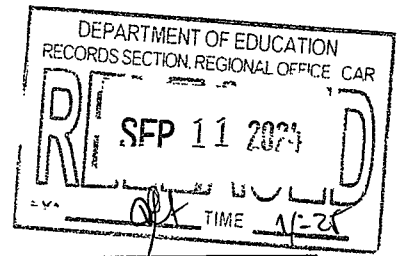




Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION



09 September 2024

REGIONAL MEMORANDUM

No. 609.2024

RESULTS OF THE 2024 REGIONAL ACHIEVEMENT TESTS (RAT)

To: Assistant Regional Director
Schools Division Office
Schools Division Superintendent
All Others Concerned

1. The Regional Office through the Curriculum and Learning Management Division disseminates the results of the 2024 Regional Achievement Test conducted from April to May 2024.
2. Attached are the following documents:
 - a. Percentage of schools and learners that participated in the Regional Achievement Test (RAT G6 & G10);
 - b. Division's performance in the 2024 RAT, based on the Mean Percentage Score (MPS) (RAT G6 & G10);
 - c. Fequency and percentage distribution of examinees and schools based on the criteria for proficiency level (RAT G6 & G10);
 - d. List of least learned learning competencies identified in the Regional Achievement Test (Math 6 &10, Filipino 6 & 10, English 6 &10, Aral Panlipunan 6 & 10 and Sciene 6 & 10); and
 - e. Findings and recommendations of the RAT results (RAT G6 & G10).
3. Schools Division Offices and schools should conduct a thorough analysis of the RAT to identify learning gaps and determine appropriate interventions to address the gaps effectively.
4. The results of the 2024 Regional Achievement Test **must be kept strictly confidential** by both schools and SDO's. These are intended solely for use in developing programs, projects and activities aimed at enhancing the quality of basic education in the region.
5. For inquiries, please contact **Jennifer P. Ande, CES** at the DepEd-CAR Curriculum and Learning Management Division (CLMD) through this landline number: (074) 422-7096.
6. Wide dissemination of and compliance with this memorandum is directed.


ESTELA P. LEON-CARIÑO, EdD CESO III
Director IV/Regional Director

CLMD/JPA/wcb



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Republic of the Philippines
Department of Education
 CORDILLERA ADMINISTRATIVE REGION

REGIONAL ACHIEVEMENT TEST GRADE 6 (SY 2023-2024)

A. REPORT: Percentage of schools and Learners Participated in the RAT
 SCOPE: CAR : CORDILLERA ADMINISTRATIVE REGION; BY DIVISION

DIVISION	Grade 6 Enrolement	Actual No. of Examinees	Percentage	Total No. of Schools	Actual No. of Schools Participate	Percentage
CORDILLERA AUTONOMOUS REGION	31,381	23,261	81.34	1399	1319	94.08
ABRA	3,652	2,108	57.72	205	151	73.66
BAGUIO CITY	6,776	1,788	26.39	45	42	93.53
BENGUET	7,107	6,704	86.7	347	347	100
IFUGAO	3,898	3,660	93.89	209	206	98.56
KALINGA	2,079	2,069	99.51	162	155	95.68
MTPROVINCE	3,122	3,016	97	191	190	99
APAYAO	2,449	2,329	95.1	154	142	92.21
TABUK CITY	2,298	2,179	94.82	86	86	100

B. REPORT: Division Performance in MPS by subject area and Overall Test
 SCOPE: CAR : CORDILLERA ADMINISTRATIVE REGION; BY DIVISION

DIVISION	Summary	FILIPINO	ARALING PANLIPUNAN	MATHEMATICS	SCIENCE	ENGLISH	OVERALL	
	N	Mean Percentage Score (MPS)						
CORDILLERA AUTONOMOUS REGION	23,385	56.60	40.52	38.57	39.31	49.07	44.81	
ABRA	1,480	58.74	42.00	41.71	40.56	50.89	46.78	
BAGUIO CITY	1,831	60.23	40.18	38.39	43.93	56.17	47.78	
BENGUET	4,189	51.09	55.13	34.16	43.07	42.83	45.72	
IFUGAO	3,656	50.62	36.55	35.12	36.19	44.17	40.53	
KALINGA	2,069	63.60	46.70	44.60	42.20	52.80	49.98	
MTPROVINCE	3,016	54.40	39.20	38.10	38.35	46.86	43.38	
APAYAO	2,324	55.22	40.22	38.93	38.48	46.68	43.91	
TABUK CITY	2,187	55.53	40.76	40.43	39.41	49.80	45.19	
			Nearly Proficient					

C. REPORT: Frequency and Percentage Distribution of Examinees and School Type based on the Criteria on Proficiency Level by Subtest
SCOPE: CAR : CORDILLERA ADMINISTRATIVE REGION; BY DIVISION

