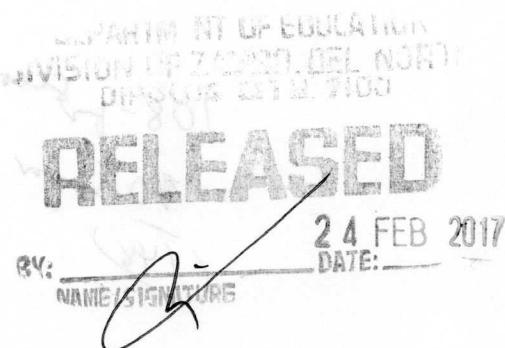


Republic of the Philippines
DEPARTMENT OF EDUCATION
Region IX, Zamboanga Peninsula
DIVISION OF ZAMBOANGA DEL NORTE
Dipolog City



Division Memorandum
No. ~~027~~, s. 2017

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

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

SUBJECT : FOLLOW-UP CALL ON THE SUBMISSION OF ITEM ANALYSIS IN
ENGLISH (GRADES 1-10)

DATE : February 23 , 2017

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
➤ poor study habits	➤ teaching strategies not suitable to cater to the specific demands of each	➤ irregular class observation ➤ lukewarm attitude in the implementation

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

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) in quarter 4 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)**. Take note that the TOSs for quarters 1 to 3 have been released to the field per Division Memo no. 456, s. 2016.

6. It is then an ardent request by this office for you to submit your item analysis in English for the first , second and third quarters for those who have not submitted yet together with the fourth quarters with attached copies of your interventions 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. Enclosed is the list of schools that have submitted their test item analysis for the first three quarters . However , some schools are not complying what were asked for in the previous Division Memorandum . Therefore, your submitted reports are hereby returned for you to add two more columns for the least-mastered competencies identified and the last column is for the planned interventions to address the least—mastered competency/ies as basis for monitoring by the division office or by the PSDS in your school. The reports of those schools complying all the needed data will not be returned and copies of which are available at the office (*EPS in English*) for some interested school heads to benchmark .

8. It is expected that your item analysis for all the quarters with corresponding intervention per district (for elementary) and per school (for secondary) shall reach the division office **NOT LATER** than March 30, 2017 .

9. For widest dissemination , reference and compliance.