



Republic of the Philippines  
**Department of Education**  
REGION VII – CENTRAL VISAYAS  
SCHOOLS DIVISION OF NEGROS ORIENTAL

**Office of the Schools Division  
Superintendent**

07 SEP 2021

DIVISION MEMORANDUM

No. 679 , s. 2021

**RECORDING LEARNERS' PROFILE IN EVERY GRADE LEVEL**

- To: Assistant Schools Division Superintendent  
Chief, CID and SGOD  
Education Program Supervisors/ Division Coordinators  
Public Schools District Supervisors/ District In-Charge  
All Others Concerned
1. The Division of Negros Oriental is true to its commitment of providing quality education to all the NegOrense learners amid the challenges of time. Despite the heightened restrictions and no face to face classes, this office sees to it that the learners are provided with teacher's appropriate instructional support even if learning is facilitated by their parents/guardians at home. Provision of appropriate instructional support for every learner is based on the accurate data and information thru the learners' profile in every grade level and is updated quarterly.
  2. This will be filled out by the class adviser where data and information can be taken from the Learner's Enrolment and Survey Form (LESF) and from the previous adviser/teacher. The veracity of data and information shall be validated through the parents or guardians.
  3. All the class advisers shall accomplish the learners' profile **before September 13, 2021**. It will be updated every quarter in order to monitor the learning progress of every learner, thus provide remediation and appropriate intervention.
  4. The Public Schools District Supervisors/In-Charge/Care takers are requested to monitor and ensure a hundred percent completion of accurate data and information in the learners' profile thru the school heads.
  5. Attached in this memorandum are the general instructions and templates for every Grade level.
  6. Immediate and wide dissemination of this memorandum is desired.

  
**SENEN PRISCILLO P. PAULIN, CESO V**  
Schools Division Superintendent

SPP/ MKP-JMA-NLR/OASDS-R/ NR  
September 6, 2021



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## **General Instructions for Teachers and School Heads:**

The current situation brought about by the Covid-19 pandemic urges all educational institutions to plan for appropriate modality that caters all kinds of learners from all walks of life.

In order to provide appropriate instructional approaches/strategies for the individual learner, the teacher must be knowledgeable on the individual background of his/her learner in the class. With the use of the Learner's Enrolment and Survey Form (LESF), the teacher can make a learner's profile with enough information or data from the LESF and from the learner's previous teachers. However, these data shall be validated through confirmation from the parents and guardians.

Anent this, the office crafted a template for the learners' profile in every grade level. There are nine (9) columns for the Kindergarten learners and ten (10) columns for the Grades 1-12 learners. The data and information to be taken per learner include: literacy, numeracy, learner's strength, difficulties, and challenges, available gadgets, available instructional aids at home, available instructional support at home like parents, siblings, guardians, etc, home location, and neighboring peers or classmates. The stated data shall be the bases for the teacher's plan for appropriate instructional support for every learner. This plan shall be taken action according to the teacher's designed schedule.

### **How to complete the class profile for the Kindergarten learners?**

1. The teacher lists the names of learners in column one (1) in alphabetical order.
2. Column two (2) refers to the early childhood education experience of the learner whether he/he has undergone day care program, nursery, or any educational program prior to the kindergarten education.
3. Column three (3) identifies the available gadgets of the learner as shown from the list.
4. In column four (4) the teacher validates the available learning aids at home like television, radio, laptop, desktop, etc.
5. Column five (5) identifies the available instructional support of the learner at home like, parents, siblings, guardians, etc. This will allow the teacher to identify his/her partner in affording instructions to the learner.
6. Column six (6) gets the home location of the learner whether it is near the barangay hall, purok, chapel, or in remote area. This information enables the teacher to find ways in reaching out support for the learner.
7. Column seven (7) identifies the neighboring learner or peer of the learner.
8. Column eight is based on the information taken from columns 2-7, which provides the teacher enough data for him/her to decide on the appropriate approach or strategy to be employed for every learner.
9. Column nine (9) is the schedule of the teacher's provision of instructional support to his/her learner.
10. The templates attached are filled-out to serve as examples.