DIVISION	Summary		OVERALL									
	F	%	Highly Proficient		Proficient		Nearly Proficient		Low Proficient		Not Proficient	
			F	%	F	%	F	%	F	%	F	%
CORDILLERA AUTONOMOUS REGION	23,261		12	0.05	344	1.48	7600	32.67	9585	41.21	253	1.09
ABRA	1,480	6.36	0	0.00	11	0.05	615	2.64	795	3.42	0	0.00
BAGUIO CITY	1,788	7.69	0	0.00	50	0.21	939	4.04	823	3.54	19	0.08
BENGUET	6,704	28.82	9	0.04	40	0.17	2339	10.06	4178	17.96	138	0.59
IFUGAO	3,656	15.72	0	0.00	146	0.63	859	3.69	2127	9.14	460	1.98
KALINGA	2,069	8.89	0	0.00	10	0.04	1091	4.69	933	4.01	35	0.15
MT PROVINCE	3,010	12.94	0	0.00	33	0.14	888	3.82	1952	8.39	142	0.61
APAYAO	2,324	9.99	1	0.00	51	0.22	708	3.04	1465	6.30	88	0.38
TABUK CITY	2,187	9.40	0	0.00	14	0.06	779	3.35	1294	5.56	100	0.43

D. Top Performing Schools with Examinees greater than 6

SCHOOL	Division	DISTRICT	Summary	FILIPINO	ARALING PANLIPUNAN	MATHEMATICS	SCIENCE	ENGLISH	OVERALL		
			N	Mean Percentage Score (MPS)							
Ampusongan ES	Benguet	Bakun	33	89.26	81.29	68.59	82.41	82.00	80.71		
Bangaan ES	Mt Province		22	92.45	77.82	71.93	68.18	77.91	77.66		
Talocloc Elementary School	Kalinga	Upper Tanudan	8	86.80	74.00	60.60	66.50	79.50	73.48		
SAN LUIS ES	BAGUIO CITY		24	65.73	77.08	84.92	77.50	61.50	73.35		
Villa San Isidro Elementary School	Abra	Lagangilang	7	88.86	68.00	61.43	64.86	73.14	71.26		
Kayan ES	Mt Province		15	90.80	73.33	60.00	53.33	72.13	69.92		
Libtec Elementary School	Abra	Doloes	9	85.33	63.11	72.78	60.22	64.00	69.09		
Manangol Elementary School	Kalinga	Lubuagan	6	85.30	64.30	63.30	64.30	67.30	68.90		
Mabaca Elementary School	Kalinga	Western Balbalan	10	84.20	68.00	60.50	59.60	72.00	68.86		
Kayan East ES	Mt Province		13	83.69	72.77	62.31	55.38	69.54	68.74		

E. Least Learned Competencies in RAT Grade 6 With MPS below 50%

FILIPINO 6	
LEARNING COMPETENCY	PRC
Nabibigyang kahulugan ang sawikain	49
Nakapagbibigay ng sarili at maaring solusyon sa isang suliraning naobserbahan sa paligid	49
Nakapagbibigay ng angkop na pamagat sa binasang/napakinggang talata	47
Nagagamit nang wasto ang kayarian at kailanan ng pang-uri sa paglalarawan sa iba't ibang sitwasyon	49.8
Nailalarawan ang tauhan batay sa damdamin nito at tagpuan sa binasang kuwento	31
Nasusuri kung ang pahayag ay opinyon o katotohanan	49
Napaghahambing-hambing ang iba't ibang uri ng pelikula	48.5
Nakapagtatanong tungkol sa impormasyong inilahad sa dayagram, tsart, mapa at graph	39

Mathematics 6	
Learning Objective	PCR
1) Perform addition and/ or subtraction of fractions to solve what is asked in a given situation.	21.57%
2) Perform multiplication without or with addition or subtraction of fractions and mixed fractions to solve what is asked in a given situation.	37.30%
3) Evaluate a given problem using division without or with any of the other operations of fractions and mixed fractions.	35.05%
4) Evaluate a given problem using multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money to solve a multi-step problem	43.69%
5) Perform a multi-step solution involving division and any of the other operations of decimals, mixed decimals, and whole numbers including money to solve what is asked in a given problem.	43.04%
6) Calculate the percentage, rate and/or base of a given situation	28.21%
7) Perform appropriate operation on percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest.	35.59%
8) Performs two or more different operations on whole numbers with or without exponents and grouping symbols.	40.58%

9) Solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools.	37.15%
10) Classify the different solid figures and plane figures	26.64%
11) Illustrate a situation involving average rate, speed, distance and time	38.07%
12) Perform a series of operations involving area of composite figures formed by any two or more of the following: triangle, square, rectangle, circle, and semi-circle.	25.35%
13) Recognize surface area and the unit of measure used for measuring the surface area of solid/space figures.	43.63%
14) Determines the relationship of the volume between a rectangular prism and a pyramid; a cylinder and a cone; and a cylinder and sphere.	44.94%
15) Solves routine and non-routine problems involving volumes of solids.	36.28%
16) Construct a pie graph based on a given set of data and interpret it.	38.35%
17) Solves routine and non-routine problems involving experimental and theoretical probability.	33.07%

English 6	
Learning Competency	PCR
1. Interpret the meaning suggested in visual media through the focus on visual elements, for example, line, symbols, color, gaze, framing and social distance	45.65
2. Distinguish various types of informational/factual text	33.42
3. Note significant details of informational texts	46.33
4. Detect biases and propaganda devices used by speakers	38.83
5. Evaluate clear and coherent sentences using appropriate grammatical structures (Tenses of verb)	46.72
6. Distinguish text-types according to purpose and language features - cause and effect	24.55
7. Compose various types of sentences(simple, compound, complex sentences).	43.96

Science 6	
Learning Competencies	PCR
1. Distinguish Homogeneous from Heterogeneous Mixtures through their characteristics	33.56
2. Identifying factors affecting solubility.	25.24
3. Distinguish the characteristics of a colloid.	25.00
4. Apply suspensions in real life situations.	16.89

5. Describe separation of mixture through filtration process.	37.77
6. Describe separation of mixture through distillation process.	35.13
7. Describe separation of mixture through magnetism process.	44.81
8 Distinguish the organs of the Musculo-skeletal system and relate the function of each organ in performing specific functions for the body	19.27
9. Relate ways of taking care of the integumentary system	48.53
10. Examine the causes of diseases of the digestive system	38.93
11. Examine the causes of diseases of the respiratory system	39.66
12. Relate ways of taking care of the respiratory system	26.74
13. Compare plants based on common characteristics	28.50
14. Examine the kind of interaction that exist in the mangrove swamp ecosystem	36.58
15. Infer how friction affect movements of different objects	38.01
16. Infer how gravity affect movements of different objects	28.93
17. Demonstrate how sound, heat, light, and electricity can be transformed	26.67
18. Manipulate simple machines to describe its characteristics and uses	39.60
19. Enumerate what to do before during and after an earthquake and volcanic eruptions.	42.72
20. Describe the different seasons in the Philippines	33.14
21. Differentiate between rotation from revolution and describe the effects of the Earth's motions.	45.55
22. Compare the planets of the solar system.	38.90

Araling Panlipunan 6	
Learning Competency	PCR
Nasusuri ang epekto ng kaisipang liberal sapag-usbong ng damdaming nasyonalismo	44.49
Naipaliliwanag ang layunin at resulta ng pagkakatatag ng Kilusang Propaganda at Katipunan sa paglinang ng nasyonalismong Pilipino	28.53
Nasusuri ang mga dahilan at pangyayaring naganap sa panahon ng Himagsikang Pilipino <ul style="list-style-type: none"> • SigawsaPugadLawin • Tejeros Convention 	41

• Kasunduansa Biak-na-Bato	
Natatalakay ang partisipasyon ng mga kababaihan sa rebolusyong Pilipino AP6PMK-Ie-8	35.9
Napahalagahan ang deklarasyon ng kasarinlan ng Pilipinas at ang pagkakatatag ng Unang Republika	36.3
Nasusuri ang pakikibaka ng mga Pilipino sa panahon ng Digmaang Pilipino-Amerikano <ul style="list-style-type: none"> • Unang Putok sa Panulukan ng Silencio at Sociego, Sta. Mesa • Labanan sa Tirad Pass • Balangiga Massacre 	44.12
Nabibigyang halaga ang mga kontribusyon ng mga natatanging Pilipinong nakipaglaban para sa Kalayaan AP6PMK-Ih-11	45.59
Nasusuri ang uri ng pamahalaan at patakarang ipinatupad sa panahon ng mga Amerikano	27.41
Naipaliliwanag ang mga pagsusumikap ng mga Pilipino tungo sa pagtatatag ng nagsasariling pamahalaan	48.18
Nasusuri ang pamahalaang Komonwelt	36.37
Naipaliliwanag ang resulta ng pananakop ng mga Amerikano	34.58
Natatalakay ang mga layunin at mahahalagang pangyayari sa pananakop ng mga Hapones Hal. <ul style="list-style-type: none"> . Pagsiklab ng digmaan . Labanan sa Bataan . Death March . Labanan sa Corregidor 	28.57
Nasusuri ang mga patakaran at resulta ng pananakop ng mga Hapones	44
Naipaliliwanag ang paraan ng pakikipaglaban ng mga Pilipino para sa kalayaan laban sa Hapon	43.66
Napahalagahan ang iba't-ibang paraan ng pagmamahal sa bayan ipinamalas ng mga Pilipino sa panahon ng digmaan	38.8
Matatalakay ang mga pangunahing suliranin na kinakaharap ng mga Pilipino mula 1946 hanggang 1972. Mahihunuha ang mga hamon at suliranin na kinaharap ng mga Pilipino mula 1946 hanggang 1972.	49.87
Masusuri ang sipi na may kinalaman sa pag-unlad ng Pilipinas matapos ang ikalawang digmaan.	25.12
Nailalarawan ang mga programang nailunsad sa panahon ng panunungkulan ni Pangulong Manuel Quezon.	

