



Republic of the Philippines
Department of Education
 REGION I
 SCHOOLS DIVISION OF VIGAN CITY

DIVISION MEMORANDUM

No. 519, s. 2026

07 JUL 2026

**DISSEMINATION AND UTILIZATION OF RESULTS OF THE EARLY LANGUAGE,
 LITERACY AND NUMERACY ASSESSMENT (ELLNA)**

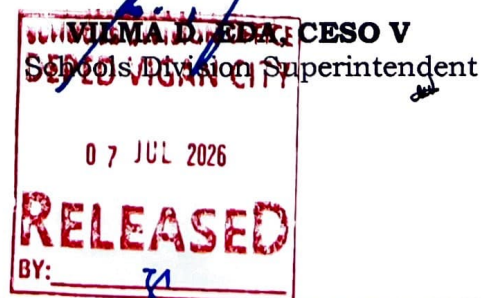
To: Assistant Schools Division Superintendent
 Chief Education Supervisor (SGOD & CID)
 Elementary and Secondary School Heads
 All Others Concerned

1. Relative to Regional Memorandum No. 812, s. 2026, this Office disseminates the results and interpretation of the Early Language, Literacy and Numeracy Assessment (ELLNA) for School Year 2025-2026.
2. School heads and concerned personnel are encouraged to examine the attached ELLNA interpretation and utilize the assessment results in identifying learners' needs, strengthening instructional interventions, enhancing school improvement initiatives, and supporting evidence-based planning and decision-making.
3. The assessment results may likewise be used as supporting data for research, innovation, program development, technical assistance, monitoring and evaluation, and other educational initiatives, provided that such utilization is consistent with the provisions of DepEd Order No. 55, s. 2016.
4. All concerned shall ensure that the processing, sharing, and utilization of ELLNA data adhere to the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, and DepEd Order No. 91, s. 2009, on the proper use of national assessment results.
5. For inquiries and clarifications, please contact the Education Assessment Division (EAD) -BEA through Ms. Trisha Loren F. Biñas, Statistician II, at (02) 8631 2589.
6. For information and guidance.

Encl.: ELLNA Interpretation Data
 Reference: RM No. 812, s. 2026

CID/nar/ptr/pfc/DM/ELLNA
 July 6, 2026

DIVISION MEMORANDUM





Republic of the Philippines
Department of Education
REGION I



REGIONAL MEMORANDUM

No. 812 s. 2026

706-6759 E/123

JUN 30 2026

DISSEMINATION AND UTILIZATION OF THE RESULTS OF THE EARLY LANGUAGE, LITERACY, AND NUMERACY ASSESSMENT (ELLNA)

To: Schools Division Superintendents

1. In line with the Department's commitment to evidence-based planning and continuous improvement of learning outcomes, this Office hereby communicates the results of the Early Language, Literacy, and Numeracy Assessment (ELLNA) in School Year 2025-2026.
2. Analysis of the assessment results indicates the need to intensify interventions and strengthen support mechanisms across governance levels to address learning gaps and improve learner achievement. The findings shall serve as inputs in policy formulation, program implementation, technical assistance, monitoring and evaluation, and resource allocation.
3. The SDOs are hereby authorized to utilize the ELLNA data for emerging research requirements, innovation initiatives, and evidence-based decision-making, provided that such use is strictly intended to improve instructional practices and aligned with the purposes stipulated in DepEd Order No. 55, s. 2016.
4. All concerned are reminded to handle and process the assessment data with utmost confidentiality, in accordance with Republic Act 10173 (Data Privacy Act of 2012) and DepEd Order No. 91, s. 2009, titled "Prescribing Guidelines and Requirements Regulating the Use of National Examination Results."
5. For inquiries and clarifications, please contact the Education Assessment Division (EAD) – BEA through Ms. Trisha Loren F. Biñas, Statistician II, at (02) 8631 2589 or email trisha.frogosa@deped.gov.ph
6. For information and guidance.

