



January 25, 2016

**DIVISION MEMORANDUM**

No. 052, s. 2016

**ADDITIONAL SCOPE OF THE MONITORING, EVALUATION, AND ADJUSTMENT (MEA)  
ACTIVITY SCHEDULED ON JANUARY 18 – FEBRUARY 5, 2016**

**TO :** Assistant Superintendents  
Chief Education Supervisors  
Education Program Supervisors/Coordinators  
District Supervisors/OICs  
Elementary and Secondary School Heads

1. Attached is Regional Memorandum No. 48, s. 2016, entitled, **ADDITIONAL SCOPE OF THE MONITORING, EVALUATION, AND ADJUSTMENT (MEA) ACTIVITY SCHEDULED ON JANUARY 18 – FEBRUARY 5, 2016**, for your reference and guidance.
2. Immediate and wide dissemination of the content of this Memorandum is enjoined.

  
**RHEA MAR A. ANGTUD, Ed. D., CESO VI**  
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



REGIONAL MEMORANDUM  
No. **0048** s. 2016

JAN 20 2016

January 19, 2015

**ADDITIONAL SCOPE OF THE MONITORING, EVALUATION, AND ADJUSTMENT (MEA) ACTIVITY  
SCHEDULED ON JANUARY 18-FEBRUARY 5, 2016**

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

1. Pursuant to the Regional Memorandum No. 29, s. 2016, the Regional Office, through QAD, informs the field of the additional scope of the Second and Third Quarter of School Year 2015-2016 MEA.
2. The M&E data required on the responsiveness and reach-related targets of the Region are shown in Enclosure 1.
3. Enclosure 1 shows where M&E Data is initially gathered and the levels of consolidation required considering the performance indicator of the Region.
4. The Region requires Schools Division Offices to submit DMEA Activity Completion Reports that contains only M&E data requiring regional consolidation.
5. The Division Monitoring and Evaluation Teams (DMETs) are hereby directed to design M&E tools to assist District Monitoring and Evaluation Teams (DsMETS) and School Monitoring and Evaluation Teams (SMETs) in collecting data on responsiveness and reach.
6. Suggested tools in monitoring competency-based Kindergarten Instruction in schools is found in Enclosure 2a, 2b, 2c and 2d.
7. Copies of the Enclosures are also uploaded in **DMET RO7** Facebook group of Quality Assurance Division (QAD) of the Region. QAD has been posting M&E-related updates in the said group such as other suggested M&E Tools for gathering and consolidation of data, templates for DMEA Activity Completion Report, and Technical Assistance Resolution Proposal.
8. Immediate and wide dissemination and prompt compliance with this Memorandum is hereby directed.

*Juliet A. Jeruta*  
**JULIET A. JERUTA, Ph.D.**  
Director III  
Officer-in-Charge  
*jah* *16*

JAJ/MCG/QAD/BEST/MerdenBryant

Office of the Director (ORDir), Tel. Nos.: (032) 231-1433; 231-1309; 414-7399; 414-7325; Office of the Assistant Director, Tel. No.: (032) 255-4542  
Field Technical Assistance Division (FTAD), Tel. Nos.: (032) 414-7324 Curriculum Learning Management Division (CLMD), Tel. Nos.: (032) 414-7323  
Quality Assurance Division (QAD), Tel. Nos.: (032) 231-1071 Human Resource Development Division (HRDD), Tel. No.: (032) 255-5239  
Education Support Services Division (ESSD), Tel. No.: (032) 254-7062 Planning, Policy and Research Division (PPRD), Tel. Nos.: (032) 233-9030;  
414-7065 Administrative Division, Tel. Nos.: (032) 414-7326; 414-4367; 414-7366; 414-7322; 414-4367  
Finance Division, Tel. Nos.: (032) 256-2375; 253-8061; 414-7321

*“EFA 2015: Karapatan ng Lahat, Pananagutan ng Lahat”*

ENCOSURE 1

E	REQUIRED M&E DATA				REGIONAL TARGET (Performance Indicator)	REQUIRED LEVEL OF CONSOLIDATION					SUGGESTED MOVs  Data must be available for validation by the SMET, DsMET, DMET, RFTAT, and QAD								
	RESPONSIVENESS					CLASS	SCHOOL	DISTRICT	DIVISION	REGION									
	<b>E.1 Implementation of Competency-based Instruction</b>																		
	1. No. and percent of teachers who track the teaching of quarter competencies using a Competency Checklist for each subject handled				100% of teachers track the teaching of competencies per quarter		✓	✓	✓	✓1	Competency Checklist								
	2. No. and percent of teachers who succeeded in teaching all the competencies in the first, second, and third quarters of SY 2015-2016				85% of teachers succeed in teaching 100% of the competencies per quarter		✓	✓	✓	✓2	Competency Checklist, lesson plans, school head's supervisory records								
	3. Segmentation of teachers by subject and by level into quadrants: No. and percent of teachers(by subject and by level ) who have taught _____% of the competencies in the first, second, and third quarters of SY 2015-2016						✓	✓	✓	✓3	Competency Checklist, lesson plans, school head's supervisory records								
	<table border="1"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>100</td> <td>75-59</td> <td>50-74</td> <td>Below 50</td> </tr> </table>				Q1	Q2	Q3	Q4	100	75-59	50-74	Below 50							
Q1	Q2	Q3	Q4																
100	75-59	50-74	Below 50																
	4. Segmentation of teachers by subject and by level into quadrants: Names of teachers(by subject and by level ) who have taught _____% of the competencies in the first, second, and third quarters of SY 2015-2016						✓	✓	✓		Competency Checklist, lesson plans, school head's supervisory records								
	<table border="1"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>100</td> <td>75-59</td> <td>50-74</td> <td>Below 50</td> </tr> </table>				Q1	Q2	Q3	Q4	100	75-59	50-74	Below 50							
Q1	Q2	Q3	Q4																
100	75-59	50-74	Below 50																
	<b>E.2 Implementation of Standard-based Instruction</b>																		
	5. Segmentation of teachers into quadrants: <i>No. and percent of teachers who set up exhibits of products and/or performances (documentation of performances) in _____ of the subjects handled.</i>				85% of the teachers set up exhibit of products and/or performances (documentation of performances) in all of the subjects handled.		✓	✓	✓	✓4	Documentation of performances and actual products								
	<table border="1"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>all</td> <td>many</td> <td>few</td> <td>none</td> </tr> </table>				Q1	Q2	Q3	Q4	all	many	few	none							
Q1	Q2	Q3	Q4																
all	many	few	none																

