Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

3 MAY 2023

DIVISION MEMORANDUM
No. 212 s. 2023

GUIDELINES ON THE ADMINISTRATION OF THE FOURTH QUARTER ASSESSMENT ACTIVITIES

To: OIC-Assistant Schools Division Superintendent
Chief Education Supervisors
Heads, Public Elementary and Secondary Schools
Heads, Unit/Section
All Others Concerned

1. Relative to the conduct of Quarterly Assessment as per Department Order No. 8, s. 2015 entitled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program dated 1 April 2015 and Division Memorandum No. 17, s. 2023 entitled Protocols on the Conduct of Quarterly Assessments dated 13 Jan 2023, this Office, through the Curriculum Implementation Division, releases the ***Guidelines on the Administration of the Fourth Quarter Assessment Activities***.

2. The objectives of these guidelines are to ensure that the
   a. schools managed the assessment with adherence to standards (Reference: PPSSH Domain 3 Strand 3.5)
   b. teachers perform their role in assessment and reporting (Reference: PPST Domain 5 (CS 2)
   c. master teachers perform their role in assessment as indicated in PPST (Domain 5 (CS 3-4)

3. These guidelines are divided into the following:
   A. Timeline of Activities for the Fourth Quarter Assessments
   B, Terms of Reference
   C. Suggested Schedules for Elementary and Junior High Schools
   D. Suggested Schedules for Senior High Schools
   E. Schedules for Monitoring
   F. Monitoring Tool
   G. Technical Specifications for Design and Layout (Typography)
   H. School Assignments for Assessment Materials Development
   I. Schools Participating in the Online Assessment
   J. Table of Specifications

4. Immediate dissemination of this memorandum is desired.

For:

CELEDONIO B. BALDERAS, JR.
Schools Division Superintendent

By:

ANTONIO P. FAUSTINO, JR.
OIC, Assistant Schools Division Superintendent

Encl.:
As stated.
Reference:
Text
To be indicated in the Perpetual Index under the following subjects:
Activities
Assessment
Learning Areas

A. Timeline of Activities for the Fourth Quarter Assessments.

Date	Activities	Persons Involved
3 May 2023	Division Meeting	School Heads
2 – 12 May 2023	School-based development of items	School Heads Master Teachers
15 May 2023	Submission of items/questions to SDO (*through the link provided below)	School Heads Head Teachers Master Teachers
16 May 2023	School Orientation	School Heads Teachers
15 - 26 May 2023	Assembly and consolidation of assessment items	EPS TWG
13 June 2023 (Grade 6 and Grade 12) 19 June 2023 (All Other Grades)	Downloading of assessment materials to schools	EPS LRMDS
13 – 16 June 2023 (Grade 6 and Grade 12) 19 – 23 June 2023 (All Other Grades)	Reproduction of assessment materials	School Heads
22 – 23 June 2023 (Grade 6 and Grade 12) 29 – 30 June 2023 (All Other Grades)	Administration of assessment Division Monitoring	School Heads Teachers EPSs
30 June 2023 (Grade 6 and Grade 12) 7 July 2023 (All Other Grades)	Submission of 3rd Quarterly Results (through the link to be provided by the Division)	School Heads Department Heads
21 July 2023	Report on Learning Outcome Assessment	EPSs
TBA	Parent-Teacher Conference/ Distribution of Report Cards	School Heads Teachers

*https://drive.google.com/drive/u/0/folders/1Wnw2jc6LqWpRgRbB8mexhjnsuWXS9Wp5

B. Terms of Reference
Pre-assessment

Person Involved	Duties and Responsibilities
Chief EPS	• Presides over meetings and orientations on the various activities related to assessment of learning outcomes. • Reviews recommendations and reports forwarded by the EPS. • Approves reports, and other documents pertinent to assessment.
Assessment Team	• Issues memoranda containing the following: ➢ timeline of activities ➢ table of specifications for all learning areas ➢ data dashboard • Consolidates the Table of Specifications (TOS) of all learning areas for the current quarter. • Prepares templates and link for data submission by schools.
Education Program Supervisors	• Creates a technical working group (TWG) for the learning area. • Meets with the TWG on a regular basis for the assembly of the assessment materials. • Prepares Table of Specifications (TOS) for the current quarter. • Assigns schools for the development of the assessment materials. • Validates assessment items/materials submitted by teachers from different schools using the tool. • Forwards the validated assessment items/materials to TWG for assembly. • Quality-assures the assembled assessment materials. • Forwards the assessment materials and key to corrections to LRMS for lay out. • Responds to queries concerning their learning area. • Consolidates and analyzes data submitted by schools for the specific learning area. • Forwards data analysis to the Assessment Team for division consolidation.
LRMS Unit	• Receives assessment materials from EPS for lay-outing. • Formats the assessment materials according to prescribed standards. • Uploads the materials to the portal.
School Head	• Requests teachers to develop assessment materials for schools specified in the memorandum. • Reviews the materials. • Uploads the materials in the provided link. • Prepares the following: ➢ school memorandum detailing the date and schedule of the assessment. ➢ list of learners per classroom ➢ list of proctors ➢ seat plan • Downloads the assessment materials for printing. • Designates specific location for printing and storage of materials. • Conducts orientation to teachers, parents, and learners on the mechanisms of assessment.

