

Turn item analysis into a reteaching plan

Item results are useful when they lead to an instructional decision—not just a ranking table.

GURONEXA PRACTICAL GUIDE

Independent educational resource · Approx. 6 min reading time. Review applicability to your school before use.

1. Identify the assessment evidence

Document item-to-competency mapping, the number of learners assessed, and item response frequencies.

2. Compare item patterns

Look for incorrect options selected by many learners. Inspect whether the question itself is ambiguous before interpreting distractor choices as misconceptions.

3. Group the learning needs

Separate a foundational misunderstanding from a process error or reading barrier. Avoid assuming that all low scores have the same cause.

4. Choose a targeted response

Try a worked example, small-group explanation, manipulatives, visual model, or shorter scaffolded activity matched to the misconception.

5. Check learning again

Use a parallel question or short exit ticket; review whether reasoning improved. Keep pre/post results comparable and report how many learners participated.

WORKED CLASSROOM EXAMPLE

Illustrative finding: 18 of 30 learners selected an option suggesting that -3 is greater than -1 because 3 is greater than 1 . Reteach negative-number order using a number line, then reassess with a different temperature-context item.

Teacher review checklist

- ✓ Item mapping verified
- ✓ Distractor pattern reviewed
- ✓ Faulty or ambiguous items checked
- ✓ Targeted reteaching completed
- ✓ Short reassessment planned and documented

Check the original guidance

Use the official source to confirm applicability; GuroNexa does not reproduce or replace official DepEd documents.

[DepEd DO 8, s. 2015 — Classroom assessment policy](#) ↗

Verify before classroom use.

Examples are illustrative. Confirm the current curriculum, official school requirements, learner privacy and any local instructions.