ENCOSURE 1

	<p>6. Segmentation of teachers into quadrants:  <i>Names of teachers who set up exhibits of products and/or performances (documentation of performances) in _____ of the subjects handled.</i></p> <table border="1"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>all</td> <td>many</td> <td>few</td> <td>none</td> </tr> </table>	Q1	Q2	Q3	Q4	all	many	few	none			✓	✓	✓		Documentation of performances and actual products	
Q1	Q2	Q3	Q4														
all	many	few	none														
	<p>7. No. and percent of teachers who need training in unpacking content and performance standards from the K to 12 Curriculum Guides</p>	<p>100% of the teachers are trained on unpacking of standards from K to 12 CGs</p>			✓	✓	✓	✓5									
	<p>8. No. and percent of school heads who need training in unpacking content and performance standards from the K to 12 Curriculum Guides</p>	<p>100% of the school heads are trained on unpacking of standards from K to 12 CGs</p>				✓	✓	✓6									
	<p>9. No. and percent of PSDSs who need training in unpacking content and performance standards from the K to 12 Curriculum Guides</p>	<p>100% of the PSDSs are trained on unpacking of standards from K to 12 CGs</p>					✓	✓7									
	<p>10.No. and percent of EPSs who need training in unpacking content and performance standards from the K to 12 Curriculum Guides</p>	<p>100% of the EPSs are trained on unpacking of standards from K to 12 CGs</p>					✓	✓8									
	<p><b>E.3 Implementation of Constructivist (Not lecture-based) Classroom Instruction</b>  <i>(Features: teacher as facilitator of learning, learners as constructors of knowledge, interactive, collaborative, lesson starts with an activity to analyze)</i></p>																
	<p>11.Segmentation of teachers into quadrants  <i>No. and percent of teachers who _____ implement constructivist classroom instruction in the third quarter</i></p> <table border="1"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>Never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	Never	<p>85% of the teachers <b>always</b> implement constructivist classroom instruction in the third quarter</p>			✓	✓	✓	✓9	Lesson Plan, Lesson Outlines, and Supervisory records of the classroom observers, documentation
Q1	Q2	Q3	Q4														
always	often	sometimes	Never														
	<p>12.Segmentation of teachers into quadrants  <i>Name of teachers who _____ implement constructivist classroom instruction in the third quarter</i></p> <table border="1"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>Never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	Never				✓	✓	✓		Lesson Plan, Lesson Outlines, and Supervisory records of the classroom observers, documentation
Q1	Q2	Q3	Q4														
always	often	sometimes	Never														
	<p>13.No. and percent of teachers who need training on constructivism</p>				✓	✓	✓	✓10									

ENCOSURE 1

	14.No. and percent of school heads who need training in constructivism				✓	✓	✓11										
	15.No. and percent of PSDSs who need training in constructivism					✓	✓12										
	16.No. and percent of EPSs who need training in constructivism					✓	✓13										
	<b>E.4 Integration of 21<sup>st</sup> century-skills in instruction</b>																
	17.No. and percent of teachers who _____integrate 21 <sup>st</sup> century skills in classroom instruction in the third quarter	85% of the teachers always integrate 21st century skills in classroom instruction every quarter			✓	✓	✓	✓14	Lesson Plan, Lesson Outlines, and Supervisory records of the classroom observers								
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>Never</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	Never								
Q1	Q2	Q3	Q4														
always	often	sometimes	Never														
	18.Names of teachers who integrates _____21 <sup>st</sup> century skills in classroom instruction in the third quarter				✓	✓	✓		Lesson Plan, Lesson Outlines, and Supervisory records of the classroom observers								
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>Never</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	Never								
Q1	Q2	Q3	Q4														
always	often	sometimes	Never														
	<b>E.5 Differentiation of Classroom Instruction</b>																
	19.No. and percent of teachers who profile students in all their classes according to multiple intelligences (visual, auditory, tactile) and ability level (fast, average, slow)	85% of the teachers profile students in all their classes according to multiple intelligences (visual, auditory, tactile) and ability level (fast, average, slow)			✓	✓	✓	✓15	Student Profile								
	20.No. and percent of teachers who _____differentiate instruction according to multiple intelligences	85% of the teachers always differentiate instruction according to multiple intelligences (visual, auditory, tactile)			✓	✓	✓	✓16	Lesson Plan, Lesson Outlines, and Supervisory records of the classroom observers								
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>Never</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	Never								
Q1	Q2	Q3	Q4														
always	often	sometimes	Never														
	21.No. and percent of teachers who _____differentiate instruction according to ability level	85% of the teachers always differentiate instruction according to ability level (fast, average, slow)			✓	✓	✓	✓17	Lesson Plan, Lesson Outlines, and Supervisory records of the classroom observers								
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>Never</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	Never								
Q1	Q2	Q3	Q4														
always	often	sometimes	Never														
	<b>E.6 Tracking of Student Failures and Corresponding Interventions (by subject per year level)</b>																
	22.No. and percent of failed learners in the 1 <sup>st</sup> quarter who received interventions	100% of failed learners in a quarter receive interventions			✓	✓	✓	✓18	logbook								

ENCOSURE 1

	23.No. and percent of failed learners in the 1 <sup>st</sup> quarter who passed in the 2 <sup>nd</sup> quarter	100% of failed learners in the a previous quarter passed in the next quarter	✓	✓	✓	✓	✓19	Grade sheets
	24.No. and percent of learners who failed in the 2 <sup>nd</sup> quarter	100% of learners do not fail	✓	✓	✓	✓	✓20	Grade sheets
	25.No. and percent of failed learners in the 2 <sup>nd</sup> quarter who received interventions	100% of failed learners in a quarter receive interventions	✓	✓	✓	✓	✓21	logbook
	26.No. and percent of failed learners in the 2 <sup>nd</sup> quarter who passed in the 3 <sup>rd</sup> quarter	100% of failed learners in the a previous quarter passed in the next quarter	✓	✓	✓	✓	✓22	Grade sheets
	27.No. and percent of learners who failed in the third quarter	100% of learners pass (do not fail)	✓	✓	✓	✓	✓23	Grade sheets
	28.No. and percent of teachers who conducted home visits or conferences with parents of all learners who are at risk of getting a failing grade	85% of the teachers conduct home visits or conferences with parents of all learners who are at risk of getting a failing grade		✓	✓	✓	✓24	Minutes of meeting, agreement with student and parents/guardians
	29.No. and percent of teachers who conducted home visits or conferences with parents of all learners who failed in their subject/s	85% of the teachers conduct home visits or conference with parents of all learners who failed in their subject/s		✓	✓	✓	✓25	Minutes of meeting, agreement with student and parents/guardians logbook
	30.No. and percent of teachers who provided remedial instruction to students who failed in their classes in the first quarter, including those who are at risk of failing in the second quarter	85% of the teachers provide remedial instruction to students who failed in their classes in the previous quarter, including those who are at risk of failing in the next quarter		✓	✓	✓	✓26	logbook
	31.No. and percent of teachers who provided remedial instruction to students who failed in their classes in the second quarter, including those who are at risk of failing in the third quarter	85% of the teachers provide remedial instruction to students who failed in their classes in the previous quarter, including those who are at risk of failing in the next quarter		✓	✓	✓	✓27	logbook
	32.No. and percent of teachers who offered alternative delivery mode of instruction as intervention to failures requiring such intervention	85% of the teachers offer alternative delivery mode of instruction as intervention to failures requiring such intervention		✓	✓	✓	✓28	Agreement with student and parents/guardians
	33.No. and percent of teachers who offered differentiated assessment as intervention to failures	85% of the teachers offer differentiated assessment as		✓	✓	✓	✓29	Test papers showing differentiation

