



Republic of the Philippines
Department of Education
Region VI-Western Visayas
SCHOOLS DIVISION OF KABANKALAN CITY

DIVISION MEMORANDUM

No. 012, s.2023

JAN 15 2024

**UTILIZATION OF LEARNING ASSESSMENT RESULTS IN ADDRESSING THE
AREAS OF IMPROVEMENT IN THE TEACHING-LEARNING PROCESS
AND IN MAINTAINING CURRICULUM ALIGNMENT**

TO: OIC - Assistant Schools Division Superintendent
Chiefs, CID and SGOD
Education Program Supervisors
Public Schools District Supervisors
Elementary and Secondary School Heads
All Others Concerned

1. This Office reiterates the significance of learning assessment in measuring and evaluating a learner's understanding and progress in a particular learning area as well as in providing valuable insights into the effectiveness of teaching methods, curriculum, and learning materials and in helping identify areas of improvement, adapt teaching strategies, and ensure that educational goals are being met.
2. Moreover, recognizing the School Heads as Instructional Leaders in their respective schools, this Office emphasizes the crucial role that they play in providing leadership, guidance, and support in various aspects of learning assessment particularly in the analysis of learning assessment results in order to identify trends, areas of improvement, and strengths within the school for the purpose of making decisions for curriculum adjustments and instructional strategies.
3. On this premise, this Office directs all School Heads to lead in analyzing the available learning assessment results such the 1st and 2nd Quarterly Examinations and the Regional Achievement Measure (RAM) and present the analyses to the teachers during the SY 2023-2024 Midyear Performance Review and Evaluation when the school's progress in implementing educational programs, projects, and activities as well as the performance of teachers and staff are reviewed and evaluated.
4. In order to facilitate the analysis, the templates in found in Enclosure Nos. 1 and 2 of this Memorandum may be used.
5. Immediate and wide dissemination of and compliance with this Memorandum are desired.

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Enclosure No. 1 to Division Memorandum No. 012, s. 2023

Analysis of the Item Difficulty

Learning Assessment (e.g. 1st Quarter Examination, RAM): _____

Learning Area: _____

Grade Level: _____

Total No. of Examinees: _____

Item No.	No. of Examinees who got the correct answer to the item	Percentage of Examinees who got the correct answer to the item:
		$\frac{\text{No. of Examinees who got the correct answer to the item}}{\text{Total No. of Examinees}}$

**add rows when needed*

What are the top 5 items that learners find most difficult to get the correct answers to?

What are the most probable school-related, learner-related, family-related, community-related reasons why learners find these items difficult?

School-Related:

Learner-Related:

Family-Related:

Community-Related:



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Enclosure No. 2 to Division Memorandum No. 012, s. 2023

Comparing the High and Low Scorers

Learning Assessment (e.g. 1st Quarter Examination, RAM): _____

Learning Area: _____

Grade Level: _____

Total No. of Test Items: _____

***Arrange scores from highest to lowest**

Name of Examinee	Total Score of the Examinee	Percentage Score of the Examinee: $\frac{\text{Total Score of the Examinee}}{\text{Total No. of Test Items}} \times 100\%$
Mean Percentage Score (MPS) $\frac{\text{Total Percentage Scores of the Examinees}}{\text{Total No. of Examinees}} \times 100\%$		

**add rows when needed*

If the MPS is below 75, what factors can the below 75 MPS in this learning area and grade level be attributable to?

School-Related:

Learner-Related:

Family-Related:

Community-Related:

What learner-related, family-related, community-related factors may have caused the difference in the scores of the Top 27% and the Bottom 27% of the examinees?

Learner-Related:

Family-Related:

Community-Related:

