



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

JUL 31 2025

MEMORANDUM
No. 370 s. 2025

**A DAY IN SCHOOL: GUIDELINES ON THE PROVISION OF TECHNICAL ASSISTANCE
BASED ON THE E-DIAGNOSTIC TEST RESULTS**

To: OIC – Office of the Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
OIC – CES, School Governance and Operations Division
Public Elementary/Secondary School Heads/OICs
Administrative Officer V
All Others Concerned

1) In reference to the recently concluded E-Diagnostic Tests administered to learners in Grades 3, 6, 10, and 12, this office emphasizes the urgent need to provide targeted technical assistance (TA) to schools, particularly those identified as Schools of Concern (SOCs) with low overall mean percentage scores through A Day In School (ADIS): Guidelines on the Provision of Technical Assistance Based on the E-Diagnostic Test Results. Attached is the Consolidated E-Diagnostic Test Results by Grade Level/Learning Area.

2) This memorandum provides specific instructions for all EPSs and PSDSs in the conduct of school visits and focused technical assistance delivery, aligned with the learning gaps and performance trends observed.

3) The provision of technical assistance to schools are categorized as follows:

a. **Instructional Supervision**

- (1) Conduct classroom observations (EPSs)/5-item on-the-spot test (PSDSs) focused on the teaching of **Math, Science, English, Filipino and Araling Panlipunan**.
- (2) Provide feedback using evidence-based approaches and the RPMS-PPST framework.



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- b. **Learning Recovery and Remediation Strategies**
 - (1) Review the school's remedial and enrichment programs.
 - (2) Recommend strategies that align with the learning competency gaps identified in the diagnostic test.

 - c. **Learning Action Cell (LAC/Collaborative Expertise (CE) Enhancement**
 - (1) Assist schools in designing LAC/CE sessions responsive to subject-specific weaknesses (especially in Grades 6 and 10).
 - (2) Recommend LAC/CE topics such as differentiation, scaffolding, and remedial instruction planning.

 - d. **Utilization of Assessment Data**
 - (1) Guide teachers and school heads on **interpreting and using E-Diagnostic results** for lesson planning and learner intervention.
 - (2) Encourage schools to conduct **item analysis** and classroom-based assessments to monitor progress.

 - e. **Learning Resource Support**
 - (1) Identify and report resource needs (modules, workbooks, visual aids) for intervention delivery.
 - (2) Recommend contextualized and low-prep instructional materials where possible.
4. On the prioritization of schools, specific tasks are enumerated when visiting schools:
- a. prioritize visits to Schools of Concern (SOCs) with the lowest overall MPS;
 - b. coordinate with the Planning and Research Unit for the list of low-performing schools; and
 - c. focus visits on Grades 6 and 10 where sharp performance drops are most evident.
5. For purposes of monitoring and reporting, Education Program Supervisors and Public Schools District Supervisors are to:
- a. document all technical assistance rendered;
 - b. submit Technical Assistance Performance Plan and Adjustment (TAPAs) using the division template on or before the last day of the month; and
 - c. share best practices and success stories in the monthly division review sessions.



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6. Let us continue to uphold a culture of shared accountability and instructional excellence as we provide focused, supportive, and timely technical assistance to our schools.

7. For your immediate guidance and compliance.


VIOLETA M. GONZALES

Asst. Schools Division Superintendent
Officer-In-Charge
Office of the Schools Division Superintendent

Introduction

In pursuit of enhancing the quality of basic education and addressing persistent learning gaps, the administration of the **E-Diagnostic Tests for Grades 3, 6, 10, and 12 learners** was conducted across schools. This strategic initiative serves as a foundational step in gauging learner proficiency across core learning areas—**English, Mathematics, Science, Filipino, and Araling Panlipunan (AP)**—at critical stages of the K–12 curriculum.