Teacher	• Develops assessment materials according to TOS. • Forwards the materials to school head for review. • Revises the materials if necessary.
Technical Working Group	• Assembles the final items of the assessment materials. • Prepares the key to correction. • Secures the integrity of the materials.

During Assessment

Person Involved	Duties and Responsibilities
Education Program Supervisor	• Monitors the quarterly assessments as scheduled. • Discusses with the school heads current concerns and issues relative to assessment. • Accomplishes monitoring tool.
School Head	• Monitors the smooth flow of the quarterly assessment. • Supervises the distribution and retrieval of the assessment materials. • Confers with the Cluster Supervisor about concerns and issues encountered.

Post-assessment

Person Involved	Duties and Responsibilities
Assessment Team	• Consolidates and analyzes data forwarded by the EPS for specific learning area. • Prepares and submits final report, dashboard, and recommendations.
Education Program Supervisor	• Consolidates findings on monitoring as forwarded by the EPS. • Consolidates and analyzes data forwarded by schools. • Forwards data consolidated to Assessment Team for division consolidation. • Revises assessment materials, if needed. • Prepares report on item analyses. • Recommends item for item banking.
School Head	• Guarantees the integrity of the data. • Submits data through the link provided.
LRMS Unit	• Receives comments and suggestions concerning the assessment materials. • Forwards comments and suggestions materials to EPS concerned. • Does final lay-out for item and test banking.

C. Suggested Schedules for Elementary and Junior High Schools.

Period	22 June 2023 (Grade 6)/ 29 June 2023 (Other Grades)	23 June 2023 (Grade 6)/ 30 June 2023 (Other Grades)
Period 1	Mathematics	Science
Period 2	Filipino	Edukasyon sa Pagpapahalaga
Period 3	Araling Panlipunan	English
Period 4	EPP/TLE	MAPEH

D. Suggested Schedules for Senior High Schools.

Grade	Period	22 June 2023 (Grade 12)/ 29 June 2023 (Grade 11)	23 June 2023 (Grade 12)/ 30 June 2023 (Grade 11)
11	1	Statistics and Probability	Physical Science
	2	Reading and Writing Skills	Pagbasa at Pagsusuri ng Iba't Ibang Teksto sa Pananaliksik
	3	Personal Development	Physical Education and Health
12	1	Practical Research 2	Media and Information Literacy
	2	Disaster Readiness and Risk Reduction	English for Academic and Special Purposes
	3	Entrepreneurship	

E. Schedules for Monitoring

EPS	22 June 2023 (Grade 6 and 12)/ 29 June 2023 (Other Grades)	23 June 2023 (Grade 6 and 12)/ 30 June 2023 (Other Grades)
Joseph Jay U. Aureada Maria Corazon A. Borbon	Ilasan ES Katigan Alupay ES	Valencia ES Masin ES
Christian J. Bables Nicole May R. Lagar	North Palale ES South Palale ES	Busal ES East Palale ES
Sancho C. Calatrava Joan Kathleen M. Talabong	Gibanga ES Tayabas West CS I	TWCS III West Palale NHS Lawigue ES
Jerome A. Chavez	TECS TWCS II	RQINHS Wakas ES
Louie F. Fulledo Luzviminda E. Saludares	Luis Palad IHS Ipilan Alitao ES	Malo-a Calantas ES Pandakaki ES
Mildred Z. Galleno Marife R. Lagar	Domoit ES Mayuwi Community School Mate ES	FELES Kalumpang ES
Michael Leonard D. Lubiano Jean Rose B. Rabano	Alsam ES Lawigue ES	Mate ES Pandakake ES
Sherwin C. Quesea Ariel C. Cabuyao	Lalo ES Dapdap IS	TWCS IV West Palale ES
Richelle F. Quintero Montano L. Agudilla Jr.	BANHS Lakawan ES	EFES Potol ES