Natatalakay ang mga programang ipinatupad ng iba't ibang administrasyon sa pagtugon sa mga suliranin at hamong kinaharap ng mga Pilipino mula 1946 hanggang 1972 (Wk 4-7)	33.74
Natatalakay ang mga programang ipinatupad ng iba't ibang administrasyon sa pagtugon sa mga suliranin at hamong kinaharap ng mga Pilipino mula 1946 hanggang 1972 (Wk 4-7)	40.08
Nakapagpakita ng aktibong pakikilahok sa gawaing makatutulong sa pag-unlad ng bansa bilang pagtupad ng sariling tungkulin na siyang kaakibat na pananagutan sa pagtamasa ng mga karapatan bilang isang malaya at maunlad na Pilipino	45.10

REGIONAL ACHIEVEMENT TEST GRADE 10 (SY 2023-2024)

A. REPORT: Percentage of schools and Learners Participated in the RAT

SCOPE: CAR : CORDILLERA ADMINISTRATIVE REGION; BY DIVISION

DIVISION	Grade 10 Enrolement	Actual No. of Examinees	Percentage	Total No. of Schools	Actual No. of Schools Participate	Percentage
CORDILLERA AUTONOMOUS REGION	28,486	18,713	65.69	358.00	324.00	90.50
ABRA	2,491	1475	42.37	48	37	77.08
BAGUIO CITY	8,078	1750	27.5	22	22	100
BENGUET	6,107	4189	68.59	81	77	95.06
IFUGAO	2,650	2367	89.35	39	39	100
KALINGA	1,795	1649	91.86	35	34	97.14
MTPROVINCE	2,986	2567	97.31	64	64	100
APAYAO	2,361	1835	77.72	48	30	62.5
TABUK CITY	2,018	1902	94.25	21	21	100

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B. REPORT: Division Performance in MPS by subject area and Overall Test
SCOPE: CAR : CORDILLERA ADMINISTRATIVE REGION; BY DIVISION

DIVISION	Summary	FILIPINO	ARALING PANLIPUNAN	MATHEMATI CS	SCIENCE	ENGLISH	OVERALL
	N	Mean Percentage Score (MPS)					
CORDILLERA AUTONOMOUS REGION	18,164	47.77	50.89	33.00	41.77	40.86	42.86
ABRA	1,475	41.89	35.99	28.99	37.82	33.93	35.72
BAGUIO CITY	1,750	58.85	64.07	38.27	48.43	50.74	52.07
BENGUET	4,189	51.09	55.13	34.16	43.07	42.83	45.72
IFUGAO	2,637	45.27	49.05	32.12	41.09	38.26	41.16
KALINGA	1,647	43.67	47.62	30.45	40.49	37.50	40.56
MTPROVINCE	2,795	48.25	50.58	32.77	41.31	40.68	42.72
APAYAO	1,835	32.77	32.93	46.70	46.99	48.52	41.52
TABUK CITY	1,836	45.71	48.93	31.30	40.84	39.39	41.23

Nerally Proficient

C. REPORT: Frequency and Percentage Distribution of Examinees and School Type
based on the Criteria on Proficiency Level by Subtest
SCOPE: CAR : CORDILLERA ADMINISTRATIVE REGION; BY DIVISION

DIVISION	Summary		OVERALL									
	F	%	Highly Proficient		Proficient		Nearly Proficient		Low Proficient		Not Proficient	
			F	%	F	%	F	%	F	%	F	%
CORDILLERA AUTONOMOUS REGION	18,713		37	0.20	827	4.42	2470	23.06	9389	50.17	3470	18.54
ABRA	1,475	7.88	0	0.00	56	0.30	416	3.88	761	4.07	0	0.00
BAGUIO CITY	1,750	9.35	37	0.20	752	4.02	184	1.72	162	0.87	32	0.17
BENGUET	4,189	22.39	0	0.00	8	0.04	143	1.33	2489	13.30	1549	8.28
IFUGAO	2,637	14.09	0	0.00	0	0.00	547	5.11	1934	10.34	156	0.83
KALINGA	1,647	8.80	0	0.00	0	0.00	333	3.11	1178	6.30	136	0.73
MTPROVINCE	1,647	8.80	-	0.00	-	0.00	333	3.11	1,178	6.30	136	0.73
APAYAO	1,835	9.81	0	0.00	7	0.04	375	3.50	1297	6.93	158	0.84
TABUK CITY	1,836	9.81	0	0.00	4	0.02	139	1.30	390	2.08	1303	6.96

