

March 3, 2015

**DIVISION MEMORANDUM**  
No. 131 s. 2015

**REGIONAL SCHOOL READINESS YEAR-END ASSESSMENT (SR<sub>e</sub>YA) RESULTS  
FOR SCHOOL YEAR 2013-2014**

**To: Assistant Superintendent  
Education Supervisors/Coordinators  
District Supervisors/OICs  
Elementary School Heads**

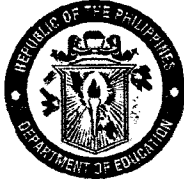
1. Attached is Regional Memorandum No. 054, s. 2015, dated January 31, 2015, entitled, **“Regional School Readiness Year-end Assessment (SR<sub>e</sub>YA) Results for School Year 2013-2014.”**
2. Immediate dissemination of this Memorandum is desired.

**ARDEN D. MONISIT, Ed. D.**  
Schools Division Superintendent



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REPUBLIKA NG PILIPINAS  
REPUBLIC OF THE PHILIPPINES  
KAGAWARAN NG EDUKASYON  
DEPARTMENT OF EDUCATION  
REHIYON VII, GITNANG VISAYAS  
REGION VII, CENTRAL VISAYAS  
Sudlon, Lahug, Cebu City



JAN 3 1 2015

REGIONAL MEMORANDUM  
No. 054, s. 2015

**Regional School Readiness Year-end Assessment (SReYA) Results for School Year 2013-2014**

To: Schools Division/City Superintendents  
Officers-in-Charge of Regular and Interim Divisions

1. This Office is releasing the Regional School Readiness Year-end Assessment (SReYA) Results for School Year 2013-2014. Please see Enclosure.
2. The Schools Divisions are advised to consider the findings and proposed recommendations of the SReYA results in planning interventions to improve Kindergarten instruction and in designing training programs for Grades 1, 2, and 3 teachers to address the deficiencies of pupils.
3. The Division Supervisor In-Charge of Kindergarten Program is hereby reminded to submit to the Region through Quality Assurance Division the Division SReYA Results for School Year 2014-2015 not later than April 30, 2015.
4. The Division SReYA Results for School Year 2014-2015 may be sent to this email address: [merden.bryant@deped.gov.ph](mailto:merden.bryant@deped.gov.ph).
5. The Region, through Quality Assurance Division, hereby informs that aside from SReYA, the results of the Philippine Informal Reading Inventory (Phil-IRI) for every grade will also be analyzed to track the status and results of the reading programs and interventions implemented in schools to ensure continuously improving reading performances of learners in the Region. Hence, the Schools Divisions are reminded to submit the following results on the specified dates:

Division Phil-IRI Results (Pretest)	August 17, 2015
Division Phil-IRI Results (Posttest)	April 15, 2015

6. Immediate and wide dissemination of this Memorandum is directed.

*Juliet A. Jeruta*  
DR. JULIET A. JERUTA  
Officer-in-Charge  
Office of the Regional Director

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Quality Assurance and Accountability Division: (032) 231-1071; Resource Mobilization and Special Programs and Projects Division: (032) 254-7062;  
Training and Development Division: (032) 255-5239 loc. 112; Planning, Policy and Research Division: (032) 233-9030; 414-7065;  
Administrative Division: (032) 414-7326; 255-1313; 414-7366 414-4367; Budget and Finance Division: (032) 256-2375; 253-8061; 414-7321  
Website: <http://www.depedro7.com.ph>

"EFA 2015: Karapatan ng Lahat, Pananagutan ng Lahat"

# **Regional SReYA Results in School Year 2013-2014: Basis for Providing Appropriate Interventions**

## **I. Introduction**

The Department of Education (DepEd) has issued the guidelines in assessing the year-end school readiness of kindergarten to check on their pre-schooling progress with the end-view of providing them with specific learning intervention.

In its press release on February 18, 2013, DepEd stresses that Kindergarten education has been made mandatory in public schools in 2011 by virtue of Republic Act 10157 so that a School Readiness Year-end Assessment (SReYA) was devised to assess the performance level of all kinder pupils across the different developmental domains that include physical health and well-being, motor development, mathematics, language and literacy, sensory perceptual, physical and social environment, character and values development and socio-emotional development.

Because Kindergarten education and SReYA are vital for the holistic development of a Filipino child, SReYA results will be a critical input for the Grade 1 teachers on the children's readiness profile, which is crucial in designing interventions to address specific learning needs of pupils.

SReYA is not an achievement test or a final exam and it is not an entrance exam for the next grade level, thus, no child shall be refused entry to Grade 1 based on the result of the assessment.

Likewise, SReYA as a tool is not intended to assess teacher's performance but as basis for providing appropriate instruction, assistance, and interventions to Grade I Entrants. Hence, teachers are advised not to coach the children during the conduct of SReYA.

## **II. Methodology**

SReYA is a 30-item assessment with the first ten items tested for groups of kinder pupils and the last 20 items administered individually. Items in both the group and individual tests have different levels—knowledge, application and analysis.

With the main objective of assessing the readiness of kindergarten pupils who will be incoming Grade I in school year 2014-2015, SReYA for School Year 2013-2014 was administered to Kindergarten children in the last week of March 2014 by following the SReYA Testing and Reporting Flowchart stipulated in DepEd Order No.5, series of 2013 using the mother tongue.

