



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

FEB 27 2025

MEMORANDUM

PROJECT ReviewER (Revisiting & Intensifying Essential Competencies through Worksheets and Explicit Remediation) for Grade 6 Learners

To: OIC-Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
OIC-Chief Education Supervisor, School Governance and Operations Division
Public Elementary School Heads
All Others Concerned

1. To provide comprehensive learning support for learners participating in local, national and international assessments, Schools Division Office of Muntinlupa City through the Curriculum Implementation Division announces the conduct of **Project ReviewER (Revisiting & Intensifying Essential Competencies through Worksheets and Explicit Remediation) for Grade 6 Learners** from March 3-21, 2025.
2. The primary objective of this project is to prepare our Grade 6 learners in the upcoming administration of the National Achievement Test (NAT) this March 2025 through intensive and explicit instruction of expected competencies in selected learning areas.
3. Attached are the following enclosures, for reference.
Enclosure No. 1 – General Guidelines
Enclosure No. 2 – Suggested Schedule of Learning Sessions
Enclosure No. 3 – Suggested Procedures & Strategies
Enclosure No. 4 – List of Competencies per Learning Area
Enclosure No. 5 – Monitoring and Evaluation of Learners' Performance
4. Immediate, wide dissemination of, and strict compliance with this Memorandum is desired.


VIOLETA M. GONZALES

Assistant Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent ✓

Encl.: As stated

References: As stated

To be indicated in the Perpetual Index:

Under the following subjects:

EXAMINATIONS

FCM-JABC/ Project REVIEWER

089 / February 26, 2025

UN-2025-089



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(Enclosure No. 1: General Guidelines in the Implementation of Project REVIEWER)

GENERAL GUIDELINES IN THE IMPLEMENTATION OF PROJECT REVIEWER
School Year 2024-2025 (March 3-21, 2025)

1. Learning Sessions shall be conducted for three (3) weeks from March 3-21, 2025.
2. Same subject teachers of English, Math, Science, Araling Panlipunan, and Filipino shall handle the sessions based on their regular class program/ schedule.
3. Learning sessions on Weeks 1 & 2 shall be conducted **ONCE** a week and **TWICE** a week on Week 3. Please refer to Enclosure No. 2 for the Suggested Schedule of Learning Sessions.
4. March 21, 2025 (Friday) shall be devoted on the shading of bubble sheets to be facilitated by the class adviser.
5. Grade 6 teachers in the said learning areas are expected to cluster the identified competencies provided and in the 4th Quarter in order to give enough learning opportunities for the students to prepare in taking the National Achievement Test.
6. The Education Program Supervisors in English, Math, Science, AP, and Filipino in collaboration with the Public Schools District Supervisors are expected to monitor and provide technical assistance to schools in the implementation of this division initiative.

(Enclosure No. 2: Suggested Schedule of Learning Sessions)

SUGGESTED SCHEDULE OF LEARNING SESSIONS

(March 3-21, 2025)

Week No.	Monday	Tuesday	Wednesday	Thursday	Friday	Remarks
Week 1	<i>English</i>	<i>Math</i>	<i>Science</i>	<i>AP</i>	<i>Filipino</i>	<i>Once a week per subject.</i>
Week 2	<i>English</i>	<i>Math</i>	<i>Science</i>	<i>AP</i>	<i>Filipino</i>	<i>Once a week per subject.</i>
Week 3	<i>English</i>	<i>English</i>				<i>Twice a week per subject.</i>
		<i>Math</i>	<i>Math</i>			
			<i>Science</i>	<i>Science</i>		
				<i>AP</i>	<i>AP</i>	
	<i>Filipino</i>				<i>Filipino</i>	

NOTE: This is **ONLY** a suggested schedule of learning sessions. The schools may modify these arrangements according to the context of their class program. Follow the regular class schedule of Grade 6 learners in the implementation of the learning sessions.