F. Monitoring Tool

Fourth Quarter Assessment
22 -23 June 2023 (Grade 6 and Grade 12)
29 – 30 June 2023 (All Other Grades)

School : _____ School Head: _____
Date and Time Of Monitoring : _____ Schedule of Test: _____

A. ATTENDANCE

GRADE LEVEL	ENROLMENT	DAY 1 ATTENDANCE	DAY 2 ATTENDANCE
	M / F = Total	M / F = Total	M / F = Total
SPED			
Kinder			
Grade 1 / 7			
Grade 2 / 8			
Grade 3 / 9			
Grade 4 / 10			
Grade 5 / 11			
Grade 6 / 12			

B. TESTING ADMINISTRATION

NO.	INDICATORS	EVIDENT (Y/N)	NOT EVIDENT (Y/N)	REMARKS
Test Preparation				
1.	SH informs the teachers abit the schedule and plan for the conduct of quarterly test ahead of time.			
2.	SH sets a deadline for the submission of test items.			
3.	SH assists the teachers in the preparation of test items and TOS.			
4.	SH checks and QA test items and TOS.			
5.	Test papers were prepared a day before the conduct of the test.			
Test Proper				
6.	Testpapers are stored in the Principal's Office or any designated palce for safekeeping.			
7.	Testpapers are systematically arranged by grade level per learning area with label and number of examinees.			
8.	Testing rooms are neat and tidy.			
9.	Chairs are properly arranged with 30 examinees of 5x6.			
10.	Rooms are well ventillated and lighted.			
11.	The schedule of the examination, list of examinees and seated plan are posted on the board/door.			
12.	Pupils/Students are seated properly according to the seat plan.			
13.	Testpapers are only released to the room examiners before the start of the exam.			
14.	Test test started and ended on time.			
15.	Testpapers are distributed and retrieved properly.			

Issues and Concerns
Encountered:_____
_____
_____.

_____
Monitoring Official
(Signature over Printed Name)

G. Technical Specifications for Design and Layout (Typography)

Grade Level	Recommended Font-Family	Font Size (Body Text)
K to Grade 1	Century Gothic (except for "?" symbol) (body text flushed left/ragged right to avoid hyphenations) "**?**" symbol font type: Arial	Text 16 pt Heads 20 to 30 pt Sub Heads 16 to 18 pt
Grade 2		

Grade Level	Recommended Font-Family	Font Size (Body Text)
Grade 3	Bookman Old Style *(body text Justified)*	Text 14 pt Heads 18 to 28 pt Sub Heads 14 to 16 pt
Grade 4		
Grades 5 to 12		Text 11 to 12 pt Heads 15 to 24 pt Sub Heads 11 to 13 pt
Paper Size	Long (8.5 x13)	
Logos	Use the approved test paper template only (You can visit **https://tinyurl.com/LASTspecs** to see and be guided with the LAYOUT templates of Learning Area Supplementary Tool.)	

Note: Please download the template/s before editing the document content

Number of Items by Grade Level

Grade Level	Number of Test Item
1 - 2	25
3	30
4	40
5 - 6	50
7 - 10	50
11 - 12	50

Reference: LR Handbook on Page Designing V.0.6

H. Assignments for Assessment Materials Development

H.1 Key Stage 1

Learning Area	Grade Level		
	1	2	3
MTB-MLE	Remedios L. Placino (TWCS II)		
Filipino	Annadel O. Gob (TWCS III)		Flora P. Puchero (Wakas ES)
English	Loida R. Decal (TECS)		Marissa R. Capistrano (Lawigue ES)
Mathematics	Maria Paz T. Jamilano (SPES)		May Ester M. Rubio (Kalumpang ES)
Science			Agnes A. Lagdameo (TWCS I)
Araling Panlipunan	Florencia E. Javin (TWCS IV)		Roberta V. Esmiller (Ipilan-Alitao ES)
Edukasyon sa Pagpapakatao	Laarni E. Abulencia (TWCS III)		Glenda Perseveranda D. Ranillo (TWCS I)
MAPEH	Michelle C. Anyayahan (TECS) Raquel H. Reyes (WPES)		Maria Edissa S. Contreras (TECS)