The Public Schools District Supervisors, as chief examiners, consolidated the results of their respective districts based on the submitted results of the Room Supervisors that are school heads. The district consolidation was reported to the Schools Division Office. The Schools

Division Offices consolidated the district SReYA results and submitted the division SReYA results to Dr. Teresita L. Ga, Education Program Supervisor in-charge of Kindergarten Program of the Curriculum Learning Management Division (CLMD) of DepED Region VII. CLMD forwarded the division results to Quality Assurance Division (QAD) for analysis.

### III. Findings

#### Regional Findings

When a Grade I entrant gets at least 11 correct answers out of 30 SReYA questions, he or she is considered to have passed the assessment. Table 1 shows the percentage of non-passers and passers of each schools division. A little more than 95% of the takers in the Region passed SReYA. Only a little less than 5% of the takers were not successful, which happens to be a total of 6,607 Grade I entrants.

**Table 1: Percent of SReYA Takers, Non-Passers and Passers**

SCHOOLS DIVISIONS	NO. OF TAKERS	Non-Passers of the Readiness Test		Passers of the Readiness Test	
		Scored 1-10 out of 30	%	Scored 11-30 out of 30	%
1 Bais City	1510	571	37.81	939	62.19
2 Bayawan City	1408	56	3.98	1352	96.02
3 Bogo City	1773	23	1.30	1750	98.70
4 Bohol	24006	818	3.41	23188	96.59
5 Carcar City	2892	1144	39.56	1748	60.44
6 Cebu City	10696	371	3.47	10325	96.53
7 Cebu Province	44663	1851	4.14	42812	95.86
8 Danao City	2799	46	1.64	2753	98.36
9 Dumaguete City	1698	13	0.77	1685	99.23
10 Guihulngan City	2362	153	6.48	2209	93.52
11 Lapu-Lapu City	7857	46	0.59	7811	99.41
12 Mandaue City	5609	80	1.43	5529	98.57
13 Naga City	2084	123	5.90	1961	94.10
14 Negros Oriental	16700	994	5.95	15706	94.05
15 Siquijor	1514	67	4.43	1447	95.57
16 Tagbilaran City	1422	0	0.00	1422	100.00
17 Talisay City	3788	27	0.71	3761	99.29
18 Tanjay City	1756	36	2.05	1720	97.95
19 Toledo City	3846	188	4.89	3658	95.11
REGION	138,383	6,607	4.77	131776	95.23

**Most-Learned SReYA Items**

Upon consolidation of the SReYA Reports submitted to the Regional Office by all the 19 Schools Divisions, it is found out that the SReYA items considered as among the five most-learned by the kindergarten pupils of each school division are items number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 17, 18, 19, 21, 24, 26, 27, 29, and 30.

Table 2 shows the frequency of times the above-mentioned most-learned items are ranked as most learned (ML). The items ranked most frequently as most-learned are items number 1, 30, 5, 4, 17, 26, 2, 29, 12, and 27. Each of items number 7, 9, 14, and 24 are ranked first as most-learned by four divisions but the frequency of times they are ranked are only once except item number 7, which is ranked twice.

**Table 2: Most-Learned SReYA Items**

ITEM NUMBER	FREQUENCY OF TIMES ITEM IS RANKED AS					TOTAL FREQUENCY
	1 <sup>st</sup> ML	2 <sup>nd</sup> ML	3 <sup>rd</sup> ML	4 <sup>th</sup> ML	5 <sup>th</sup> ML	
1	7	1	2	2	1	13
30	0	2	2	0	8	12
5	3	3	2	0	1	9
4	2	2	2	2	1	9
17	0	1	3	2	3	9
26	0	1	2	3	2	8
2	3	3	0	0	1	7
29	0	0	0	4	0	4
12	0	0	1	1	1	3
27	0	1	1	0	1	3
7	1	1	0	0	0	2
3	0	1	1	0	0	2
18	0	0	0	2	0	2
19	0	0	1	1	0	2
21	0	1	0	0	0	2
24	1	0	0	0	0	1
14	1	0	0	0	0	1
9	1	0	0	0	0	1
15	0	1	0	0	0	1
13	0	1	0	0	0	1
10	0	0	1	0	0	1
8	0	0	1	0	0	1
6	0	0	0	1	0	1

The domain, classification, and learning competencies tested of the ten most frequently ranked as most-learned SREYA items by the Kindergarten pupils in DepED Region VII are shown in Table 3.

**Table 3: Domain, Classification, Category, and Learning Competencies of the Most-Learned SReYA Items**

ITEM NUMBER	DOMAIN	CLASSIFICATION	CATEGORY	LEARNING COMPETENCIES
1	Physical Health, Well-Being & Motor Development (Fine Motor)	Analysis	Group	Paggupit/pagdikit ng iba't-ibang hugis
30	Cognitive Intellectual Development (Sensory Perceptual)	Knowledge	Individual	Tell which pictures/objects are different and explain why
5	Cognitive Intellectual Development (Sensory Perceptual)	Application	Group	Trace/copy/draw geometrical figures
4	Cognitive Intellectual Development (Sensory Perceptual)	Knowledge	Group	Tell which pictures/objects are the same and explain why
17	Physical Health, Well-Being & Motor Development (Gross Motor)	Analysis	Individual	Naipapalita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan (pagtulay nang hindi natutumba sa tuwid na guhit
26	Cognitive Intellectual Development (Social Environment)	Knowledge	Individual	Name places in the community where families can get some of their needs.
2	Socio-emotional Development	Analysis	Group	Naipapahayag ang iba-ibang damdamin sa angkop na sitwasyon at paraan (katuwaan, tumatawa, lumulundag, humahalakhak, humahagikhik, pumapalampak)
29	Cognitive Intellectual Development (Sensory Perceptual)	Analysis	Individual	Identify missing part in the picture
12	Cognitive Intellectual Development (Numeracy-Mathematics)	Analysis	Individual	Arrange objects into two or more groups according to function
27	Cognitive Intellectual Development (Social Environment)	Knowledge	Individual	Identify basic needs of a family

