



Republic of the Philippines
Department of Education
CARAGA REGION



April 04, 2023

REGIONAL MEMORANDUM

No. 0251, s. 2023

To: SCHOOLS DIVISION SUPERINTENDENTS
Division ADM Focal Persons
This Region

REITERATION OF POLICY GUIDELINES OF OPEN HIGH SCHOOL
PROGRAM (OHSP) IMPLEMENTATION

1. The Open High School Program (OHSP) is one of the Alternative Delivery Modes (ADMs) in formal basic education that aid students in completing their basic education.
2. In this regard, schools that already offer OHSPs and schools that are interested in offering OHSPs are requested to read the attached Policy Guidelines in DepEd Order No. 46, s. 2006, DepEd Order No. 21, s. 2019, Regional Memorandum No. 498, s. 2021 and the attached OHSP Handbook for proper implementation, oversight, and assessment.
3. Attached are copies of DepEd Order No. 46 s. 2006 and Open High School Program Handbook.
4. For your guidance and compliance.


MA. GEMMA MERCADO LEDESMA
Regional Director

Encl/s.: As stated.

Reference/s: DepEd Orders: No. 46, s. 2006, No. 21, s. 2019

To be indicated in the Perpetual Index
under the following subjects:

OHSP IMPLEMENTATION POLICY GUIDELINES

CLM/jgo
04/04/2023



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Office of the Secretary

DepED ORDER
No. 46, s. 2006

NOV 30 2006

**GUIDELINES ON THE PILOT IMPLEMENTATION
OF THE OPEN HIGH SCHOOL PROGRAM (OHSP)**

To: Undersecretaries
Assistant Secretaries
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Secondary Schools

1. It is an inalienable right of every individual to receive education which will enable him/her to become a productive citizen. The Philippine Constitution, recognizing this right, mandates that every individual regardless of age, sex, race, political or socio-economic status must enjoy access to quality and relevant basic education.
2. The Open High School Program (OHSP) is an alternative mode of delivering secondary education for both public and private schools. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties, social or family problems.
3. The OHSP aims to:
 - a. retain in school potential dropouts;
 - b. encourage out-of-school youth of high school age (12-16) to return to school; and
 - c. contribute to the accomplishment of the Education For All (EFA 2015) target which is 100% participation rate and zero dropout rate by 2015.
4. The Manual of Rules and Regulations for the implementation of the OHSP aims to guide the schools wishing to adopt or implement the Program. The guidelines are stated in general terms to give the schools enough flexibility to formulate their rules within the framework of an open learning system.
5. Enclosed is the detailed Guidelines on the Pilot Implementation of the Open High School Program (OHSP).
6. Immediate dissemination of and compliance with this Order is directed.


JESLI A. LAPUS
Secretary

Encl.:

As stated

Reference:

N o n e

Allotment: 1—(D.O. 50-97)

To be indicated in the Perpetual Index
under the following subjects:

POLICY

SECONDARY EDUCATION

Madel: Open High School
11-7-06

**GUIDELINES ON THE PILOT IMPLEMENTATION OF THE
OPEN HIGH SCHOOL PROGRAM (OHSP)**

1. Rationale

It is an inalienable right of every individual to receive education which will enable him/her to become a productive citizen. The Philippine Constitution recognizing this right, mandates that every individual regardless of age, sex, race, political or socio-economic status must enjoy access to quality and relevant basic education.

- 2. The Open High School Program (OHSP)** is an alternative mode of delivering secondary education. It puts premium on independent, self-pacing and flexible study to reach learners who are unable to start or complete secondary education due to problems of time, distance, physical impairment, financial difficulties social or family problems.

3. Goals and objectives

The General objective is to provide learners of high school age access to **FORMAL** education through an alternative mode of delivery.

The specific objectives of the OHSP are:

- a. to retain in school potential dropouts
- b. to encourage out-of-school youth of high school age (12-16) to return to school
- c. to contribute to the accomplishment of the **Education For All (EFA 2015)** target which is 100% participation rate and zero drop-out rate by 2015.

- 4. To effectively implement the Program, the following guidelines shall be adopted:**

4.1 Participation in the Program

4.1.1 Public and Private Secondary Schools wishing to implement the Program should have;

- potential early school leavers or students-at-risk of dropping out;
- available in-school learning facilities and equipment (library room, workshop room, gymnasium / playground, etc.);

- access to community facilities such as public library, barangay center, learning center, public sports facilities, internet café, etc. for off school learning; and
 - certification of financial support for the program from the Local Government Unit in the case of public schools.
- 4.2 Any Public or Private Secondary school that meets the criteria may signify its intention to adopt the system through a **Letter of Intent (LOI)** addressed to the School Division Superintendent / City Schools Superintendent copy furnished the Regional Director and the Director of the Bureau of Secondary.
- 4.3 The Schools Division / City Schools Division Superintendent shall designate a coordinator who will ensure the effective implementation of the Program.
- 4.4 The schools in the division shall then undergo a capacity building program to be conducted by the Bureau of Secondary Education in preparation for the accreditation of the participating schools. The Division office shall sponsor said training in the Division.
- 4.5 To ensure the effective delivery of the program, regular monitoring shall be conducted for both public and private secondary schools implementing the program by the Division, the Region, and the Bureau of Secondary Education.

5. **Screening and Admission of Students and Organization of Classes**

- 5.1. The Program is open to all Filipino learners of high school age who can demonstrate capacity for independent learning and are willing to undertake self-directed learning.
- 5.1.1 Learner applicants shall present any of the following as an entrance requirement:
- High School Report Card (in case of drop-out)
 - Elementary report card (for high school entrants)
 - PEPT qualifying certificate
- 5.1.2 The learner shall undergo two stages of assessment. The **Independent Learning Readiness Test (ILRT)** shall be given to assess the learner's capacity for self-directed learning. The second stage is the **Informal Reading Inventory (IRI)** which shall measure the learner's reading level as basis for class grouping.

- 5.1.3 An interview shall also be conducted with the parent/guardian to give the school a complete profile of the learner's socio-economic, health and psycho-social background.
- 5.1.4 When qualified, the learner and his/her parent/guardian shall sign a learning contract or learning agreement, which includes the following:
- What the school expects from the learner;
 - What the school expects from the parent/guardian; and
 - The learning modules to be covered and target dates of completion.
6. **Each class in the Open High School Program** shall have a maximum enrolment of twenty (20) learners per class. Learners shall be grouped or assigned to a class based on the results of the Informal Reading Inventory (IRI). The grouping of learners into a class is for the purpose of teacher supervision.
7. **Curriculum and Learner Accountability**
- 7.1 The Open High School Program shall follow the existing Secondary Education Curriculum (SEC).
- 7.2 Enrolment in the OHSP shall be in June of every year, following the Prescribed School Calendar.
- 7.3 Learning in the Open High School Program shall be flexible, multi-channelled and essentially learner-directed.
- 7.4 For the first semester of the school year, the learner shall be expected to report to the teacher/adviser and the subject area teachers on a weekly basis to establish learner's readiness or independent study. This shall be subsequently reduced to a monthly consultation during the second half of the school year when the learner has demonstrated capacity for self-directed learning. Whenever possible, all learning resources other than modules and textbooks shall be made available to the learner.
- 7.5 **Release of Modules**
- To following shall be the procedure for the release of modules:
- 7.5.1 Module I of all subject areas shall be released to the enrollees at the same time.

7.5.2 Module 2, however, shall be released upon attainment of at least 75% conceptual understanding of the lesson on a subject per subject basis and the teacher-facilitator has validated the learning through a parallel test.

7.5.3 If a learner cannot complete the Modules scheduled for a given period, submission may be delayed for a maximum of two weeks per grading, or a total of 2 months for the whole year. Thus, all modules should be accomplished not later than two weeks prior to the opening of classes.

7.5.4 The Bureau of Secondary Education shall determine the modules to be used in the OHSP.

7.5.5 The OHSP learner is expected to:

- Attend the orientation program together with the parent/guardian to understand the program better and to accomplish pertinent documents including the learner's and parents'/guardian's agreements;
- Study independently or work in groups with or without the supervision of the teacher;
- Consult with the subject area teacher or any knowledgeable person in the community on topics or skill areas that may require outside help;
- Secure an appointment with the teacher for face-to-face sessions or for direct instruction relative to lessons that the learner may find difficult to undertake or those that may need reinforcement/enhancement;
- Monitor his/her own progress and assume responsibility for his/her learning; and
- Develop basic computer literacy during his/her First Year in the program.