H.2 Key Stage 2

Learning Area	Grade Level		
	4	5	6
Filipino	Flora P. Puchero (Wakas ES)	Jasmin P. Flores (Dapdap IS)	
English	Marissa R. Capistrano (Lawigue ES)	Christine V. Cabuyao (TWCS II)	
Mathematics	May Ester M. Rubio (Kalumpang ES)	Esmeraldad J. Quesea (TWCS I)	
Science	Agnes A. Lagdameo (TWCS I)	Mariell E. Cesario (TECS)	
Araling Panlipunan	Agnes A. Lagdameo (TWCS I)	Marian O. Flores (TECS) Jeffrey G. Dimailig (NPES)	
Edukasyon sa Pagpapakatao	Glenda Perseveranda D. Ranillo (TWCS I)	Annabel B. Malvar (TECS)	
EPP	Maria Rosele S. Javin (Ilasan ES) Priscila Z. Infante (EPES)		
MAPEH	Maria Edissa S. Contreras (TECS)	Marilou S. Razalan (TECS) Gary S. Villaverde (FELES) Jeric L. Cabriga (TECS)	

H.3 Key Stage 3

Learning Level	Grade Level			
	7	8	9	10
Filipino	Maria Luisa F. Holanda LPIHS)		Simplicio P. Rato (WPNHS)	
English	Mary Joy B. Talavera (LPIHS)		Johncent Roy C. Tibordo (WPNHS)	
Mathematics	Josephine P. De Castro Jacinta R. Abulencia Nelda L. Oabel (LPIHS)			
Science	Richilyn S. Pagana (LPIHS)	Gerardo A. Laguador (LPIHS)	Lesette O. Marquez (BANHS)	Elizabeth M. Aquino (LPIHS)
Araling Panlipunan	Susan P. Abuel (LPIHS)	Nezsi A. Garcia (BANHS)		Susan P. Abuel (LPIHS)
TLE	Josefina P. Oblea (LPIHS)		Geraldine M. Constantino (LPIHS)	
Edukasyon sa Pagpapakatao	Lorena G. Saul (LPIHS)			
MAPEH	Lyka Rose L. Cabrera (LPIHS)		Ronelda S. Empamano (LPIHS)	

H.4 Key Stage 4

Grade 11 2nd Sem		
Core	Reading and Writing Skills	Rempson P. Sumilang (BANHS)
	Pagbasa at Pagsusuri ng Iba't Ibang Teksto sa Pananaliksik	Regicelle D. Cabaysa (BANHS)
	Statistics and Probability	Laarni Q. Lachica (LPIHS)
	Physical Science	Reynan D. Nadera (LPIHS)
Applied	Personal Development	Baby Leonor M. De Luna (LPIHS)
	HOPE	Virgilio P. Jao (BANHS)
	English for Academic Purposes	Maricel L. Abella (LPIHS)
	Practical Research 2	
Grade 12 2nd Sem		
Core	Media and Information Literacy	Myra G. Flores (BANHS)
	Physical Education and Health	Virgilio P. Jao (BANHS)
Applied	Entrepreneurship	Myra G. Flores (BANHS)

I. Schools Participating in the Online Assessment

Cluster	Schools	Grade Level	School Head	School Assessment Coordinator	School ICT Coordinator
1	Ilasan ES	4, 5, 6	Joy B. Go	Rhea Mariz Ocado-Llaneras	John Benedict M. Aguerra
2	East Palale ES	6	Elpidia C. Palayan	Priscilla Z. Infante	Noela Alita V. Cabuyao
	North Palale ES	5	Babylyn T. Olandes	Jeffrey G. Dimailig	Rochelle Ibarrola
	South Palale ES	4	Corazon M. Oabel	Marilou L. Credo	Maria Paz T. Jamilano
3	Tayabas West Central School I	4, 5, 6	Cherry G. Hugo	Esmeralda Quesea	Christine Cabuyao
	West Palale NHS	10	Grace M. Cabili	Lilibeth B Vargas	Jerwin Talisic
4	Tayabas East Central School	5, 6	Ronan R. Ranillo	Loida R. Decal	Ivy Isagunde
	Tayabas West Central School II	6	Honesto M. Caagbay Jr.	Remedios L. Placino	Maria Lyka E. Gollena
5	Luis Palad Integrated High School	10	Gener C. Delos Reyes	Gregorio Constantino	Marlon Villa
	Ipilan-Alitao ES	6	Alona C. Crisanto	Roberta Esmiller	Jolle Anne Manalo
6	Domoit ES	4, 5, 6	Girlie A. Abaricia	Angeline R. Tagum	Tracy R. Agcaoli
	Kalumpang ES	6	Teresa E. Andaya	May Ester M. Rubio	Ma. Luisa Abuel
7	Mate ES	5, 6	Lorynel C. De Sagun	Kris Ann A. Capistrano	Kris Ann A. Capistrano
8	Dapdap Integrated School	10	Michael M. Safred	Jasmin Flores	Jovelyn Ocadis/ Aldrin Pantoja
9	Buenaventura Alandy NHS	10	Corazon M. Borbon	Rempson Sumilang	Edmar Rada
	Potol ES	5	Roderick O. Hugo	Maria Concepcion R. Cuadra	Macleo Parro Eloisa E. Lagar