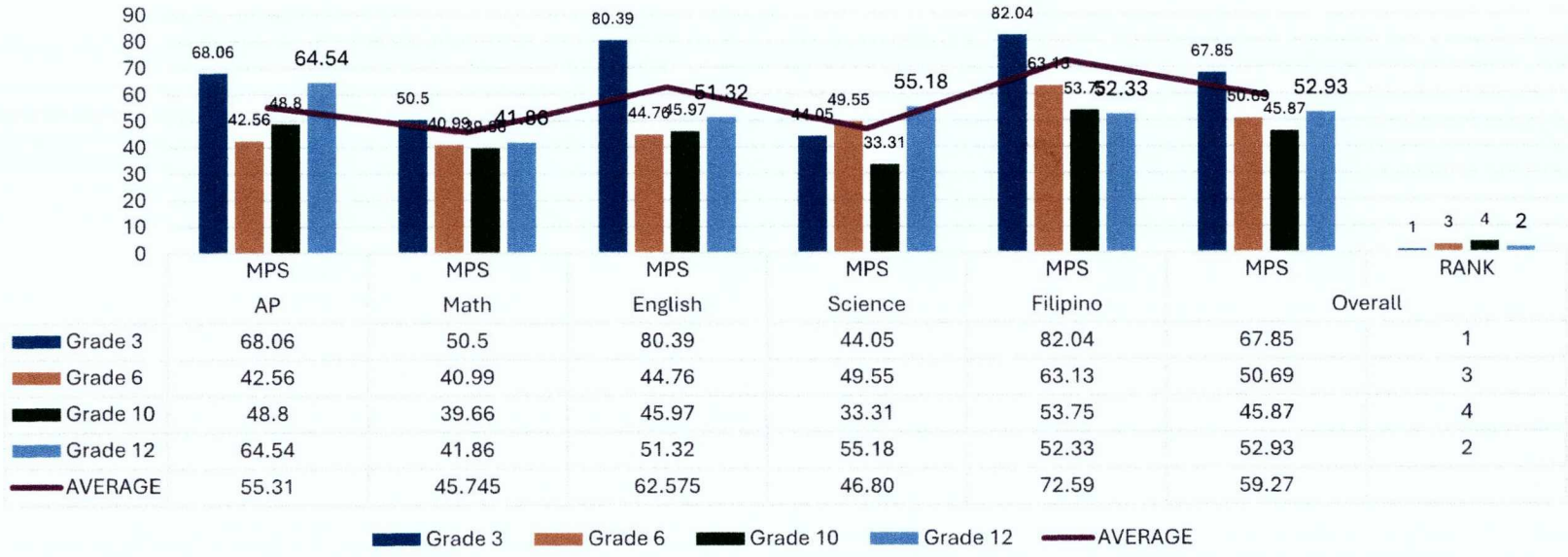
The primary objective of this diagnostic assessment is twofold:

1. **To identify subject areas of concern** where learners demonstrate significant challenges in mastery.
2. **To determine Schools of Concern (SOCs)**—those with the lowest overall mean percentage scores—where focused technical assistance, instructional support, and capacity building will be prioritized.

The results of the E-Diagnostic Test offer evidence-based insights into the current state of learning performance. These data-driven findings are essential in informing targeted interventions, resource allocation, and school-level action planning, with the overarching goal of improving learner outcomes and bridging performance gaps across the education system.

This report presents the consolidated results, analysis, and implications derived from the E-Diagnostic assessments, highlighting key trends, performance disparities, and recommendations for sustainable instructional improvement.

CONSOLIDATED E-DIAGNOSTIC RESULTS BY LEARNING AREA/GRADE LEVEL



Overall Mean Percentage Score (MPS) per Grade:

- **Grade 3:** 67.85
- **Grade 6:** 50.69
- **Grade 10:** 45.87 ← ● *Lowest Overall Mean*
- **Grade 12:** 52.93

Analysis and Interpretation

A. Areas of Concern (SOC): Grade 10

- Has the **lowest overall MPS (45.87)**.
- Subject Breakdown:
 - **Science:** 33.31 (critical concern)
 - **Math:** 39.66
 - **English:** 45.97
 - All subjects fall below 50%, indicating **low proficiency**.

B. Subject Trends

- **Math** and **Science** are the two lowest-performing subjects across **all grades**.
- **Filipino** and **English** perform relatively better in Grades 3 and 6.
- **Grade 3** shows the strongest performance overall (67.85 MPS), indicating strong early foundational skills.

C. Performance Gaps

- A sharp **decline from Grade 3 to Grade 10** suggests issues in learning retention or transition to higher-order thinking skills in junior high.
 - Grade 10's poor scores might also reflect a **curriculum misalignment**, teaching quality, or low learner engagement.
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Recommendations

1. Immediate Intervention for Grade 10

- Conduct focused **remedial programs** in Math and Science.
- Provide **teacher coaching** and **subject-specific training**.
- Use **diagnostic assessments** to pinpoint topic-level weaknesses.

2. Strengthen Transition Programs

- Investigate the **Grade 6 to Grade 10 gap**.
- Implement **bridging programs** between elementary and junior high.

3. Subject-Level Response

- **Math & Science Across All Grades:**
 - Enhance contextualized and activity-based learning.
 - Invest in **STEM training**, materials, and tech-based instruction.

4. Data-Driven Instruction

- Use **item analysis** to identify specific learning gaps.
- Regular monitoring through **formative assessments**.

5. Policy and Leadership Support

- Declare Grade 10 as a **School of Concern (SOC)**.
- Mobilize school heads to lead **action planning** and resource deployment.