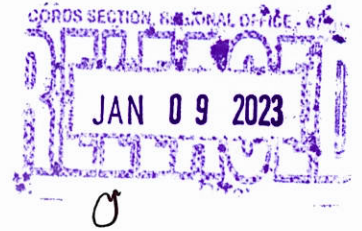




Republic of the Philippines
Department of Education
CARAGA REGION



January 9, 2023

REGIONAL MEMORANDUM

No. 0024, s. 2023

To: SCHOOLS DIVISION SUPERINTENDENTS
This Region

LEAST-LEARNED COMPETENCIES, PROFICIENCY LEVELS, MEAN
PERCENTAGE SCORES, AND LEARNING AND DEVELOPMENT
NEEDS ASSESSMENT RESULTS IN SCIENCE FOR
ACADEMIC QUARTER 1, SY 2022-2023

1. The field is hereby informed of the enclosed summary results of the monitoring and evaluation on assessment in Science through the Internet- and Cloud-based Learning Assessment Submission System (iCLASS) for the Academic Quarter 1, SY 2022-2023.
2. The release of these M&E results aims to:
 - a. inform the education leaders on the least-learned competencies, learners' proficiency levels, mean percentage scores, learning and development needs of the teachers, and issues and concerns regarding teaching and learning during the Academic Quarter 1 of SY 2022-2023 that may be used for the development of interventions and capacity buildings;
 - b. inform teacher-researchers on the least-learned competencies and learners' proficiency levels in Science that may aid them in preparing research proposals focusing on Science Education; and
 - c. provide education leaders with iCLASS dynamic links to isolate data that they can use and analyze for a more focused intervention.
3. The enclosed M&E results via iCLASS contains the following:
 - I. Least-learned MELCs in Science;
 - II. Learners' Proficiency Levels in Science;
 - III. Learning Development Needs Assessment Results for Science Teachers (Developmental Needs and Competency Needs (Core Behavioral Competencies and Core Skills));
 - IV. Quarterly Tests Used;
 - V. Challenges Encountered in Facilitating Learning in Science; and
 - VI. Recommendations.
4. Schools Division Offices (SDOs), districts, and schools may also isolate specific data relevant to their context using the dynamic links provided to the Education Program Supervisors/Coordinators in Science.
5. For concerns and clarifications, you may email the Education Program Supervisor in Science Mr. Kevin Hope Z. Salvaña at kevinhope.salvana@deped.gov.ph.



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6. Immediate and wide dissemination of this Memorandum to all concerned is highly desired.


MA. GEMMA MERCADO LEDESMA
Regional Director 

Encls.: iCLASS Results

Reference: iCLASS v.2.0 results

To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT DATA EVALUATION

CLM/khzs
01/09/2023

RESULTS OF THE iCLASS QUARTER 1
SY 2022-2023

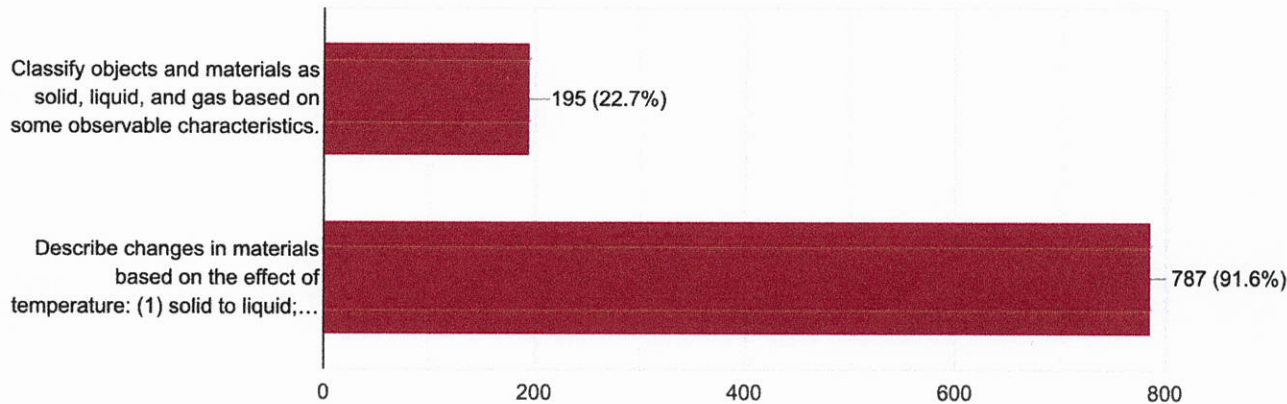
I. Least-learned MELCs

Note: In the bar graphs that follow, competencies with the longest bar are considered the most difficult MELCs based on the item analysis.

Science 3

What is/are the least-learned MELC(s) in Science 3 for the 1st Quarter (Matter)?

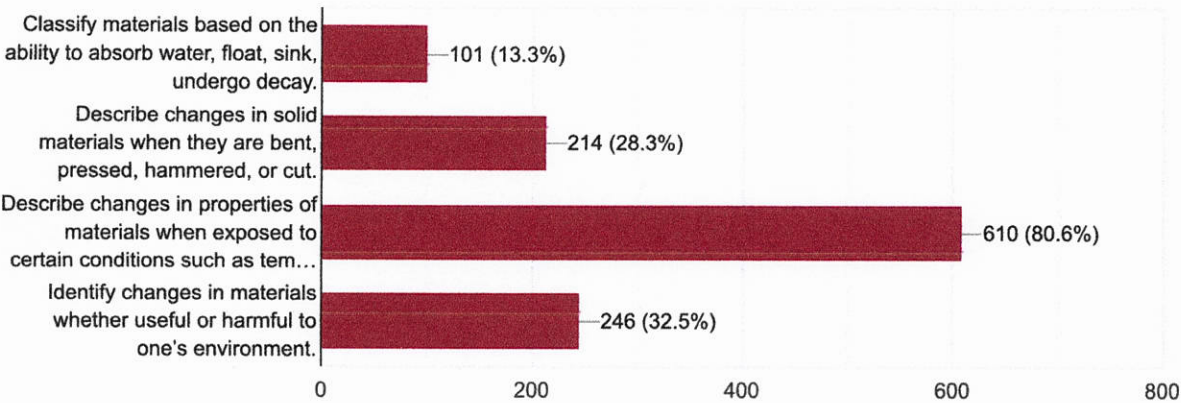
859 responses



Science 4

What is/are the least-learned MELC(s) in Science 4 for the 1st Quarter (Matter)?

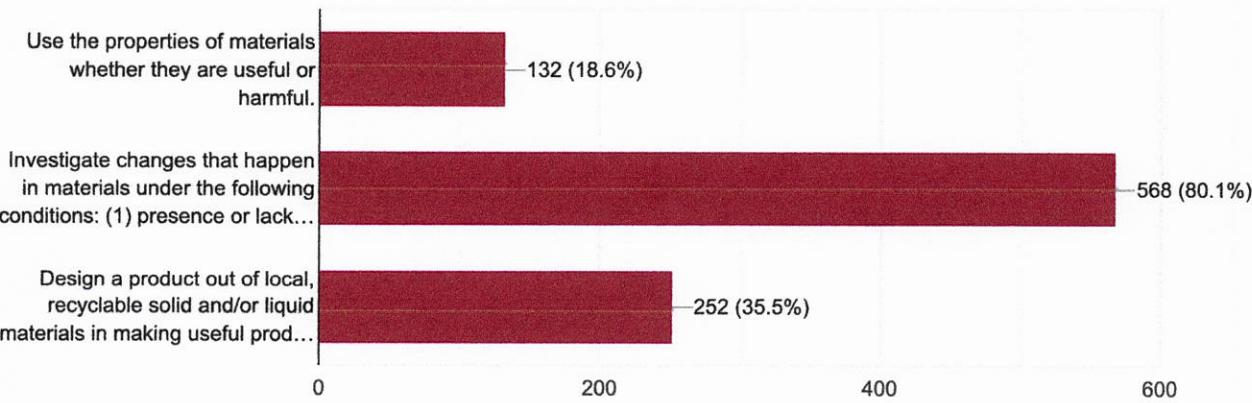
757 responses



Science 5

What is/are the least-learned MELC(s) in Science 5 for the 1st Quarter (Matter)?