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D. Top 10 Performing Schools

SCHOOL	Division	DISTRICT	Summary	FILIPINO	ARALING PANLIPUNA	MATHEMATICS	SCIENCE	ENGLISH	OVERALL
			N	Mean Percentage Score (MPS)					
Cordillera Regional High School	Benguet	La Trinidad	68	68.59	78.38	51.73	58.96	66.26	65.33
BAGUIO CITY NATIONAL SCIENCE HS	Baguio		110	63.55	71.57	48.30	59.45	64.17	61.41
IPSHS	Ifugao	Lamut	80	66.10	71.58	47.72	53.60	58.88	59.57
Data NHS	Mt Province	Sabangan	15	68.93	74.8	45.67	55.16	52.53	59.42
Kamora NHS	Benguet	Kabayan	34	64.00	73.06	46.84	52.65	54.88	58.76
IRISAN NHS	Baguio		95	65.07	74.61	39.14	53.75	57.55	58.02
BAGUIO CITY National HIGH SCHOOL	Baguio		102	65.20	66.90	44.19	52.92	58.47	57.54
Abra High School	Abra	Bangued	40	66.05	44.40	44.50	68.19	64.05	57.44
Tublay School of Home Industries	Benguet	Tublay	72	66.06	72.00	41.35	51.17	51.33	57.01
DOÑA AURORA NATIONAL	Baguio		58	63.77	66.70	43.41	52.32	56.00	56.44

E. Least Learned Competencies in RAT Grade 10

FILIPINO 10

1. Naipahahayag nang malinaw ang sariling opinion sa paksang tinalakay. **(41%)**
2. Naiuugnay ang mga mahahalagang kaisipang nakapaloob sa binasang akda sa nangyayari sa sariling karanasan, pamilya, pamayanan, Lipunan at daigdig. **(43%)**
3. Nagagamit nang wasto ang pokus ng pandiwa (tagaganap, layon, pinaglalaanan at kagamitan) sa pagsasaad ng aksiyon, pangyayari at karanasan sa pagsulat ng paghahambing sa pagsulat ng saloobin, sa paghahambing ng sariling kultura at ibang bansa at isinulat na sariling kwento. **(39%)**
4. Nahihinuha ang katangian ng tauhan sa napakinggang epiko. F10PN-Ie-f-65 **(38%)**
5. Naipaliliwanag ang ilang pangyayaring napakinggan na may kaugnayan sa kasalukuyang pangyayari sa daigdig. F10PN-If-g-66 **(31%)**
6. Nailalahad ang mga pangunahing paksa at ideya batay sa napakinggang usapan ng mga tauhan. F10PN-IIa-b-71 **(46.50%)**
7. Naiuugnay nang may panunuri sa sariling saloobin at damdamin ang naririnig na balita, komentaryo, talumpati, at iba pa. F10PN-IIg-h-69 **(33%)**
8. Nahihinuha ang damdamin ng sumulat sa napakinggang anekdota F10PN-IIIb-77 **(12%)**
9. Nabibigyang -kahulugan ang salita batay sa ginamit na panlapi F10PT-IIIb-77 **(15%)**
10. Naihahanay ang mga salita batay sa kaugnayan ng mga ito sa isa't isa F10PT-III d-e-79 **(44.50%)**
11. Nabibigyang-kahulugan ang damdaming nangingibabaw sa akda F10WG-III d-e-74 **(43%)**
12. Naihahambing ang pagkakaiba at pagkakatulad ng sanaysay sa ibang akda (F10PB-III f-g-84) **(28%)**
13. Naipahahayag ang sariling paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda F10PN-IV d-e-85 **(23%)**
14. Naipaliliwanag ang kabuluhan ng mga kaisipang lutang sa akda kaugnay ng karanasang pansarili pangkomunidad isyung Pambansa pangyayaring pandaigdig F10PN-IV f-90 **(37%)**

15. Naisasaad ang pagkamakatotohanan ng akda sa pamamagitan ng pag-uugnay ng ilang pangyayari sa kasalukuyan. F10PB-IVh-i-92 (38%)

