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05 DEC 2016  
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Republic of the Philippines  
DEPARTMENT OF EDUCATION  
Region IX, Zamboanga Peninsula  
DIVISION OF ZAMBOANGA DEL NORTE  
Dipolog City

Division Memorandum  
No. 452, s. 2016

TO : All PSDSSs  
Principals, English Teachers (Elementary / Secondary)

FROM : NATIVIDAD P. BAYUBAY, CESO VI  
Officer-in-Charge  
Office of the Schools Division Superintendent

SUBJECT : SUBMISSION OF ITEM ANALYSIS IN ENGLISH (Grades 1 to 10)

DATE : December 5, 2016

1 To account the learners' progress and achievement in English, it is fitting and proper to check what competencies are least-learned by them in all the quarterly examinations in order for the teachers with the guidance of the school heads to design necessary interventions.

2 Per DepEd Order no. 8, s. 2016, we are directed to make constant follow-ups to our learners. Let us not just wait for the school year to end before checking their performance. In fact, in that DepEd Order, we are advised to conduct remediation starting on the fifth week of the first quarter.

3 All the English teachers from Grades 1-6 (Elem.) and Grades 7-10 (JHS.) are advised by this office to think deeply of some possible reasons which resulted to the alarming performance among the majority of our learners. Following may be some of the reasons on the part of the learners, teachers and school heads:

LEARNERS	TEACHERS	SCHOOL HEADS
<ul style="list-style-type: none"> <li>➤ poor study habits</li> </ul>	<ul style="list-style-type: none"> <li>➤ teaching strategies not suitable to cater to the specific demands of each child.</li> </ul>	<ul style="list-style-type: none"> <li>➤ irregular class observation</li> <li>➤ lukewarm attitude in the implementation of the reading</li> </ul>

		programs
<ul style="list-style-type: none"> <li>➤ reading problem</li> <li>➤ distance from the residence to the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ lack of instructional devices , books</li> <li>➤ not applying what they learned from trainings - just resort to the old strategies when no one is observing</li> </ul>	<ul style="list-style-type: none"> <li>➤ not conversant with the topics delivered by the teacher because they don't know what are discussed during trainings</li> </ul>
<ul style="list-style-type: none"> <li>➤ not exposed to HOTS questions</li> </ul>	<ul style="list-style-type: none"> <li>➤ inability to comply the DLL</li> <li>➤ reluctant to implement the reading programs</li> </ul>	<ul style="list-style-type: none"> <li>➤ not tolerant to release teachers to attend trainings sometimes</li> </ul>
<ul style="list-style-type: none"> <li>➤ poverty</li> </ul>	<ul style="list-style-type: none"> <li>➤ not employing the art of questioning / not providing activities that would develop the students' HOTS</li> </ul>	<ul style="list-style-type: none"> <li>➤ lack of contact time with the teachers because they are equally busy with other supervisory functions</li> </ul>

4. With those possible causes above , let us all be heading to the same direction .Let us find ways and means on how to help the learners improve their performance specifically on the least-mastered skills during the first ,second and third summative tests.

5. Enclosed are the Table of Specifications ( TOS ) per subject area for your reference on the **competencies** tested .Identify the skills which are **least-learned or learned most** by your learners through item analysis.. For the least-mastered skills or competencies – **THINK OF YOUR PLAN TO IMPROVE THE LEARNERS' PERFORMANCE ( per school to be consolidated by the district office tapping your District English Coordinators )**.

6. It is then an ardent request by this office for you to submit your item analysis in English for the first and second quarters, then later for the third and fourth quarters with attached copies of your intervention to combat the least-mastered competencies ,such as coming up with instructional materials . You can come up with **activity sheets, worksheets or modules ..It has been noted that teacher-made instructional materials are better because he/she knows better than anyone else , the needs of his/her learners .**

7. It is expected that your item analysis for the first and second quarters with corresponding intervention per district ( for elementary ) and per school ( for secondary ) shall reach the division office **NOT LATER** than December break.