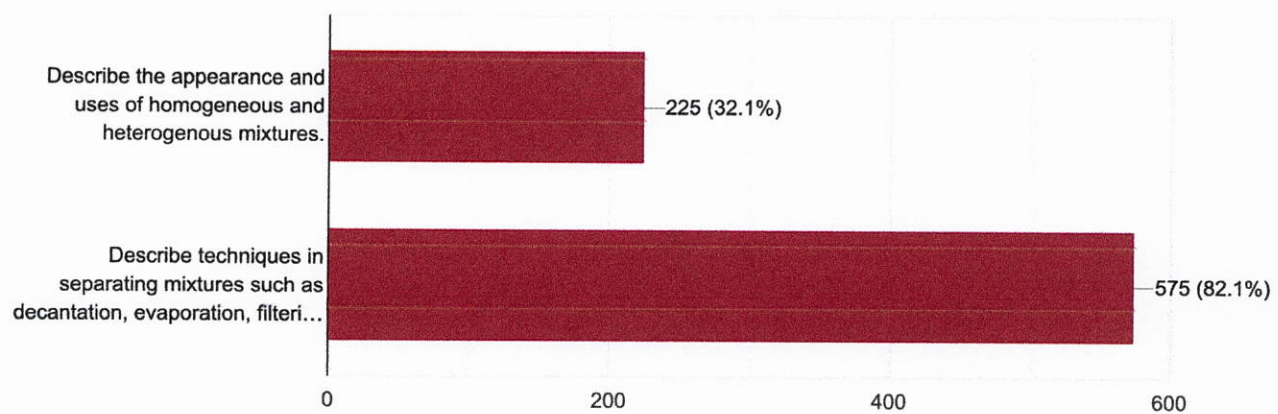
709 responses



Science 6

What is/are the least-learned MELC(s) in Science 6 for the 1st Quarter (Matter)?

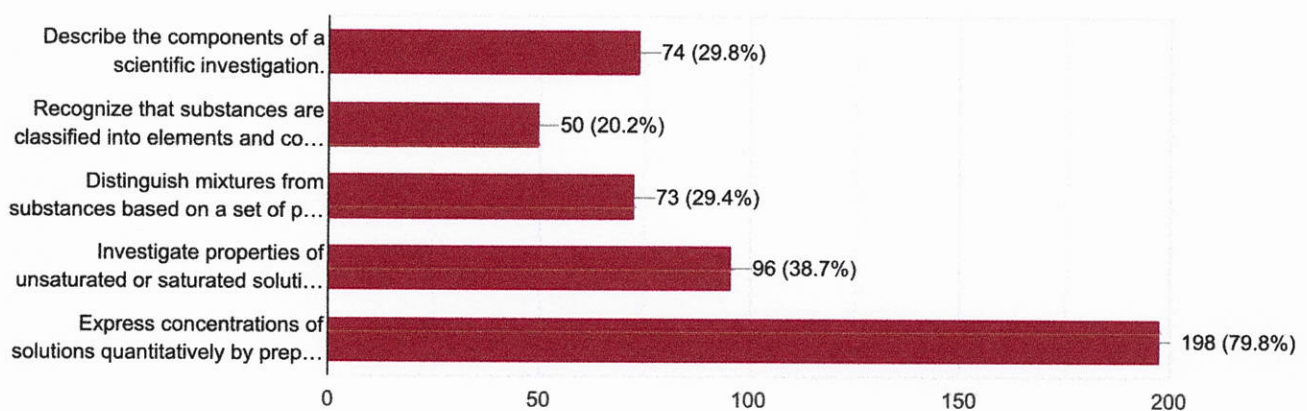
700 responses



Science 7

What is/are the least-learned MELC(s) in Science 7 for the 1st Quarter (Matter)?

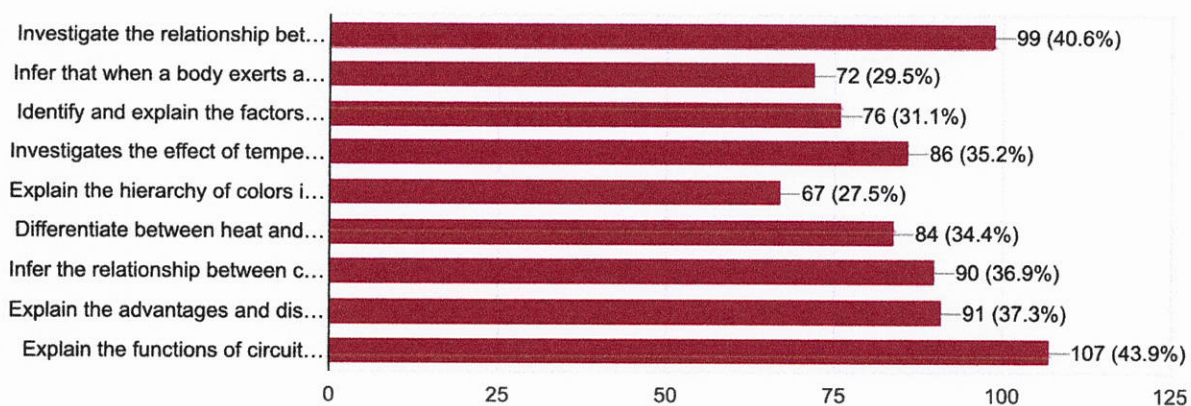
248 responses



Science 8

What is/are the least-learned MELC(s) in Science 8 for the 1st Quarter (Force and Motion)?

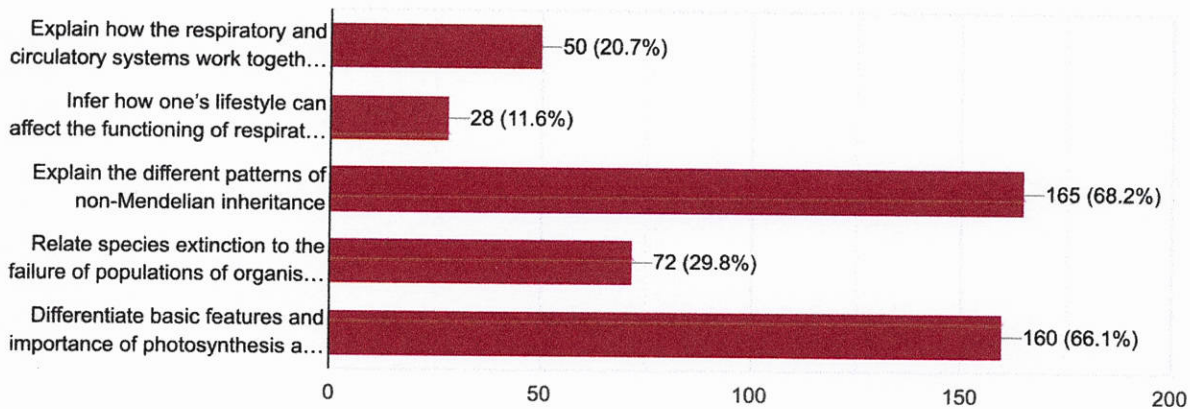
244 responses



Science 9

What is/are the least-learned MELC(s) in Science 9 for the 1st Quarter (Living Things and Their Environment)?

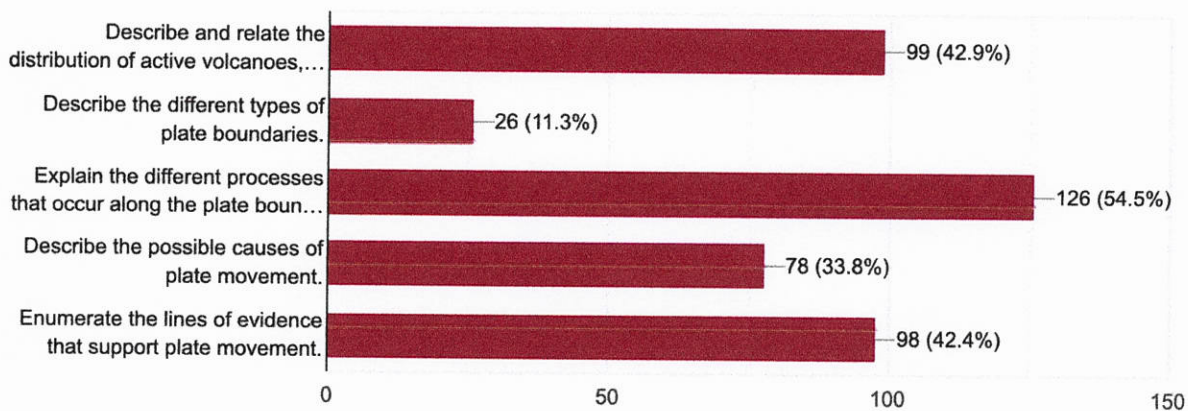
242 responses



Science 10

What is/are the least-learned MELC(s) in Science 10 for the 1st Quarter (Earth and Space)?