ENCOSURE 1

					<i>intervention to failures requiring such intervention</i>							
		34.No. and percent of school heads who designed a school program or intervention to address student failures			85% of the school heads design a school program or intervention to address student failures			✓	✓	✓30	Implementation guidelines of the program	
		35.No. and percent of PSDSs who conducted meeting with school heads and collaborate with them in designing interventions to minimize/avoid failures			85% of the PSDSs conduct meeting with school heads and collaborate with them in designing interventions to minimize/avoid failures				✓	✓31	Minutes of Meeting/s, Documentation of the progress of the program or intervention	
		<b>E.7 Implementation of Curriculum contextualization/ localization</b>										
		36.No. and percent of teachers who _____localize/ contextualize curriculum in the third quarter			85% of the teachers always localize/ contextualize curriculum in the third quarter			✓	✓	✓	✓32	Lesson Plans, Teacher Records on Contextualized/localized topics
		37.Names of teachers who _____localize/ contextualize curriculum in the third quarter						✓	✓	✓		Lesson Plans, Teacher Records on Contextualized/localized topics
		<b>E.8 Implementation of the policy in increasing engaged time-on-task</b>										
		38.Segmentation of teachers into quadrants No. and percent of teachers who _____plan lessons before teaching in the classroom in the third quarter			85% of the teachers always plan lessons before teaching in the classroom.			✓	✓	✓	✓33	Updated lesson plan, supervisory records of school head

ENCOSURE 1

	<p>39. Segmentation of teachers into quadrants Names of teachers who <u>    </u> <b>plan lessons before teaching in the classroom in the third quarter</b></p> <table border="1" data-bbox="243 318 789 391"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	never			✓				Updated lesson plan, supervisory records of school head
Q1	Q2	Q3	Q4													
always	often	sometimes	never													
	<p>40. Segmentation of teachers into quadrants No. and percent of teachers who <u>    </u> <b>deliver complete lessons daily from presentation to evaluation and assignment.</b></p> <table border="1" data-bbox="243 537 789 613"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	never	85% of the teachers always deliver complete lessons daily from presentation to evaluation and assignment.		✓	✓	✓	✓34	M&E Form
Q1	Q2	Q3	Q4													
always	often	sometimes	never													
	<p>41. Segmentation of teachers into quadrants Names of teachers who <u>    </u> <b>deliver a complete lesson daily from presentation to evaluation and assignment.</b></p> <table border="1" data-bbox="243 760 789 836"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	never			✓	✓	✓		M&E Form
Q1	Q2	Q3	Q4													
always	often	sometimes	never													
	<p>42. Segmentation of teachers into quadrants No. and percent of teachers who <u>    </u> <b>leave seat works or collaborative tasks to student groups in a class when on official business or personal leave.</b></p> <table border="1" data-bbox="243 982 789 1058"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	never	85% of the teachers always leave seat works or collaborative tasks to student groups in a class when on official business or personal leave.		✓	✓	✓	✓35	M&E Form, copies of seat works and collaborative tasks
Q1	Q2	Q3	Q4													
always	often	sometimes	never													
	<p>43. Segmentation of teachers into quadrants Names of teachers who <u>    </u> <b>leave seat works or collaborative tasks to student groups in a class when on official business or personal leave</b></p> <table border="1" data-bbox="243 1218 789 1294"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	never			✓	✓	✓		&E Form, copies of seat works and collaborative tasks
Q1	Q2	Q3	Q4													
always	often	sometimes	never													



ENCOSURE 1

	<p>44. Segmentation of teachers into quadrants No. and percent of teachers who _____ report to their classes on time and facilitate each class throughout the whole period.</p> <table border="1" data-bbox="243 337 789 410"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	never	<p>85% of the teachers always report to their classes on time and facilitate each class throughout the whole period.</p>		✓	✓	✓	✓36	Monitoring Form
Q1	Q2	Q3	Q4													
always	often	sometimes	never													
	<p>45. Segmentation of teachers into quadrants Names of teachers who _____ report to their classes on time and facilitate the class throughout the whole period.</p> <table border="1" data-bbox="243 548 789 621"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	never			✓	✓	✓		Monitoring Form
Q1	Q2	Q3	Q4													
always	often	sometimes	never													
	<p>46. No. and percent of teachers who maximizes class period by establishing quick and systematic routines in checking attendance, absences, and cutting classes</p>			✓	✓	✓	✓37									
	<p>47. Names of teachers who maximizes class period by establishing quick and systematic routines in checking attendance, absences, and cutting classes</p>			✓												
	<p>48. No. and percent of teachers who maximizes class period by establishing quick and systematic routines in distributing worksheets/materials and submission of outputs</p>			✓	✓	✓	✓38									
	<p>49. Names of teachers who maximizes class period by establishing quick and systematic routines in distributing worksheets and submission of outputs</p>			✓												
	<p>50. No. and percent of teachers who maximizes class period by establishing proactive classroom discipline to avoid misbehavior</p>			✓	✓	✓	✓39									
	<p>51. Names of teachers who maximizes class period by establishing proactive classroom discipline to avoid misbehavior</p>			✓												
	<p>52. No. and percent of schools that _____ schedule co- and extra-curricular activities outside class hours</p> <table border="1" data-bbox="243 1312 789 1385"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	never	<p>85% of schools always schedule co- and extra-curricular activities outside class hours</p>		✓	✓	✓	✓40	Schedule of Activities
Q1	Q2	Q3	Q4													
always	often	sometimes	never													

ENCOSURE 1

	<p>53. Segmentation of schools into quadrants Names of schools who _____ schedules co- and extra-curricular activities outside class hours</p> <table border="1" data-bbox="237 313 787 386"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	never			✓					Schedule of Activities		
Q1	Q2	Q3	Q4																
always	often	sometimes	never																
	<p>54. Segmentation of schools into quadrants No. and percent of schools that _____ provide substitute teachers when other teachers are on leave for more than a day</p> <table border="1" data-bbox="237 524 787 597"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	never	85% of schools always provide substitute teachers when other teachers are on leave for more than a day		✓	✓	✓	✓41	M&E Record			
Q1	Q2	Q3	Q4																
always	often	sometimes	never																
	<p>55. Segmentation of schools into quadrants Names of schools that _____ provide substitute teachers when other teachers are on leave for more than a day</p> <table border="1" data-bbox="289 751 804 824"> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	never			✓				M&E Record			
Q1	Q2	Q3	Q4																
always	often	sometimes	never																
	<p><b>E.9 Implementation of reading programs—ORV for early grades</b></p>																		
	<p>56. No. and percent of learners in early grades with the following reading capability in the third quarter</p> <table border="1" data-bbox="237 995 825 1205"> <tr> <td>A Independent</td> <td>excellent reader, excellent comprehension</td> </tr> <tr> <td>B Instructional</td> <td>slow reader, good comprehension</td> </tr> <tr> <td>C Instructional</td> <td>fast reader, poor comprehension</td> </tr> <tr> <td>D Frustration</td> <td>slow reader, poor comprehension</td> </tr> <tr> <td>E Non-Reader</td> <td>cannot read or syllabic reader</td> </tr> </table>	A Independent	excellent reader, excellent comprehension	B Instructional	slow reader, good comprehension	C Instructional	fast reader, poor comprehension	D Frustration	slow reader, poor comprehension	E Non-Reader	cannot read or syllabic reader	85% of early graders are independent readers at the end of the third quarter of the SY		✓	✓	✓	✓	✓42	ORV Chart that segments learners in a class
A Independent	excellent reader, excellent comprehension																		
B Instructional	slow reader, good comprehension																		
C Instructional	fast reader, poor comprehension																		
D Frustration	slow reader, poor comprehension																		
E Non-Reader	cannot read or syllabic reader																		

