Assessing Academic Progress and Intervention Needs in English Learning Competencies of Grade 3 Learners

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Abstract— **This research delves into the continuous monitoring of Grade 3 learners' performance in English Learning Competencies (ELCs) to facilitate informed decision-making and targeted interventions for improved outcomes. Recognizing the pivotal role of teachers in this process, we emphasize the significance of ongoing assessment as a self-regulation strategy for students. The Quarterly Report Assessment (QRA) by the Department of Education serves as a cornerstone tool for evaluating academic progress, yet further exploration into underlying performance fluctuations, particularly in English competencies, is essential. This study focuses on the Most Essential Learning Competencies (MELCs) prescribed by DepEd, employing a documentary analysis approach to systematically examine student records and assessment data. Through meticulous documentation and analysis, educators can identify areas of strength and weakness, prioritize intervention strategies, and refine pedagogical approaches to meet the evolving needs of Grade 3 learners in English language acquisition.**

***Index Terms*—Grade 3 learners, English Learning Competencies (ELCs), continuous monitoring, academic progress, targeted interventions, Quarterly Report Assessment (QRA), Most Essential Learning Competencies (MELCs), documentary analysis, student records, performance trends.**

1. Introduction

Continuous monitoring of students' performance is fundamental in education, enabling informed decision-making and targeted interventions to improve outcomes. Teachers, as emphasized by Masters (2016), play a vital role in this process. They monitor progress, assess current performance levels, set year-end achievement goals, and establish progress rates to meet those goals.

This monitoring isn't just for teachers; it's also a valuable self-regulation strategy for students. When students take ownership of their learning and make necessary adjustments to achieve goals, they actively engage in their educational journey.

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Moreover, teachers' monitoring of students' performance is crucial for implementing interventions to enhance learning outcomes.

The Department of Education recognizes this importance through the Quarterly Report Assessment (QRA). This tool consolidates learners' grades across all subjects, employing predefined criteria and descriptors to classify student performance from Outstanding to Did Not Meet Expectations. The QRA facilitates a comprehensive evaluation of academic progress, aiding in effective decision-making and intervention strategies.

While the QRA offers insights into shifts in student performance, simply identifying these fluctuations is insufficient. It is crucial to explore further and understand the underlying factors driving these changes, particularly in the context of English learning competencies. These competencies, integrated into lesson plans refer to the Most Essential Learning Competencies (MELCs) prescribed by DepEd. These competencies serve as focal points within the curriculum and form the foundation of educational objectives.

Integral to our study is the assessment of academic progress and identification of intervention needs. We recognize the importance of the reflection component in lesson planning, which allows educators to gauge students' mastery of embedded competencies. Through meticulous documentation and analysis, we aim to identify areas where students excel and where they require additional support.

By examining evaluation results per competency, educators gain an understanding of learners' strengths and areas needing improvement. This detailed approach allows educators to rank competencies according to performance and prioritize intervention strategies. Furthermore, it enables educators to refine teaching techniques and adjust pedagogical strategies to meet the evolving needs of Grade 3 learners in English language acquisition.

In this study, we employ a documentary analysis approach to investigate the performance of Grade 3 learners in English Learning Competencies (ELCs). This method involves systematically examining existing documents, such as student records and quarterly assessment data. By gathering these data,

we aim to provide a comprehensive assessment of student's progress and performance trends over time. These allow educators to facilitate targeted interventions to enhance their mastery of English competencies.

2. Literature Background

Ensuring students acquire essential knowledge and skills is paramount, particularly amidst challenges in learning delivery. In today's dynamic educational landscape, the seamless progression of students' learning trajectories hinges upon the strategic prioritization of competencies crucial for grasping subsequent concepts (Zalun, 2023).

Gosselin (2017) contributes significantly to this discourse by delineating the nuanced distinction between competencies and learning outcomes. Competencies, as broad descriptors, encompass the desired knowledge, skills, and behaviors upon program completion while learning outcomes provide precise, measurable benchmarks of learners' expected achievements. This aligns with Bloom's Taxonomy, which categorizes educational goals to promote higher-order thinking (Bloom et al., 1956).