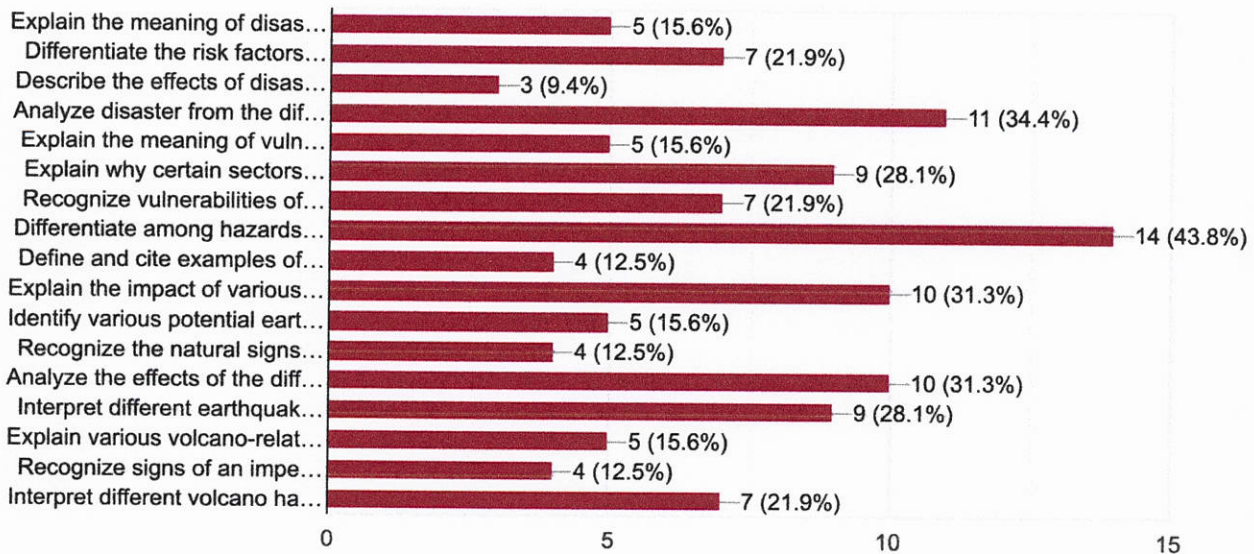
231 responses



SHS-DRRR

What is/are the least-learned MELC(s) in SHS-DRRR for the First Half (1st or 3rd Quarter)?

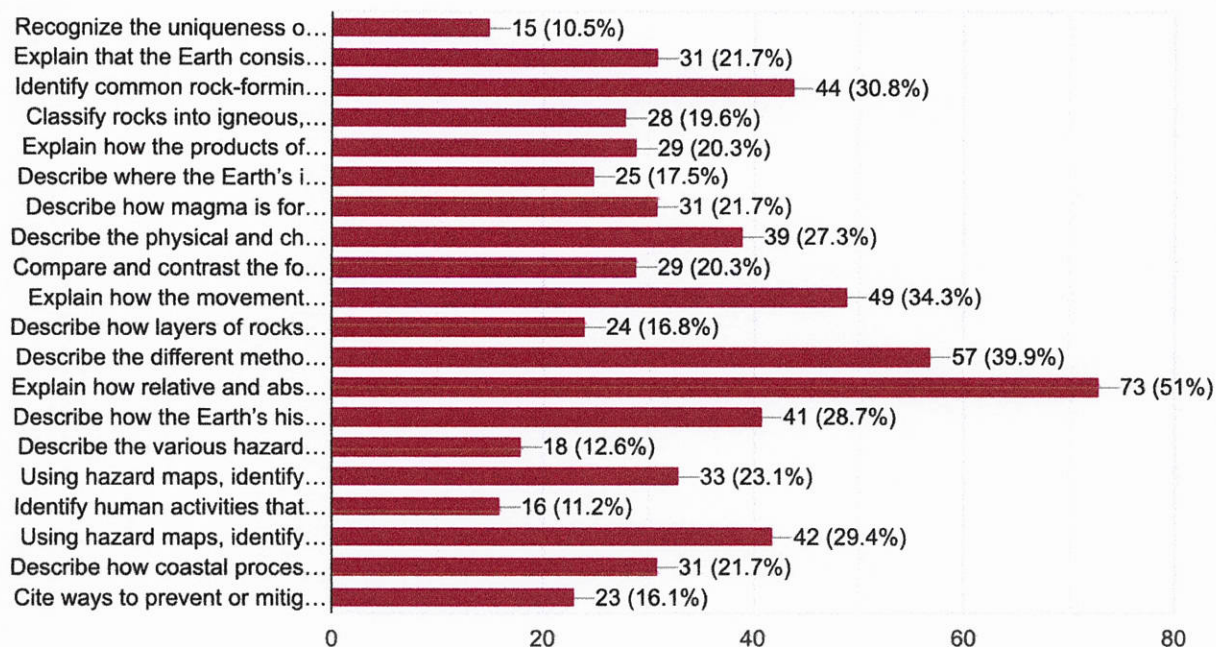
32 responses



SHS-Earth and Life Science

What is/are the least-learned MELC(s) in SHS-Earth and Life Science for the First Half (1st or 3rd Quarter)?

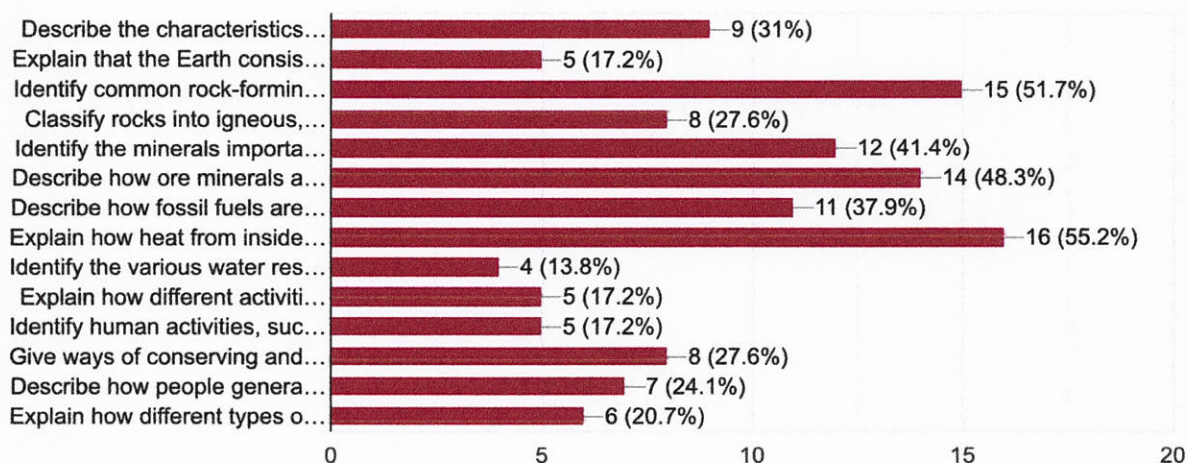
143 responses



SHS-Earth Science

What is/are the least-learned MELC(s) in SHS-Earth Science for the First Half (1st or 3rd Quarter)?

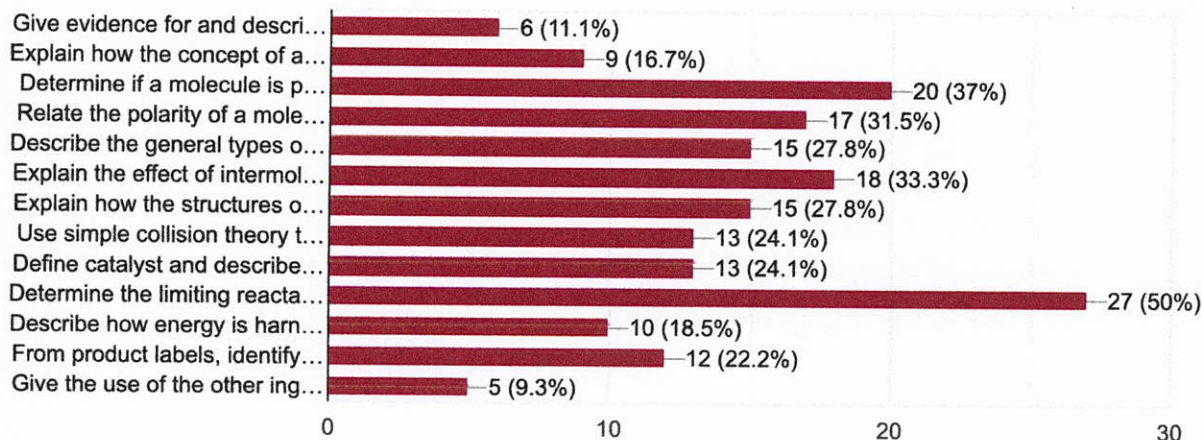
29 responses



SHS-Physical Science

What is/are the least-learned MELC(s) in SHS-Physical Science for the First Half (1st or 3rd Quarter)?