7.6 Close supervision and monitoring of individual learner's progress shall be conducted by the subject area teacher.

8. **Assessment and Evaluation**

8.1 Assessment and evaluation for the regular high school shall also apply for the OHSP learners.

8.2 Evaluation of learning in each subject shall include written and oral tests, performance tests with product/outputs.

- 8.3 Promotion is based on the fulfillment of requirements and mastery of at least 75% of the competencies in each subject area.
- 8.4 Retention of the learner in the program is for a maximum period of six years with the option to be mainstreamed in the regular program any time within the period of study.
- 8.5 Acceleration by learning area and by year level shall be determined in highly meritorious cases upon fulfillment of the requirements and mastery of at least 90% of the competencies in the subject area.
- 8.6 In case of acceleration, an evaluation committee composed of the school principal, guidance counselor, teacher-adviser and subject area teachers shall determine the action to be taken based on the learner's portfolio.
- 8.7 A portfolio prepared by the learner and teacher-adviser shall be submitted to the evaluation committee.
- 8.7.1 A portfolio includes the following:
- Initial summary – states the total rating of the learners in the subject area
 - General essay – states the past experiences and the kind of learning for which recognition is sought
 - Written examinations
 - Performance ratings
 - Products/outputs submitted or created
 - Eyewitness "reports" from peers and employer (if employed)
 - Other documents that will provide evidence of meritorious performance

9. Teacher Loading Responsibilities and / Incentives

- 9.1 A teacher-adviser shall be assigned to a class in order to provide support to the learner. The teacher - adviser shall perform the following functions:
- 9.1.1 Supervise the work of the learner while out of school;
- a. Ensure that the learner has clear understanding of tasks;
 - b. Ensure that the learner has access to learning materials/ resources; and

- c. Guide the learner in the performance of tasks where assistance may be needed

9.1.2 Monitor learner's progress regularly

- a. Conduct periodic assessment/review of learner's progress;
- b. Refer learner to appropriate subject area teacher, for assistance when necessary; and
- c. ~~Maintain a complete record of learner's performance.~~
~~Maintain a complete record of learner's performance.~~

9.2 Class advisorship shall be considered as one teaching load.

9.3 Teachers who are regularly handling OHSP during Saturdays shall be granted service credit equivalent to one (1) day per day of service.

9.4 Teachers who handle OHSP as part of their teaching loads shall be given maximum plus factor of 2 points every year end in their Performance Appraisal System for the Teachers (PAST).

9.5 The subject area teacher shall provide academic supervision and guidance to the learner. Specifically, he/she shall perform the following functions:

9.5.1 Identify learning needs;

9.5.2 Provide additional intervention(s) to develop prerequisite skills in the subject;

9.5.3 Provide time for consultation to identify and address learning gaps;

9.5.4 Assess learner's progress;

9.5.5 Provide feedback;

9.5.6 Follow-up learner's performance; and

9.5.7 Keep a complete record of learner's learning profile.

9.6 Supervision of the work of two classes shall constitute a teaching load.

9.7 The guidance counselor shall perform the following functions:

- 9.7.1 Administer the Independent Learning Readiness Test (ILRT) and Informal Reading Inventory (IRI) in collaboration with the English teacher; and or Filipino teacher.