MTB-MLE 1
Table of Specifications
SY 2022-2023
Quarter 4

Domain	MELC No.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
GA	67	Identify describing words that refer to color, size, shape, texture, temperature and feelings in sentences	10	25.00	6			
OL		Talk about family, friends, and school using descriptive words.	10	25.00	6			
VCD	68	Identify, give the meaning of, and use compound words in sentences						
PWR		Write phrases, and simple sentences correctly.	10	25.00	6			
GA	69	Use describing words in sentences.						
GA	70	Give the synonyms and antonyms of describing words.	10	25.00	6			
		TOTAL	**40**	**100%**	**25**	**8**	**10**	**7**

MTB-MLE 2
Table of Specifications
SY 2022-2023
Quarter 4

	MELC No.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
C	35	Use the conventions of writing in composing journal entries and letters (friendly letter, thank you letter, letter of invitation, birthday greetings)	10	25.00	6			
GA	36	Identify and use adjectives in sentences	10	25.00	6			
GA	37	Identify synonyms and antonyms of adjectives	10	25.00	6			
GA	38	Use correctly adverbs of: a. time b. place c. manner d. frequency	10	25.00	6			
	TOTAL		**40**	**100%**	**25**	**8**	**10**	**7**

MTB-MLE 3
Table of Specifications
SY 2022-2023
Quarter 4

	MELC No.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
SS	23	Makes a two level outline for a report	10	25.00	8			
C	24	Writes a 3 -5 step procedural paragraph using signal words such as first, last, then, and next	10	25.00	8			
GA	25	Identifies and uses adverbs of manner in different degrees of comparison	10	25.00	8			
GA		Identifies and uses adverbs of time, place and manner correctly	10	25.00	8			
SS	23	Makes a two level outline for a report	10	25.00	8			
GA	26	Identifies and uses correctly prepositions and prepositional phrases.		25.00	8			
	TOTAL		**40**	**100%**	**30**	**9**	**12**	**9**

FILIPINO 1
Table of Specifications
SY 2022-2023
Quarter 4

Domain	MELC No.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
		Nakabubuo ng mga salitang magkakatugma	4	10.00	3			
KP	33	Natutukoy ang mga salitang magkakatugma						
AL	34	Natutukoy ang simula ng pangungusap/ talata/kuwento	2	5.00	1			
PU	35	Naisusulat nang may wastong baybay at bantas ang mga salitang ididikta ng guro	2	5.00	1			
WG	36	Nagagamit ang mga salitang kilos sa paguusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	2	5.00	1			
PP	37	Natutukoy ang kahulugan ng salita batay sa kasingkahulugan	2	5.00	1			
PN	38	Nakapagbibigay ng sariling hinuha sa napakinggang teksto.	2	5.00	1			
WG	39	Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	2	5.00	1			
PP	40	Nagagamit ang mga natutuhang salita sa pagbuo ng mga simpleng pangungusap	2	5.00	1			
KM	41	Nakasusulat nang may wastong baybay, bantas, gamit ng malaki at maliit na letra	3	7.50	2			
		upang maipaha yag ang ideya, damdamin o reaksyon sa isang paksa o isyu sa pangungusap						
PN	42	Natutukoy ang mahahalagang detalye kaugnay ng paksang napakinggan	2	5.00	1			
AL	43	Natutukoy ang gamit ng maliit at malaking letra	3	7.50	2			
WG	44	Nagagamit nang wasto ang mga pang-ukol	3	7.50	2			

AL	45	Natutukoy ang gamit ng iba't ibang bantas	3	7.50	2			
PN	46	Nakapagbibigay ng maikling panuto	2	5.00	1			
WG	47	Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri	4	10.00	3			
PN	48	Naibibigay ang paksa ng napakinggang tekstong pang impormasyon paliwanag	2	5.00	1			
		TOTAL	**40**	**100%**	**25**	**8**	**10**	**7**

