY 2016-2017**, to wit:

Grade I, Quarter 1

1. Sequence events in the story by telling which happened first, second, or last.
2. Blend specific letters to form syllables, words, and phrases.
3. Identify words that name persons, places and things.

Grade I, Quarter 2

1. Write and spell correctly the words learned.
2. Identify the pronoun(s) in the sentence.
3. Count the number of syllables in a given word.

Grade I, Quarter 3

1. Predict what the story is about based on personal experiences.
2. Make inferences on what is likely to happen based on the events in the story.
3. Give the cause or effect of certain situation.

Grade 1, Quarter 4

1. Give the cause or effect of certain events in the story.
2. Identify the adverb in a sentence (time, place and manner).
3. Listen and predict outcome based on what the character say or do.

Grade II, Quarter 1

1. Use verb in culturally appropriate manner in sentences and paragraphs in simple future tense.
2. Tell the distinguishing feature of the selection.
3. Recognize common abbreviations.

Grade II, Quarter 2

1. Identify examples of facts and opinions and effect in simple and familiar text.
2. Sequence events in the legend by telling which happened first, second, third and last.
3. Distinguish between announcement, poetry, drama, and short stories.

Grade II, Quarter 3

1. Distinguish explicit example of fact or opinion in text.
2. Identify example of cause and effect in simple and familiar text.
3. Predict what the story, fables, legends, school community events, situation, issues, radio broadcast and local news is all about base on personal experiences.

Grade II, Quarter 4

1. Give predictions on the stories, school and community events, situation and issues based on the context.
2. Locate and use text features such as the title of contents, chapters, headings, diagram and index.
3. Give correct sequence of events in literary selection read.

Grade III, Quarter 1

1. Identify and use simile in sentences.
2. Identify compound sentences.
3. Identify the parts of the book.
Give the main idea of the story.

Grade III, Quarter 2

1. Give inferences about the situation.
2. Value lesson learned from the story read.
3. Arrange 8-10 words with different beginning letters in alphabetical order.

Grade III, Quarter 3

1. Give another title for literacy and informal text.
2. Write reaction in personal opinions to new report and issues.
3. Identify the author's purpose for writing a selection.

Grade III, Quarter 4

1. Identify the use of personification, hyperbole and idiomatic expressions in sentences.
2. Identify and discuss information from simple line and bar graphs.
3. Correctly use prepositions in the given sentences.

Analysis:

Grade I: 50% of the total least learned competencies in four grading periods is on reading and 50% is on language.

Grade II: 91.67% of the total least learned competencies in four grading periods is on reading and only 8.33% is on language.

Grade III: 76.92% of the total least learned competencies in four grading periods is on reading and 23.08% is on language.

Conclusion:


1. Most of the least learned or not mastered competencies are reading.
2. Children are not that exposed in reading activities.
3. Reading period may sometimes neglected or not taken up daily.

Recommendation:

Reading is a daily routine in teaching Kindergarten, MTB-MLE in grades 1-3, English and Filipino in grades 1-6. It serves as a springboard in teaching language in the identified subject areas. However, Division Consolidated Item Analysis reveals that most of the least learned or not mastered competencies is on reading despite its prescribed daily schedule. Therefore, this office encourages all reading teachers to

intensify the implementation of ELLN and the daily reading activities and interventions in each respective classes or schools. If possible, employ interesting reading interventions to develop in the children the passion/love in reading. School Heads are likewise encouraged to strengthen the monitoring activity to the reading teachers and mentor them if necessary.

4. Widest dissemination of this memorandum to all concerned is desired for information, guidance and compliance.


PEDRO MELCHOR M. NATIVIDAD, CSEE
OIC, Office of the Schools Division Superintendent