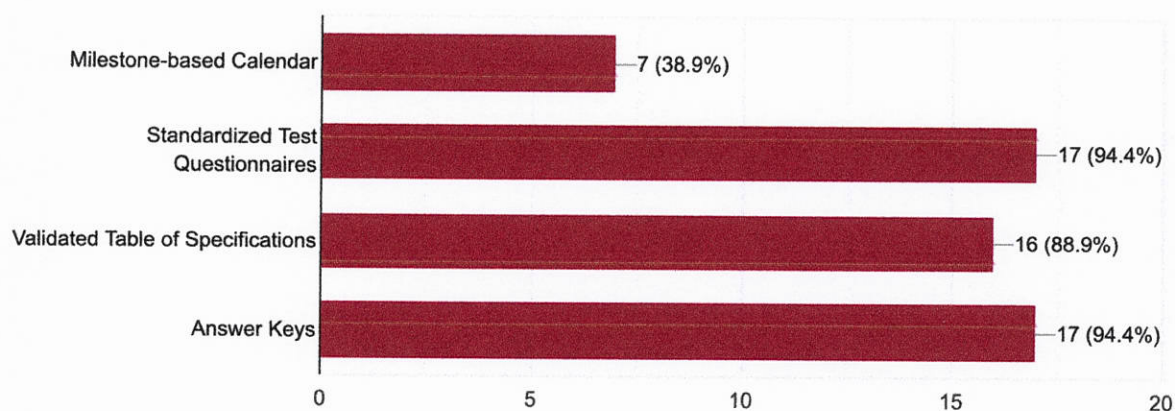
54 responses



SHS-General Biology 1

Which of the following Sukdanan's Standardized Test Materials you have used in this quarter? (Check as many as appropriate)

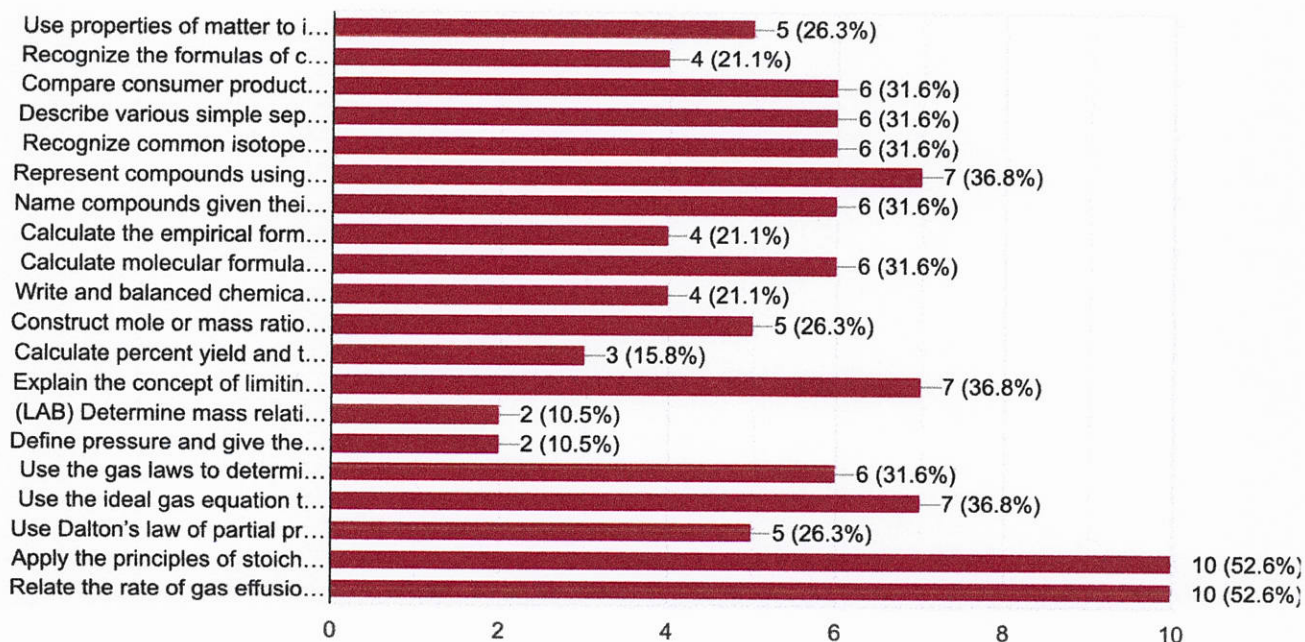
18 responses



SHS-General Chemistry 1

What is/are the least-learned MELC(s) in SHS-Gen. Chemistry 1 for the First Half (1st or 3rd Quarter)?

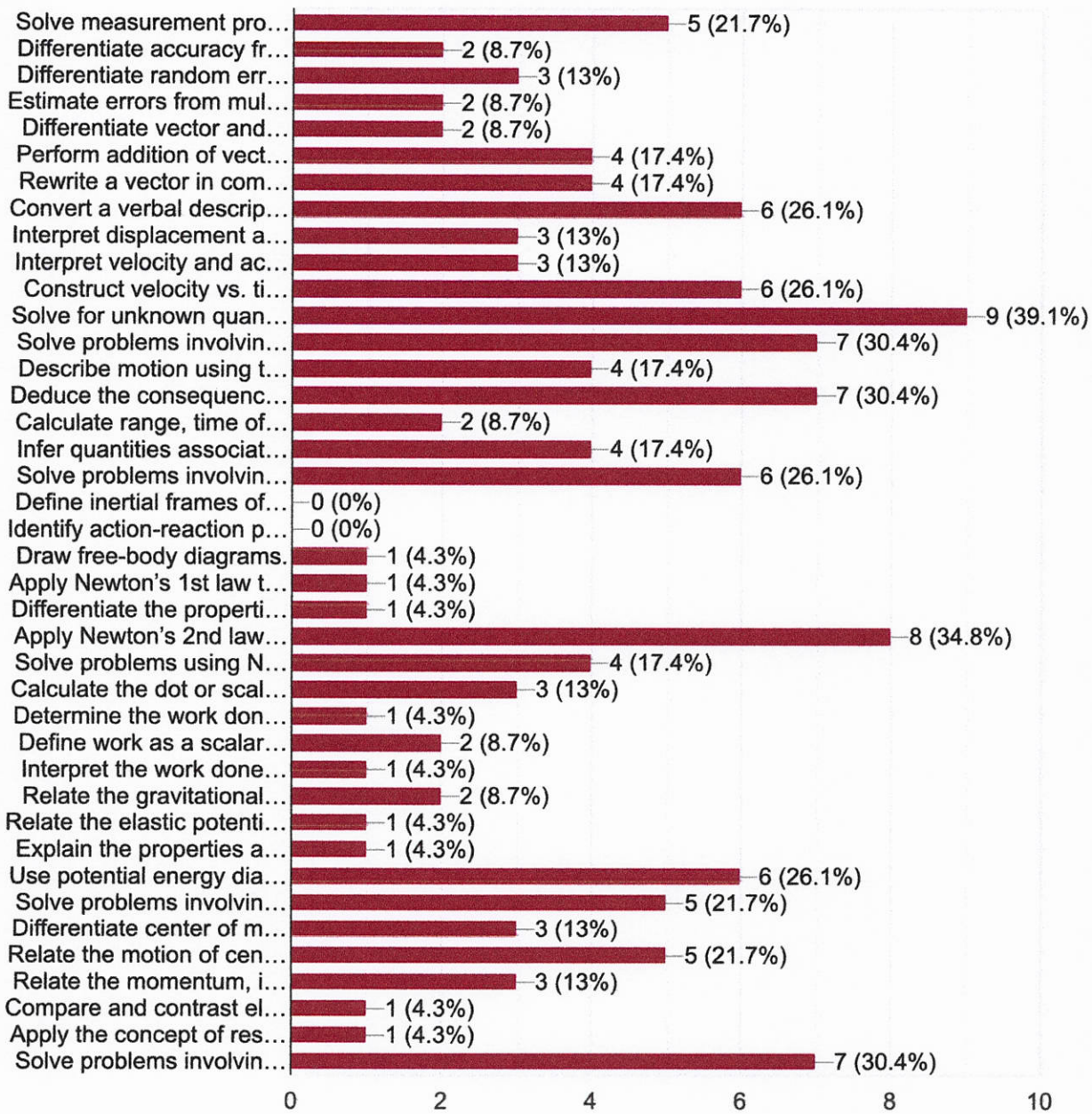
19 responses



SHS-General Physics 1

What is/are the least-learned MELC(s) in SHS-Gen. Physics 1 for the First Half (1st or 3rd Quarter)?