Further enriching our understanding is the foundational framework outlined by Sturgis (2016), emphasizing the pivotal role of competency instruction in guaranteeing effective learning experiences. Sturgis advocates for a structured pedagogical approach characterized by learners' advancement upon demonstrated mastery, the incorporation of specific, measurable learning goals, and the provision of timely, personalized support mechanisms tailored to individual learning needs. This approach reflects principles from Mastery Learning Theory (Bloom, 1968), which posits that given appropriate time and resources, all students can achieve a high level of understanding.

Within the Philippine educational landscape, the Department of Education (DepEd) reaffirms its unwavering commitment to quality basic education through the meticulous implementation of Most Essential Learning Competencies (MELCs). These meticulously curated MELCs serve as guiding principles for curriculum development and instructional practices in public schools, with a pronounced emphasis on essential competencies indispensable for fostering lifelong learning and adaptability to diverse instructional modalities. This initiative can be associated with Constructivist Theory (Piaget, 1952; Vygotsky, 1978), emphasizing the active role of learners in constructing their understanding.

Augmenting our understanding are empirical inquiries such as Aguila's (2015) exploration of 21st-century skills, underscoring the imperative of periodic reassessment of learning competencies to align educational endeavors with evolving societal demands. Similarly, McClymont (2019) and Ravina et al. (2021) contribute nuanced insights by examining the efficacy of MELCs in shaping teaching methodologies and catalyzing students' learning trajectories, respectively. These studies highlight the relevance of Transformative Learning Theory (Mezirow, 1991), which focuses on critical reflection and change in perspectives as core to the learning process.

Pupan's (2021) scholarly investigation unveils the favorable reception of module-based pedagogies in cultivating essential competencies, particularly within the realm of instructional planning. Additionally, the integration of MELCs furnishes educators with a structured framework for crafting comprehensive lesson guides, meticulously delineating the knowledge, understanding, skills, and attitudes students are expected to manifest.

Moreover, Quinto (2020) underscores the pivotal role of home-based support systems in fortifying students' attainment of essential competencies, emphasizing the imperative of holistic preparedness to embrace diverse instructional modalities and adapt to changing educational landscapes. This ties into Ecological Systems Theory (Bronfenbrenner, 1979), which considers the multiple layers of the environment affecting a child's development.

Complementing these scholarly endeavors is the indispensable role of progress monitoring in facilitating data-driven decision-making processes. Progress Learning (2018), Yaziz (2018), and Masters (2016) cogently advocate for the systematic collection and analysis of student progress data to inform instructional interventions. The Response to Intervention (RTI) Model (Fuchs & Fuchs, 2006) supports this, emphasizing regular assessment and targeted teaching strategies to meet students' individual needs. The Quarterly Report on Assessment (QRA) mandated by the Department of Education emerges as a linchpin tool for meticulously tracking students' educational progress, refining pedagogical approaches, and evaluating the efficacy of educational programs (Cauley & McMillan, 2010; Suskie, 2018; Fuchs & Fuchs, 1992; Safer & Fleischman, 2005).

A. Research Questions/Objectives

The main objective of this study is to assess Grade 3 learners' English learning competencies by analyzing the variance, mean grades, and distribution of their academic performance across different quarters. Specifically, the research aims to address the following questions:

- Variance and Mean Grades Across Quarters:
  - Research Question 1: What are the mean grades of Grade 3 learners in English Learning Competencies (LCs) for Quarter 1, Quarter 2, and Quarter 3?
  - Research Question 2: What is the variance in the grades of Grade 3 learners in English LCs for each quarter (Quarter 1, Quarter 2, Quarter 3)?
- Distribution of Learners' Performance Across Quarters:
  - Research Question 3: How are the grades of Grade 3 learners in English LCs distributed across Quarter 1, Quarter 2, and Quarter 3? Are there any observable trends or patterns in the distribution of grades?

- Significant Differences in Performance Across Quarters:
  - Research Question 4: Are there significant differences in the performance of learners in English LCs from Quarter 1 to Quarter 3? If so, what are the statistical significances of these differences?

3. Methodology

A. Data Collection

The primary data for this study were the academic grades of Grade 3 learners in English LCs. These grades were collected from school records for three evaluation periods: Quarter 1, Quarter 2, and Quarter 3. The sample consisted of grades from a representative group of Grade 3 learners across these three quarters.