Mathematics 10

1. Generates patterns. M10AL-Ia-1 (42.04%)
2. Determines arithmetic means, n^{th} term of an arithmetic sequence and sum of the terms of a given arithmetic sequence. M10AL-Ib-c-1 and M10AL-Ic-2 (22.89%)
3. Determines geometric means, n^{th} term of a geometric sequence and sum of the terms of a given finite or infinite geometric sequence. M10AL-Ie-1 and M10AL-Ie-2 (28.57%)
4. Performs division of polynomials using long division or synthetic division
M10AL-Ig-1 (46.23%)
5. Proves the remainder theorem, factor theorem and the rational root theorem
M10AL-Ig-2 (31.96%)
6. Polynomials (degree 3 or higher) M10AL-Ih-1 (22.22%)
7. problems involving polynomials and polynomial equations. M10AL-Ij-2 (32.905%)
8. Solves problems on circles. M10GE-IIf-2 (40.154%)
9. Applies the distance formula to prove some geometric properties. M10GE-IIg-2 (21.57%)
10. Determines the center and radius of a circle given its equation and vice versa.
M10GE-IIh-2(37.91%)
11. Graphs and solves problems involving circles and other geometric figures on the coordinate plane.
M10GE-IIi-1 and M10GE-IIj-1 (23.18%)
12. Solves problems involving permutation. M10SP-IIIb-1 (22.53%)
13. Solves problems involving combination. M10SP-IIIc-e-1 (22.555%)
14. Solves problems involving probability of union of events. M10SP-IIIg-h-1 (24.89%)
15. Solves problems involving probability of intersection of events illustrates events, and union and intersection of events. M10SP-IIIf-1 (20.545%)
16. Solves problems involving conditional probability. solves problems involving probability. M10SP-IIIi-j-1 (29.015%)
17. Solves problems involving measures of position involving ungrouped data. M10SP-IVd-e-1 (21.05%)
18. Solves problems involving measures of position involving grouped data. M10SP-IVd-e-1(30.635%)
19. Interprets measures of position. M10SP-IVc-1(38.175%)
20. Uses appropriate measures of position and other statistical methods in analyzing and interpreting research data. M10SP-IVh-j-1(41.095%)

Araling Panlipunan 10

1. Nasusuri ang kahalagahan ng pag-aaral ng kontemporaryong isyu (30.5%)
2. Natatalakay ang kalagayan, suliranin, at pagtugon sa isyung pangkapaligiran ng Pilipinas (29.66%)
3. Natutukoy ang mga paghahandang nararapat gawin sa harap ng panganib na dulot ng mga suliraning pangkapaligiran (20%)
4. Nasusuri ang kahalagahan ng kahandaan,disiplina at kooperasyon sa pagtugon ng mga hamong pangkapaligiran. (wk5-6) (27.33%)
5. Naisasagawa ang mga angkop na hakbang ng CBDRRM Plan. (wk7-8) (20%)
6. Nasusuri ang dahilan, dimensyon at epekto ng ng globalisasyon (19.75%)
7. Naipaliliwanag ang kalagayan, suliranin at pagtugon sa isyu ng paggawa sa bansa.(23%)
8. Nasusuri ang dahilan at epekto ng migrasyon dulot ng globalisasyon. (24.75%)
9. Naipahahayag ang saloobin tungkol sa epekto ng globalisasyon (33%)
10. Natatalakay ang mga uri ng kasarian (gender) at sex at gender roles sa iba't ibang bahagi ng daigdig. (27.75%)
11. Nasusuri ang diskriminasyon at diskriminasyon sa kababaihan, kalalakihan at LGBT (Lesbian, Gay Bi – sexual, Transgender) (28.5%)
12. Napahahalagahan ang tugon ng pamahalaan at mamamayan ng Pilipinas sa mga isyu ng karahasan at diskriminasyon. (22.33%)
13. Nakagagawa ng hakbang na nagsusulong ng pagtanggap at paggalang sa kasarian na nagtataguyod ng pagkakapantay pantay ng tao bilang kasapi ng pamayanan. (26.25%)
14. Naipaliliwanag ang kahalagahan ng aktibong pagmamamayan
*susuri ang kahulugan ng salitang pagkamamamayan (30.28)

15. Nasusuri ang kahalagahan ng pagsusulong at pangangalaga sa karapatang pantao sa pagtugon sa mga isyu at hamong panlipunan. **(28.5%)**
16. Natatalakay ang mga epekto ng aktibong pakikilahok ng mamamayan sa mga gawaing pansibiko sa kabuhayan, politika, at Lipunan. **(18%)**
17. Napahahalagahan ang papel ng mamamayan sa pagkakaroon ng isang mabuting pamahalaan **(24%)**.