23 responses



II. Learners' Proficiency Levels

A. Levels of Proficiency

Proficiency Level	MPS	Description
Highly Proficient	90-100	At this level, the students are highly skilled in solving problems. They can analyze and evaluate data to create/formulate ideas. They can effectively use and relate information in various contexts.
Proficient	75-89	At this level, students are skilled in solving problems. They can analyze and evaluate data to apply ideas. They can effectively use information in different contexts.

Nearly Proficient	50-74	At this level, students are able to use basic and procedural skills in solving problems. They can analyze and evaluate data to comprehend ideas. They can understand information in a given context.
Low Proficient	25-49	At this level, students are able to use procedural skills and identify strategies for solving problems. They can differentiate and organize the given information.
Not Proficient	0-24	At this level, students are able to use basic skills in solving simple problems. They can classify and identify the source of the given information.

B. Results

Science Subjects and Average MPS	Proficiency Level				
	Not Proficient 0-24%	Low Proficient 25-49%	Nearly Proficient 50-74%	Proficient 75-89%	Highly Proficient 90-100%
Science 3 (72.6%)	1690	4102	9891	10712	4106
Science 4 (71.8%)	945	2674	5828	7853	2268
Science 5 (70.9%)	1200	2876	5403	7875	2420
Science 6 (71.1%)	1035	3312	6810	10054	3032
Total (Elem-94,086)	4870	12964	27932	36494	11826
Science 7 (65.5%)	2523	5444	5588	6510	1601
Science 8 (65.0%)	1723	7235	11060	10365	3638
Science 9 (65.5%)	1263	4546	5926	7041	1952
Science 10 (67.0%)	1095	4416	6949	8066	2212
Total (JHS-99,153)	6604	21641	29523	31982	9403
SHS-DRRR (72.1%)	74	406	834	578	198
SHS-Earth and Life Science (63.7%)	453	1870	3627	3724	969
SHS-Earth Science (73.5%)	30	245	805	844	309
SHS-Physical Science (67.4%)	157	1006	1303	2134	646
SHS-Gen. Biology 1 (70.9%)	30	180	554	629	134
SHS-Gen. Chemistry 1 (67.4%)	0	59	280	601	158
SHS-Gen. Physics 1 (68.2%)	32	223	527	488	211
Total (SHS-24,318)	776	3989	7930	8998	2625
Grand Total (Gr. 3-12)	12250	38594	65385	77474	23854

In Quarter 1, 9.5% of the learners from Grades 3 to 12 are under the “Not Proficient” (0-24% MPS) level. At this level, learners are able to use basic skills in solving

simple problems, and can classify and identify the source of the given information. 30% of the learners are under “Low Proficient” (25-49% MPS) level. Meaning, learners are able to use procedural skills and identify strategies for solving problems, and can differentiate and organize the given information. 50.9% of the learners are under the “Nearly Proficient” (50-74% MPS) level. This means that they can use basic and procedural skills in solving problems, and can analyze and evaluate data to comprehend ideas. They can also understand information in a given context. Among the proficient levels, both “Nearly Proficient” and “Proficient” levels have the highest number learner-distribution. 60.3% of the learners who are under the “Proficient” (75-89%) level are skilled in solving problems. They can analyze and evaluate data to apply ideas, and can effectively use information in different contexts. 18.6% of the learners are under the “Highly Proficient” (90-100%) level. These learners are highly skilled in solving problems. They can analyze and evaluate data to create/formulate ideas, and can effectively use and relate information in various contexts.

III. Learning Development Needs Assessment Results of Science Teachers
A. Likert Scale

No.	Range (x)	Adjectival Description
3	2.26 - 3.00	High need for training
2	1.51 - 2.25	Moderate need for training
1	0.76 - 1.50	Low need for training
0	0.00 - 0.75	No training need

B. Results
Note: The top three (3) priorities for developmental needs, and top one (1) priority for competency needs of the teachers are highlighted in color grey.

1. Elementary Level
Career Stage 2: Proficient Teachers

A. Developmental Needs						
Domain	Strand	No.	Indicators	Mean	Adjectival Description	Rank
DOMAIN 1: Content Knowledge and Pedagogy	PPST 1.1	1	Applying knowledge of content within and across curriculum teaching areas	1.8940	Moderate need	13
	PPST 1.4.1	2	Using a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	2.0552	Moderate need	3
	PPST 1.4.2	3	Financial Literacy Education	1.8765	Moderate need	14
	PPST 1.5	4	Applying a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills	2.1067	Moderate need	1
	PPST 1.6	5	Displaying proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	1.7876	Moderate need	22
DOMAIN 2: Learning Environment	PPST 2.1.1	6	Establishing safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures	1.7685	Moderate need	25

	PPST 2.1.2	7	Child Protection Policy (CPP)	1.7671	Moderate need	26
	PPST 2.1.3	8	Anti-bullying Policy	1.7519	Moderate need	27
	PPST 2.6	9	Managing learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	1.9182	Moderate need	10
DOMAIN 3: Diversity of Learners	PPST 3.1.1	10	Using differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	2.0095	Moderate need	5
	PPST 3.1.2	11	Socio-emotional learning	1.8567	Moderate need	16
	PPST 3.3	12	Designing, adapting, and implementing teaching strategies that are responsive to learners with disabilities, giftedness, and talents	2.0598	Moderate need	2
	PPST 3.4.1	13	Planning and delivering teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices	2.0104	Moderate need	4
	PPST 3.4.2	14	Children at-risks and children in conflict with the law	1.8127	Moderate need	20
	PPST 3.4.3	15	Reproductive health and early pregnancy	1.7708	Moderate need	24
	PPST 3.4.4	16	Increasing adversity quotient	1.8239	Moderate need	19
	PPST 3.4.5	17	Mental health in the school setting	1.9149	Moderate need	11
	PPST 3.5	18	Adapting and using culturally appropriate teaching strategies to address the needs of learners from indigenous groups	1.9099	Moderate need	12
DOMAIN 4: Curriculum and Planning	PPST 4.1	19	Planning, managing, and implementing developmentally sequenced teaching and learning process for varied learning needs and contexts	1.9858	Moderate need	7
	PPST 4.2	20	Setting achievable and appropriate learning outcomes that are aligned with learning competencies.	1.9281	Moderate need	9
	PPST 4.5	21	Selecting, developing, organizing, and using appropriate teaching and learning resources to address learning goals	1.9413	Moderate need	8
DOMAIN 5 Assessment and Reporting	PPST 5.1	22	Designing, selecting, organizing and using diagnostic, formative and summative assessment strategies consistent with curriculum requirements	1.9971	Moderate need	6

	PPST 5.2	23	Monitoring and evaluating learner progress and achievement using learner data	1.8475	Moderate need	17
DOMAIN 6 Community Linkages and Professional Engagement	PPST 6.1	24	Maintaining learning environments that are responsive to community contexts	1.7794	Moderate need	23
	PPST 6.2	25	Building relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process	1.7329	Moderate need	31
	PPST 6.3	26	Reviewing regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i>	1.8002	Moderate need	21
	PPST 6.4	27	Complying with and implementing school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	1.7502	Moderate need	28
DOMAIN 7 Personal Growth and Professional Development	PPST 7.2.1	28	Adopting practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity	1.7398	Moderate need	30
	PPST 7.2.2	29	DepEd Core Behavioral Competencies	1.7081	Moderate need	32
	PPST 7.3.1	30	Participating in professional networks to share knowledge and to enhance practice	1.8742	Moderate need	15
	PPST 7.3.2	31	Communities of Practice	1.7408	Moderate need	29
	PPST 7.5	32	Setting professional development goals based on the Philippine Professional Standards for Teachers	1.8422	Moderate need	18

B. Competency Needs		
B.1. Core Behavioral Competencies	Mean	Adjectival Description
1. Self-Management	1.6427	Moderate need
2. Professionalism and Ethics	1.6850	Moderate need
3. Result Focus	1.8376	Moderate need
4. Teamwork	1.6534	Moderate need
5. service Orientation	1.7384	Moderate need
6. Innovation	2.0857	Moderate need
B.2. Core Skills	Mean	Adjectival Description
1. Oral Communication	1.9507	Moderate need
2. Written Communication	1.9109	Moderate need
3. Computer / ICT Skills	1.9915	Moderate need

Career Stage 3: Highly Proficient Teachers

A. Developmental Needs						
Domain	Strand	No.	Indicators	Mean	Adjectival Description	Rank
DOMAIN 1 Content Knowledge and Pedagogy	PPST 1.1	1	Modeling effective applications of content knowledge within and across curriculum teaching areas.	1.7824	Moderate need	12