For the Regional Director:

RHODA T. RAZON
Director

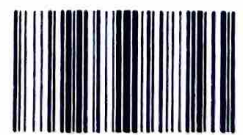
Encl.: Data Interpretation

Reference: Letter from the Office of Bureau of Education Assessment dated June 2, 2026

To be included in the Perpetual Index
Under the following subject

ASSESSMENT

CLMD/magd/RM_ELLNA_Results
June 29, 2026



CLMD260835



INTERPRETATION OF THE EARLY LANGUAGE, LITERACY, AND NUMERACY ASSESSMENT (ELLNA) RESULTS IN REGION I

I. Introduction

The Early Language, Literacy, and Numeracy Assessment (ELLNA) is a national large-scale assessment designed to measure the foundational competencies in English, Filipino, and Numeracy that learners are expected to have developed by the end of Key Stage 1 (Grade 3). For School Year 2025–2026, the assessment was administered to all Grade 4 learners in public elementary schools to determine the extent to which they have retained and demonstrated these essential competencies as they transition to the intermediate grades.

In Region I, a total of 82,218 Grade 4 learners participated in the assessment. The results provide valuable evidence on learners' foundational learning outcomes across the region and serve as a basis for identifying learning gaps, informing instructional planning, strengthening early grade interventions, and guiding policy and program implementation to improve literacy and numeracy achievement.

II. Over-all Performance

The overall performance of Region I in the 2025 ELLNA shows that the region attained an overall Mean Percentage Score (MPS) of 61.76, which falls within the Nearly Proficient level. This indicates that the majority of Grade 4 learners have acquired the minimum expected competencies in English, Filipino, and Numeracy expected at the end of Grade 3.

However, the results also suggest that learners have yet to attain the level of proficiency expected for independent and consistent application of these foundational skills. Among the three learning areas, English registered the highest MPS at 63.85, followed by Numeracy at 61.18 and Filipino at 59.92. Although all three learning areas fall under the Nearly Proficient category, the findings indicate the need to continuously strengthen literacy and numeracy instruction to enable more learners to achieve higher levels of performance.

III. Division Performance

The division results reveal considerable differences in learner performance across Region I. Ilocos Norte recorded the highest overall MPS of 81.28, placing it in the Proficient level and demonstrating consistently strong performance across English, Filipino, and Numeracy. It was followed by Urdaneta City (74.34), Ilocos Sur (70.44), Alaminos City (67.00), and San Carlos City (65.32), all of which performed above the regional average. Meanwhile, La Union (63.92), Dagupan City (61.51), Vigan City (59.70), and Pangasinan II (59.46) posted results that were generally comparable with the regional performance.

On the other hand, Pangasinan I (54.81), Laoag City (53.15), Batac City (49.43), Candon City (48.57), and San Fernando City (46.11) registered relatively lower performances, indicating the need for intensified instructional support and targeted interventions to improve learners' foundational competencies.

IV. Overall Proficiency Levels

The distribution of learners across proficiency levels indicates that 34.88% of the examinees are classified as Nearly Proficient, while 25.49% have reached the Proficient level and 7.91% have attained the Highly Proficient level. Collectively, these results show that 68.28% of Grade 4 learners have achieved at least the minimum expected level of competency.

However, 30.25% of learners remain at the Low Proficient level and 1.48% are classified as Not Proficient, representing a combined 31.73% of learners who continue to experience difficulties in mastering essential literacy and numeracy skills. These findings emphasize the need for sustained interventions to ensure that all learners develop the foundational competencies necessary for success in higher grade levels.

V. Learning Area Analysis

The learning area results indicate varying strengths across English, Filipino, and Numeracy. English posted the highest Mean Percentage Score of 63.85, suggesting relatively stronger learner performance in foundational English literacy. Nevertheless, the standard-setting results show that only 5.32% of learners reached Level 3, while the majority remain in Levels 1 and 2, indicating that many learners are still developing higher-order reading comprehension and critical thinking skills such as making inferences and drawing conclusions.

In Filipino, the region obtained an MPS of 59.92, which also falls within the Nearly Proficient level. Nearly half (48.18%) of the learners attained Level 3, demonstrating the ability to apply more advanced Filipino language skills, while the remaining learners continue to require support in strengthening foundational language competencies.