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	<p>57. Names of learners in early grades with the following reading capability</p> <table border="1"> <tr> <td>A Independent</td> <td colspan="3">excellent reader, excellent comprehension</td> </tr> <tr> <td>B Instructional</td> <td colspan="3">slow reader, good comprehension</td> </tr> <tr> <td>C Instructional</td> <td colspan="3">fast reader, poor comprehension</td> </tr> <tr> <td>D Frustration</td> <td colspan="3">slow reader, poor comprehension</td> </tr> <tr> <td>E Non-Reader</td> <td colspan="3">cannot read or syllabic reader</td> </tr> </table>	A Independent	excellent reader, excellent comprehension			B Instructional	slow reader, good comprehension			C Instructional	fast reader, poor comprehension			D Frustration	slow reader, poor comprehension			E Non-Reader	cannot read or syllabic reader				✓	✓				ORV Chart that segments learners in a class
A Independent	excellent reader, excellent comprehension																											
B Instructional	slow reader, good comprehension																											
C Instructional	fast reader, poor comprehension																											
D Frustration	slow reader, poor comprehension																											
E Non-Reader	cannot read or syllabic reader																											
	<p>58. No. and percent of early grade language teachers who ___conduct remedial reading program</p> <table border="1"> <tr> <td>Q1</td> <td>Q2</td> <td>Q3</td> <td>Q4</td> </tr> <tr> <td>always</td> <td>often</td> <td>sometimes</td> <td>never</td> </tr> </table>	Q1	Q2	Q3	Q4	always	often	sometimes	never	85% of early grade language teachers always conduct remedial reading program		✓	✓	✓	✓43	logbook												
Q1	Q2	Q3	Q4																									
always	often	sometimes	never																									
	59. No. and percent of schools with active remedial reading program for early grades	85% of elementary schools have active remedial reading program for early grades		✓	✓	✓	✓44	Program guidelines																				
	60. Names of schools with active remedial reading program for early grades				✓																							
	61. No. and percent of schools who conducted ORV at least twice in a quarter (monthly)	85% of elementary/primary schools conducted ORV at least twice in one quarter (monthly)		✓	✓	✓	✓45	Results per conduct of ORV																				
	62. Names of schools that conducted ORV at least twice in a quarter (monthly)				✓																							
	E.10 Implementation of reading program—Phil-IRI for intermediate and secondary grades (by grade level)																											
	<p>63. No. and percent of learners with the following speed level by the end of the third quarter</p> <table border="1"> <tr> <td>SLOW</td> <td>AVERAGE</td> <td>FAST</td> </tr> </table>	SLOW	AVERAGE	FAST	85% of intermediate/secondary learners have fast speed level at the end of third quarter	✓	✓	✓	✓	✓46	<ul style="list-style-type: none"> <li>Class Reading Charts segmenting learners by name according to speed level</li> <li>School Reading Charts segmenting learners by name according to speed level</li> </ul>																	
SLOW	AVERAGE	FAST																										
	<p>64. Names of learners with the following speed level in the third quarter</p> <table border="1"> <tr> <td>SLOW</td> <td>AVERAGE</td> <td>FAST</td> </tr> </table>	SLOW	AVERAGE	FAST		✓	✓																					
SLOW	AVERAGE	FAST																										

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	65. No. and percent of learners with the following <b>comprehension level</b> in the third quarter	85% of intermediate/secondary learners have independent comprehension level at the end of third quarter	✓	✓	✓	✓	✓47	<ul style="list-style-type: none"> <li>• Class Reading Charts segmenting learners by name according to comprehension level</li> <li>• School Reading Charts segmenting learners by name according to comprehension level</li> </ul>
	FRUSTRATION   INSTRUCTIONAL   INDEPEN							
	66. Names of learners with the following <b>comprehension level</b> in the third quarter		✓	✓				
	FRUSTRATION   INSTRUCTIONAL   INDEPEN							
	67. No. and percent of learners with the following <b>reading level</b> in the third quarter	85% of intermediate/secondary learners have independent reading level at the end of third quarter	✓	✓	✓	✓	✓48	<ul style="list-style-type: none"> <li>• Class Reading Charts segmenting learners by name according to reading level</li> <li>• School Reading Charts segmenting learners by name according to reading level</li> </ul>
	FRUSTRATION   INSTRUCTIONAL   INDEPEN							
	68. Names of learners with the following <b>reading level</b> in the third quarter		✓	✓				
	FRUSTRATION   INSTRUCTIONAL   INDEPEN							
	69. No. and percent of intermediate/secondary language teachers who ___conduct remedial reading program	85% of intermediate/secondary language teachers always conduct remedial reading program		✓	✓	✓	✓49	Logbook of date, time, topics, strategies and results
	Q1   Q2   Q3   Q4							
	always   often   sometimes   never							
	70. No. and percent of schools with active remedial reading program for intermediate/secondary grades	85% of schools have active remedial reading program for intermediate/ secondary grades		✓	✓	✓	✓50	Program guidelines
	71. Name of schools with active remedial reading program for intermediate/secondary grades			✓	✓	✓		
	72. No. and percent of schools that conducted Phil-IRI at least once in a quarter	85% of elementary/secondary schools conducted Phil-IRI at least once in one quarter		✓	✓	✓	✓51	Results per conduct of Phil-IRI
	73. Name of schools that conducted Phil-IRI at least once in a quarter			✓	✓	✓		
	<b>E.11 Implementation of competency-based Kindergarten Instruction</b>							
	<b>Domain 1: Language Development</b>	85% of kinder pupils is proficient with the competencies at the end of third quarter						
	74. No. and percent of learners who know that print is read from left to right		✓	✓	✓	✓	✓52	

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	75. Names of learners who know that print is read from left to right		✓	✓				
	76. No. and percent of learners who identify upper and lower case letters		✓	✓	✓	✓	✓53	
	77. Names of learners who identify upper and lower case letters		✓	✓				
	78. No. and percent of learners who identify words that rhyme/ sound alike		✓	✓	✓	✓	✓54	
	79. Names of learners who identify words that rhyme/ sound alike		✓	✓				
	80. No. and percent of learners who copy letter and word		✓	✓	✓	✓	✓55	
	81. Names of learners who copy letter and word		✓	✓				
	82. No. and percent of learners who read 2-3 word syllables		✓	✓	✓	✓	✓56	
	83. Names of learners who read 2-3 word syllables		✓	✓				
	84. No. and percent of learners who say the sound that a letter represents		✓	✓	✓	✓	✓57	
	85. Names of learners who say the sound that a letter represents		✓	✓				
	86. No. and percent of learners who sequence events		✓	✓	✓	✓	✓58	
	87. Names of learners who sequence events		✓	✓				
	<b>Domain 2: Cognitive/ Intellectual Development (Numeracy-Mathematics)</b>	85% of kinder pupils is proficient with the competencies at the end of third quarter						
	88. No. and percent of learners who arrange objects one after another in a series according to length		✓	✓	✓	✓	✓59	
	89. Names of learners who arrange objects one after another in a series according to length		✓	✓				
	90. No. and percent of learners who arrange objects into 2 or more groups according to color and shape		✓	✓	✓	✓	✓60	
	91. Names of learners who arrange objects into 2 or more groups according to color and shape		✓	✓				

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	92. No. and percent of learners who sort and group objects into 2 or more groups according to function		✓	✓	✓	✓	✓61	
	93. Names of learners who sort and group objects into 2 or more groups according to function		✓	✓				
	94. No. and percent of learners who solve number stories involving addition up to quantities of 10		✓	✓	✓	✓	✓62	
	95. Names of learners who solve number stories involving addition up to quantities of 10		✓	✓				
	96. No. and percent of learners who solve number stories involving subtraction up to quantities of 10		✓	✓	✓	✓	✓63	
	97. Names of learners who solve number stories involving subtraction up to quantities of 10		✓	✓				
	98. No. and percent of learners who conserve number and the equivalence of number		✓	✓	✓	✓	✓64	
	99. Names of learners who conserve number and the equivalence of number		✓	✓				
	100. No. and percent of learners who write numerals (0-10)		✓	✓	✓	✓	✓65	
	101. Names of learners who write numerals (0-10)		✓	✓				
	102. No. and percent of learners who expand patterns		✓	✓	✓	✓	✓66	
	103. Names of learners who expand patterns		✓	✓				
	<b>Domain 3: Cognitive/ Intellectual Development (Sensory Perceptual)</b>	85% of kinder pupils is proficient with the competencies at the end of third quarter						
	104. No. and percent of learners who tell which pictures/ objects are the same and explain why		✓	✓	✓	✓	✓67	
	105. Names of learners who tell which pictures/ objects are the same and explain why		✓	✓				
	106. No. and percent of learners who tell which pictures/ objects are different and explain why		✓	✓	✓	✓	✓68	
	107. Names of learners who tell which pictures/ objects are different and explain why		✓	✓				

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	108. No. and percent of learners who trace/ copy/ draw geometrical figures		✓	✓	✓	✓	✓69	
	109. Names of learners who trace/ copy/ draw geometrical figures		✓	✓				
	110. No. and percent of learners who identify missing part in the picture		✓	✓	✓	✓	✓70	
	111. Names of learners who identify missing part in the picture		✓	✓				
	<b>Domain 4: Cognitive/ Intellectual Development (Social Environment)</b>	85% of kinder pupils is proficient with the competencies at the end of third quarter						
	112. No. and percent of learners who name places in the community where families can get some of their needs		✓	✓	✓	✓	✓71	
	113. Names of learners who name places in the community where families can get some of their needs		✓	✓				
	114. No. and percent of learners who identify basic needs of a family		✓	✓	✓	✓	✓72	
	115. Names of learners who identify basic needs of a family		✓	✓				
	116. No. and percent of learners na nakapapangkat ng mga hayop ayon sa katangian		✓	✓	✓	✓	✓73	
	117. Names of learners na nakapapangkat ng mga hayop ayon sa katangian		✓	✓				
	118. No. and percent of learners na nakapagsasabi ng mga paraan ng pangangalaga sa kapaligiran		✓	✓	✓	✓	✓74	
	119. Names of learners na nakapagsasabi ng mga paraan ng pangangalaga sa kapaligiran		✓	✓				
	<b>Domain 5: Physical Health, Well-Being and Motor Development</b>	85% of kinder pupils is proficient with the competencies at the end of third quarter						
	120. No. and percent of learners na naisasagawa nang maayos ang mga sumusunod na		✓	✓	✓	✓	✓75	

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		kasanayan sa "fine motor": Paggupit/pagdikit ng iba't-ibang hugis							
		121. Names of learners na naisasagawa nang maayos ang mga sumusunod na kasanayan sa "fine motor": Paggupit/pagdikit ng iba't-ibang hugis		✓	✓				
		122. No. and percent of learners na naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan (pagtulay na di natutumba sa tuwid na guhit o "gross motor")		✓	✓	✓	✓	✓76	
		123. Names of learners na naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan (pagtulay na di natutumba sa tuwid na guhit o "gross motor")		✓	✓				
		<b>Domain 6: Socio-emotional Development</b>	85% of kinder pupils is proficient with the competencies at the end of third quarter						
		124. No. and percent of learners na naipapahayag ang iba-ibang damdamin sa angkop na sitwasyon at paraan (katuwaan, tumatawa, lumulundag, humahalakhak, humahagikhik, pumapalapak)		✓	✓	✓	✓	✓77	
		125. Names of learners na naipapahayag ang iba-ibang damdamin sa angkop na sitwasyon at paraan (katuwaan, tumatawa, lumulundag, humahalakhak, humahagikhik, pumapalapak)		✓	✓				
		126. No. and percent of learners na naipapakita ang kakayahan na pigilan ang kanyang galit o pagkadismaya kapag naipaliwanag ang dahilan		✓	✓	✓	✓	✓78	
		127. Names of learners na naipapakita ang kakayahan na pigilan ang kanyang galit o pagkadismaya kapag naipaliwanag ang dahilan		✓	✓				
		<b>Domain 6: Character Development</b>	85% of kinder pupils is proficient with the competencies at the end of third quarter						



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	128. No. and percent of learners na nakakasunod sa mga utos/gawain nang maayos at maluwag sa kalooban sa mga tuntuning pantahanan, pampaaralan at pampamayanan (pagligpit ng mga gamit sa tamang lalagyan pagkatapos gamitin)		✓	✓	✓	✓	✓79	
	129. Names of learners na na nakakasunod sa mga utos/gawain nang maayos at maluwag sa kalooban sa mga tuntuning pantahanan, pampaaralan at pampamayanan (pagligpit ng mga gamit sa tamang lalagyan pagkatapos gamitin)		✓	✓				
	130. No. and percent of learners na naipapakita ang paggalang sa kapwa (paghihintay ng kanyang pagkakataon)		✓	✓	✓	✓	✓80	
	131. Names of learners na naipapakita ang paggalang sa kapwa (paghihintay ng kanyang pagkakataon kapag naipaliwanag ang dahilan)		✓	✓				
	<b>E.12 Implementation of Assessment</b>							
	132. No. and percent of teachers who give more emphasis on formative assessment than summative assessment in assessing learning outcomes	85% of the teachers give more emphasis on formative assessment than summative assessment in assessing learning outcomes		✓	✓	✓	✓81	<ul style="list-style-type: none"> <li>• Good art of questioning</li> <li>• Mastery of subject matter</li> <li>• Formative assessment notebook or</li> <li>• Collection/Compilation of formative assessment</li> <li>• Class record of formative assessment results for tracking performance (but not for grading)</li> </ul>
	133. No. and percent of teachers who utilize formative assessment daily to determine the strengths and weaknesses of students to be able to modify teaching strategies right away and help students modify learning strategies	85% of the teachers utilize formative assessment daily to determine the strengths and weaknesses of students to be able to modify teaching strategies right away and help students modify learning strategies		✓	✓	✓	✓82	
	134. Names of teachers who utilizes formative assessment daily to determine the strengths and weaknesses of students to be able to modify teaching strategies right away and help students modify learning strategies			✓				
	135. No. and percent of teachers who planned summative assessment using an assessment	85% of the teachers plan summative assessment using	✓	✓	✓	✓	✓83	Assessment matrices

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	matrix that describes the competencies tested and the level of cognition required for each assessment item (remembering, understanding, applying, analyzing, evaluating, and creating) in compliance with DepEd Order No. 8, s. 2015	an assessment matrix that describes the competencies tested and the level of cognition required for each assessment item (remembering, understanding, applying, analyzing, evaluating, and creating) in compliance with DepEd Order No. 8, s. 2015						
	136. Names of teachers who planned summative assessment using an assessment matrix that describes the competencies tested and the level of cognition required for each assessment item (remembering, understanding, applying, analyzing, evaluating, and creating) in compliance with DepEd Order No. 8, s. 2015		✓	✓				
	137. No. and percent of teachers who have assessment matrices to support all test scores recorded under Written Works and Quarterly Tests	85% of the teachers have assessment matrices to support all test scores recorded under Written Works and Quarterly Tests	✓	✓	✓	✓	✓84	Assessment matrices
	138. Names of teachers who has assessment matrices to support all test scores recorded under Written Works and Quarterly Tests		✓	✓				
	139. No. and percent of teachers whose products/performances required from the students are based from what is suggested in the K to 12 Modules	85% of the teachers require products/ performances from the students based on what is suggested in the K to 12 Modules	✓	✓	✓	✓	✓85	Lesson Plan Proof of rating using module-suggested rubrics
	140. Names of teachers whose products/performance required from the students are based from what is suggested in the K to 12 Modules		✓	✓				
	141. No. and percent of teachers who design own product/performance tasks based on the performance standards found in the Curriculum Guide	85% of the teachers design own product/ performance tasks based on the performance standards found in the Curriculum Guide	✓	✓	✓	✓	✓86	Copies of self-designed product/performance tasks
	142. Names of teachers who design own products and performances based on the performance standards found in the Curriculum Guide		✓	✓				

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	143. No. and percent of teachers who prepared accurate rubrics for self-designed products/performances	85% of the teachers prepare accurate rubrics for self-designed products/performances	✓	✓	✓	✓	✓87	Copies of self-designed product/performance tasks								
	144. Names of teachers who prepared accurate rubrics for self-designed products/performances		✓	✓												
	<b>E.13 Accounting of Accomplishments in SY 2014-2015 LAPG (Language Assessment for Primary Grades)</b> Segmentation of schools into quadrants according to	<b>Data collected will serve as baseline data</b>														
	<b><i>Listening Comprehension</i></b>															
	145. No. and percent of schools that achieved _____% MPS in Listening Comprehension (Sinugbuanong Binisaya)				✓	✓	✓88									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99							
Q1	Q2	Q3	Q4													
75-100	50-74.99	25-49.99	0-24.99													
	146. Names of schools that achieved _____% MPS in Listening Comprehension (Sinugbuanong Binisaya)				✓	✓										
	147. No. and percent of schools that achieved _____% MPS in Listening Comprehension (Tagalog)				✓	✓	✓89									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99							
Q1	Q2	Q3	Q4													
75-100	50-74.99	25-49.99	0-24.99													
	148. Names of schools that achieved _____% MPS in Listening Comprehension (Tagalog)				✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99							
Q1	Q2	Q3	Q4													
75-100	50-74.99	25-49.99	0-24.99													
	149. No. and percent of schools that achieved _____% MPS in Listening Comprehension (English)				✓	✓	✓90									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99							
Q1	Q2	Q3	Q4													
75-100	50-74.99	25-49.99	0-24.99													

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	150. Names of schools that achieved _____% MPS in Listening Comprehension (English)					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	<b>Book and Print Knowledge</b>																
	151. No. and percent of schools that achieved _____% MPS in Book and Print Knowledge (Sinugbuanong Binisaya)					✓	✓	✓91									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	152. Names of schools that achieved _____% MPS in Book and Print Knowledge (Sinugbuanong Binisaya)					✓	✓										
	153. No. and percent of schools that achieved _____% MPS in Book and Print Knowledge (Tagalog)					✓	✓	✓92									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	154. Names of schools that achieved _____% MPS in Book and Print Knowledge (Tagalog)					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	155. No. and percent of schools that achieved _____% MPS in Book and Print Knowledge (English)					✓	✓	✓93									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	156. Names of schools that achieved _____% MPS in Book and Print Knowledge (English)					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	<b>Vocabulary</b>																

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	157. No. and percent of schools that achieved _____% MPS in Vocabulary (Sinugbuanong Binisaya)					✓	✓	✓94									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	158. Names of schools that achieved _____% MPS in Vocabulary (Sinugbuanong Binisaya)					✓	✓										
	159. No. and percent of schools that achieved _____% MPS in Vocabulary (Tagalog)					✓	✓	✓95									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	160. Names of schools that achieved _____% MPS in Vocabulary (Tagalog)					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	161. No. and percent of schools that achieved _____% MPS in Vocabulary (English)					✓	✓	✓96									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	162. Names of schools that achieved _____% MPS in Vocabulary (English)					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	<b>Spelling</b>																
	163. No. and percent of schools that achieved _____% MPS in Spelling (Sinugbuanong Binisaya)					✓	✓	✓97									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	164. Names of schools that achieved _____% MPS in Spelling (Sinugbuanong Binisaya)					✓	✓										

ENCOSURE 1

	165. No. and percent of schools that achieved _____% MPS in Spelling (Tagalog)					✓	✓	✓98									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	166. Names of schools that achieved _____% MPS in Spelling (Tagalog)					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	167. No. and percent of schools that achieved _____% MPS in Spelling (English)					✓	✓	✓99									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	168. Names of schools that achieved _____% MPS in Spelling (English)					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	<b>Grammar</b>																
	169. No. and percent of schools that achieved _____% MPS in Grammar (Sinugbuanong Binisaya)					✓	✓	✓100									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	170. Names of schools that achieved _____% MPS in Grammar (Sinugbuanong Binisaya)					✓	✓										
	171. No. and percent of schools that achieved _____% MPS in Grammar (Tagalog)					✓	✓	✓101									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	172. Names of schools that achieved _____% MPS in Grammar (Tagalog)					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	173. No. and percent of schools that achieved _____% MPS in Grammar (English)					✓	✓	✓102									

ENCOSURE 1

		Q1	Q2	Q3	Q4						
		75-100	50-74.99	25-49.99	0-24.99						
	174. Names of schools that achieved _____% MPS in Grammar (English)							✓	✓		
		Q1	Q2	Q3	Q4						
		75-100	50-74.99	25-49.99	0-24.99						
	<b>Study Skills</b>										
	175. No. and percent of schools that achieved _____% MPS in Study Skills(Sinugbuanong Binisaya)							✓	✓	✓103	
		Q1	Q2	Q3	Q4						
		75-100	50-74.99	25-49.99	0-24.99						
K	176. Names of schools that achieved _____% MPS in Study Skills(Sinugbuanong Binisaya)							✓	✓		
	177. No. and percent of schools that achieved _____% MPS in Study Skills(Tagalog)							✓	✓	✓104	
		Q1	Q2	Q3	Q4						
		75-100	50-74.99	25-49.99	0-24.99						
	178. Names of schools that achieved _____% MPS in Study Skills(Tagalog)							✓	✓		
		Q1	Q2	Q3	Q4						
		75-100	50-74.99	25-49.99	0-24.99						
	179. No. and percent of schools that achieved _____% MPS in Study Skills (English)							✓	✓	✓105	
		Q1	Q2	Q3	Q4						
		75-100	50-74.99	25-49.99	0-24.99						
	180. Names of schools that achieved _____% MPS in Study Skills(English)							✓	✓		
		Q1	Q2	Q3	Q4						
		75-100	50-74.99	25-49.99	0-24.99						
	<b>Overall LAPG</b>										