B. Descriptive Statistics

To describe the central tendency and dispersion of the grades, the following statistical measures were employed:

- Mean Grades: The mean grades for Quarter 1, Quarter 2, and Quarter 3 were calculated to determine the average performance of learners in each evaluation period.
- Variance in Grades: The variance was computed for each quarter to measure the degree of dispersion or variability in learners' grades within each period.

C. Distribution Analysis

The distribution of grades for each quarter was analyzed to identify patterns and trends in learners' performance:

- Frequency Distributions: Histograms were created for each quarter to visualize the distribution of grades. This helped in understanding how grades were spread out and whether there were shifts in performance across quarters.
- Trends and Patterns: By comparing the histograms for each quarter, trends or changes in the distribution of grades were identified, providing insights into whether learners' performance improved, declined, or remained stable over time.

D. Inferential Statistics

To determine whether there were significant differences in learners' performance across the three quarters, inferential statistical tests were conducted:

- One-way ANOVA was used to compare the mean grades across Quarter 1, Quarter 2, and Quarter 3. It helped in identifying whether the differences in mean grades across the quarters were statistically significant.
- One-way ANOVA was used to compare the number of competencies across Quarter 1, Quarter 2, and Quarter 3. It helped in determining whether the differences in the number of learners who achieved 80% per competency across the quarters were statistically significant.

E. Data Presentation

The results of the statistical analyses were presented clearly and comprehensively:

- Tables: Tables were used to present the mean grades and variances for each quarter. Additionally, tables summarized the results of the repeated measures ANOVA and paired t-tests, including p-values and effect sizes.
- Graphs: Histograms were included to visually represent the distribution of grades for each quarter, allowing for easy comparison of trends and patterns in learners' performance.

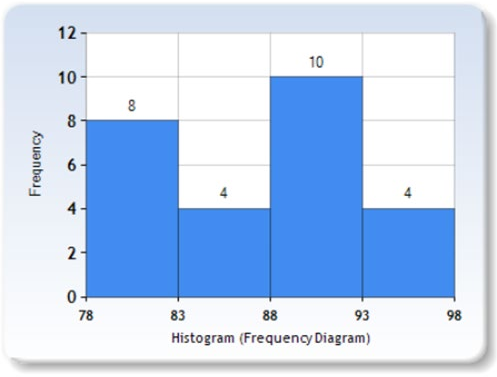
4. Results And Discussion

A. Analysis of Academic Performance

Table 1
Variance and Mean Grades Across Quarters

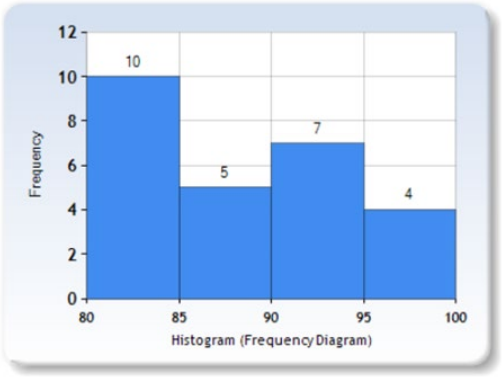
Quarter	Variance of Grades	Mean Grades	Descriptor
Quarter 1	29.52	86.80	Very Satisfactory
Quarter 2	31.66	87.69	Very Satisfactory
Quarter 3	28.88	87.81	Very Satisfactory

B. Frequency Distribution



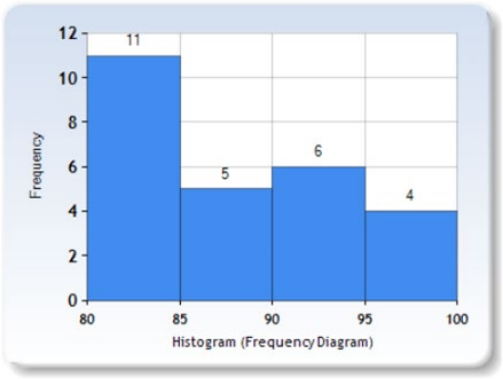
Frequency Table	
Class	*Count*
78-82	8
83-87	4
88-92	10
93-97	4