For Numeracy, Region I achieved an MPS of 61.18, with 50.96% of learners reaching Level 3, the highest proportion among the three learning areas. This indicates that more than half of the learners have demonstrated higher-level mathematical competencies expected by the assessment. However, a considerable proportion of learners remain in Levels 1 and 2, highlighting the continued need to strengthen foundational mathematical concepts and problem-solving skills through differentiated instruction and remediation.

VI. Key Findings

1. The 2025 ELLNA results show that Region I attained an overall MPS of 61.76, placing the region in the Nearly Proficient level.
2. English recorded the highest regional MPS, followed by Numeracy and Filipino. Ilocos Norte emerged as the highest-performing division, while San Fernando City registered the lowest overall MPS.
3. More than two-thirds of the learners achieved at least the Nearly Proficient level, although nearly one-third remain below the desired proficiency level.
4. Numeracy recorded the highest proportion of learners reaching the highest standard-setting performance level, followed closely by Filipino, while English registered the smallest percentage of learners at Level 3.

5. The variation in division performance further highlights the need for context-specific interventions and the sharing of effective instructional practices among divisions.

VII. Over-all Interpretation

Overall, the 2025 ELLNA results indicate that Region I has established a satisfactory foundation in early language, literacy, and numeracy, as reflected by its Nearly Proficient overall performance.

The findings suggest that most Grade 4 learners have retained the foundational competencies expected at the end of Grade 3 and are generally prepared for more advanced learning in the intermediate grades. Nevertheless, the presence of a substantial proportion of learners who remain below the expected proficiency level underscores the need for sustained and evidence-based interventions.

Strengthening early grade instruction, implementing timely remediation and enrichment programs, enhancing teacher capacity, and utilizing assessment data to guide instructional decisions will be critical in improving learner outcomes. Likewise, documenting and replicating the effective practices of high-performing divisions can help reduce performance disparities and support continuous improvement across all schools and divisions in Region I.

Table 1. Number of Examinees and Performance in Mean Percentage Score (MPS) per Learning Area

DIVISION	N	ENGLISH	FILIPINO	NUMERACY	OVERALL
		MPS	MPS	MPS	MPS
Ilocos Region	82218	63.85	59.92	61.18	61.76
Dagupan City	2779	61.13	60.09	65.59	61.51
Ilocos Norte	6121	80.38	81.22	83.47	81.28
Ilocos Sur	8050	71.69	68.69	71.59	70.44
Laoag City	1392	59.82	47.42	51.06	53.15
La Union	10052	66.45	62.16	62.17	63.92
Pangasinan I (Lingayen)	23670	57.94	52.32	53.36	54.81
Pangasinan II (Binalonan)	18616	61.85	57.81	57.79	59.46
San Carlos City	3607	63.84	65.02	69.32	65.32
Urdaneta City	2414	71.80	74.29	80.18	74.34
Candon City	844	55.50	44.44	42.30	48.57
Alaminos City	1817	67.37	66.97	66.25	67.00
San Fernando City	1448	54.09	41.96	37.53	46.11
Vigan City	704	63.70	55.63	59.88	59.70
Batac City	704	58.07	44.01	42.18	49.43
NATIONAL	1889820	61.68	54.86	54.69	57.61

Levels of Proficiency	MPS	Descriptions
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Table 2. Over-all Proficiency Level

DIVISION	Summary		OVERALL									
	N	%	Not Proficient		Low Proficient		Nearly Proficient		Proficient		Highly Proficient	
			N	%	N	%	N	%	N	%	N	%
Ilocos Region	82218	4.35	1216	1.48	24867	30.25	28677	34.88	20957	25.49	6501	7.91
Dagupan City	2779	3.38	32	1.15	804	28.93	1078	38.79	752	27.06	113	4.07
Ilocos Norte	6121	7.44	10	0.16	298	4.87	1134	18.53	2469	40.34	2210	36.11
Ilocos Sur	8050	9.79	32	0.40	972	12.07	3167	39.34	3193	39.66	686	8.52
Laoag City	1392	1.69	42	3.02	604	43.39	530	38.07	169	12.14	47	3.38
La Union	10052	12.23	74	0.74	2397	23.85	4196	41.74	2706	26.92	679	6.75
Pangasinan I (Lingayen)	23670	28.79	556	2.35	9953	42.05	8410	35.53	4028	17.02	723	3.05
Pangasinan II (Binalonan)	18616											