9.7.2 Maintain a complete file of learner's school records.

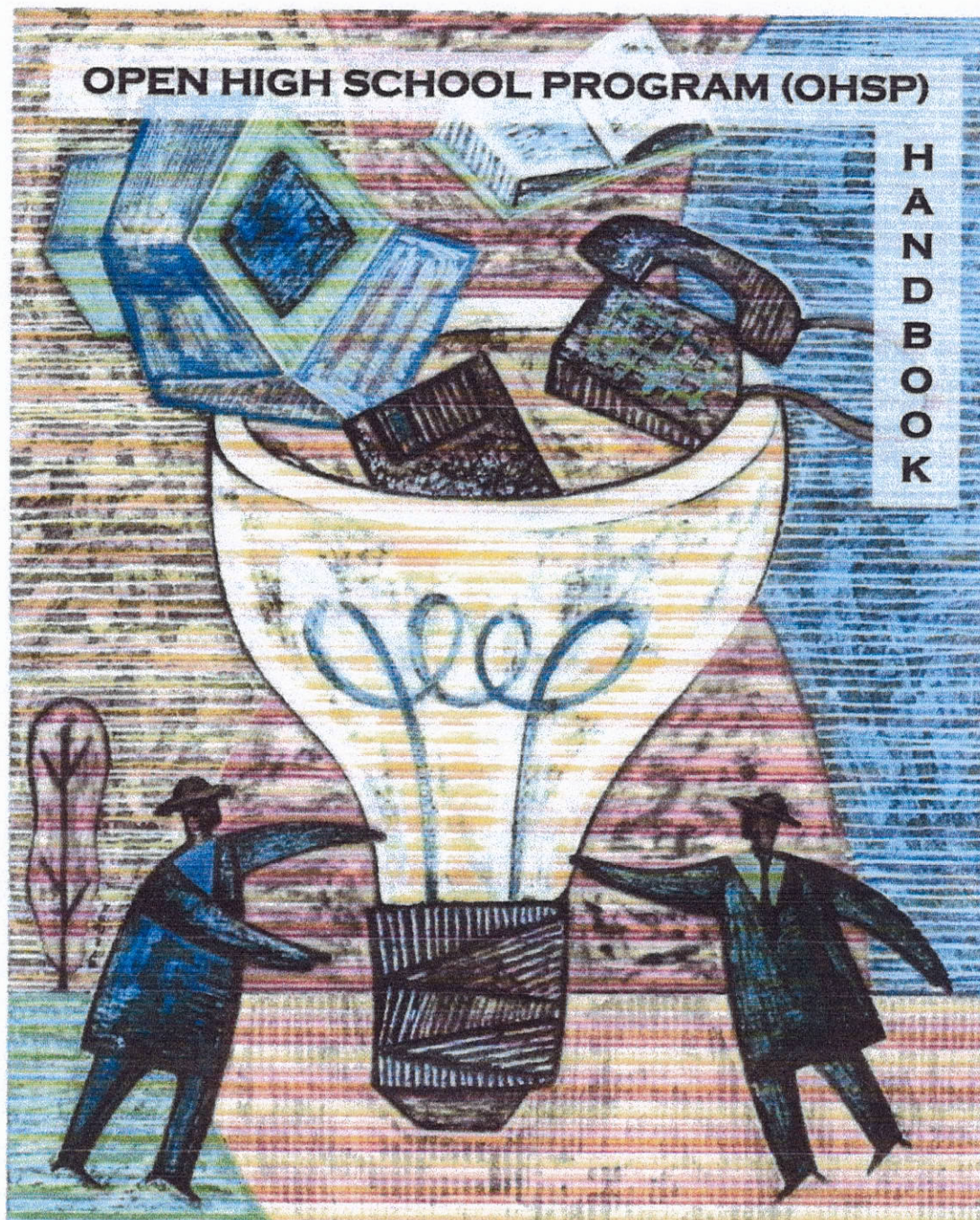
10. Linkages in the OHSP

- 10.1 The community and the Local Government Unit (LGU) shall assist the school in the following ways:
- 10.1.1 Refer to the school the out-of-school youth of high school age who may participate in the program;
 - 10.1.2 Promote the OHSP in the community through the use of any of the following:
 - Flyers
 - Brochures
 - Radio television announcements
 - Community assemblies
 - Consultation meeting with the school officials, PTCA officers and Barangay council
 - 10.1.3 Identify potential resource persons in the community who can assist the learners; and
 - 10.1.4 Encourage learners to participate in the different community activities as an application of learning.
- 10.2 The school being the primary institution for learning, shall be responsible for the following:
- 10.2.1 Collaborate with the Local Government Unit (LGU) in promoting the program in the community;
 - 10.2.2 Identify participants in the program (student-at-risk of
 - 10.2.3 Establish a Learning Management Program (LMP) for OHSP learners to bridge learning gaps and enhance learning;
 - 10.2.4 A Learning Management Program (LMP) shall be established by the School Principal, teacher adviser, guidance counselor and subject area teacher/s.
 - 10.2.4 Coordinate with the community/LGU on the use of community facilities for distance learning;

- 10.2.5 Conduct monthly school-based evaluation of the program;
and
- 10.2.6 Conduct a one-on-one conference with the learner and
home visitations.
- 10.3 The Division office shall assist the school in implementing the
program.
 - 10.3.1 Provide instructional consultancy services when requested
by the school; and
 - 10.3.2 Conduct progress monitoring of the program on a quarterly
basis.
- 10.4 The Regional Office shall assist the Division Office in implementing
the program.
 - 10.4.1 Identify the schools division needing assistance;
 - 10.4.2 Provide instructional consultancy services to the division;
and
 - 10.4.3 Conduct results monitoring/outcome evaluation of the
program.



Republic of the Philippines
Department of Education
BUREAU OF SECONDARY EDUCATION



July 2008

FOREWORD

It is an inalienable right of every individual to receive education which will enable him/her to become a productive citizen.

The Constitution, recognizing this right, explicitly mandates that every individual regardless of age, sex, race, political or socio-economic status must enjoy access to quality and relevant basic education.

