



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

19 Mar 2025

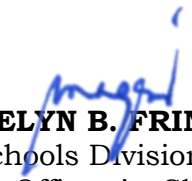
DIVISION MEMORANDUM

CID-2025-108

SUBMISSION OF CONSOLIDATED REPORT ON THE PROFILED STRUGGLING
READERS BASED ON THE DISTRICT AND CROSS-VALIDATION
OF LEARNERS' READING PROGRESS

To: Public Schools District Supervisors
Public Elementary School Heads

1. In addition to Division Memorandum CID-2025-094 titled **Struggling Reader Profiling Based on District and Cross-Validation of Learners' Reading Progress**, all concerned schools are enjoined to submit a consolidated report to the Instructional Management Section **on or before March 24, 2025**.
2. The following are the details of submissions:
 - a. Printed copies of the Consolidated School Reading Profile by Grade Level (see enclosed template)
 - b. Online Submission
 - Separate Consolidated Report for Grade 3 and Grade 6
 - Submit to: <https://bit.ly/ConsoProfiling>
3. For inquiries, contact John Jerson Constantino at 0928-505-9602.
4. For the information and guidance 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: As stated
To be indicated in the Perpetual Index
under the following subjects:

REPORTS

JJPC/CID-IMS/MLA – submission of consolidated report on the profiled struggling readers based
on the district and cross-validation of learners' reading progress
0293/March 19, 2025

Learner Profiling Survey Form for Struggling Readers

INSTRUCTIONS: 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.

A. Learner Information

- Name: _____
- Grade Level: _____
- Age: _____
- Section: _____
- School: _____
- Teacher/Adviser: _____

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: _____)

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

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

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: _____)

F. Other Remarks/Observations

Prepared by:

Noted by:

Teacher's Name & Signature

School Head's Name and Signature

Date: _____

SCHOOL CONSOLIDATION TEMPLATE FORM
Learner Profiling Summary for Struggling Readers

INSTRUCTIONS: This form is designed to consolidate and analyze data from the Learner Profiling Survey Form for Struggling Readers. School personnel should complete this form by summarizing the individual profiling data collected from learners. Ensure accuracy in reporting by verifying all responses before submission. Use this form to identify trends, challenges, and necessary interventions for struggling readers.

- Fill in the required school details and learner demographic summary.
- Provide numerical data where needed.
- Summarize the major reading challenges and external factors affecting reading progress.
- Indicate the recommended interventions and further assessments based on learner profiles.
- Provide any additional remarks or observations that may support intervention planning.
- Ensure that the form is signed by the responsible teacher and school head before submission.

A. SCHOOL INFORMATION

- School Name: _____
- District: _____
- Division: _____
- School Year: _____
- Total No. of Learners Profiled: _____
- Grade Levels Assessed: _____

B. LEARNER PROFILE SUMMARY

1. Demographic Data

- Male: _____
- Female: _____
- Age Range: _____ to _____ years
- No. of Learners Receiving Government Benefits:
 - 4Ps: _____
 - IPs: _____

2. Parents' Educational Background

- No formal education: _____
- Elementary Level: _____
- Elementary Graduate: _____
- Secondary Level: _____
- Secondary Graduate: _____
- College Level: _____
- College Graduate: _____

C. ATTENDANCE AND SCHOOL BACKGROUND

1. Distance from Home to School:

- Less than 1 km: _____
- 1-3 km: _____
- More than 3 km: _____

2. Absenteeism Frequency:

- Rarely absent: _____
- 1-3 days per month: _____
- More than 3 days per month: _____
- Frequently absent (Specify reasons): _____

3. School Transfer History:

- No transfers: _____
 - 1 transfer: _____
 - Multiple transfers (Specify): _____
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D. READING BEHAVIOR SUMMARY

1. Letter Recognition Challenges:

- Recognizes all letters with ease: _____
- Confuses similar-looking letters: _____
- Struggles to recall letter names: _____

2. Letter-Sound Correspondence:

- Accurately connects letters to sounds: _____
- Inconsistently identifies letter sounds: _____
- Unable to associate letters with sounds: _____

3. Word Recognition Difficulties:

- Reads high-frequency words fluently: _____
 - Relies on guessing rather than decoding: _____
 - Omits, adds, or replaces letters in words: _____
 - Struggles to recognize common sight words: _____
-

E. EXTERNAL FACTORS AFFECTING READING PROGRESS

1. Home Literacy Environment:

- Has access to books: _____
- Limited exposure to books: _____
- No reading materials at home: _____

2. Parental Support:

- Regular assistance: _____
- Limited involvement: _____
- No support available: _____

3. Classroom Learning Environment:

- Small class size: _____
- Large class size: _____

4. Language Considerations:

- Primary language at home matches instruction: _____
 - Learner speaks a different dialect: _____
 - Struggles with language transition: _____
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F. RECOMMENDED INTERVENTIONS

1. Suggested Reading Interventions:

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

2. Recommendation for Further Assessment:

- MFAT (Multifactor Assessment Tool): _____
 - Other (Specify): _____
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(Enclosure to DM-CID-2025-108)

G. OTHER REMARKS / OBSERVATIONS

Prepared by:

Noted by:

Teacher's Name & Signature

School Head's Name and Signature

Date: _____