Table 3a. Frequency and Percentage Distribution of Examinees according to the Standard Setting-based Performance Levels by Learning Area (English)

Division	N	ENGLISH					
		Level 1		Level 2		Level 3	
		F	%	F	%	F	%
Ilocos Region	82218	37321	45.39	40520	49.28	4377	5.32
Dagupan City	2779	1412	50.81	1303	46.89	64	2.30
Ilocos Norte	6121	794	12.97	3947	64.48	1380	22.55
Ilocos Sur	8050	2164	26.88	5415	67.27	471	5.85
Laoag City	1392	753	54.09	566	40.66	73	5.24
La Union	10052	4111	40.90	5328	53.00	613	6.10
Pangasinan I (Lingayen)	23670	13736	58.03	9384	39.65	550	2.32
Pangasinan II (Binalonan)	18616	9204	49.44	8695	46.71	717	3.85
San Carlos City	3607	1576	43.69	1921	53.26	110	3.05
Urdaneta City	2414	652	27.01	1537	63.67	225	9.32
Candon City	844	535	63.39	301	35.66	8	0.95
Alaminos City	1817	666	36.65	1027	56.52	124	6.82
San Fernando City	1448	977	67.47	451	31.15	20	1.38

Table 3b. Frequency and Percentage Distribution of Examinees according to the Standard Setting-based Performance Levels by Learning Area (Filipino)

Division	N	FILIPINO					
		Level 1		Level 2		Level 3	
		F	%	F	%	F	%
Ilocos Region	82218	39162	47.63	3445	4.19	39611	48.18
Dagupan City	2779	1252	45.05	101	3.63	1426	51.31
Ilocos Norte	6121	709	11.58	195	3.19	5217	85.23
Ilocos Sur	8050	2278	28.30	408	5.07	5364	66.63
Laoag City	1392	987	70.91	58	4.17	347	24.93
La Union	10052	4359	43.36	507	5.04	5186	51.59
Pangasinan I (Lingayen)	23670	14696	62.09	999	4.22	7975	33.69
Pangasinan II (Binalonan)	18616	9622	51.69	716	3.85	8278	44.47
San Carlos City	3607	1328	36.82	157	4.35	2122	58.83
Urdaneta City	2414	509	21.09	65	2.69	1840	76.22
Candon City	844	653	77.37	45	5.33	146	17.30
Alaminos City	1817	633	34.84	68	3.74	1116	61.42
San Fernando City	1448	1181	81.56	62	4.28	205	14.16

Table 3c. Frequency and Percentage Distribution of Examinees according to the Standard Setting-based Performance Levels by Learning Area (Numeracy)

Division	N	NUMERACY					
		Level 1		Level 2		Level 3	
		F	%	F	%	F	%
Ilocos Region	82218	28876	35.12	11439	13.91	41901	50.96
Dagupan City	2779	825	29.69	310	11.16	1644	59.16
Ilocos Norte	6121	408	6.67	352	5.75	5361	87.58
Ilocos Sur	8050	1251	15.54	1080	13.42	5719	71.04
Laoag City	1392	732	52.59	234	16.81	426	30.60
La Union	10052	2967	29.52	1728	17.19	5357	53.29
Pangasinan I (Lingayen)	23670	11184	47.25	3638	15.37	8846	37.37
Pangasinan II (Binalonan)	18616	7528	40.44	2628	14.12	8460	45.44
San Carlos City	3607	878	24.34	388	10.76	2341	64.90
Urdaneta City	2414	251	10.40	188	7.79	1975	81.81
Candon City	844	545	64.57	169	20.02	130	15.40
Alaminos City	1817	479	26.36	257	14.14	1081	59.49
San Fernando City	1448	1107	76.45	216	14.92	125	