### **Least-Learned SReYA Items**

The SReYA items considered as among the five least-learned by the kindergarten pupils of each school division are items number 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 22, 23, 24, 25, and 28.

Table 4 shows the frequency of times the above-mentioned least-learned items are ranked as least learned (LL). The items ranked most frequently as least learned are items number 24, 10, 16, 23, 9, 25, 8, 11, 14, and 19. Each of items number 1 and 17 ranks first as least-learned by two divisions but the frequency of times each is ranked is only once.

**Table 4: Least-Learned SReYA Items**

ITEM NUMBER	FREQUENCY OF TIMES ITEM IS RANKED AS					TOTAL FREQUENCY
	1 <sup>st</sup> LL	2 <sup>nd</sup> LL	3 <sup>rd</sup> LL	4 <sup>th</sup> LL	5 <sup>th</sup> LL	
24	2	7	0	4	5	18
10	11	3	1	2	0	17
16	0	2	5	4	0	11
23	0	0	7	2	1	10
9	3	1	1	1	0	6
25	0	0	1	1	3	5
8	1	1	0	0	2	4
11	0	1	0	1	1	3
14	0	2	1	0	0	3
19	0	0	0	0	3	3
5	0	1	0	0	1	2
6	0	0	1	1	0	2
12	0	0	2	0	0	2
13	0	0	0	1	1	2
1	1	0	0	0	0	1
17	1	0	0	0	0	1
7	0	0	0	1	0	1
18	0	0	0	0	1	1
20	0	0	1	0	0	1
22	0	1	0	0	0	1
28	0	0	0	0	1	1

The domain, classification, and learning competencies tested of the ten most frequently ranked as least-learned SReYA items by the Kindergarten pupils in DepED Region VII are shown in Table 5.

**Table 5: Domain, Classification, Category, and Learning Competencies of the Least-Learned SReYA Items**

ITEM NUMBER	DOMAIN	CLASSIFICATION	CATEGORY	LEARNING COMPETENCIES
24	Language Development	Knowledge	Individual	Identify words that rhyme/sound alike
10	Language Development	Knowledge	Group	Sequencing events
16	Cognitive Intellectual Development (Numeracy-Mathematics)	Analysis	Individual	Conserve number and the equivalence of a number
23	Language Development	Analysis	Individual	Know that print is read from left to right
9	Language Development	Knowledge	Group	Read 2-3 word syllables
25	Language Development	Knowledge	Group	Say a sound that a letter represents
8	Language Development	Knowledge	Group	Read 2-3 word syllables
11	Cognitive Intellectual Development (Numeracy-Mathematics)	Analysis	Individual	Arrange objects one after another in a series according to length
14	Cognitive Intellectual Development (Numeracy-Mathematics)	Application	Individual	Solve number stories involving addition up to quantities of 10
19	Language Development	Knowledge	Group	Identifies upper and lower case letters

Out of the ten least-learned items, seven are under language development. Indeed, these seven items under language development, together with three numeracy items, are the most difficult items for the Grade I entrants considering that no such items appeared in the list of the Region's most-learned items. Our Grade I entrants have difficulty in (1) identifying words that rhyme/sound alike; (2) sequencing events; (3) knowing that print is read from left to right; (4) reading 2-3 word syllables; (5) producing the sound represented by a letter; and (6) identifying upper and lower case letters.

Of the seven competencies under language development, it is only the competency on copying letter or word that is not among the least-learned competencies in the Region. However, this same competency is not also among the most-learned. Competencies under language development are crucial in the Grade I entrants reading success in the succeeding grades. The result shows that the kindergarten training of the Region's Grade I entrants in the School Year 2014-2015 on language development needs improvement.



## V. Proposed Recommendations

1. Train kindergarten teachers on the strategies on how to successfully teach the least-learned competencies under language development and numeracy.
2. Consider the promising practices of the Kindergarten teachers of other divisions whose performances in specific least-learned skills are extraordinary.