To this end, the Bureau of Secondary Education has designed the open High School Program (OHSP), as an alternative mode of secondary education. The program offers an opportunity to those who desire to complete the high school curriculum outside of the formal school structure.

This OHSP Handbook aims to guide the schools interested in implementing the program. The implementers are encouraged to modify or adapt the content of the handbook to suit their local conditions within the framework of an open learning system.

DR. LOLITA M. ANDRADA

Director IV,
Bureau of Secondary
Education
Department of Education

1

The Nature of the Open High School Program (OHSP)

Section 1 of this Handbook explains what the OHSP is all about. It covers the definition, goals and objectives, participation requirements for schools, and the admission requisites for students.

What is the Open High School Program (OHSP)?

The OHSP is an alternative mode of secondary education that uses distance learning. It caters to learners who are unable to attend the regular class program due to physical impairment, work, financial difficulties, distance of home to school, and other justifiable and legitimate reasons.

The program, therefore, is in consonance with the Education for All (EFA) goal of making every Filipino functionally literate by 2015. Its philosophy is based on the provision of Batasang Pangbansa (BP) 232 or the Education Act of 1982 "The state shall provide the right of every individual to relevant quality education regardless of sex, age, creed, socio-economic status, physical and mental conditions, racial or ethnic origin, political and other affiliation."

Since distance learning is its main feature, the program requires that the learner is capable of managing his/her learning.

What are the goal and objectives of the OHSP?

The OHSP is aligned with the School Improvement Plan's (SIP) goal of producing functionally literate learner/graduate or one who has a mastery of the basic competencies, capable of problem – solving, and is a productive member of his family and community.

The OHSP as a Dropout Reduction Program (DORP) intervention, has the following objectives:

- Provides opportunity to all elementary graduates, high school drop-outs, and successful examinees of the Philippine Educational Placement Test (PEPT) to complete secondary education;
- Prevents potential school leavers and encourages those who are out of school to finish secondary education;
- Reduces high school drop outs and increases participation rate; and
- Increase achievement rate through quality distance education.

Who can participate in the program? What are the requirements for participation?

The program is open to all public or private secondary schools.

Secondary schools interested in implementing the program should meet the following requirements:

1. Submit a Letter of Intent (LOI) addressed to the Schools Division Superintendent (SDS), copy furnished the Regional Office and the Director of the Bureau of Secondary Education (BSE).
2. Undergo a capacity building program to be conducted by the BSE in preparation for accreditation as a participating school.
3. Make available learning facilities and equipment in the school e.g., library, computer room, laboratory room, workshop room, gymnasium, etc.
4. Link with the community for the students' access to facilities like public library, baranggay learning center, internet café, public sports facilities and those that will help the students in their self-managed learning.

Who are qualified to enroll in the OHSP?

The program is open to Filipino learners who can demonstrate capacity for independent learning and are willing to undertake self-directed learning.

Below are pre-requisites for enrollment:

1. Submission of any of the following:
 - High School Report Card (in case of drop-outs)
 - Elementary Report Card (for high school entrants)
 - PEPT qualifying certificate
2. Passing of the Independent Learning Readiness Test (ILRT) and the Informal Reading Inventory (IRI) test (Appendices B and C). The ILRT assesses the learner's reading level as basis for class grouping.
3. Interview of parent/guardian to get a complete profile of the learner.

2

THE MANAGEMENT STRUCTURE OF THE OPEN HIGH SCHOOL PROGRAM

How is the OHSP managed?

The overall management of the OHSP shall be done through the DropOut Reduction Program (DORP) management structure (DORP Handbook, p.21). An OHSP Coordinator shall be designated to oversee all the activities of the intervention. The following are the roles and responsibilities that are specific to the implementation of the OHSP.

Roles and Responsibilities:

School Head

- Coordinates with the Local Government Unit (LGU) to ensure the use of community facilities by the OHSP learners;
- Establishes a learning management program to bridge learning gaps and enhance learning;
- Designates an OHSP Coordinator to synchronize OHSP activities with the other strategic components of DORP;
- Oversees the implementation of policies formulated by the DORP Council (for schools with DORP Council) pertinent to the OHSP;
- Provides administrative and technical support to the implementers;
- Evaluates the performance of the OHSP Coordinator and teacher implementers; and
- Submits report to the Division through the Division DORP Council.

School DORP Council

- Formulates policies to promote and ensure the successful implementation of the OHSP;
- Monitors the implementation of the policies in particular and the intervention in general; and
- Resolves OHSP issues that may arise and problems that may be encountered.