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(Enclosure No. 3: Suggested Procedures & Strategies)

SUGGESTED PROCEDURES & STRATEGIES

Methodology/ Procedures	Strategies
1. Identification and Prioritization of Expected Competencies to be Developed	<p>Strategy 1: Choose and identify the sets of competencies to be covered per week/ learning session.</p> <p>Strategy 2: Prepare budget of work for Weeks 1 to 3.</p> <p>Strategy 3: Clustering/ Unpacking of competencies <i>(if necessary)</i></p>
2. Selection/ Preparation of Learning Materials (such as worksheets, test items, modules, etc.)	<p>Strategy 1: Choose appropriate learning material that corresponds to the expected competencies. <i>(Preferably parallel test items or worksheet type materials.)</i></p> <p>Strategy 2: Map the competencies in existing or available learning resource in the school/ division portal.</p> <p>Strategy 3: Prepare teacher-made tests or materials aligned with the suggested competencies.</p>
3. Integration of Explicit Teaching and Utilization of Appropriate Learning Materials	<p>Strategy 1: Revisit the process and principles of Explicit (Direct) Teaching and consider the profile/ context of the learners.</p> <p>Strategy 2: Integrate and explicitly reflect the procedures on how to execute the lesson or utilize the material/s in the DLP/ DLL.</p> <p>Strategy 3: Note some observations (reaction, behavior, learning, results) in the execution of the teaching procedures and utilization of material/s.</p>



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1. Regular Monitoring & Evaluation of Learners' Performance	<p>Strategy 1: Conduct timely evaluation of learner's performance through formative assessment.</p> <p>Strategy 2: Prepare monitoring report to assess the improvement of the learners' performance on a daily/ weekly basis.</p> <p>Strategy 3: Discuss the results of the consolidated assessment report thru LAC as basis for further intervention/ PPAs.</p>
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NOTE: These procedures/ strategies must be discussed in the Learning Action Cell (LAC).




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**NATIONAL ACHIEVEMENT TEST GRADE 6 LEARNING COMPETENCIES TO BE
GIVEN EMPHASIS IN ENGLISH**

1. Making relevant predictions and inferences from a narrative and informational texts
2. Distinguishing cause and effect relationships
3. Noting details through character descriptions
4. Recognizing synonyms and antonyms
5. Summarizing and restating information
6. Identifying effects based on several causes
7. Sequencing events
8. Comparing and contrasting information read
9. Restating facts from informational texts
10. Identifying moral of the story
11. Providing evidence to identify a claim
12. Using analogy to describe or make a point
13. Noting details from an informational text
14. Recognizing evaluative word choices to detect biases and propaganda devices

Prepared by:


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NATIONAL ACHIEVEMENT TEST COMPETENCIES
FILIPINO - GRADE 6

1. Natutukoy ang mahahalagang detalyeng binanggit sa teksto/ kuwento
2. Nabibigyang-kahulugan ang mga termino/ salita sa teksto
3. Nakapagbibigay ng sariling hinuha batay sa mga impormasyon/ detalyeng matatagpuan sa teksto
4. Nakapagbibigay ng sariling paghuhusga sa kilos ng tauhan sa kuwento
5. Nakabubuo ng sariling wakas ng isang kuwento
6. Nakikilala ang anyo ng binasang liriko (Hal. awit/ tula)
7. Natutukoy ang kayarian ng isang awit/ tula (Hal. saknong/ taludtod)
8. Natutukoy ang kaisipan/ kahulugan sa mga saknong ng isang tula/ awit
9. Nakapagsusuri at nabibigyang-interpretasyon ang isang graph o infographic (Hal. bar graph, pie graph)
10. Natutukoy ang pangunahing kaisipan sa teksto/ talata
11. Nakapagsusuri ng mga inilahad na impormasyon sa teksto/ talata
12. Natutukoy ang mga pahayag sa teksto upang mapatunayan ang isang kaisipan

NAT Grade 6 2023
Learning Competencies

Item Number	Learning Competencies (Mostly from Grades 5 and 6 focusing on interpretation of data)
1	infers and interprets data from a given table
2	
3	
4	adds and subtracts simple fractions
5	visualizes addition and subtraction of fraction
6	uses different strategies (looking for a pattern, working backwards, etc.) to solve for the unknown in simple equations involving one or more operations on whole numbers and fractions.
7	finds the volume of prisms, cylinders, pyramids, cones, and spheres.
8	
9	
10	interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule.
11	
12	
13	infers and interprets data from a given table, and graph
14	
15	
16	interprets data presented in tables and different kinds of graphs
17	
18	
19	finds the surface area of cubes, prisms, pyramids, cylinders, cones, and spheres.
20	
21	
22	interprets data presented in a pie graph.
23	
24	
25	infers and interprets data from a given table
26	
27	