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	181. No. and percent of schools that achieved _____% MPS in Overall LAPG (Sinugbuanong Binisaya)					✓	✓	✓106									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	182. Names of schools that achieved _____% MPS in Overall LAPG (Sinugbuanong Binisaya)					✓	✓										
	183. No. and percent of schools that achieved _____% MPS in Overall LAPG (Tagalog)					✓	✓	✓107									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	184. Names of schools that achieved _____% MPS in Overall LAPG (Tagalog)					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	185. No. and percent of schools that achieved _____% MPS in Overall LAPG (English)					✓	✓	✓108									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	186. Names of schools that achieved _____% MPS in Overall LAPG (English)					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	<b>E.13 Accounting of Accomplishments in SY 2014-2015 NAT for Gr. 6 (National Achievement Test for Grade 6)</b> Segmentation of Schools into quadrants according to MPS																
	<b>Filipino</b>	Regional NAT MPS Target:															
		75.83%															
	187. No. and percent of schools that achieved _____% MPS in Filipino					✓	✓	✓109									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> </table>	Q1	Q2	Q3	Q4												
Q1	Q2	Q3	Q4														



ENCOSURE 1

	75-100	50-74.99	25-49.99	0-24.99							
188. Names of schools that achieved _____% MPS in Filipino								✓	✓		
	Q1	Q2	Q3	Q4							
	75-100	50-74.99	25-49.99	0-24.99							
189. No. and percent of schools that achieved or surpassed the regional target MPS of 75.83% in Filipino								✓	✓	✓110	
190. Names of schools that achieved or surpassed the regional target MPS of 75.83% in Filipino								✓	✓		
<b>Mathematics</b>					Regional NAT MPS Target: 73.08%						
191. No. and percent of schools that achieved _____% MPS in Mathematics								✓	✓	✓111	
	Q1	Q2	Q3	Q4							
	75-100	50-74.99	25-49.99	0-24.99							
192. Names of schools that achieved _____% MPS in Mathematics								✓	✓		
	Q1	Q2	Q3	Q4							
	75-100	50-74.99	25-49.99	0-24.99							
193. No. and percent of schools that achieved or surpassed the regional target MPS of 73.08% in Mathematics								✓	✓	✓112	
194. Names of schools that achieved or surpassed the regional target MPS of 73.08% in Mathematics								✓	✓		
<b>English</b>					Regional NAT MPS Target: 71.82%						
195. No. and percent of schools that achieved _____% MPS in English								✓	✓	✓113	
	Q1	Q2	Q3	Q4							
	75-100	50-74.99	25-49.99	0-24.99							
196. Names of schools that achieved _____% MPS in English								✓	✓		
	Q1	Q2	Q3	Q4							

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	75-100	50-74.99	25-49.99	0-24.99						
197. No. and percent of schools that achieved or surpassed the regional target MPS of 71.82% in English							✓	✓	✓114	
198. Names of schools that achieved or surpassed the regional target MPS of 71.82% in English							✓	✓		
<b>Science</b>					Regional NAT MPS Target: 69.45%					
199. No. and percent of schools that achieved _____% MPS in Science							✓	✓	✓115	
	Q1	Q2	Q3	Q4						
	75-100	50-74.99	25-49.99	0-24.99						
200. Names of schools that achieved _____% MPS in Science							✓	✓		
	Q1	Q2	Q3	Q4						
	75-100	50-74.99	25-49.99	0-24.99						
201. No. and percent of schools that achieved or surpassed the regional target MPS of 69.45% in Science							✓	✓	✓116	
202. Names of schools that achieved or surpassed the regional target MPS of 69.45% in Science							✓	✓		
<b>Araling Panlipunan</b>					Regional NAT MPS Target: 73.38%					
203. No. and percent of schools that achieved _____% MPS in Araling Panlipunan							✓	✓	✓117	
	Q1	Q2	Q3	Q4						
	75-100	50-74.99	25-49.99	0-24.99						
204. Names of schools that achieved _____% MPS in Araling Panlipunan							✓	✓		
	Q1	Q2	Q3	Q4						
	75-100	50-74.99	25-49.99	0-24.99						
205. No. and percent of schools that achieved or surpassed the regional target MPS of 73.38% in Araling Panlipunan							✓	✓	✓118	

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	206. Names of schools that achieved or surpassed the regional target MPS of 73.38% in Araling Panlipunan					✓	✓										
	<b>Overall NAT Grade 6</b>	Regional NAT MPS Target: 72.71%															
	207. No. and percent of schools that achieved _____% MPS in Overall NAT Grade 6					✓	✓	✓119									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	208. Names of schools that achieved _____% MPS in Overall NAT Grade 6					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	209. No. and percent of schools that achieved or surpassed the regional target MPS of 72.71% in Overall NAT Grade 6					✓	✓	✓120									
	210. Names of schools that achieved or surpassed the regional target MPS of 72.71% in Overall NAT Grade 6					✓	✓										
	<b>E.13 Accounting of Accomplishments in SY 2014-2015 NAT for Yr. 4 (National Achievement Test for Yr 4) Segmentation of Schools into quadrants according to MPS</b>																
	<b>Filipino</b>	Regional NAT MPS Target: 69.72%															
	211. No. and percent of schools that achieved _____% MPS in Filipino					✓	✓	✓121									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	212. Names of schools that achieved _____% MPS in Filipino					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														

ENCOSURE 1

	213. No. and percent of schools that achieved or surpassed the regional target MPS of 69.72% in Filipino					✓	✓	✓122									
	214. Names of schools that achieved or surpassed the regional target MPS of 69.72% in Filipino					✓	✓										
	<b>Araling Panlipunan</b>	Regional NAT MPS Target: 69.06%															
	215. No. and percent of schools that achieved % MPS in Araling Panlipunan					✓	✓	✓123									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	216. Names of schools that achieved _____% MPS in Araling Panlipunan					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	217. No. and percent of schools that achieved or surpassed the regional target MPS of 69.06% in Araling Panlipunan					✓	✓	✓124									
	218. Names of schools that achieved or surpassed the regional target MPS of 69.06% in Araling Panlipunan					✓	✓										
	<b>Mathematics</b>	Regional NAT MPS Target: 65.02%															
	219. No. and percent of schools that achieved % MPS in Mathematics					✓	✓	✓125									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	220. Names of schools that achieved _____% MPS in Mathematics					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	221. No. and percent of schools that achieved or surpassed the regional target MPS of 65.02% in Mathematics					✓	✓	✓126									

ENCOSURE 1

	222. Names of schools that achieved or surpassed the regional target MPS of 65.02% in Mathematics					✓	✓										
	<b>Science</b>																
	223. No. and percent of schools that achieved _____% MPS in Science					✓	✓	✓127									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	224. Names of schools that achieved _____% MPS in Science					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	225. No. and percent of schools that achieved or surpassed the regional target MPS of 64.29% in Science					✓	✓	✓128									
	226. Names of schools that achieved or surpassed the regional target MPS of 64.29% in Science					✓	✓										
	<b>English</b>	Regional NAT MPS Target:															
	227. No. and percent of schools that achieved _____% MPS in English					✓	✓	✓129									
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	228. Names of schools that achieved _____% MPS in English					✓	✓										
	<table border="1"> <thead> <tr> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>75-100</td> <td>50-74.99</td> <td>25-49.99</td> <td>0-24.99</td> </tr> </tbody> </table>	Q1	Q2	Q3	Q4	75-100	50-74.99	25-49.99	0-24.99								
Q1	Q2	Q3	Q4														
75-100	50-74.99	25-49.99	0-24.99														
	229. No. and percent of schools that achieved or surpassed the regional target MPS of 66.93% in English					✓	✓	✓130									
	230. Names of schools that achieved or surpassed the regional target MPS of 66.93% in English					✓	✓										
	<b>CTST</b>																
	231. No. and percent of schools that achieved _____% MPS in CTST					✓	✓	✓131									