OHSP Coordinator

- Initiates the designing and implementation of advocacy plans on OHSP to increase participation;
- Coordinates with the Guidance Counselor on the conduct of the Independent Learning Readiness Test (ILRT) and the Informal Reading Inventory (IRI) test;
- Leads in the conduct of orientation program for OHSP students and parents;
- Provides technical assistance to the teacher implementors;
- Oversees proper documentation of OHSP activities; and
- Keeps the school Head and the School DORP Council properly informed on the progress of the OHSP.

Guidance Counselor

- Administers, analyzes and interprets ILRT and IRI test and helps teachers utilize test results;
- Helps screen qualified enrollees to the OHSP;
- Keeps an updated profile of the OHSP students; and
- Tracks the progress of the students through the teacher-implementers.

Teacher-Adviser

- Orients learners on their tasks and responsibilities as OHSP students;
- Helps learners gain access to learning materials/resources;
- Guides the learner in his/her self-directed learning tasks;
- Tracks the progress of the learner;
- Refers the learner to appropriate subject teacher for assistance when necessary; and
- Maintains a complete record of the learner's performance.

Subject-Teacher

- Assists learners in identifying their learning needs; and in preparing their self-directed learning plan (*sample student learning plan attached in the handbook*)
- Provides time for consultation to address learning gaps;
- Assesses learner's progress and provide feedback;
- Keeps a complete record of the learner's performance; and
- Provides the teacher-adviser with the results of the student's performance.

Learner/Student

- Accomplishes the learner's profile form;
- Identifies his learning needs and prepares his self directed learning plan;
- Implements his self-learning plan;
- Consults with the teacher-adviser, subject teacher or any capable person in the community when necessary;
- Assesses his own progress and performance; and
- Reports periodically to the teacher-adviser and subject teachers.

In support to the school level management, the following DepEd administrative levels and other stakeholders shall have the following responsibilities:

Division Office

- Advocates the OHSP within the Division and encourages the participation of private secondary schools;
- Provides technical guidance through its Division DORP Council;
- Monitors the implementation of the OHSP; and
- Conducts researches to improve the program.

Regional Office

- Conducts advocacy activities to increase participation rate within the region;
- Provides technical assistance to the Division DORP implementers who assist and monitors the OHSP; and
- Conducts results monitoring and researches;

Central Office through the Bureau of Secondary Education

- Advocates the program through print and broadcast media to ensure nationwide participation in the program;
- Formulates national policies on OHSP;
- Conducts capability building activities for OHSP participating schools; and
- Monitors the implementation of the program through the Regional Office.

Local Government Unit (LGU)

- Promotes the OHSP program through the conduct of community assemblies, barangay council and sangguniang bayan meetings, linkages with non-government organizations, and print and broadcast media;
- Provides a list of out-of-school youth who may participate in the program;

- Makes available to the learners community facilities like library, reading centers, museum, gymnasium, etc.;
- Identifies potential resource persons in the community who can assist the learners; and
- Provides incentives to learners to increase participation in different community activities.

3

Evaluating the OHSP

Section 1 and 2 discussed the nature, the implementation and the management of the OHSP. Section 3 explains the evaluation mechanism for the OHSP. It explains that shall be evaluated, who are involved, when to conduct and how to go about evaluating the intervention.

What are to be evaluated in the OHSP? Who shall be involved?

To determine the results of the program, the following shall be evaluated:

1. **Performance of the learner/student.** The learner shall be evaluated by the subject teachers using the same scheme used for the regular high school.
2. **Performance of the teacher-implementers.** The Performance of the teacher implementers shall be looked into to determine areas for improving the implementation of the program. The assessment shall be a collaborative undertaking of the OHSP Coordinator and the school DORP Council.
3. **Overall Implementation of the OHSP (Summative Evaluation).** The Division Office through its Division DORP Council, the School DORP Council and the school head shall evaluate the overall implementation at the end of the school year in terms of the following:
 - approaches/methodologies used
 - learner/performance
 - community/LGU support

How shall the learner be evaluated?

1. Evaluation of learning in each subject can include written and oral tests and the assessment of required outputs.
2. Promotion is based on the fulfillment of requirements and mastery of at least 75% of the competencies in each subject area.
3. Acceleration by learning area and b year level shall be determined in highly meritorious cases upon fulfillment of the requirements and mastery of at least 90% of the competencies in the subject area.