Tables of Specification
Least Mastered Skills Grade 6- Science

Grade Level	Quarter	Learning Competencies
Grade 6	Q1- Matter	Describe the component of scientific investigation in a base on evidence data (graph, situations, and etc.)
Grade 6	Q1- Matter	Describe techniques in separating mixtures
Grade 5	Q3 - Force, Motion & Energy	Describe the motion of an object by tracing & measuring its change in position (distance travelled over a period of time)
Grade 6	Q1- Matter	Describe the appearance and uses of homogeneous and heterogeneous mixtures. Unpacked: Day 4: Describe the appearance of homogeneous mixtures. Day 5: Describe the appearance of heterogeneous mixtures. Day 6: Classify mixtures into homogeneous and heterogeneous. Day 7: Describe the characteristics of homogeneous and heterogeneous mixtures.
Grade 6	Q1- Matter	Describe the appearance and uses of homogeneous and heterogeneous mixtures. Unpacked: Infer through simple experiments the conditions (e.g., size of particles, stirring of a mixture, temperature) that affects the formation of a mixture. Describe changes in properties of materials when exposed to certain conditions such as temperature or when mixed with other materials
Grade 4	Q1- Matter	
Grade 6	Q2- Living Thing & their Environment	Explain how the organs of each organ system work together Unpacked: Explain the functions of the organs of the Nervous System and how it works together
Grade 6	Q2- Living Thing & their Environment	Explain how the organs of each organ system work together Unpacked: Explain the functions of the organs of the Digestive System and how it works together
Grade 6	Q2- Living Thing & their Environment	Explain how the organs of each organ system work together Unpacked: Explain the functions of the organs of the Excretory System and how it works together
Grade 4	Q1- Matter	Identify changes in materials whether useful or harmful to the environment (Analyze and Evaluate)
Grade 6	Q2- Living Thing & their Environment	Explain how the organs of each organ system work together Unpacked: Explain the functions of the organs of the Integumentary System and how it works together

Grade 6	Q2- Living Thing & their Environment	Explain how the organs of each organ system work together Unpacked: Explain the functions of the organs of the Respiratory System and how it works together
Grade 4	Q2- Living Thing & their Environment	Describe the parts and function of the heart
Grade 6	Q4 – Earth and Space	Describe the changes on the earth's surface as a result of earthquakes and volcanic eruptions. Unpacked: Describe changes on the earth's surface as a result of an earthquake.
Grade 5	Q4 – Earth and Space	Infer the pattern in the changes in the appearance of the moon



SELECTED COMPETENCIES FOR EXIT EXAMINATION

Learning Area: EARTH AND LIFE SCIENCE

Grade Level: 12

Learning Competencies	CG/MELC Code
1st Quarter	
1. Explain that the Earth consists of four subsystems, in which there is a constant flow of matter and energy across boundaries.	(S11/12ES-Ia-e- 4)
2. Explain how the products of weathering are carried away by erosion and deposited elsewhere	(S11/12ES-Ib-12)
3. Describe the physical and chemical changes in rocks due to changes in pressure and temperature (metamorphism) (a) Describe the condition in the magma that changes the chemical composition of rocks. (b) Explain the effects of temperature on the type of rocks.	(S11/12ES-Ic-17)
4. Describe the different methods (relative and absolute dating) to determine the age of stratified rocks	(S11/12ES-Ie-26)
5. Using hazard maps, identify areas prone to hazards brought about by earthquakes, volcanic eruptions, and landslides.	(S11/12ES-If-31)
6. Using hazard maps, identify areas prone to hazards brought about by tropical cyclones, monsoons, floods. Air ipo -ipo	(S11/12ES-If-31)
2nd Quarter	
1. Describe how unifying themes (e.g., structure and function, evolution, and ecosystems) in the study of life show the connections among living things and how they interact with each other and with their environment	(S11/12LT-IIa-3)
2. Describe the process of genetic engineering	(S11/12LT-IIej- 17)
3. Evaluate the benefits and risks of using GMOs	(S11/12LT-IIej- 19)
4. Categorize the different biotic potential and environmental resistance (e.g., diseases, availability of food, and predators) that affect population explosion	(S11/12LT-IVhj- 29)

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ARALING PANLIPUNAN LEARNING COMPETENCIES

GRADE LEVEL	QUARTER	COMPETENCIES
4	3 rd	<ul style="list-style-type: none">Naiisa-isa ang mga pamamaraan sa pagpapaunlad ng edukasyon.Nasusuri ang mga pamamaraan sa pagpapaunlad ng edukasyon sa bansa.
	4 th	<ul style="list-style-type: none">Naipapaliwanag ang konsepto ng tungkulin.Nailalarawan ang mga gawain na nagpapakita ng kagalingang pansibikong isang kabahagi ng bansa (hal. Pagtangkilik ng produktong Pilipino, pagsunod sa mga batas ng bansa, tumulog sa paglilinis ng kapaligiran).Naipapaliwanag ang konsepto ng karapatan.
5	2 nd	<ul style="list-style-type: none">Natatalakay ang mga paraan ng pagsasailalim na katutubong populasyon sa kapangyarihan ng Espanya – Kristyanisasyon.Naipaliliwanag ang bahaging ginampanan ng Kristiyanismo sa pagbabago ng kulturang Pilipino.Naiisa-isa ang mga paraang ginamit upang mahikayat ang mga Pilipino upang maging Kristyano.
	3 rd	<ul style="list-style-type: none">Nasusuri ang mga paraan ng pagtugon ng mga Pilipino sa kolonyalismong Espanyol.
6	1 st	<ul style="list-style-type: none">Nabibigyang-halaga ang mga kontribusyon ng mga natatanging Pilipinong nakipaglaban para sa kalayaan.
	2 nd	<ul style="list-style-type: none">Natatalakay ang ilan pang mga pagbabago sa larangan ng pamumuhay ng mga Pilipino sa panahon ng mga Amerikano (pananamit, panahanan, libangan, pagkain at relihiyon).Nasusuri ang sistema at balangkas ng pamahalaang itinatag ng mga Amerikano sa bansa.Naipaliliwanag ang kontribusyon ng pagtatatag ng Ikalawang Republika ng Pilipinas at mga patakarang may kinalaman sa pagsasarili.
	3 rd	<ul style="list-style-type: none">Naisa-isa ang mga pangyayari na nagbigay -daan sa pagtatakda ng Batas Militar.Nasusuri ang mabuti at di mabuting epekto ng Batas Militar.Natatalakay ang mga epekto ng Batas Militar sa bansa.

MONITORING & EVALUATION OF LEARNERS' PERFORMANCE

School: _____ Learning Area: _____ Week No. _____

Section	Competency 1			Competency 2			Competency 3		
	No. of Students who got a passing score/ Total No. of Students	Percentage (%)	Descriptive Equivalent	No. of Students who got a passing score/ Total No. of Students	Percentage (%)	Descriptive Equivalent	No. of Students who got a passing score/ Total No. of Students	Percentage (%)	Descriptive Equivalent
Example:									
Section A	25/40	62.50	A	30/40	75.00	MTM	35/40	87.50	CAM
Section B									
Section C									
Section D									
Section E									

Prepared by:

Checked and reviewed by:

Noted by:

(SUBJECT TEACHER)

(MASTER TEACHER)

(SCHOOL HEAD)

Validated by:

(PSDS/ EPS)

Range	Descriptive Equivalent (DE)	Legend
96-100%	Mastered	M
86-95%	Closely Approximating Mastery	CAM
66-85%	Moving Toward Mastery	MTM
35-65%	Average	A
15-34%	Low	L
5-14%	Very Low	VL
0-4%	Absolutely No Mastery	ANM

CHECKLIST OF TARGET COMPETENCIES

Week No.	Target Competencies	Level of Implementation			Remarks
		Fully Covered	Moderately Covered	Not Covered	
Week 1	Competency 1				
	Competency 2				
	Competency 3				
Week 2	Competency 4				
	Competency 5				
	Competency 6				
	Competency 7				
Week 3	Competency 8				
	Competency 9				
	Competency 10				

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