Quarter 1	
Mean	86.80769
Standard Deviation (s)	5.43337
Skewness	-0.09699
Kurtosis	-1.34525
Lowest Score	78
Highest Score	96
Distribution Range	18
Total Number of Scores	26
Number of Distinct Scores	12
Lowest Class Value	78
Highest Class Value	97
Number of Classes	4
Class Range	5



Frequency Table	
Class	*Count*
80-84	10
85-89	5
90-94	7
95-99	4

Quarter 2	
Mean	87.69231
Standard Deviation (s)	5.62686
Skewness	0.09277
Kurtosis	-1.47322
Lowest Score	80
Highest Score	97
Distribution Range	17
Total Number of Scores	26
Number of Distinct Scores	15
Lowest Class Value	80
Highest Class Value	99
Number of Classes	4
Class Range	5



Frequency Table	
Class	*Count*
80-84	11
85-89	5
90-94	6
95-99	4

Quarter 3	
Mean	87.80769
Standard Deviation (s)	5.37415
Skewness	0.33774
Kurtosis	-1.10804
Lowest Score	80
Highest Score	98
Distribution Range	18
Total Number of Scores	26
Number of Distinct Scores	13
Lowest Class Value	80
Highest Class Value	99
Number of Classes	4
Class Range	5

C. Trends and Patterns

- Mean Scores: The mean scores of the students have slightly increased from Quarter 1 to Quarter 3. This indicates that the overall performance of the students has improved over time.
- Standard Deviation: The standard deviation, which measures the amount of variation or dispersion in the scores, is relatively stable across the quarters. This suggests that the consistency in the student's performance has been maintained.
- Skewness: The skewness, which measures the asymmetry of the distribution, is close to zero for all quarters. This indicates that the scores are fairly symmetrically distributed around the mean.
- Kurtosis: The negative kurtosis values suggest that the

distribution of scores has lighter tails and a flatter peak compared to a normal distribution. In other words, there are fewer extreme scores (either very high or very low).

- Distribution Range: The distribution range, which is the difference between the highest and lowest scores, is fairly consistent across the quarters. This suggests that the spread of scores has remained stable.
- Number of Distinct Scores: The number of distinct scores slightly increased from Quarter 1 to Quarter 2, and then decreased in Quarter 3. This could indicate a change in the diversity of the student's performance.

D. Analysis of Variance across three Quarters

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Q1	26	2257	86.80769	29.52154
Q2	26	2280	87.69231	31.66154
Q3	26	2283	87.80769	28.88154

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	15.5641	2	7.782051	0.259216	0.772345	3.118642
Within Groups	2251.615	75	30.02154			
Total	2267.179	77				

The ANOVA results showed that the average scores of the Grade 3 learners for Quarter 1, Quarter 2, and Quarter 3 were 86.81, 87.69, and 87.81 respectively. The p-value obtained from the ANOVA test was 0.772345. The high p-value suggests that there is no significant difference in the performance of the learners across the three quarters. This indicates that the learners' performance in English Learning Competencies remained relatively consistent throughout the quarters.

E. Analysis of Competency Areas

Table 2
Learners' Performance in Competency Areas - Quarter 1

Most Essential Learning Competencies	**80% of learners who passed the evaluation**
Describe one's drawing about the stories/poems listened to using simple and compound sentences	13
Write a short descriptive paragraph about a character or setting in stories listened to	10
Write a short paragraph providing another ending for a story listened to	9
Write a diary	9
Use different kinds of sentences in a dialogue (e.g. declarative, interrogative, exclamatory, imperative)	15
Use common and proper nouns in a sentence	20
Use the plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)	18
Use the plural form of frequently occurring irregular nouns e.g. children, feet, teeth)	15
Review reading and writing short e, a, I, o, and u words in CVC pattern	23
Read phrases, sentences, and short stories consisting of 2-syllable words	19
Initiate conversations with peers in a variety of school settings	16
Summarize and restate information shared by others	15