ITEM NO.	RANK	REGION'S LEAST-LEARNED COMPETENCIES		REMARKS
24	1 <sup>st</sup>	Language Development	Identify words that rhyme/ sound alike	1 <sup>st</sup> Most-Learned of Bais City Division
10	2 <sup>nd</sup>	Language Development	Sequencing events	3 <sup>rd</sup> Most-Learned of Lapu-Lapu City Division
23	4 <sup>th</sup>	Language Development	Know that print is read from left to right	1 <sup>st</sup> Most-Learned of Toledo City Division 4 <sup>th</sup> Most-Learned of Talisay City Division
9	5 <sup>th</sup>	Language Development	Read 2-3 word syllables	1 <sup>st</sup> Most-Learned of Cebu City Division
14	9 <sup>th</sup>	Cognitive Intellectual Development (Numeracy-Mathematics)	Solve number stories involving addition up to quantities of 10	1 <sup>st</sup> Most-Learned of the City of Naga Division
19	10 <sup>th</sup>	Language Development	Identifies upper and lower case letters	3 <sup>rd</sup> Most-Learned of the Divisions of Bais City and Lapu-Lapu City

3. Provide Grade I teachers with the readiness profile of every Grade I entrant to help them provide appropriate interventions to specific learning needs of specific pupils.
4. Train Grade I teachers on how to address the skill gaps of Grade One Entrants on language development and numeracy.
5. Let the Grades I, II, and III teachers track the performances of the pupils, especially in language development and numeracy.
6. Conduct a local study of the effectiveness of kindergarten instruction.
7. Reward Kindergarten teachers whose classes have very satisfactory readiness profiles.

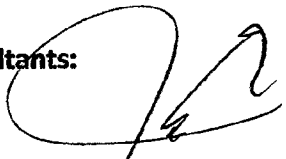
**VI. Consolidators**

Consolidators	Schools Divisions
Estela B. Susvilla	Bayawan City, Dumaguete City, Siquijor, Negros Oriental
Rosa Cabotaje	Bohol, Tagbilaran City
Eduardo Bacaltos	Bogo City, Cebu Province, Danao City
Joy Kenneth Biasong	Cebu City, Lapu-Lapu City, Mandaue City
Allan Villacampa	Bais City, Tanjay City
Merden Bryant	Carcar City, Naga City, Talisay City, Toledo City
Marilyn Miranda	

**Chairperson of Consolidation:**

  
MERDEN L. BRYANT  
EPS-Designate, QAD

**Consultants:**

  
MARCIAL P. DEGAMO, Ph.D.  
Chief, QAD

  
FLORDELIZA C. SAMBRANO  
Chief, FTAD

Appendices

Table 1. SY 2013-2014 Most Learned SReYA Competencies by Schools Division

SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Bayawan City	1	2	Socio-emotional Development	Naipapahayag ang iba-ibang damdamin sa angkop na sitwasyon at paraan katuwaan, tumatawa, lumundag, humahalaklak, humahagikhik, pumpalakpak	Knowledge	Group
	2	4	Sensory Perceptual	Tell which picture/objects are same and explain why	Knowledge	Group
	3	5	Sensory Perceptual	Trace/copy draw geometrical figures	Application	Group
	4	26	Social Environment	Name places in the community where families can get some of their needs	Knowledge	Individual
	5	30	Sensory Perceptual	Tell which picture/objects are different and explain why	Knowledge	Individual
SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Dumaguete City	1	2	Socio-emotional Development	Naipapahayag ang iba-ibang damdamin sa angkop na sitwasyon at paraan katuwaan, tumatawa, lumundag, humahalaklak, humahagikhik, pumpalakpak	Knowledge	Group
	2	4	Sensory Perceptual	Tell which picture/objects are same and explain why	Knowledge	Group
	3	5	Sensory Perceptual	Trace/copy draw geometrical figures	Application	Group
	4	26	Social Environment	Name places in the community where families can get some of their needs	Knowledge	Individual
	5	30	Sensory Perceptual	Tell which picture/objects are different and explain why	Knowledge	Individual
SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Negros Oriental	1	5	Sensory Perceptual	Trace/copy draw geometrical figures	Application	Group
	2	3	Language Development	Copy letter and word	Knowledge	Group
	3	4	Sensory Perceptual	Tell which picture/objects are same and explain why	Knowledge	Group
	4	1	Fine Motor Development	Paggupit/pagdikit ng iba't-ibang hugis	Analysis	Group
	5	17	Gross Motor Development	Naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan pagtulay nang di na tutumba sa tuwid na guhit	Analysis	Individual

SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Bohol	1	1	Gross Motor	Paggupit/pagdikit ng iba't-ibang hugis	Application	Group
	2	5	Sensory Perceptual	Trace/copy/draw geometrical figures	Application	Group
	3	4	Sensory Perceptual	Tell which pictures /objects are same and explain why	Knowledge	Group
	4	6	Numeracy	Name places in the community where families can get some of their needskilos ng katawan * pagtulay nang di na tutumba sa tuwid na guhit	Analysis	Group
	5	7	Numeracy	Naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan * pagtulay nang di na tutumba sa tuwid na guhit	Application	Group
SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Siquijor	1	4	Sensory Perceptual	Tell which pictures/ objects are same and explain why	Knowledge	Group
	2	2	Socio Emotional Dev.	Paggupit/pagdikit ng iba't-ibang hugis	Analysis	Group
	3	6	Numeracy	Name places in the community where families can get some of their needskilos ng katawan * pagtulay nang di na tutumba sa tuwid na guhit	Analysis	Group
	4	7	Numeracy	Naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan * pagtulay nang di na tutumba sa tuwid na guhit	Application	Group
	5	30	Sensory Perceptual	Tell which pictures/ objects are same and explain why	Knowledge	Individual
SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Tagbilaran City	1	1	Gross Motor	Naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan * pagtulay nang di na tutumba sa tuwid na guhit	Knowledge	Group
	2	2	Socio Emotional Dev.	Naipapahayag ang iba-ibang damdamin sa angkop na sitwasyon at paraan * katuwaan, tumawa, lumunlondag, humaalakhak, humahagikhik, pumapalapak	Analysis	Group
	3	3	Language Development	Copy letter and word	Knowledge	Group
	4	4	Sensory Perceptual	Tell which pictures/ objects are same and explain why	Knowledge	Group
	5	5	Sensory Perceptual	Trace/copy/draw geometrical figures	Application	Group

SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Bals City	1	24	Language Development	Identifies words and rhyme/sound alike	Knowledge	individual
	2	21	Character and values Development	Naipapakita ang paggalang sa kapwa *paghihintay ng kanyang pagkakataon	Application	individual
	3	19	Language Development	Identifies upper and lower case letters	Analysis	individual
	4	18	Cognitive/ Intellectual Development * Physical Environment	Napapangkat ang mga hayop ayon sa katangian	Analysis	individual
	5	12	Cognitive/ Intellectual Development * Numeracy (Mathematics)	Arrange objects into 2 or more groups according to color and shape	Analysis	individual
SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Guihulngan City	1	1	Physical Health, Well-Being and Motor Development Fine Motor	Paggupit/pagdikit ng iba't-ibang hugis	Analysis	individual
	2	5	Cognitive/ Intellectual Development Sensory Perceptual	Trace/Copy/Draw Geometrical Figures	Application	individual
	3	30	Cognitive/Intellectual Development Sensory Perceptual	Tell which pictures/ objects are different and explain why	Knowledge	individual
	4	12	Cognitive/Intellectual Development Numeracy (Mathematics)	Arrange objects into 2 or more groups according to color and shape	Analysis	individual
	5	26	Cognitive/Intellectual Development Social Development	Name places in the community where families can get some of their needs	Knowledge	individual
SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Tanjay City	1	1	Physical Health, Well-Being and Motor Development Fine Motor	Paggupit/pagdikit ng iba't-ibang hugis	Analysis	Group
	2	2	Socio-emotional Development	Naipapahayag ang iba-ibang damdamin sa angkop na sitwasyon at paraan ,katuwaan, tumatawa, lumulundag, humahalakhak, humahagikhihik pumapalapak	Analysis	Group

	3	17	Physical Health, Well-Being and Motor Development Gross Motor	Naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan pagtulay nang di na tutumba sa tuwid na guhit	Analysis	Individual
	4	29	Cognitive/Intellectual Development Sensory Perceptual	Identify missing part in the picture	Application	Individual
	5	30	Cognitive/Intellectual Development Sensory Perceptual	Tell which pictures/ objects are different and explain why	Knowledge	Individual
<b>SDO</b>	<b>Rank</b>	<b>Item #</b>	<b>Domain</b>	<b>Most Learned Competencies</b>	<b>Item Classification</b>	<b>Category</b>
<b>Carcar City</b>	1	4	Sensory Perceptual	Tell which pictures/ objects are the same and explain why	Knowledge	group
	2	7	Cognitive/Intellectual Development (Numeracy)	Extend Patterns	Analysis	Individual
	3	17	Physical Health, Well-Being and Motor Development (Fine Motor and Gross Motor)	Naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan (pagtulay nang di natutumba sa tuwid na guhit)	Application	Individual
	4	18	Cognitive/Intellectual Development (Physical Environment)	Napapangkat ang hayop ayon sa katangian	Analysis	Individual
	5	30	Cognitive/Intellectual Development (Sensory Perceptual)	Tell which pictures/ objects are different and explain why	Analysis	Individual
<b>SDO</b>	<b>Rank</b>	<b>Item #</b>	<b>Domain</b>	<b>Most Learned Competencies</b>	<b>Item Classification</b>	<b>Category</b>
<b>Naga City</b>	1	14	Cognitive/Intellectual Development (Numeracy)	Solve number stories involving addition up to quantities of 10	Analysis	Individual
	2	30	Cognitive/Intellectual Development (Sensory Perceptual)	Tell which pictures/ objects are different and explain why	Analysis	Individual
	3	27	Cognitive/Intellectual Development (Social Environment)	Identify basic needs of a family	Knowledge	group
	4	29	Cognitive/Intellectual Development (Sensory Perceptual)	Identify missing part in the picture	Analysis	Individual

SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Talisay City	1	2	Socio-Emotional Development	Naipapahayag ang iba-ibang damdamin sa angkop na sitwasyon at paraan (katuwaan, tumatawa, lumulundag, humahalakhak, humahagikhik, pumapalapak)	Knowledge	group
	2	13	Cognitive/Intellectual Development (Numeracy)	Sort and group objects into 2 or more groups according to function	Analysis	individual
	3	30	Cognitive/Intellectual Development(Sensory Perceptual)	Tell which pictures/ objects are different and explain why	Knowledge	individual
	4	1	Language Development	Know that print is read from left to right	Analysis	individual
	5	26	Cognitive/Intellectual Development(Social Environment)	Name places in the community where families can get some of their needs	Knowledge	individual
SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Toledo City	1	1	Language Development	Know that print is read from left to right	Analysis	Individual
	2	17	Physical Health, Well-Being and Motor Development (Fine Motor and Gross Motor)	Naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan (pagtulay nang di natutumba sa tuwid na guhit)	Analysis	Individual
	3	26	Cognitive/Intellectual Development(Social Environment)	Name places in the community where families can get some of their needs	Knowledge	Individual
	4	29	Cognitive/Intellectual Development(Sensory Perceptual)	Identify missing part in the picture	Application	Group
	5	30	Cognitive/Intellectual Development(Sensory Perceptual)	Tell which pictures/ objects are different and explain why	Knowledge	Individual
SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Cebu City	1	8 to 9	Language Development	Read 2-3 word syllables	Knowledge	Group
	2	15	Numeracy (Mathematics)	Solve number stories involving subtraction up to quantities of 10	Analysis	individual
	3	7	Numeracy (Mathematics)	Extend patterns	Analysis	Group
	4	6	Numeracy (Mathematics)	Write numerals (0-10)	Application	Group
	5	27	Social Environment	Identify basic needs of the family	Knowledge	individual

SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Lapu-Lapu City	1	1	Physical Health, Well-Being and Motor Development	Paggupit/pagdikit ng iba't-bang hugis	Application	Group
	2	2	Socio-emotional Development	Naipapahayag ang iba-bang damdamin sa angkop sa sitwasyon at paraan * katuwaan, tumatawa, lumulundag, humahalakhak, humahagikhik, pumapalapak	Application	Group
	3	10	Language Development	Sequencing events	Knowledge	Group
	4	19	Language Development	Identifies upper and lower case letters	Application	Individual
	5	4	Sensory Perceptual	Tell which pictures/objects are same and explain why	Knowledge	Group
SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Mandaue City	1	7	Numeracy (Mathematics)	Extend patterns	Analysis	Group
	2	26	Social Environment	Name places in the community where families can get some of their needs	Knowledge	Individual
	3	1	Physical Health, Well-Being and Motor Development	Paggupit/pagdikit ng iba't-bang hugis	Application	Group
	4	2	Socio-emotional Development	Naipapahayag ang iba-bang damdamin sa angkop sa sitwasyon at paraan * katuwaan, tumatawa, lumulundag, humahalakhak, humahagikhik, pumapalapak	Application	Group
	5	17	Physical Health, Well-Being and Motor Development	Naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan * pagtulay nang di na tutumba sa tuwid na guhit	Application	Individual
SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Bogo City	1	5	Sensory Perceptual	Trace/Copy/Draw geometrical figures	Application	Group
	2	27	Social Environment	Identify basic needs of the family	Knowledge	Individual
	3	17	Gross Motor	Naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan pagtulay ng di natutumba sa tuwid na guhit	Analysis	Individual
	4	4	Sensory Perceptual	Tell which pictures/objects are same and explain why	Knowledge	Group
	5	1	Fine Motor	Paggupit/pagdikit ng iba't-ibang hugis	Analysis	Group



SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Cebu Province	1	5	Sensory Perceptual	Trace/Copy/Draw geometrical figures	Application	Group
	2	30	Sensory Perceptual	Tell which pictures/objects are same and explain why	Knowledge	Individual
	3	1	Fine Motor	Paggupit/pagdikit ng iba't-ibang hugis	Analysis	Group
	4	17	Gross Motor	Naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan pagtulay ng di natutumba sa tuwid na guhit	Analysis	Individual
	5	4	Sensory Perceptual	Tell which pictures/objects are same and explain why	Knowledge	Group
SDO	Rank	Item #	Domain	Most Learned Competencies	Item Classification	Category
Danao City	1	1	Fine Motor	Paggupit/pagdikit ng iba't-ibang hugis	Analysis	Group
	2	5	Sensory Perceptual	Trace/Copy/Draw geometrical figures	Application	Group
	3	12	Cognitive/Intellectual Development	Arrange objects into 2 or more groups according to color and shape	Analysis	Individual
	4	29	Sensory Perceptual	Identify missing part in the picture	Application	Individual
	5	30	Sensory Perceptual	Tell which pictures/objects are same and explain why	Knowledge	Individual

**Table 2. SY 2013-2014 Least-Learned SReYA Competencies by Schools Division**

SDO	Rank	Item #	Domain	Least Learned Competencies	Item Classification	Category
Bayawan City	1	9	Language Development	Read 2-3 word syllables	Knowledge	Group
	2	10	Language Development	Sequencing Events	Knowledge	Group
	3	12	Cognitive Intellectual Development	Arrange objects one after another in a series according to length	Analysis	Individual
	4	16	Numeracy (Mathematics)	Converse number and the equivalence of number	Analysis	Individual
	5	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
SDO	Rank	Item #	Domain	Least Learned Competencies	Item Classification	Category
Dumaguete City	1	10	Language Development	Sequencing Events	Knowledge	Group
	2	16	Numeracy (Mathematics)	Converse number and the equivalence of number	Analysis	Individual
	3	23	Language Development	Know that print is read from left to right	Analysis	Individual
	4	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
	5	25	Language Development	Say the sound that a letter represents	Application	Individual
SDO	Rank	Item #	Domain	Least Learned Competencies	Item Classification	Category
Negros Oriental	1	10	Language Development	Sequencing Events	Knowledge	Group
	2	8	Language Development	Read 2-3 word syllables	Knowledge	Group
	3	9	Language Development	Read 2-3 word syllables	Knowledge	Group
	4	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
	5	19	Language Development	Identifies upper and lower case letters	Analysis	Individual
SDO	Rank	Item #	Domain	Least Learned Competencies	Item Classification	Category
Bohol	1	10	Language Development	Sequencing event	Knowledge	Group
	2	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
	3	16	Numeracy	Conserve number and the equivalence of number	Analysis	Individual
	4	13	Numeracy	Sort and group objects into 2 or more groups according to function	Analysis	Individual