	PPST 1.4.1	2	Evaluating with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy	1.8098	Moderate need	7
	PPST 1.4.2	3	Financial Literacy Education	1.7285	Moderate need	17
	PPST 1.5	4	Developing and applying effective teaching strategies to promote critical and creative thinking, as well as other higher order thinking skills	1.9944	Moderate need	1
	PPST 1.6	5	Modelling and supporting colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture	1.7448	Moderate need	16
DOMAIN 2 Learning Environment	PPST 2.1.1	6	Exhibiting effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	1.8147	Moderate need	6
	PPST 2.1.2	7	Child Protection Policy (CPP)	1.6216	Moderate need	30
	PPST 2.1.3	8	Anti-bullying Policy	1.6247	Moderate need	28
	PPST 2.6	9	Exhibiting effective and constructive behavior management skills by applying positive and non- violent discipline to ensure learning-focused environments	1.7744	Moderate need	13
DOMAIN 3 Diversity of Learners	PPST 3.1.1	10	Working with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences	1.7678	Moderate need	14
	PPST 3.1.2	11	Socio-emotional learning	1.7039	Moderate need	21
	PPST 3.3	12	Assisting colleagues to design, adopt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	1.8323	Moderate need	4
	PPST 3.4.1	13	Evaluating with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	1.8056	Moderate need	8
	PPST 3.4.2	14	Children at-risks and children in conflict with the law	1.6983	Moderate need	23
	PPST 3.4.3	15	Reproductive health and early pregnancy	1.6331	Moderate need	26

	PPST 3.4.4	16	Increasing adversity quotient	1.7029	Moderate need	22
	PPST 3.4.5	17	Mental health in the school setting	1.7927	Moderate need	11
	PPST 3.5	18	Developing and applying teaching strategies to address effectively the needs of learners from indigenous groups	1.7952	Moderate need	10
DOMAIN 4 Curriculum and Planning	PPST 4.1	19	Developing and applying effective strategies in the planning and management of developmentally sequenced teaching and learning processes in varied teaching contexts	1.9010	Moderate need	2
	PPST 4.5	20	Advising and guiding colleagues in the selection, organization and development of appropriate teaching and learning resources, including ICT, to address specific learning goals	1.8722	Moderate need	3
DOMAIN 5 Assessment and Reporting	PPST 5.1	21	Working collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements	1.8271	Moderate need	5
	PPST 5.2	22	Interpreting collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement	1.7976	Moderate need	9
DOMAIN 6 Community Linkages and Professional Engagement	PPST 6.1	23	Reflecting on and evaluating learning environments that are responsive to community contexts	1.7492	Moderate need	15
	PPST 6.2	24	Guiding colleagues to strengthen relationship with parents/guardians and the wider school community to facilitate involvement in the educative process	1.6847	Moderate need	25
	PPST 6.3	25	Discussing with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i>	1.7103	Moderate need	18
DOMAIN 7 Personal Growth and Professional Development	PPST 7.2.1	26	Identifying and utilizing personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school	1.6868	Moderate need	24
	PPST 7.2.2	27	DepEd Core Behavioral Competencies	1.6233	Moderate need	29
	PPST 7.3.1	28	Contributing actively to professional networks within and between schools to improve knowledge and to enhance practice	1.7044	Moderate need	20

PPST 7.3.2	29	Communities of Practice	1.6249	Moderate need	27
PPST 7.5	30	Reflecting on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals	1.7085	Moderate need	19

B. Competency Needs		
B.1. Core Behavioral Competencies	Mean	Adjectival Description
1. Self-Management	1.5067	Low need
2. Professionalism and Ethics	1.5083	Low need
3. Result Focus	1.6950	Moderate need
4. Teamwork	1.5382	Moderate need
5. service Orientation	1.5838	Moderate need
6. Innovation	2.0535	Moderate need
B.2. Core Skills	Mean	Adjectival Description
1. Oral Communication	1.8278	Moderate need
2. Written Communication	1.8013	Moderate need
3. Computer / ICT Skills	2.0498	Moderate need

2. JHS Level
Career Stage 2: Proficient Teachers

A. Developmental Needs						
Domain	Strand	No.	Indicators	Mean	Adjectival Description	Rank
DOMAIN 1: Content Knowledge and Pedagogy	PPST 1.1	1	Applying knowledge of content within and across curriculum teaching areas	1.8514	Moderate need	13
	PPST 1.4.1	2	Using a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	2.0748	Moderate need	2
	PPST 1.4.2	3	Financial Literacy Education	1.8700	Moderate need	11
	PPST 1.5	4	Applying a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills	2.0796	Moderate need	1
	PPST 1.6	5	Displaying proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	1.6517	Moderate need	31
DOMAIN 2: Learning Environment	PPST 2.1.1	6	Establishing safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures	1.7289	Moderate need	23
	PPST 2.1.2	7	Child Protection Policy (CPP)	1.6825	Moderate need	27
	PPST 2.1.3	8	Anti-bullying Policy	1.6809	Moderate need	28
	PPST 2.6	9	Managing learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	1.8304	Moderate need	16

DOMAIN 3: Diversity of Learners	PPST 3.1.1	10	Using differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	2.0249	Moderate need	5
	PPST 3.1.2	11	Socio-emotional learning	1.8333	Moderate need	15
	PPST 3.3	12	Designing, adapting, and implementing teaching strategies that are responsive to learners with disabilities, giftedness, and talents	2.0374	Moderate need	4
	PPST 3.4.1	13	Planning and delivering teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices	2.0522	Moderate need	3
	PPST 3.4.2	14	Children at-risks and children in conflict with the law	1.8200	Moderate need	18
	PPST 3.4.3	15	Reproductive health and early pregnancy	1.8020	Moderate need	19
	PPST 3.4.4	16	Increasing adversity quotient	1.8458	Moderate need	14
	PPST 3.4.5	17	Mental health in the school setting	1.9027	Moderate need	9
	PPST 3.5	18	Adapting and using culturally appropriate teaching strategies to address the needs of learners from indigenous groups	1.9000	Moderate need	10
DOMAIN 4: Curriculum and Planning	PPST 4.1	19	Planning, managing, and implementing developmentally sequenced teaching and learning process for varied learning needs and contexts	1.9478	Moderate need	6
	PPST 4.2	20	Setting achievable and appropriate learning outcomes that are aligned with learning competencies.	1.8657	Moderate need	12
	PPST 4.5	21	Selecting, developing, organizing, and using appropriate teaching and learning resources to address learning goals	1.9129	Moderate need	8
DOMAIN 5 Assessment and Reporting	PPST 5.1	22	Designing, selecting, organizing and using diagnostic, formative and summative assessment strategies consistent with curriculum requirements	1.9204	Moderate need	7
	PPST 5.2	23	Monitoring and evaluating learner progress and achievement using learner data	1.7692	Moderate need	21
DOMAIN 6 Community Linkages and Professional	PPST 6.1	24	Maintaining learning environments that are responsive to community contexts	1.7295	Moderate need	22

Engagement	PPST 6.2	25	Building relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process	1.6708	Moderate need	29
	PPST 6.3	26	Reviewing regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i>	1.7082	Moderate need	25
	PPST 6.4	27	Complying with and implementing school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	1.6617	Moderate need	30
DOMAIN 7 Personal Growth and Professional Development	PPST 7.2.1	28	Adopting practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity	1.6866	Moderate need	26
	PPST 7.2.2	29	DepEd Core Behavioral Competencies	1.6350	Moderate need	32
	PPST 7.3.1	30	Participating in professional networks to share knowledge and to enhance practice	1.8234	Moderate need	17
	PPST 7.3.2	31	Communities of Practice	1.7275	Moderate need	24
	PPST 7.5	32	Setting professional development goals based on the Philippine Professional Standards for Teachers	1.7930	Moderate need	20

B. Competency Needs		
B.1. Core Behavioral Competencies	Mean	Adjectival Description
1. Self-Management	1.5955	Moderate need
2. Professionalism and Ethics	1.5707	Moderate need
3. Result Focus	1.7877	Moderate need
4. Teamwork	1.6370	Moderate need
5. service Orientation	1.7104	Moderate need
6. Innovation	2.1136	Moderate need
B.2. Core Skills	Mean	Adjectival Description
1. Oral Communication	1.8404	Moderate need
2. Written Communication	1.8144	Moderate need
3. Computer / ICT Skills	1.9651	Moderate need

Career Stage 3: Highly Proficient Teachers

A. Developmental Needs						
Domain	Strand	No.	Indicators	Mean	Adjectival Description	Rank
DOMAIN 1 Content Knowledge and Pedagogy	PPST 1.1	1	Modeling effective applications of content knowledge within and across curriculum teaching areas.	1.9671	Moderate need	3
	PPST 1.4.1	2	Evaluating with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy	1.9436	Moderate need	6
	PPST 1.4.2	3	Financial Literacy Education	1.7292	Moderate need	23