ENGLISH 10

1. Analyze the information from a news report employ analytical listening in problem solving. **(43.89%)**
2. Use textual aids like advance organizers, titles, non-linear illustrations, etc. in understanding a text. **(39.26%)**
3. Appraise the unity of plot, setting, characterization and tone in a reading material to achieve the writer's purpose. **(40.92%)**
4. Formulate statement of opinion and assertion. **(39.50%)**
5. Differentiate between claims of fact, policy and value. **(20.07%)**
6. Identify key structural elements, and language features of an argumentative text, e.g. modal verbs, rhetorical questions, active and passive voice Use conjunctions in paragraph completion Use conjunctions in paragraph completion. **(42.78%)**
7. Analyze the use of literary criticism in various texts. **(41.36%)**
8. Critique a literary selection based on a specific approach to literary criticism. **(31.20%)**
9. Give expanded definition of word and give expanded definition of words. **(43.30%)**
10. Distinguish the type of definition and how the word was defined. **(43.05%)**
11. Distinguish the type of a research used in a text. **(39.42%)**
12. Arrange the components of a research report to form an organized step. **(38.11%)**

SCIENCE 10

1. Interpret maps to describe the distribution of active volcanoes, earthquake epicenters, and major mountain belts. **(34.81%)**
2. Interpret diagram to determine types of plate boundaries. **(42.28%)**
3. Explain the different processes that occur along the plate boundaries. **(36.56%)**
4. Integrate disaster risk reduction and management on the occurrence of activities on the Earth's Interior. **(22.24%)**
5. Investigate the possible causes and effects of plate movement. **(38.99%)**
6. Explain the lines of evidence that support plate movement. **(32.04%)**
7. Compare the relative wavelengths of different forms of electromagnetic waves. **(42.3%7)**
8. identify examples of practical applications of the different regions of EM waves **(45.50%)**
9. Predict the qualitative characteristics (orientation, type, and magnification) of images formed by plane and curved mirrors and lenses **(37.27%)**
10. Apply ray diagramming techniques in describing the characteristics and positions of images formed by lenses **(38.05%)**
11. Identify ways in which the properties of mirrors and lenses determine their use in optical instruments (e.g., cameras and binoculars) **(23.84%)**
12. Explain the generation of electricity by movement of a magnet through a coil **(34.02%)**
13. Organize the operation of a simple electric motor and generator **(26.67%)**
14. Give an advice to lessen the effect of a particular hormone in the body if not properly regulated
Explain the role of hormones that involved in the female and male reproductive system. **(46.52%)**
15. Explain the effect of feedback mechanism involved in menstrual cycle

Describe the feedback mechanisms involve in regulating processes in the female reproductive system. **(31.06%)**

16. Determine the importance of maintaining homeostasis in relation to nervous system. Describe how the nervous system coordinates and regulates these feedback mechanisms to maintain homeostasis **(47.45%)**
17. Explain how protein is made using information from DNA and how mutations may cause changes in protein. **(49.07%)**
18. Explain how fossil records, comparative anatomy and genetic information provide evidence for evolution **(27.94%)**
19. Explain how species diversity increases the probability of adaptation and survival of organisms in changing environments. **(47.15%)**
20. Explain the relationship between population growth and carrying capacity **(40.19%)**
21. Investigate the relationship between volume and temperature of a gas **(38.9%)**

F. Findings & Recommendations

Findings	Recommendation
<p>1. G6 learners have 81.34% participation while 65.69% among G10 learners in the RAT.</p>	<ol style="list-style-type: none"> 1. Launch awareness initiatives focusing on Grade 10 students emphasizing the importance of the RAT to boost participation rate. 2. Identify and mitigate barriers to participation through flexible scheduling options and additional support resources (gadgets), ensuring that all students have the opportunity to take the RAT. 3. Introduce incentives to schools, such as recognition to motivate higher participation in the RAT among Grades 10 and 6 learners.
<p>2. Baguio City with lowest participation in the RAT Grades 6 and 10 with 26% and 27.5% respectively</p>	<ol style="list-style-type: none"> 1. The SDO should advocate for the importance of online assessments as a valuable tool for evaluating learners' performance, especially considering their use in national and large-scale assessments. 2. Given the strong support of the LGU for the PAPs of DepED, it would be beneficial to present a program focused on integrating IT and procurement of gadgets as instructional tools. This initiative would help address learning gaps and enhance the overall quality of education.
<p>3. The Over-all MPS for RAT G6 is 44.18% (LP). Filipino obtained the highest MPS while Math had the lowest. 3. The over-all MPS for RAT G10 is 42.86% (LP). Araling Panlipunan obtained the highest MPS while Math had the lowest.</p>	<ol style="list-style-type: none"> 1. Advocate NMP and conduct intervention programs to improve Math proficiency, such as school numeracy programs, math camps, or enhanced instructional materials (manipulatives) specifically designed to address least learned competencies. 2. Encourage teachers to maximize the use and utilization of the procured manipulative tools in mathematics to enhance learners understanding math concepts. 3. Supervisors and school heads should have stalled a mechanism to monitor the use and utilization of all

