



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent


AUG 05 2025

MEMORANDUM

**CONSOLIDATED DATA ANALYSIS SUMMARY OF RANDOMLY ASSESSED GRADE 3
LEARNERS IN ENGLISH READING FOR SY 2024-2025**

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

1. Attached is Curriculum and Implementation Division (CID) Data Analysis Summary on the random assessment of Grade 3 learners in reading, conducted to determine their current proficiency levels. The assessment is aimed to identify learners who may need targeted interventions and to inform instructional planning.
2. This Data Analysis Summary provides valuable insights into the reading capabilities of our Grade 3 learners.
3. Schools' instructional leaders are hereby instructed to implement and monitor intensive and targeted reading interventions to the identified learners under low emerging readers (non-readers) while, reading comprehension performance (Passed vs. Failed) must be given utmost attention, ensuring that every learner develops literacy skills necessary for life-long learning.
4. Immediate and wide dissemination of this Memorandum is desired.


VIOLETA M. GONZALES
Assistant Schools Division Superintendent
Officer-in-Charge
Office of the Schools Division Superintendent

Enclosure: As stated
Reference: NONE
To be indicated in the Perpetual Index
Under: LEARNING AREA
ENGLISH

MCDS-Consolidated Data Analysis Summary of Randomly Assessed Grade 3 Learners in English Reading for SY 2024-2025
325/August 4, 2025

UN-2025-325

DATA ANALYSIS SUMMARY

1. Total Assessed Learners:

431 learners from various schools in the division were randomly assessed.

2. Schools with the Highest Number of Low Emerging Readers (Non-Readers):

School	Non-Readers
Muntinlupa Elementary School	9
Itaas Elementary School	3
Victoria Homes Elementary School	3
Filinvest Alabang ES	2
Tunasan Elementary School	2
Cupang ES – Annex	2
Bayanan ES – Main	1
Others (0 Non-Readers)	0

Top school with highest non-readers: Muntinlupa Elementary School (9)

3. Reading Comprehension Performance (Passed vs. Failed):

Performance Level	# of Learners	%
Passed	214	49.65%
Failed	217	50.35%

More than half of learners failed the reading comprehension component despite fair oral reading scores.

4. Oral Reading Performance Summary:

- **Total Miscues:** 5,867
 - **Average Oral Reading Accuracy Rate: 91.50%**
 - Despite this relatively high oral reading rate, there is a disconnect with comprehension scores.
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5. Common Observations on Reading Behavior:

- Many learners **read word-by-word**, lack expression, or read in a **monotonous tone**.
 - Some exhibit signs of **fear or timidity**, while others **struggle to decode or comprehend** text.
 - Several display **disregard for punctuation**, show **restlessness**, or engage in **self-pointing during reading**.
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INTERPRETATION

- A significant number of learners **can decode and read aloud text**, but **cannot understand what they read**, as shown by the 50.35% comprehension failure.
 - **Fluent oral reading is not translating into comprehension**, which suggests weak vocabulary knowledge, background knowledge gaps, or limited critical thinking application.
 - Schools like **Muntinlupa ES, Victoria Homes ES, Itaas ES, and Filinvest Alabang ES** may require **targeted support** due to a relatively **higher number of non-readers** or low comprehension scores.
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CONCLUSIONS

- Oral reading proficiency among Grade 3 learners is generally **above 90%**, but **functional literacy (comprehension)** remains a **critical concern**.
 - **22 learners (5.1%) are non-readers** — a minority but significant enough to warrant intervention.
 - There's an evident **disconnect between decoding and understanding**, suggesting that **reading instruction is focused more on fluency** than meaning-making.
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RECOMMENDATIONS

For Division/Schools:

1. Immediate Intervention for Non-Readers:

- Implement **pull-out programs or Reading Recovery** sessions especially in Muntinlupa ES, Itaas ES, Victoria Homes ES, and Cupang ES Annex.
- Assign **reading tutors or trained reading teachers** to non-readers.

2. Shift Instructional Focus to Comprehension:

- Emphasize **interactive read-alouds, questioning techniques, and inferencing activities** in classroom teaching.
- Use **graphic organizers and visual aids** to help learners process text.

3. Conduct Teacher Training:

- Equip teachers with **strategies to build vocabulary, comprehension skills, and promote active reading**.
- Focus on how to assess comprehension beyond literal recall (e.g., analysis, synthesis).

4. Use Data for Planning LACs:

- Encourage school heads to use this data to plan **LAC sessions** on targeted issues: e.g., decoding strategies, comprehension scaffolds, differentiated instruction.

5. Monitoring and Evaluation (now in Grade 4):

- Track the progress of the 22 non-readers and low performers using **monthly monitoring tools**.
- Ensure there is a **clear documentation of interventions and learner growth**.

6. Prepare for Midyear Oral Reading-Assessment:

- Use this diagnostic result as **baseline data**.
- Schools should begin intervention now and reassess learners midyear to monitor progress.

Prepared by:


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