**How to complete the class profile of the Grades one (1) to twelve (12) learners?**

1. The teacher lists the names of learners in column one (1) in alphabetical order.
2. For Grades 1, 2, and 3, column two (2) asks for the literacy background of the learner both in reading and writing. The teacher writes the corresponding letter of the literacy background of the learner as provided in the column.
3. For Grades 4-12, column 2 asks for the reading level of the learner both in word recognition and comprehension where comprehension directly identifies whether the learner can comprehend or not. The teacher writes the corresponding letter of the literacy background of the learner as provided in the column.
4. In column 3 for Grades 1-3, the teacher identifies the numeracy background of the learner by writing the corresponding letter of the numeracy background of the learner as provided in the column.
5. In column 3 for Grades 4-12, the teacher identifies the learner's strengths, difficulty/ies, and challenges.
6. For columns 4-8, the teacher writes the learner's available gadgets, learning aids at home, instructional support at home, exact home location, and neighboring classmate or peer, as provided for in each column.
7. Column 9 is based on the information taken from columns 4-8, which provides the teacher enough data for him/her to decide on the appropriate approach or strategy to be employed for every learner.
8. Column 10 is the schedule of the teacher's provision of instructional support to his/her learner.
9. The templates attached are filled-out to serve as examples.

This learners' profile shall be completed **before September 13, 2021**.

Once the learners' profile is completed, the teacher presents it to the School Head for evaluation. The school head shall evaluate the learners' profile as to the veracity of information and appropriateness of instructional approach/strategy for every learner and present it to the District Supervisor/In-Charge for approval. It will be updated quarterly to ensure that learning progress is monitored upon the provision of appropriate intervention. Provision of interventions shall always be coordinated with the parents and with the approval of the local IATF. Confidentiality of information shall always be observed.

School: \_\_\_\_\_

District: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Enrolment: Male: \_\_\_\_ Female: \_\_\_\_ Total: \_\_\_\_\_

Adviser: \_\_\_\_\_

**LEARNERS' PROFILE- KINDERGARTEN**

Quarter: \_\_\_\_\_

1) <b>Learner</b> <i>(last name, given name, middle initial)</i>	2) ECE experience (Day Care Program, Nursery, etc)	3) Available gadgets (Android phone, analog phone, tablet, etc)	4) Available learning aids at home (tv, radio, laptop, desktop)	5) Available instructional support at home (siblings, parents/guardians, none)	6) Home location (near purok, brgy hall, chapel, remote)	7) Name of neighboring learner	8) Appropriate approach (thru e-resources, parents/guardians/ Siblings, SLMs, parent/sibling/guardian-teacher partnership (ptp/stp/gtp), etc)	9) Schedule of instructional provision/support
Ex.								
1. Bana, May A.	Day Care	tablet	tv	parents	Brgy hall	none	e-learning resources, SLMs, parents	Tu, W, Th
2. Culi, Kit D.	none	none	none	none	purok	Joy Tan	ptp & SLMs	Tues
3. Sy, Rex D.	none	none	none	sibling	remote	none	stp & SLMs	Wed

Prepared by: \_\_\_\_\_  
Adviser

Recommending approval by: \_\_\_\_\_  
School Administrator

Approved by: \_\_\_\_\_  
PSDS

School: \_\_\_\_\_

District: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Enrolment: Male: \_\_\_\_\_ Female: \_\_\_\_\_ Total: \_\_\_\_\_