	5	8	Language Development	Read 2-3 word syllables	Knowledge	Group
<b>SDO</b>	<b>Rank</b>	<b>Item #</b>	<b>Domain</b>	<b>Least Learned Competencies</b>	<b>Item Classification</b>	<b>Category</b>
<b>Siquijor</b>	1	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
	2	14	Numeracy	Solve number stories involving addition up to quantities of 10	Application	Individual
	3	16	Numeracy	Conserve number and the equivalence of number	Analysis	Individual
	4	10	Language Development	Sequencing events	Knowledge	Group
	5	5	Sensory Perceptual	Trace/copy/draw geometrical figures	Application	Group
<b>SDO</b>	<b>Rank</b>	<b>Item #</b>	<b>Domain</b>	<b>Least Learned Competencies</b>	<b>Item Classification</b>	<b>Category</b>
<b>Tagbilaran City</b>	1	9	Language Development	Read 2-3 word syllables	Knowledge	Group
	2	10	Language Development	Sequencing events	Knowledge	Group
	3	20	Character and Values Dev't	Nakasusunod sa mg autos/Gawain nang maayos at maluwag sa kaloobab sa mga tuntuning pantahanan, pampaaralan at pampamayanan *pagliligpit ng mga gamit sa tamang lalagyan pagkatapos gamitin	Analysis	Individual
	4	23	Language Development	Know that print is read from left to right	Analysis	Individual
	5	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
<b>SDO</b>	<b>Rank</b>	<b>Item #</b>	<b>Domain</b>	<b>Least Learned Competencies</b>	<b>Item Classification</b>	<b>Category</b>
<b>Bais City</b>	1	1	Physical Health, Well-Being and Motor Development Fine Motor	Paggupit/pagdikit ng iba't-ibang hugis	Analysis	Group
	2	5	Cognitive/Intellectual Development Sensory Perceptual	Trace/Copy/Draw Geometrical Figures	Application	Individual
	3	6	Language Development	Write numerals (0-10)	Analysis	Group
	4	7	Cognitive/Intellectual Development Numeracy (Mathematics)	Extend patterns	Application	Group
	5	24	Language Development	Identifies words and rhyme/sound alike	Knowledge	Individual

SDO	Rank	Item #	Domain	Least Learned Competencies	Item Classification	Category
Guihulngan City	1	10	Language Development	Sequencing events	Knowledge	Group
	2	24	Language Development	Identifies words and rhyme/sound alike	Analysis	Group
	3	23	Language Development	Know that print is read from left to right	Analysis	Group
	4	15	Cognitive/Intellectual Development Numeracy (Mathematics)	Solve number stories involving subtraction up to quantities of 10	Knowledge	Group
	5	18	Cognitive/Intellectual Development * Physical Environment	Napapangkat ang mga hayop ayon sa katangian	Knowledge	Group
SDO	Rank	Item #	Domain	Least Learned Competencies	Item Classification	Category
Tanjay City	1	10	Language Development	Sequencing of events	Knowledge	Group
	2	14	Cognitive/Intellectual Development Numeracy (Mathematics)	Solve number stories involving addition up to quantities of 10	Analysis	Individual
	3	23	Language Development	Know that print is read from left to right	Analysis	Individual
	4	24	Language Development	Identifies words and rhyme/sound alike	Knowledge	Individual
	5	28	Cognitive/Intellectual Development Physical Environment	Nasasabi ang mga paraan ng pangangalaga sa kapaligiran	Knowledge	Individual
SDO	Rank	Item #	Domain	Least Learned Competencies	Item Classification	Category
Carcar City	1	10	Language Development	Sequencing events	Analysis	Individual
	2	16	Cognitive/Intellectual Development (Numeracy)	Conserve number and the equivalence of number	Analysis	Individual
	3	23	Language Development	Know that print is read from left to right	Analysis	Individual
	4	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
	5	25	Language Development	Says the sound that a letter represents	Application	Individual

SDO	Rank	Item #	Domain	Least Learned Competencies	Item Classification	Category
Naga City	1	17	Physical Health, Well-Being and Motor Development (Fine Motor and Gross Motor)	Naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan (pagtulay nang di natutumba sa tuwid na guhit)	Analysis	Individual
	2	22	Socio-Emotional Development	Naipapakita ang kakayahan na pigilan ang kanyang galit o pagkadismaya kapag naipaliwanag ang dahilan	Analysis	Individual
	3	16	Cognitive/Intellectual Development (Numeracy)	Conserve number and the equivalence of number	Analysis	Individual
	4	10	Language Development	Sequencing events	Analysis	Individual
	5	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
SDO	Rank	Item #	Domain	Least Learned Competencies	Item Classification	Category
Talisay City	1	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
	2	10	Language Development	Sequencing events	Analysis	Individual
	3	25	Language Development	Says the sound that a letter represents	Application	Individual
	4	9	Language Development	Read 2-3 word syllables	Knowledge	Group
	5	23	Language Development	Know that print is read from left to right	Analysis	Individual
SDO	Rank	Item #	Domain	Least Learned Competencies	Item Classification	Category
Toledo City	1	8	Language Development	Read 2-3 syllables	Knowledge	Group
	2	9	Language Development	Read 2-3 syllables	Knowledge	Group
	3	10	Language Development	Sequencing events	Analysis	Individual
	4	16	Cognitive/Intellectual Development (Numeracy)	Conserve number and the equivalence of number	Analysis	Individual
	5	19	Language Development	Identifies upper and lower case letters	Analysis	Individual
SDO	Rank	Item #	Domain	Least Learned Competencies	Item Classification	Category
Cebu City	1	10	Language Development	Sequencing Events	Knowledge	Group
	2	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual

	3	23	Language Development	Know that print is read from left to right	Application	Individual
	4	25	Language Development	Says the sound that a letter represents	Analysis	Individual
	5	11	Numeracy (Mathematics)	Arrange objects one after another in a series according to length	Application	Individual
<b>SDO</b>	<b>Rank</b>	<b>Item #</b>	<b>Domain</b>	<b>Least Learned Competencies</b>	<b>Item Classification</b>	<b>Category</b>
<b>Lapu-Lapu City</b>	1	8 to 9	Language Development	Reads 2-3 word syllables	Knowledge	Group
	2	11	Numeracy (Mathematics)	Arrange objects one after another in a series according to length	Application	Individual
	3	12	Numeracy (Mathematics)	Arrange objects into 2 or more groups according to color and shape	Application	Individual
	4	16	Numeracy (Mathematics)	Converse number and the equivalence of number	Application	Individual
	5	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
<b>SDO</b>	<b>Rank</b>	<b>Item #</b>	<b>Domain</b>	<b>Least Learned Competencies</b>	<b>Item Classification</b>	<b>Category</b>
	1	10	Language	Sequencing events	Knowledge	Group

<b>Bohol City</b>	2	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
	3	16	Numeracy (Mathematics)	Converse number and the equivalence of number	Application	Individual
<b>Bohol City</b>	2	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
	3	23	Language Development	Know that print is read from left to right	Analysis	Individual
	4	25	Numeracy (Mathematics)	Converse number and the equivalence of number	Analysis	Individual
	5	13	Numeracy (Mathematics)	Sort and group object into 2 or more groups according to function	Analysis	Individual
	5	13	Numeracy (Mathematics)	Sort and group object into 2 or more groups according to function	Analysis	Individual

	3	23	Language Development	Know that print is read from left to right	Application	Individual
	4	25	Language Development	Says the sound that a letter represents	Analysis	Individual
	5	11	Numeracy (Mathematics)	Arrange objects one after another in a series according to length	Application	Individual
<b>SDO</b>	<b>Rank</b>	<b>Item #</b>	<b>Domain</b>	<b>Least Learned Competencies</b>	<b>Item Classification</b>	<b>Category</b>
<b>Lapu-Lapu City</b>	1	8 to 9	Language Development	Reads 2-3 word syllables	Knowledge	Group
	2	11	Numeracy (Mathematics)	Arrange objects one after another in a series according to length	Application	Individual
	3	12	Numeracy (Mathematics)	Arrange objects into 2 or more groups according to color and shape	Application	Individual
	4	16	Numeracy (Mathematics)	Converse number and the equivalence of number	Application	Individual
	5	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
<b>SDO</b>	<b>Rank</b>	<b>Item #</b>	<b>Domain</b>	<b>Least Learned Competencies</b>	<b>Item Classification</b>	<b>Category</b>
<b>Mandaue City</b>	1	10	Language Development	Sequencing events	Knowledge	Group
	2	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
	3	16	Numeracy (Mathematics)	Converse number and the equivalence of number	Application	Individual
	4	6	Numeracy (Mathematics)	Write numerals (0-10)	Application	Group
	5	18	Physical Environment	Napapangkat ang mga hayop ayon sa katangian	Analysis	Individual
<b>SDO</b>	<b>Rank</b>	<b>Item #</b>	<b>Domain</b>	<b>Least Learned Competencies</b>	<b>Item Classification</b>	<b>Category</b>
<b>Bogo City</b>	1	10	Language Development	Sequencing Events	Knowledge	Group
	2	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
	3	23	Language Development	Know that print is read from left to right	Analysis	Individual
	4	16	Numeracy (Mathematics)	Converse number and the equivalence of number	Analysis	Individual
	5	13	Numeracy (Mathematics)	Sort and group object into 2 or more groups according to function	Analysis	Individual

SDO	Rank	Item #	Domain	Least Learned Competencies	Item Classification	Category
Cebu Province	1	10	Language Development	Sequencing Events	Knowledge	Group
	2	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
	3	23	Language Development	Know that print is read from left to right	Analysis	Individual
	4	11	Cognitive/Intellectual Development	Arrange object one after another in a series according to length	Analysis	Individual
	5	25	Language Development	Says the sound that a letter represent	Application	Individual
SDO	Rank	Item #	Domain	Least Learned Competencies	Item Classification	Category
Davao City	1	10	Language Development	Sequencing Events	Knowledge	Group
	2	24	Language Development	Identifies words that rhyme/sound alike	Knowledge	Individual
	3	16	Numeracy(Mathematics)	Converse number and the equivalence of number	Analysis	Individual
	4	23	Language Development	Know that print is read from left to right	Analysis	Individual
	5	8	Language Development	Read 2-3 word syllables	Knowledge	Group