Table 3
Learners' Performance in Competency Areas - Quarter 2

Most Essential Learning Competencies	**80% of learners who passed the evaluation**
Use the be-verbs (am, is, are, was, were) correctly in sentences	18
Use simple verbs (past, present, future) in sentences	16
Read words with initial and final consonant blends	21
Read familiar words and phrases in texts	20
Read words, phrases, sentences, and short stories consisting of words with consonant digraphs ch and sh and other words previously studied	19
Spell one-to-two-syllable words with initial and final consonant blends (e.g. pl, tr) and consonant digraphs (ch and sh)	10
Identify commonly used possessive pronouns and use them in a sentence	15
Identify several effects based on a given cause	18
Make inferences and draw conclusions based on texts (pictures, title, and content words)	17
Distinguish fact from opinion	22
Use different sources of information in reading	16
Recognize some words represented by common abbreviations (e.g. Mr. Ave., Oct.)	17

Table 4
Learners' Performance in Competency Areas - Quarter 3

Most Essential Learning Competencies	**80% of learners who passed the evaluation**
Write a simple story	10
Homonyms (e.g. flower/flour)	20
Homographs (e.g. read-read)	23
Hyponyms - a type of (e.g. guava - a	23

type of fruit)	
Identify possible solutions to problems	18
identify the elements of an information/factual text heard	15
Read words with long a, i, o, u sound (ending in e)	24
Read phrases, sentences, stories, and poems consisting of long a, I, o, and u words	20
Ask and respond to questions about informational texts listened to (environment, health, how-to's, etc.)	15
Compare and contrast information heard	14
Read words with affixes	19

The provided data outlines a comprehensive set of English learning competencies assessed across three quarters for Grade 3 learners. These competencies encompass various aspects of English language skills, including writing, reading, speaking, and comprehension, ensuring a well-rounded evaluation of learners' English proficiency. Each competency is accompanied by the percentage of learners who passed the evaluation, shedding light on the relative difficulty and mastery levels. Analysis reveals a diverse range of competencies, with some being more straightforward, such as writing a diary or reading 2-syllable words, reflected in higher passing rates. Conversely, competencies involving spelling, grammar, and critical thinking, like identifying homonyms or making inferences from texts, appear to present greater challenges, evident in lower passing rates. Notably, the competencies assessed vary across quarters, with new skills introduced progressively, indicating a structured approach to English language development over the academic year. This variability in passing rates underscores the need for tailored instructional strategies and targeted interventions to address areas of weakness and foster continuous improvement in English language proficiency among Grade 3 learners.

F. Analysis of Variance of the Learner's Performance in Competency Areas Across Three Quarters

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Quarter 1	12	182	15.16667	19.60606
Quarter 2	12	209	17.41667	9.901515
Quarter 3	11	201	18.27273	19.21818

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	59.97771	2	29.98885	1.85702	0.172574	3.294537
Within Groups	516.7652	32	16.14891			
Total	576.7429	34				

"The ANOVA results show that there is no statistically significant difference in the number of competencies across the three quarters. This is indicated by the P-value of 0.173, which is greater than the typical significance level of 0.05. Therefore, we can conclude that the student's performance in terms of competencies appears to be consistent from Quarter 1 to Quarter 3."

This means that the variation in the number of competencies is likely due to random chance rather than a specific factor related to the quarter. It's a testament to the consistent learning environment provided across the quarters.

5. Conclusion

The provided data delineates a diverse spectrum of competencies, ranging from basic writing and reading skills to more advanced grammar and critical thinking abilities. Analysis reveals varying levels of mastery among learners, with certain competencies demonstrating higher passing rates, indicative of relative ease, while others pose greater challenges, evidenced by lower passing rates. Despite these variations, a consistent upward trajectory in mean scores from Quarter 1 to Quarter 3 underscores an overall improvement in learners' English proficiency throughout the academic year. This positive trend is further corroborated by the stability observed in the standard deviation and the symmetrical distribution of scores around the mean, reflecting a balanced performance profile among students. Notably, the introduction of new competencies across quarters suggests a structured approach to English language development, facilitating learners' progression towards more complex linguistic abilities over time. However, the variability in passing rates across competencies underscores the necessity for tailored instructional strategies and targeted interventions to address specific areas of weakness and promote continuous improvement. Moreover, the stability in learners' performance across quarters, as evidenced by ANOVA results, underscores the effectiveness of current teaching methodologies in maintaining consistent learning outcomes. Moving forward, educators must adopt proactive measures to support learners' diverse learning needs and foster a conducive learning environment conducive to enhanced English language competence and academic success.

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