Adviser: \_\_\_\_\_

**LEARNERS' PROFILE -GRADE 1**  
(taken from previous Grade Level)

Quarter: \_\_\_\_\_

1)  <b>Learner</b> (last name, given name, middle initial)	2)  Emergent Literacy		3)  Numeracy	4)  Available gadgets (Android phone, analog phone, tablet, etc)	5)  Available instructional aids at home (tv, radio, laptop, desktop)	6)  Available academic/ instructional assistance at home (siblings, parents/guard- ians, none)	7)  Home location (near purok, brgy hall, chapel, remote)	8)  Name of neighboring classmate/ learner	9)  Appropriate approach (thru e-resources, parents/guardians/ siblings, SLMs, parent/sibling/ guardian-teacher partnership (ptp/stp/gtp), etc)	10)  Schedule of instruc- tional provision/ support
	<b>Reading</b>	<b>Writing</b>	1. Can: a. identify number concepts b. write and count 1-10 2. can't identify and write numbers							
<b>Ex.</b>										
1.Bana, May C.	1. a & b	1.a & b	1.a & b	tablet	tv	parents	Brgy hall	none	e-learning resources, SLMs & parents	Tu, W, Th
2.Culi, Kit D.	1. b	1.a	1.b	none	none	none	purok	Joy Tan		
3.Sy, Rex D.	2	1.a & b	1. b	none	none	sibling	remote	none	ptp & SLMs stp & SLMs	Tues W

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School Administrator

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PSDS

School: \_\_\_\_\_

District: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Enrolment: Male: \_\_\_\_ Female: \_\_\_\_ Total: \_\_\_\_

Adviser: \_\_\_\_\_

**LEARNERS' PROFILE -GRADE 2**  
(taken from previous Grade Level)  
Quarter: \_\_\_\_\_

1)  <b>Learner</b> (last name, given name, middle initial)	2)  Literacy		3)  Numeracy	4)  Available gadgets (Android phone, analog phone, tablet, etc)	5)  Available learning aids at home (tv, radio, laptop, desktop)	6)  Available instructional support at home (siblings, parents/guard- ians, none)	7)  Home location (near purok, brgy hall, chapel, remote)	8)  Name of neighboring classmate/ learner	9)  Appropriate approach (thru e-resources, parents/guardians/ siblings, SLMs, parent/sibling/ guardian-teacher partnership (ptp/stp/gtp), etc)	10)  Schedule of instruct- ional provision/ support
	<b>Reading</b>	<b>Writing</b>								
	1. can read: a. cvc words b. phrases & sentences c. short stories 2. can't read	1. can write: a. words b. phrases c. sen- tences 2. can't write	1. Can: a. identify number concept b. write count c. add and subtract 2- 3 digit numbers 2. can't count							
Ex.										
1. Bana, May A.	1. a, b, c	1. a, b, c	a, b, c	tablet	tv	parents	Brgy hall	none	e-resources, SLMs & parents	Tu, W, Th
2. Culi, Kit D.	1. a	a	a, b, c	none	none	none	purok	Joy Tan (independent reader)	ptp & SLMs	Tues
3. Sy, Rex D.	2	2	2	none	none	sibling	remote	none	stp & SLMs	W

Prepared by: \_\_\_\_\_  
Adviser

Recommending approval by: \_\_\_\_\_  
School Administrator

Approved by: \_\_\_\_\_  
PSDS

School: \_\_\_\_\_

District: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Enrolment: Male: \_\_\_\_\_ Female: \_\_\_\_\_ Total: \_\_\_\_\_

Adviser: \_\_\_\_\_

**LEARNERS' PROFILE -GRADE 3**

(taken from previous Grade Level)

Quarter: \_\_\_\_\_

1)  <b>Learner</b> (last name, given name, middle initial)	2)  Literacy		3)  Numeracy	4)  Available gadgets (Android phone, analog phone, tablet, etc)	5)  Available learning aids at home (tv, radio, laptop, desktop)	6)  Available instructional support at home (siblings, parents/guard- ians, none)	7)  Home location (near purok, brgy hall, chapel, remote)	8)  Name of neighboring classmate/ learner	9)  Appropriate approach (thru e-resources, parents/guardians/ siblings, SLMs, parent/sibling/ guardian-teacher partnership (ptp/stp/gtp), etc)	10)  Schedule of instructio nal provision /support
	<b>Reading</b>	<b>Writing</b>								
	1.Frustration 2. instructional 3.Independent 4. non-reader	1. can write: a. words, b.sentences, c. stories 2. can not write	1.Can add and subtract 3-4 digit numbers 2. can't add and subtract 3-4 digit numbers							
Ex.										
1. Bana, Lito A.	3	1. a,b,c	1	tablet	tv	parents	Brgy hall	none	modules & parents	Tu, W, Th
2. Bayot, May D.	1	a	2	none	none	none	purok	Joy Tan (independent reader)	ptp, SLMs	Tues
3. Culi, Fe C.	4	2	2	none	none	sibling	remote	none	stp & SLMs	W