In case of acceleration, the DORP Council, the school head, OHSP Coordinator and the teacher-adviser shall review the learner's updated portfolio. The following shall constitute a portfolio:

- Initial Summary – states the total rating of the learners in the subject area
- General essay – states the past experiences and the kind of learning for which recognition is sought

The following supporting documents shall be needed:

- Written examinations
 - Performance ratings
 - Products/outputs submitted
 - Eyewitness' testimonies from peers, community leaders and Employer (if employed)
 - Other documents that will provide evidence of meritorious performance.
4. Retention of the learner in the program is for a maximum period of six years with the option to be mainstreamed in the regular program anytime within the period of study.

APPENDICES

Appendix A:	Learner's Profile
Appendix B:	Independent Learning Readiness Test (ILRT)
Appendix C:	Informal Reading Inventory (IRI)
Appendix D:	Sample Reading Passage
Appendix E:	Learner's Agreement
Appendix F:	Kasunduan
Appendix G:	Sample Learning Plan
Appendix H:	Summary of Modules Accomplished by Quarter

Appendix A

LEARNER'S PROFILE

Part I

1. Name _____

2. Birthday _____

3. Birthplace _____

3. Sex _____

5. Age _____

6. Mother's name _____

7. Father's name _____

8. Home address _____

Part II

Directions: Put a check in the box alongside each answer you choose.

9. What are your reason/s for choosing open learning?

I am over-age for high school

☐

I have a job and cannot come to school regularly

☐

I have a physical disability

☐

I live far from the school

☐

Others please specify _____

10. What experiences in learning did you encounter?

I was often late in my classes

☐

I was frequently absent due to poor health

☐

I found the lessons too difficult

☐I had unsatisfactory experiences with my teachers and/
or classmates☐

Others, Please specify _____

11. What possible problems do you anticipate with open learning?

The modules might be difficult

☐The teachers may not give me enough time to
finish the module/s☐

I may not have the support of my family

☐

I may not have the support of my supervisors ☐
Others, please specify _____

12. What could be your main strengths to be successful in the open learning system?

I have strong determination to finish ☐
I have the full support of my family ☐
I have the full support of my superiors ☐
I am resourceful and industrious ☐
Others, please specify _____

13. Where will you do most of your studying/learning?

At home ☐
In the work place ☐
In public learning centers (library) ☐
In the school library ☐

14. Will you have access to peer group support?

Yes ☐ No ☐

15. Have you any fears or anxieties about paper and pencil tests?

Yes ☐ No ☐

Appendix B

Independent Learning Readiness Test (ILRT)

Below is a list of competencies that you are expected to demonstrate. Encircle the number in the scale that corresponds to your answer for every item where:

- 3 means that you demonstrate the competencies with least or no supervision/assistance from the teacher;
- 2 means that you demonstrate the competencies with some supervision/assistance from the teacher; and
- 1 means that you demonstrate the competencies with much supervision/assistance from the teacher.

I am able to:	SCALE		
1. Get information from print and non-print materials	3	2	1
2. Recall details read/heard/seen from different types of media	3	2	1
3. Relay information heard over the telephone and from radio broadcasts	3	2	1
4. Interpret the information in graphics and billing statements (electric, water, etc.)	3	2	1
5. Use the card catalogue to locate information	3	2	1
6. Follow signs and symbols to locate places or things	3	2	1
7. Follow directions using map	3	2	1
8. Fill out forms (schools, banks, etc.)	3	2	1
9. Follow instructions/steps in doing a task	3	2	1
10. Write personal letters and diaries	3	2	1
11. Solve simple mathematical problems	3	2	1
12. Interview people	3	2	1

Interpretation of the total rating:
29 – 36 Independent level
20 – 28 Instructional level
12 – 19 Beginning level

Appendix C

Informal Reading Inventory (IRI)

The reading ability of a learner is crucial to the Open High school Program (OHSP) because most of the time the learner works independently.

The use of the IRI shall help the teacher determine a learner's reading level. The independent level is the stage in which the learner can read successfully with little or no aid because fluency and comprehension are developed well enough. The learner's instructional level signals an area of difficulty. It may mean that the book or reading material is too difficult for the learner. The learner's beginning/frustration level may mean frequent face-to-face session from the subject area teacher.

The results of the IRI shall help the school in determining prospective enrollees. Thus, an oral and silent test must be likewise conducted before a learner is officially accepted.

A. Administration of an Oral Reading Test

1. Select a 100 word passage from a material you wish the learner to read
2. The learner is asked to read the passage orally
3. The teacher records the errors.

