



Republic of the Philippines  
**Department of Education**  
SOCCSKSARGEN REGION  
SCHOOLS DIVISION OF SARANGANI

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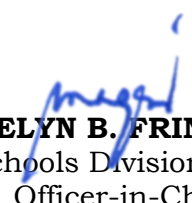
14 Mar 2025

**DIVISION MEMORANDUM**  
CID-2025-094

STRUGGLING READER PROFILING BASED ON DISTRICT  
AND CROSS-VALIDATION OF LEARNERS'  
READING PROGRESS

To: Public Schools District Supervisors  
Public Elementary School Heads

1. To effectively monitor and support learners' reading progress, all results from district and cross-reading validations shall be documented and included in the learner's profile, especially those identified with the following reading levels:
  - a. Level 1 (Beginning)
  - b. Level 2 (Letter Level)
  - c. Level 3 (Word Level with scores 0-5)
2. The profiling shall focus on learners who require targeted interventions to support their reading development. Teachers and Reading Coordinators shall accomplish the following:
  - a. Survey Link for online profiling: <https://bit.ly/TrackedReadingProfile>
  - b. Consolidated Profiling Survey (Printed Copy) – see enclosure
3. Expenses relative to the conduct of the said activity shall be charged against local funds, subject to the usual accounting and auditing rules and regulations.
4. For inquiries, contact John Jerson Constantino at 0928-505-9602.
5. For the information, guidance, and appropriate action of all concerned.

  
**ATTY. NELYN B. FRINAL, CESO VI**  
Assistant Schools Division Superintendent  
Officer-in-Charge  
Office of the Schools Division Superintendent

Encl.: As stated  
Reference: N o n e  
To be indicated in the Perpetual Index  
under the following subjects:

## READING EDUCATION REPORTS

JJPC/CID-IMS/MLA - struggling reader profiling based on district  
and cross-validation of learners' reading progress  
0265/March 14, 2025



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## Learner Profiling Survey Form for Struggling Readers

**Instruction:** This form aims to assess learners struggling with reading, particularly those at the letter-to-word recognition level. Kindly check (✓) the appropriate boxes and provide additional information when necessary.

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### A. Learner Information

- Name: \_\_\_\_\_
- Grade Level: \_\_\_\_\_
- Age: \_\_\_\_\_
- Section: \_\_\_\_\_
- School: \_\_\_\_\_
- Teacher/Adviser: \_\_\_\_\_

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### B. Attendance and School Background

1. Distance of Home to School:
  - ☐ Less than 1 km
  - ☐ 1-3 km
  - ☐ More than 3 km
2. Frequency of Absenteeism:
  - ☐ Rarely absent
  - ☐ 1-3 days per month
  - ☐ More than 3 days per month
  - ☐ Frequently absent (Specify reason: \_\_\_\_\_)
3. Previous School Transfers:
  - ☐ No transfers
  - ☐ 1 transfer
  - ☐ Multiple transfers (Specify: \_\_\_\_\_)

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### C. Reading Behavior (Letter-to-Word Recognition Level)

4. Letter Recognition:
  - ☐ Recognizes all letters with ease
  - ☐ Confuses similar-looking letters (e.g., b/d, p/q, m/n)
  - ☐ Struggles to recall letter names
5. Letter-Sound Correspondence:
  - ☐ Accurately connects letters to sounds
  - ☐ Inconsistently identifies letter sounds
  - ☐ Unable to associate letters with sounds
6. Word Recognition:
  - ☐ Reads high-frequency words fluently
  - ☐ Relies on guessing rather than decoding
  - ☐ Omits, adds, or replaces letters in words
  - ☐ Struggles to recognize common sight words

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### D. External Factors Affecting Reading Progress

7. Home Literacy Environment:
  - ☐ Has access to books and reading materials
  - ☐ Limited exposure to books at home
  - ☐ No reading materials available

8. Parental Support:

- ☐ Parents/guardians regularly assist with reading
- ☐ Parents/guardians have limited involvement
- ☐ No support available at home

9. Classroom Learning Environment:

- ☐ Small class size (individualized attention possible)
- ☐ Large class size (limited teacher attention)

10. Language Considerations:

- ☐ Primary language at home matches the language of instruction
- ☐ Learner speaks a different dialect/language at home
- ☐ Struggles with language transition in school

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**E. Suggested Interventions and Recommendations**

11. Suggested Reading Interventions (Check applicable):

- ☐ Phonemic awareness activities
- ☐ Letter-sound correspondence drills
- ☐ Sight word recognition practice
- ☐ Structured phonics instruction
- ☐ One-on-one reading support
- ☐ Home reading program

12. Recommendation for Further Assessment:

- ☐ MFAT (Multifactor Assessment Tool)
- ☐ Other (Specify: \_\_\_\_\_)

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**F. Other Remarks/Observations**

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Prepared by:

Noted by:

\_\_\_\_\_  
Teacher's Name & Signature

\_\_\_\_\_  
School Head's Name and Signature

Date: \_\_\_\_\_