	PPST 1.5	4	Developing and applying effective teaching strategies to promote critical and creative thinking, as well as other higher order thinking skills	2.1313	Moderate need	1
	PPST 1.6	5	Modelling and supporting colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture	1.7798	Moderate need	16
DOMAIN 2 Learning Environment	PPST 2.1.1	6	Exhibiting effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	1.8780	Moderate need	12
	PPST 2.1.2	7	Child Protection Policy (CPP)	1.6388	Moderate need	28
	PPST 2.1.3	8	Anti-bullying Policy	1.6179	Moderate need	29
	PPST 2.6	9	Exhibiting effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments	1.8783	Moderate need	11
DOMAIN 3 Diversity of Learners	PPST 3.1.1	10	Working with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences	1.8614	Moderate need	14
	PPST 3.1.2	11	Socio-emotional learning	1.7758	Moderate need	18
	PPST 3.3	12	Assisting colleagues to design, adopt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	1.9613	Moderate need	4
	PPST 3.4.1	13	Evaluating with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	1.9581	Moderate need	5
	PPST 3.4.2	14	Children at-risks and children in conflict with the law	1.7794	Moderate need	17
	PPST 3.4.3	15	Reproductive health and early pregnancy	1.6785	Moderate need	26
	PPST 3.4.4	16	Increasing adversity quotient	1.7706	Moderate need	19
	PPST 3.4.5	17	Mental health in the school setting	1.8618	Moderate need	13
	PPST 3.5	18	Developing and applying teaching strategies to address effectively the needs of learners from indigenous groups	1.9174	Moderate need	8

DOMAIN 4 Curriculum and Planning	PPST 4.1	19	Developing and applying effective strategies in the planning and management of developmentally sequenced teaching and learning processes in varied teaching contexts	1.9824	Moderate need	2
	PPST 4.5	20	Advising and guiding colleagues in the selection, organization and development of appropriate teaching and learning resources, including ICT, to address specific learning goals	1.9206	Moderate need	7
DOMAIN 5 Assessment and Reporting	PPST 5.1	21	Working collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements	1.8971	Moderate need	9
	PPST 5.2	22	Interpreting collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement	1.8909	Moderate need	10
DOMAIN 6 Community Linkages and Professional Engagement	PPST 6.1	23	Reflecting on and evaluating learning environments that are responsive to community contexts	1.8432	Moderate need	15
	PPST 6.2	24	Guiding colleagues to strengthen relationship with parents/guardians and the wider school community to facilitate involvement in the educative process	1.7485	Moderate need	21
	PPST 6.3	25	Discussing with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i>	1.7463	Moderate need	22
DOMAIN 7 Personal Growth and Professional Development	PPST 7.2.1	26	Identifying and utilizing personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school	1.7633	Moderate need	20
	PPST 7.2.2	27	DepEd Core Behavioral Competencies	1.5910	Moderate need	30
	PPST 7.3.1	28	Contributing actively to professional networks within and between schools to improve knowledge and to enhance practice	1.7257	Moderate need	24
	PPST 7.3.2	29	Communities of Practice	1.6490	Moderate need	27
	PPST 7.5	30	Reflecting on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals	1.6815	Moderate need	25

B. Competency Needs		
B.1. Core Behavioral Competencies	Mean	Adjectival Description
1. Self-Management	1.5412	Moderate need
2. Professionalism and Ethics	1.5176	Moderate need
3. Result Focus	1.8265	Moderate need
4. Teamwork	1.6083	Moderate need
5. service Orientation	1.6971	Moderate need
6. Innovation	2.2647	High need
B.2. Core Skills	Mean	Adjectival Description
1. Oral Communication	1.9059	Moderate need
2. Written Communication	1.8912	Moderate need
3. Computer / ICT Skills	2.1164	Moderate need

3. SHS Level

Career Stage 2: Proficient Teachers

A. Developmental Needs						
Domain	Strand	No.	Indicators	Mean	Adjectival Description	Rank
DOMAIN 1: Content Knowledge and Pedagogy	PPST 1.1	1	Applying knowledge of content within and across curriculum teaching areas	1.8978	Moderate need	11
	PPST 1.4.1	2	Using a range of teaching strategies that enhance learner achievement in literacy and numeracy skills	2.1007	Moderate need	5
	PPST 1.4.2	3	Financial Literacy Education	1.7059	Moderate need	19
	PPST 1.5	4	Applying a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills	2.2086	Moderate need	1
	PPST 1.6	5	Displaying proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	1.4348	Moderate need	32
DOMAIN 2: Learning Environment	PPST 2.1.1	6	Establishing safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines, and procedures	1.5971	Moderate need	25
	PPST 2.1.2	7	Child Protection Policy (CPP)	1.5468	Moderate need	28
	PPST 2.1.3	8	Anti-bullying Policy	1.5540	Moderate need	27
	PPST 2.6	9	Managing learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments	1.8623	Moderate need	13
DOMAIN 3: Diversity of Learners	PPST 3.1.1	10	Using differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences	2.1522	Moderate need	2.5
	PPST 3.1.2	11	Socio-emotional learning	1.7626	Moderate need	16

	PPST 3.3	12	Designing, adapting, and implementing teaching strategies that are responsive to learners with disabilities, giftedness, and talents	2.1522	Moderate need	2.5
	PPST 3.4.1	13	Planning and delivering teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement, or disasters; child abuse and child labor practices	2.1367	Moderate need	4
	PPST 3.4.2	14	Children at-risks and children in conflict with the law	1.7464	Moderate need	18
	PPST 3.4.3	15	Reproductive health and early pregnancy	1.6906	Moderate need	20
	PPST 3.4.4	16	Increasing adversity quotient	1.8201	Moderate need	14
	PPST 3.4.5	17	Mental health in the school setting	1.9203	Moderate need	10
	PPST 3.5	18	Adapting and using culturally appropriate teaching strategies to address the needs of learners from indigenous groups	1.8696	Moderate need	12
DOMAIN 4: Curriculum and Planning	PPST 4.1	19	Planning, managing, and implementing developmentally sequenced teaching and learning process for varied learning needs and contexts	1.9783	Moderate need	6
	PPST 4.2	20	Setting achievable and appropriate learning outcomes that are aligned with learning competencies.	1.9275	Moderate need	8
	PPST 4.5	21	Selecting, developing, organizing, and using appropriate teaching and learning resources to address learning goals	1.9209	Moderate need	9
DOMAIN 5 Assessment and Reporting	PPST 5.1	22	Designing, selecting, organizing and using diagnostic, formative and summative assessment strategies consistent with curriculum requirements	1.9496	Moderate need	7
	PPST 5.2	23	Monitoring and evaluating learner progress and achievement using learner data	1.7518	Moderate need	17
DOMAIN 6 Community Linkages and Professional Engagement	PPST 6.1	24	Maintaining learning environments that are responsive to community contexts	1.6159	Moderate need	24
	PPST 6.2	25	Building relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process	1.5725	Moderate need	26

	PPST 6.3	26	Reviewing regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i>	1.6232	Moderate need	23
	PPST 6.4	27	Complying with and implementing school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	1.5180	Moderate need	29
DOMAIN 7 Personal Growth and Professional Development	PPST 7.2.1	28	Adopting practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect, and integrity	1.5072	Moderate need	31
	PPST 7.2.2	29	DepEd Core Behavioral Competencies	1.5145	Moderate need	30
	PPST 7.3.1	30	Participating in professional networks to share knowledge and to enhance practice	1.8129	Moderate need	15
	PPST 7.3.2	31	Communities of Practice	1.6449	Moderate need	22
	PPST 7.5	32	Setting professional development goals based on the Philippine Professional Standards for Teachers	1.6788	Moderate need	21

B. Competency Needs		
B.1. Core Behavioral Competencies	Mean	Adjectival Description
1. Self-Management	1.6000	Moderate need
2. Professionalism and Ethics	1.5714	Moderate need
3. Result Focus	1.8777	Moderate need
4. Teamwork	1.6714	Moderate need
5. service Orientation	1.7071	Moderate need
6. Innovation	2.2643	High need
B.2. Core Skills	Mean	Adjectival Description
1. Oral Communication	1.8273	Moderate need
2. Written Communication	1.7857	Moderate need
3. Computer / ICT Skills	1.8705	Moderate need