ENCOSURE 1

		Q1	Q2	Q3	Q4							
		75-100	50-74.99	25-49.99	0-24.99							
	232. Names of schools that achieved _____% MPS in CTST								✓	✓		
		Q1	Q2	Q3	Q4							
		75-100	50-74.99	25-49.99	0-24.99							
	<b>Overall NAT Yr. 4</b>					Regional NAT MPS Target: 67.09%						
	233. No. and percent of schools that achieved _____% MPS in Overall NAT Year 4								✓	✓	✓132	
		Q1	Q2	Q3	Q4							
		75-100	50-74.99	25-49.99	0-24.99							
	234. Names of schools that achieved _____% MPS in Overall NAT Year 4								✓	✓		
		Q1	Q2	Q3	Q4							
		75-100	50-74.99	25-49.99	0-24.99							
	235. No. and percent of schools that achieved or surpassed the regional target MPS of 67.09% in Overall NAT Year 4								✓	✓	✓133	
	236. Names of schools that achieved or surpassed the regional target MPS of 67.09% in Overall NAT Year 4								✓	✓		
<b>F.</b>	<b>REACH</b>											
	Kindergarten & Elementary (Secondary)											
	237. No. and percent of PARDOs (SARDOs) in the 1 <sup>st</sup> quarter who received interventions							✓	✓	✓	✓	✓134
	238. No. and percent of PARDOs (SARDOs) in the 1 <sup>st</sup> quarter who are no longer PARDOs (SARDOs) in the 2 <sup>nd</sup> quarter							✓	✓	✓	✓	✓135
	239. No. and percent of learners who are PARDOs (SARDOs) in the 2 <sup>nd</sup> quarter							✓	✓	✓	✓	✓136
	240. No. and percent PARDOs (SARDOs) in the 2 <sup>nd</sup> quarter who received interventions							✓	✓	✓	✓	✓137
	241. No. and percent of PARDOs (SARDOs) in the 2 <sup>nd</sup> quarter who are no longer PARDOs (SARDOs) in the 3 <sup>rd</sup> quarter							✓	✓	✓	✓	✓138

ENCOSURE 1

	242. No. and percent of learners who are PARDOs (SARDOs) in the third quarter		✓	✓	✓	✓	✓139	
	243. No. and percent of teachers who conducted home visits or conferences with parents of all PARDOs (SARDOs)			✓	✓	✓	✓140	
	244. No. and percent of teachers who offered alternative delivery mode of instruction as intervention to PARDOs (SARDOs) requiring such intervention			✓	✓	✓	✓141	
	245. No. and percent of school heads who designed a school program or intervention for PARDOs (SARDOs)				✓	✓	✓142	
	246. No. and percent of PSDSs who conducted meeting with school heads and collaborate with them in designing interventions to save PARDOs (SARDOs)					✓	✓143	

**M&E Tool for Competencies Learned by Kindergarten Learners**  
**Domain 1: Language Development**

Name of School: \_\_\_\_\_ Section: \_\_\_\_\_ Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_

**Directions:** Write whether the child belongs to frustration, instructional, or independent in each learning competency.

Name of Students	Learning Competency No.						
	1	2	3	4	5	6	7
	Know that print is read from left to right	Identifies upper and lower case letters	Identifies words that rhyme/ sound alike	Copy letter and word	Read 2-3 word syllables	Say the sound that a letter represents	Sequencing events
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
25.							
26.							
27.							
28.							
29.							
30.							



**M&E Tool for Competencies Learned by Kindergarten Learners**  
**Domain 2: Cognitive/ Intellectual Development (Numeracy-Mathematics)**

School: \_\_\_\_\_ Section: \_\_\_\_\_ Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_

**Directions:** Write whether the child belongs to frustration, instructional, or independent in each learning competency.

Name of Learners	Learning Competency No.							
	1	2	3	4	5	6	7	8
	Arrange objects one after another in a series according to length	Arrange objects into 2 or more groups according to color and shape	Sort and group objects into 2 or more groups according to function	Solve number stories involving addition up to quantities of 10	Solve number stories involving subtraction up to quantities of 10	Conserve number and the equivalence of number	Write numerals (0-10)	Extend Patterns
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
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19.								
20.								
21.								
22.								
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26.								
27.								
28.								
29.								
30.								

Enclosure 2c School Responsiveness Tool for Kindergarten

**M&E Tool for Competencies Learned by Kindergarten Learners**  
**Domain 3: Cognitive/ Intellectual Development (Sensory Perceptual)**  
**Domain 4: Cognitive/ Intellectual Development (Social Environment)**

Name of School: \_\_\_\_\_ Section: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Principal: \_\_\_\_\_

**Directions:** Write whether the child belongs to frustration, instructional, or independent in each learning competency.

Name of Learners	Domain 3 Learning Competency No.				Domain 4 LC No.			
	1	2	3	4	1	2	3	4
	Tell which pictures/ objects are the same and explain why	Tell which pictures/ objects are different and explain why	Trace/ Copy/ Draw geometrical figures	Identify missing part in the picture	Name places in the community where families can get some of their needs	Identify basic needs of a family	Napapangkat ang mga hayop ayon sa katangian	Nasasabi ang mga paraan ng pangangalaga sa kapaligiran
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
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29.								
30.								

Enclosure 2d School Responsiveness Tool for Kindergarten

**M &E Tool for Competencies Learned by Kindergarten Learners**  
**Domain 5: Physical Health, Well-Being and Motor Development**  
**Domain 6: Socio-emotional Development**  
**Domain 7: Character Development**

School: \_\_\_\_\_ Section: \_\_\_\_\_ Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_

**Directions:** Write whether the child belongs to frustration, instructional, or independent in each learning competency.

- D5 LC1: Naisasagawa nang maayos ang mga sumusunod na kasanayan sa "fine motor": Paggupit/pagdikit ng iba't-ibang hugis
- D5 LC2: Gross Motor: Naipakikita ang panimbang sa pagsasagawa ng iba't-ibang kilos ng katawan (pagtulay na di natutumba sa tuwid na guhit
- D6 LC1: Naipapahayag ang iba-ibang damdamin sa angkop na sitwasyon at paraan (katuwaan, tumatawa, lumulundag, humahalakhak, humahagikhik, pumapalalpak)
- D6 LC2: Naipapakita ang kakayahan na pigilan ang kanyang galit o pagkadismaya kapag naipaliwanag ang dahilan
- D7 LC1: Nakakasunod sa mga utos/Gawain nang maayos at maluwag sa kalooban sa mga tuntuning pantahanan, pampaaralan at pampamayanan (pagligpit ng mga gamit sa tamang lalagyan pagkatapos gamitin)
- D7 LC2: Naipapakita ang paggalang sa kapwa (paghihintay ng kanyang pagkakataon)

Name of Learners	Domain 5 LC No.		Domain 6 LC No.		Domain 7 LC No.	
	1	2	1	2	1	2
1.						
2.						
3.						
4.						
5.						
6.						
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9.						
10.						
11.						
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