**STANDARD SETTING-BASED PERFORMANCE LEVELS
DESCRIPTORS FOR EARLY LANGUAGE, LITERACY, AND
NUMERACY ASSESSMENT (ELLNA)**

ENGLISH

Level	Description of what the learner can typically do
Level 1	Learners at this level can demonstrate emerging foundational skills by recognizing sounds, words, rhyming patterns, and correctly spelled words, identify common objects, interpret simple visual and reference information, and relate prior knowledge on the stories to be read. 1. Recognize initial consonant sounds. 2. Recognize short vowel sounds in CVC pattern words. 3. Recognize short and long vowel sounds in 2-syllable words. 4. Recognize words with different medial vowels. 5. Recognize the missing phoneme in a word. 6. Recognize the word heard. 7. Recognize common sight words. 8. Name common objects in the environment. 9. Distinguish the correct spelling of a word that matches the picture. 10. Identify appropriate rhyming word in a given line of poem. 11. Identify the page and topic from the table of contents of a book. 12. Tell the time as seen in an analog clock. 13. Activate prior knowledge based on the stories to be read. 14. Interpret pictograph.
Level 2	Learners at this level can demonstrate developing literacy skills by identifying correct digraphs and punctuation marks, arrange words alphabetically and into meaningful sentences, and understand simplex texts by sequencing events and noting important details. 1. Identify the sentence that uses the correct digraph. 2. Identify the correct punctuation marks in sentences. 3. Arrange words in alphabetical order. 4. Arrange words to form a meaningful sentence. 5. Sequence events from a story. 6. Note important details from a story.

Level	Description of what the learner can typically do
Level 3	Learners at Level 3 can demonstrate higher order literacy skills in identifying synonyms and antonyms and in deriving meaning from texts by making inferences and drawing conclusions. 1. Give the synonym and antonym of a given word. 2. Make inferences from a text. 3. Draw conclusions from a text.

FILIPINO

Level	Description of what the learner can typically do
1	Naipamamalas ng mga mag-aaral sa unang antas o lebel ang kasanayan sa pagkilala sa mga tunog ng letra, pagbabaybay at pagpapantig sa mga salita, pagtukoy sa mga salitang magkatugma, pagpapayaman ng talasalitaan, paggamit ng panghalip at pang-uri, pagbuo ng wastong pangungusap, pagsunod sa panutong may dalawa hanggang tatlong hakbang, pagsusuri ng iba't ibang uri ng teksto, at pag-unawa at pagsagot ng mga tanong ukol sa kuwentong napakingan at nabasa.
2	Naipamamalas ng mga mag-aaral sa ikalawang antas o lebel ang kasanayan sa pagkilala sa mga salitang may tatlong pantig pataas, may diptonggo, at hiram, at pagsasaayos nito nang pa-alpabeto, pagpapayaman ng talasalitaan, pag-unawa sa mga bahagi ng pananalita at pangungusap, pagsunod sa panutong may dalawa hanggang apat na hakbang, paggamit ng diksyonaryo at iba pang bahagi ng aklat sa pagkalap ng impormasyon, at pag-unawa at pagsagot ng mga tanong ukol sa binasang kuwento.
3	Naipamamalas ng mga mag-aaral sa ikatlong antas o lebel ang kasanayan sa pagtukoy sa mga salitang may klaster, pagbibigay ng mungkahing solusyon sa nabasang teksto, at pagsusuri ng mga liham.

NUMERACY

Level	Description of what the learner can typically do
1	Learners at this level can write numbers in words including representation of numbers using models. The learners can perform addition of whole numbers and determine the missing terms in a pattern. They can convert SI units of measurement and interpret data involving graphs.
2	The learners can convert units including time measure and can estimate the sum of numbers. They can multiply without regrouping and can divide without remainder. They can also solve routine and non-routine problems involving subtraction with addition of whole numbers including time measure and multiplication without addition and subtraction.
3	The learners can estimate the difference of numbers. They can solve routine problems involving areas of rectangles. They can also solve non-routine problems involving multiplication with addition of whole numbers.