FILIPINO 2
Table of Specifications
SY 2022-2023
Quarter 4

Domain	MELC No.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
WG	28	Napapantig ang mga mas mahahabang salita	4	10.00	3			
PP	29	Nababasa ang mga salitang madalas na makita sa paligid at batayang talasalitaan	3	7.50	2			
WG	30	Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	4	10.00	3			
WG	31	Nabibigyang kahulugan ang mga salita sa pamamagitan ng pagbibigay ng kasingkahulugan at kasalungat, sitwasyong pinaggamitan ng salita (context clues), pagbibigay ng halimbawa, at paggamit ng pormal na depinisyon ng salita	5	12.50	3			
WG	32	Nasasabi ang paraan, panahon at lugar ng pagsasagawa ng kilos o gawain sa tahanan, paaralan at pamayanan	3	7.50	2			
PB	33	Nakapagbibigay ng angkop na pamagat sa binasang teksto, talata, at kuwento	3	7.50	2			
		Nailalarawan ang mga halimbawa ng pang-ukol	8	20.00	5			
WG	34	Nagagamit nang wasto ang mga pang-ukol ni/nina, kay/kina, ayon sa, para sa, at ukol sa						
KM	35	Naisusulat nang wasto ang mga idiniktang mga salita	3	7.50	2			
WG	36	Nakabubuo nang wasto at payak na pangungusap na may tamang ugnayan ng simuno at panag-uri sa pakikipagusap	4	10.00	3			
PB	37	Naibibigay ang mga sumusuportang kaisipan sa pangunahing kaisipan ng tekstong binasa	3	7.50	2			
		TOTAL		**100%**	**25**	**8**	**10**	**7**

FILIPINO 3
Table of Specifications
SY 2022-2023
Quarter 4

Domain	MELC No.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
KP	43	Napagsasama ang mga katinig, patinig upang makabuo ng salitang klaster (Hal. blusa, gripo, plato)	4	10.00	3			
KP	44	Napagsasama ang mga katinig at patinig upang makabuo ng salitang may diptonggo	4	10.00	3			
PU	45	Nasisipi nang wasto at maayos ang mga talata	3	7.50	2			
PB	46	Naiuugnay ang binasa sa sariling karanasan	3	7.50	2			
KM	47	Nakasusulat ng isang talata	3	7.50	2			
PB	48	Naiuugnay ang binasa sa sariling karanasan	3	7.50	2			
WG	49	Nagagamit ang mga salitang kilos sa pag-uusap tungkol sa iba't ibang gawain sa tahanan, paaralan, at pamayanan	3	7.50	2			
PP	50	Nababasa ang mga salitang hiram/natutuhan sa aralin	3	7.50	2			
PT	51	Natutukoy ang kahulugan ng mga tambalang salita na nananatili ang kahulugan	3	7.50	2			
PB	52	Nabibigay ng mungkahing solusyon sa suliraning nabasa sa isang teskto o napanood	3	7.50	2			
PN	53	Natutukoy ang mahahalagang detalye kaugnay ng paksang narinig	2	5.00	2			
PB	54	Naibibigay ang buod o lagom ng tesktong binasa	3	7.50	2			
PN	55	Naibibigay ang paksa ng kuwento o sanaysay na napakinggan	3	7.50	2			
		TOTAL	**40**	**100%**	**30**	**9**	**12**	**9**

FILIPINO 4
Table of Specifications
SY 2022-2023
Quarter 4

Domain	MELC No.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
PN	73	Nakapagbibigay ng panuto na may tatlo hanggang apat na hakbang gamit ang pangunahin at pangalawang direksyon	2	5.13	2			
PD	74	Nasasagot ang mga tanong sa napanood na patalastas	1	2.56	1			
PD	75	Nakapaghahambing ng iba't ibang patalastas na napanood	2	5.13	2			
WG	76	Nagagamit sa pagpapakilala ng produkto ang uri ng pangungusap	1	2.56	1			
WG		Nakikilala ang iba't ibang uri ng pangungusap	2	5.13	2			
WG	77	Nagagamit ang iba't ibang mga uri ng pangungusap sa pagsasalaysay ng sariling karanasan						
PU	78	Nakasusulat ng isang balangkas mula sa mga nakalap na impormasyon mula sa binasa	2	5.13	2			
PN	79	Naibibigay ang paksa ng napakinggang teksto	1	2.56	1			
PB	80	Naibibigay ang kahulugan ng salita sa pamamagitan ng pormal na depinisyon ng salita	2	5.13	2			
WG	81	Nagagamit sa panayam ang iba't ibang uri ng pangungusap	2	5.13	2			
	82	Nagagamit ang magagalang na pananalita sa iba't ibang sitwasyon; Pagbibigay ng puna sa editorial cartoon	1	2.56	1			
PU	83	Nakaguguhit ng sariling editorial cartoon	1	2.56	1			
WG	84	Nagagamit sa pakikipag talastasan ang mga uri ng pangungusap	2	5.13	2			
PS	85	Naibibigay ang bagong natuklasang kaalaman mula sa binasang teksto	1	2.56	1			
		Nasasagot ang mga tanong sa nabasa		2.56	1			

PN	86	o napakinggang pagpupulong (pormal at di pormal), katitikan (minutes) ng pagpupulong	1					
PS	87	Naipahahayag ang sariling opinyon o reaskyon batay sa napakinggang pagpupulong (pormal at di-pormal)	1	2.56	1			
WG	88	Nagagamit ang mga uri ng pangungusap sa pormal na pagpupulong	2	5.13	2			
PU	89	Nakasusulat ng minutes ng pagpupulong	1	2.56	1			
PB	90	Nasasagot ang tanong sa binasang iskrip ng radio broadcasting at teleradyo	1	2.56	1			
PU	91	Nakasusulat ng script para sa radio broadcasting	2	5.13	2			
WG	92	Naibabahagi ang obserbasyon sa iskrip ng radio broadcasting	1	2.56	1			
PN	93	Naibabahagi ang obserbasyon sa napakinggang script ng teleradyo	1	2.56	1			
WG	94	Nagagamit ang iba't ibang uri ng pangungusap sa pagsasagawa ng radio broadcast	1	2.56	1			
PS	95	Naibibigay ang buod o lagom ng tekstong script ng teleradyo	1	2.56	1			
PS	96	Nagagamit ang mga uri ng pangungusap sa pagsasabi ng pananaw	1	2.56	1			
PS	97	Naibabahagi ang obserbasyon sa mga taong kabahagi ng debate	1	2.56	1			
PL	98	Nagagamit ang mga uri ng pangungusap sa pakikipagdebate tungkol sa isang isyu	1	2.56	1			
WG	99	Naibibigay ang buod o lagom ng debateng binasa	1	2.56	1			
PD	100	Nakapaghahambing ng iba't ibang debateng napanood	1	2.56	1			
PT	101	Naipakikita ang nakalap na impormasyon sa pamamagitan ng nakalarawang balangkas o dayagram	1	2.56	1			
PB	102	Nakakukuha ng tala buhat sa binasang teksto	1	2.56	1			
		TOTAL	**39**	**100 %**	**40**	**12**	**16**	**12**

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Table of Specifications
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Domain	MELC No.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
PN	42	Nakakagawa ng dayagram ng ugnayang sanhi at bunga mula sa tekstong napakinggan	3	7.50	4			
PN	43	Nagagamit ang iba't ibang uri ng pangungusap sa pagsasalaysay ng napakinggang balita	3	7.50	4			
WG	44	Nagagamit ang iba't ibang uri ng pangungusap sa pakikipag-debate tungkol sa isang isyu	2	5.00	3			
PB	45	Natutukoy ang paniniwala ng may-akda ng teksto sa isang isyu	2	5.00	3			
PS	46	Nakapagbibigay ng maaaring solusyon sa isang naobserbahang suliranin	2	5.00	3			
WG	47	Napaghahambing ang iba't ibang dokumentaryo	2	5.00	3			
EP	48	Nagagamit ang iba't ibang uri ng pangungusap sa pagsali sa isang usapan (chat)	2	5.00	3			
PN	49	Nakapagbibigay ng lagom o buod ng tekstong napakinggan	2	5.00	3			
PS	50	Naibibigay ang mahahalagang pangyayari	2	5.00	3			
EP	51	Nagagamit ang iba't ibang uri ng pangungusap sa pakikipanayam/ pag-iinterview	2	5.00	3			
PS	52	Nagagamit ang iba't ibang uri ng pangungusap sa pagkilatis ng isang produkto	2	5.00	3			
PU	53	Nagagamit ang mga bagong natutuhang salita sa paggawa ng sariling komposisyon	3	7.50	4			
PS	54	Nakapagtatanong tungkol sa impormasyong inilahad sa isang dayagram, tsart, at mapa	3	7.50	4			
PS		Nakikilala at naikukumpara ang ibat ibang bahagi ng pahayagan	4	10.00	5			
PU	55	Nakasusulat ng maikling balita, editoryal, at iba pang bahagi ng pahayagan						
PS		Natutukoy ang mga pamaraan ng pagsasagwa ng iskrip sa radiobroadcasting	4	10.00	5			
PU	56	Nakasusulat ng iskrip para sa radio broadcasting at teleradyo.						
EP	57	Nakapipili ng angkop na aklat batay sa interes	2	5.00	3			
		TOTAL	**40**	**100%**	**50**	**15**	**20**	**15**