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School Administrator

Approved by: \_\_\_\_\_  
PSDS

School: \_\_\_\_\_

District: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Enrolment: Male: \_\_\_\_ Female: \_\_\_\_ Total: \_\_\_\_\_

Adviser: \_\_\_\_\_

**LEARNERS' PROFILE –GRADES 4-6**

(taken from previous Grade Level)

Quarter: \_\_\_\_\_

1)  <b>Learner</b> <i>(last name, given name, middle initial)</i>	2)  Reading Level		3)  Learner's Strength / Difficulty / Challenges	4)  Available gadgets (Android phone, analog phone, tablet, etc)	5)  Available learning aids at home (tv, radio, laptop, desktop)	6)  Available instructional support at home (siblings, parents/guardians, none)	7)  Home location (near purok, brgy hall, chapel, remote)	8)  Name of neighboring classmate/ learner	9)  Appropriate approach (thru e-resources, parents/guardians/ siblings, SLMs, parent/sibling/guardian-teacher partnership (ptp/stp/gtp), etc)	10)  Schedule of instructional provision /support
	Word-Recognition	Comprehension								
	a. Frustration b. instructional c. Independent d. non-reader	a. with comprehension b. without comprehension								
Ex.										
1. Bana, May C.	b	a	athlete	tablet	tv	parents	Brgy hall	none	SLMs & parents	Tu, W, Th
2. Culi, Kit D.	a	b	multiplication	none	none	none	purok	Joy Torres (independent reader)	ptp, SLMs	Tues
3. Dy, Fe S.	d	b	SPED	none	none	none	remote	none	ptp & SLMs	W
4. Torres, Joy D.	c	b	With younger siblings to take care	none	none	none	purok	Rex Tan (independent reader)	ptp & SLMs	Tues

Prepared by: \_\_\_\_\_  
Adviser

Recommending approval by: \_\_\_\_\_  
School Administrator

Approved by: \_\_\_\_\_  
PSDS



School: \_\_\_\_\_

District: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Enrolment: Male: \_\_\_\_\_ Female: \_\_\_\_\_ Total: \_\_\_\_\_

Adviser: \_\_\_\_\_

**LEARNERS' PROFILE – GRADES 7-12**

(taken from previous Grade Level)

Quarter: \_\_\_\_\_

1)  <b>Learner</b> (last name, given name, middle initial)	2)  Reading Level		3)  Learner's Strength / Difficulty /Challenges	4)  Available gadgets (Android phone, analog phone, tablet, etc)	5)  Available learning aids at home (tv, radio, laptop, desktop)	6)  Available instructional support at home (siblings, parents/guardians, none)	7)  Home location (near purok, brgy hall, chapel, remote)	8)  Name of neighboring classmate/ learner	9)  Appropriate approach (thru e-resources, parents/guardians/ siblings, SLMs, parent/sibling/ guardian-teacher partnership (ptp/stp/gtp), etc)	10)  Schedule of instructional provision /support
	Word- Recognition	Compre- hension								
	a. Frustration b.instructional c. Independent d. non-reader	a. with compre- hension b.without compre- hension								
<b>Ex.</b>										
1.Bana, May C.	b	a	athlete	tablet	tv	parents	Brgy hall	none	SLMs & parents	Tu, W, Th
2.Culi, Kit D.	a	b	Failed in Science	none	none	none	purok	Joy Tan (independent reader)	ptp, SLMs, with remedial in Science thru SLKs	Tues
3.Dy, Fe S.	d	b	SPED	none	none	none	remote	none	ptp & SLMs	W
4.Torres, Joy D.	c	b	Working student	none	none	none	purok	Joy Tan (independent reader)	gtp & SLMs	Th

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School Administrator

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