	<p>instructional materials delivered in school to insure its maximum utilization.</p> <p>4. . Prioritize professional development for Math teachers, focusing on contextualized teaching & learning, and content in teaching to engage learners participation and improve their understanding of Mathematics.</p>
<p>4. Performance of RAT 6 and 10 across learning are is describe as LOW PROFICIENT(25-49%) except Filipino 6 (55.60%) and Aral Pan 10 (50.89%)</p>	<ol style="list-style-type: none"> 1. Replicate effective teaching strategies in Filipino 6 and Araling Panlipunan 10, particularly in Math, Science English to elevate overall academic performances in RAT G6 and G10. 2. Enhance summative test questions to incorporate Higher-Order Thinking Skills (HOTS) using the SOLO taxonomy and 21st century skills (Critical Thinking, Problem Solving, and Information Literacy) across all learning areas at the schools and division levels. This approach will help familiarize learners with the types of questions used in the regional, national and large-scale assessment. 3. Multistructural level of assessment items shall be given in classroom summative assessment. 4. Conduct and plan a root cause analysis as basis for a holistic approach in the development of appropriate interventions and innovations to address low performance in the core learning area. 5. Establish a summative assessment test bank for teachers to use as a reference and promote the practice of conducting quarterly analyses of learners' performance. This will support consistent evaluation and targeted intervention to improve student outcomes.
<p>5. More than half of the test-takers for RAT G10 with 68.81 % fell under Low Proficient and 42.3% for G6. it was notice that , no school fell under not proficient level (0-24% MPS).</p>	<ol style="list-style-type: none"> 1. Implement/ strengthen remedial programs for students identified as Low and even Not Proficient and ADM programs for SARDOs, focusing on foundational skills and concepts to elevate their proficiency levels. 2. Incorporate differentiated instruction and timely intervention support to better support low-performing students. 3. Intensify monitoring system for clinical supervision and among others. 4. Maximize the utilization of the DO, RO and CO acquired learning resources and tools specially in mathematics and science to enhance performance effectively. 5. Organize LAC teams among English, Math and Science teachers and consider planning the appropriate strategies of the identified least learned competencies as their priority topics. 6. Enhance the competencies of teachers in developing assessment items in the SOLO framework.

	<p>7. Provision of additional teacher items to integrated schools and teachers in secondary to teach their majors and minors only likewise in Grades 4-6.</p> <p>8. Strict adherence and implementation to the DepEd "No read, No move" policy.</p> <p>Focus on reading & numeracy , especially in Grades I-III to build foundational skills for learning how to learn; scale up every child a reader program (ECARP); implement policy of "No promotion beyond Grade III for non-readers Numerate"</p>
<p>6. For RAT G6 & G10 has top performing schools with MPS above 75% which is describe as proficient while G10 nearly proficient.</p>	<ol style="list-style-type: none"> 1. Study and replicate the successful strategies and teaching methods used by top performing schools across other schools to elevate overall proficiency levels. Establish collaborative learning networks where teachers and school heads can work with other schools to implement proven effective approaches especially in Mathematics, 2. Encourage the school to share its best practices and insights through workshops or mentorship programs and LACs with other schools.
<p>7. On SDO with consistent most number challenged schools in the RAT Grades 6 and 10 (with 8 schools in Elem and 9 schools in Junior HS)</p>	<ol style="list-style-type: none"> 1. The division office in collaboration with the RO, should devise comprehensive plans to support schools with significantly low performance levels. It is imperative to ensure strict adherence to the agreements established for this purpose. 2. Provision of Technical Assistance to school Heads and teachers on content and pedagogies through coaching and mentoring in the implementation of their intervention plans during SLACS as a priority in the monthly supervision and instructional plan of EPS/PSDs in close coordination with the SGOD- SMME. 3. Target continuous improvement/increase in learning performance in the core subjects by enhancing or modifying monitoring and evaluation, strategies appropriate to the learners' context to address the least learned competencies. 4. Engage learners in different intervention activities like: <ol style="list-style-type: none"> a. Join the pilot program of Khan Academy (online modality through interactive materials) b. Maximize the NMP period for independent and guided activities c. Develop more intervention activity materials. d. Intensify integration of ICT in class instruction. e. Maximize the use of ICT in assessment (quarterly exam, performance task, etc.) 5. Benchmark to other school implementing effective practices to address learning gaps.

8. The least learned competencies

1. The identified least learned competencies the teachers are encouraged to prepare appropriate instructional materials, worksheets and other interventions to address identified learning gaps. The teacher-made learning materials are to be reviewed or undergo quality assurance by the school Academic Review Board to look into its appropriateness.
2. Teachers are encouraged to conduct innovation and action researches to be able to look into the most effective intervention they have initiated.
3. School heads are to monitor the implementation of the learning plans and provide appropriate technical assistance to teachers to ensure that ventures are for the enhancement of the development of Knowledge, skills and attitude of the learners.

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