Types of Errors

Mispronunciation	:	Record the incorrect response above the word missed
Substitution	:	Record the substituted word above the one missed
Omission	:	Circle the omitted word or words
Insertion	:	Caret ^ in the extra word
Hesitations	:	Supply the needed word and write H if the learner pauses Pauses for longer than five minutes
Repetitions	:	Draw a wavy line under repeated words

B. Administration of a Silent Reading Test

1. Prepare questions that determine the learner's ability to use various parts of the text.

Ex. On what part of the text will you find information on _____?

2. Prepare questions that measure both vocabulary and comprehension.
3. When preparing the questions, be careful to provide items that assess the many operations of comprehension skills (recognition or recall of facts, concepts, information; convergence or divergence of concepts; evaluation of facts, information, concepts and situation).
4. Direct the learner to read the selection.
5. The learner can be timed if you are interested in his/her reading rate.

C. *Interpretation*

Informal Reading Inventory Standards

Level	Oral reading	Comprehension
Independent	99 – 100%	99 – 100%
Instructional	95 – 98%	70 – 94%
Beginning	94% and below	69% and below

On the silent reading test, if a learner is able to answer correctly 91 – 100% of the questions, he/she is at the independent level, if he/she answered 70 – 90% correctly, he/she is at the instructional level. A learner is at the beginning level if the correct answer is 69% or below.

Appendix D**Sample Reading Passage****BACK TO SCHOOL**

Welcome to Bonifacio High School! Today, you begin another chapter in your life.

High school years are very important years. You learn to get along with others; you can learn to observe the rules of simple courtesy and good sportsmanship whether on the athletic field, in the classroom, or at a party. You will think seriously about your future and seek guidance in choosing your courses.

Each of your teachers assigns homework and expects it to be submitted on time. You will be asked to read books and references, solve problems, and write compositions. You are strongly advised then, to develop good study habits. Schedule your activities and use your time wisely.

Every subject in your curriculum is planned to make you live a fruitful life, prepare you for the future, make you useful, reliable and responsible citizens. You, the students of today, are the teachers, parents, decisionmakers, and leaders of tomorrow. How you spend these years in high school will determine to a great extent the kind of nation and world you will help shape in the future. (Flores, Ladera and dela Cruz, New Horizons in Learning English)

Appendix E**Learner's Agreement**

I, _____ is enrolled in the Open High School Program
(Name of Learner)

(OHSP) at _____ as _____
(Name of school) (Year Level)

As a learner, I am expected to undertake the following:

- to plan, implement and assess my learning through a self-directed learning plan;
- to report to my teacher the learning activities/tasks which I find difficult;
- to exercise time-management to finish any learning task required in each subject;
and
- to finish my secondary course with the support of my family/guardian/benefactor.

I hereby agree to comply with the above-mentioned expectations to complete my secondary education through the Open High School Program.

Learner

Parent/Guardian

Noted:

Adviser

School head

Appendix F**Kasunduan**

Ako si G/Gng/Bb. _____
magulang/tagapangalaga ni _____
Mag-aaral sa ilalim ng Open High School Program ng paaralang _____
_____ ay nakahandang sumuporta sa mga sumusunod:

- pinansyal o material na kagamitan sa pag-aaral
- pagpapaalala sa mga gawaing pag-aaral at pagsusumite sa takdang panahon
- pagsasabi ng tapat sa mga guro tungkol sa pangangailangan ng mag-aaral at mga kahirapan na kanyang pinag-dadaan
- pagsubaybay ng buong katapatan sa mag-aaral hanggang sa makatapos sa mataas na paaralan

Mag-aaral

Magulang/Tagapangalaga

Bigyang pansin:

Adviser

School Head

Appendix G

Sample Learning Plan

Learning Area: ENGLISH

Year Level: First
Date

Taken: _____
Learner's Name: _____

Teacher: _____

1) No. of Module/Student Worksheets	Desired Competencies to be developed	Allotment Period (To be determined by the learner)	Actual Accomplishment Period	Initial Evaluation	Remarks
Module 6: Being Responsible Steward of Nature	○ Give the meaning of idiomatic phrases ○ Arrive at a consensus ○ Transcode information obtained from a listening text ○ Write a text on how one might help in the conservation of our natural resources	one week	2 weeks	(Results of the activities)	Instructional level

Appendix H

Summary of Modules Accomplished by Quarter

Learning Area: Filipino
Taon

Year Level: Unang

Learner's Name:

Quarter 1
SY: 2005-2006

[illegible]