Career Stage 3: Highly Proficient Teachers

A. Developmental Needs						
Domain	Strand	No.	Indicators	Mean	Adjectival Description	Rank
DOMAIN 1 Content Knowledge and Pedagogy	PPST 1.1	1	Modeling effective applications of content knowledge within and across curriculum teaching areas.	1.9692	Moderate need	5.5
	PPST 1.4.1	2	Evaluating with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy	1.8308	Moderate need	22.5
	PPST 1.4.2	3	Financial Literacy Education	1.7538	Moderate need	26
	PPST 1.5	4	Developing and applying effective teaching strategies to promote critical and creative thinking, as well as other higher order thinking skills	2.0615	Moderate need	2

	PPST 1.6	5	Modelling and supporting colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture	1.6875	Moderate need	30
DOMAIN 2 Learning Environment	PPST 2.1.1	6	Exhibiting effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	1.9063	Moderate need	11
	PPST 2.1.2	7	Child Protection Policy (CPP)	1.7188	Moderate need	27.5
	PPST 2.1.3	8	Anti-bullying Policy	1.7188	Moderate need	27.5
	PPST 2.6	9	Exhibiting effective and constructive behavior management skills by applying positive and non-violent discipline to ensure learning-focused environments	1.7969	Moderate need	25
DOMAIN 3 Diversity of Learners	PPST 3.1.1	10	Working with colleagues to share differentiated, developmentally appropriate opportunities to address learners' differences in gender, needs, strengths, interests and experiences	1.9231	Moderate need	8.5
	PPST 3.1.2	11	Socio-emotional learning	1.9077	Moderate need	10
	PPST 3.3	12	Assisting colleagues to design, adopt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents	1.8906	Moderate need	14.5
	PPST 3.4.1	13	Evaluating with colleagues teaching strategies that are responsive to the special educational needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	1.9692	Moderate need	5.5
	PPST 3.4.2	14	Children at-risks and children in conflict with the law	1.8615	Moderate need	18
	PPST 3.4.3	15	Reproductive health and early pregnancy	1.8308	Moderate need	22.5
	PPST 3.4.4	16	Increasing adversity quotient	1.9231	Moderate need	8.5
	PPST 3.4.5	17	Mental health in the school setting	1.8923	Moderate need	12.5
	PPST 3.5	18	Developing and applying teaching strategies to address effectively the needs of learners from indigenous groups	1.8750	Moderate need	16.5

DOMAIN 4 Curriculum and Planning	PPST 4.1	19	Developing and applying effective strategies in the planning and management of developmentally sequenced teaching and learning processes in varied teaching contexts	2.1231	Moderate need	1
	PPST 4.5	20	Advising and guiding colleagues in the selection, organization and development of appropriate teaching and learning resources, including ICT, to address specific learning goals	1.9846	Moderate need	3.5
DOMAIN 5 Assessment and Reporting	PPST 5.1	21	Working collaboratively with colleagues to review the design, selection, organization and use of a range of effective diagnostic, formative and summative assessment strategies consistent with curriculum requirements	1.8438	Moderate need	21
	PPST 5.2	22	Interpreting collaboratively monitoring and evaluation strategies of attainment data to support learner progress and achievement	1.9846	Moderate need	3.5
DOMAIN 6 Community Linkages and Professional Engagement	PPST 6.1	23	Reflecting on and evaluating learning environments that are responsive to community contexts	1.9385	Moderate need	7
	PPST 6.2	24	Guiding colleagues to strengthen relationship with parents/guardians and the wider school community to facilitate involvement in the educative process	1.8462	Moderate need	19.5
	PPST 6.3	25	Discussing with colleagues teaching and learning practices that apply existing codes, laws and regulations that apply to the teaching profession, and the responsibilities specified in the <i>Code of Ethics for Professional Teachers</i>	1.8000	Moderate need	24
DOMAIN 7 Personal Growth and Professional Development	PPST 7.2.1	26	Identifying and utilizing personal professional strengths to uphold the dignity of teaching as a profession to help build a positive teaching and learning culture within the school	1.8750	Moderate need	16.5
	PPST 7.2.2	27	DepEd Core Behavioral Competencies	1.7077	Moderate need	29
	PPST 7.3.1	28	Contributing actively to professional networks within and between schools to improve knowledge and to enhance practice	1.8462	Moderate need	19.5
	PPST 7.3.2	29	Communities of Practice	1.8923	Moderate need	12.5
	PPST 7.5	30	Reflecting on the Philippine Professional Standards for Teachers to plan personal professional development goals and assist colleagues in planning and achieving their own goals	1.8906	Moderate need	14.5

B. Competency Needs		
B.1. Core Behavioral Competencies	Mean	Adjectival Description
1. Self-Management	1.6000	Moderate need
2. Professionalism and Ethics	1.6154	Moderate need
3. Result Focus	1.7692	Moderate need
4. Teamwork	1.5846	Moderate need
5. Service Orientation	1.8000	Moderate need
6. Innovation	2.2308	Moderate need
B.2. Core Skills	Mean	Adjectival Description
1. Oral Communication	1.8906	Moderate need
2. Written Communication	1.9219	Moderate need
3. Computer / ICT Skills	2.1385	Moderate need

IV. Quarterly Tests Used

Science Subjects	Type of Quarterly Tests Administered in Science			
	Sukdanan (Region-made)	Unified (SDO- made)	School- initiated	Others
Science 3	278	274	293	36
Science 4	283	201	265	25
Science 5	274	189	231	29
Science 6	314	218	165	11
Science 7	170	29	47	5
Science 8	165	35	41	7
Science 9	167	29	45	5
Science 10	158	24	49	3
SHS-DRRR	13	2	15	2
SHS-Earth and Life Science	93	12	36	2
SHS-Earth Science	18	3	8	2
SHS-Physical Science	36	2	17	0
SHS-Gen. Biology 1	18	1	2	3
SHS-Gen. Chemistry 1	12	2	3	2
SHS-Gen. Physics 1	14	0	8	2
TOTAL	2013 (45.8%)	1021 (23.2%)	1225 (27.9%)	134 (3.10%)

In the Academic Quarter 1 of SY 2022-2023, the Sukdanan Standardized Test is the most widely administered summative test at 45.8%, followed by the school-initiated test, and SDO unified tests.

V. Challenges Encountered in Facilitating Learning in Science

1. Poor reading comprehension
2. Lack of learning resources

VI. Recommendations

Based on the findings, the following are recommended:

- implement learning and development programs for teachers on pedagogical-content knowledge at the different governance levels (schools to RO level) targeting the least-learned competencies*;
- implement learning and development programs at the different governance levels (schools to RO level) on Domain 1 (Content Knowledge and Pedagogy), Domain 3 (Diversity of Learners), Domain 4 (Curriculum and Planning), Innovation, and Computer/ICT Skills to target teachers’ developmental and competency needs*;
- design, quality assure, and/or contextualize Strategic Intervention Materials SDOs, District Offices, and schools that will address the least-learned competencies*;
- design, quality assure, and administer high-quality assessments targeting learners 21st-century skills;
- track learners’ proficiency levels in every quarter to compare the quarterly data every year*;
- conduct activities at the different governance levels (schools to RO level) to showcase and promote innovation on Science and STEM Education;
- share documented best practices and strategies that will improve Science Education;
- integrate reading activities in teaching Science; and
- conduct researches that will improve Science Education.

*Note: All recommendations with * will be achieved better if data are isolated by SDO, district, and school using the iCLASS dynamic links below. Users may get their PDF copy containing the active links from their Science EPSs at the SDO.*

**LINKS FOR THE INTERNET- AND CLOUD-BASED LEARNING ASSESSMENT
SUBMISSION SYSTEM (iCLASS) DYNAMIC SPREADSHEETS**
Quarter 1, SY 2022-2023

Directions: Click the links below to view the realtime iCLASS responses of the science teachers across all levels. Each link below will lead you to an online spreadsheet that displays the iCLASS responses. Every time you refresh the webpage, it gets updated. Users of these links may download the dynamic spreadsheets and implement sorting commands to segregate their desired data (ex. data for a specific SDO only). It is recommended that users of these links shall help encourage teachers in sending iCLASS responses.

Science Subjects	Dynamic Links for the Spreadsheets
Science 3	Click this link.
Science 4	Click this link.
Science 5	Click this link.
Science 6	Click this link.
Science 7	Click this link.
Science 8	Click this link.
Science 9	Click this link.
Science 10	Click this link.
DRRR	Click this link.
Earth Science	Click this link.
Earth and Life Science	Click this link.
Physical Science	Click this link.

General Biology 1	Click this link.
General Biology 2	Click this link.
General Chemistry 1	Click this link.
General Chemistry 2	Click this link.
General Physics 1	Click this link.
General Physics 2	Click this link.

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