FILIPINO 6
Table of Specifications
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Domain	MELC No.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
WG	42	Nakagagawa ng patalastas at usapan gamit ang iba't ibang bahagi ng pananalita	3	7.50	4			
PT	43	Napapangkat ang mga salitang magkakaugnay	3					
PS	44	Naipahahayag ang sariling opinyon o reaksyon sa isang napakinggang balita isyu o usapan	4	10.00	5			
PB	45	Nasusuri ang pagkakaiba ng kathang isip at di-kathang isip na teksto (fiction at non-fiction)	4	10.00	5			
PD	46	Napaghahambing-hambing ang iba't ibang uri ng pelikula	3	7.50	4			
PN		Natutukoy ang sanhi at bunga ng tekstong napakinggan	4	10.00	5			
PB		Natutukoy sa dayagram ang ugnayang sanhi at bunga ng mga pangyayari/problema/solusyon						
PN	47	Nakagagawa ng dayagram ng ugnayang sanhi at bunga ng mga pangyayari / problema/solusyon	4	10.00	5			
PB	48	Nakapagtatanong tungkol sa impormasyong inilahad sa dayagram, tsart, mapa at graph	4	10.00	5			
PS	49	Naipapahayag ang sariling opinyon o reaksyon sa isang napakinggang balita isyu o usapan	4	10.00	5			
PU	50	Nakasusulat ng ulat, balitang pang-isport, liham sa editor, iskrip para sa radio broadcasting at teleradyo	4	10.00	5			
EP	51	Nagagamit ang pangkalahatang sanggunian sa pagtitipon ng mga datos na kailangan	3	7.50	4			
		TOTAL	**40**	**100%**	**50**	**15**	**20**	**15**

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FILIPINO 7
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Domain	MELC No.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
PB	35	Nailalahad ang sariling pananaw tungkol sa mga motibo ng may-akda sa bisa ng binasang bahagi ng akda	2	6.25	3			
PT	36	Naibibigay ang kahulugan at mga katangian ng "korido	2	6.25	3			
PS	37	Naibabahagi ang sariling ideya tungkol sa kahalagahan ng pag-aaral ng Ibong Adarna	2	6.25	3			
WG		Nakapagsasagawa ng modern at napapanahong presentasyon ng akdang Ibong Adarna	4	12.50	6			
PU	38	Naisusulat nang sistematiko ang mga nasaliksik na impormasyon kaugnay ng kaligirang pangkasaysayan ng Ibong Adarna						
PN	39	Nagmumungkahi ng mga angkop na solusyon sa mga suliraning narinig mula sa akda	3	9.38	5			
PB	40	Nasusuri ang mga pangyayari sa akda na nagpapakita ng mga suliraning panlipunan na dapat mabigyang solusyon	3	9.38	5			
PD	41	Nailalahad ang sariling saloobin at damdamin sa napanood na bahagi ng telenobela o serye na may pagkakatulad sa akdang tinalakay	2	6.25	3			
PB	42	Naiuugnay sa sariling karanasan ang mga karanasang nabanggit sa binasa	2	6.25	3			
PL		Nailalahad ang katauhan ng isang tauhan sa akda.	3					
PD	43	Nasusuri ang damdaming namamayani sa mga tauhan sa pinanood na dulang pantelebisyon/pampelikula		9.38	5			
PS	44	Nagagamit ang dating kaalaman at karanasan sa pag-unawa at pagpapakahulu-gan sa mga kaisipan sa akda		9.38	5			
PU		Natutukoy ang angkop na mga salita at						

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		simbolo sa pagsulat ng iskrip						
PT	45	Nagagamit ang angkop na mga salita at simbolo sa pagsulat ng iskrip	2	6.25	3			
PB	46	Nasusuri ang mga katangian at papel na ginampanan ng pangunahing tauhan at mga pantulong na tauhan	2	6.25	3			
WG	47	Nagagamit ang mga salita at pangungusap nang may kaisahan at pagkakaugnay-ugnay sa mabubuong iskrip	2	6.25	3			
Total			***30***	**100 %**	**50**	**15**	**20**	**15**

FILIPINO 8
Table of Specifications
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Domain	MELC No.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
PN		Napapahalagahan ang pag-aaral ng Florante at Laura sa pamamagitan ng pag-iisa - isa ng mga mahahalagang datalyeng napakinggan	2	6.25	3			
PN	56	Nahihinuha ang kahalagahan ng pag-aaral ng Florante at Laura batay sa napakinggang mga pahiwatig sa akda						
PB		Naihahambing ang kalagayan ng lipunan sa panahong nasulat ang Florante at Laura sa kasalukuyang panahon	2	6.25	3			
PB	57	Natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng : pagtukoy sa kalagayan ng lipunan sa panahong nasulat ito; pagtukoy sa layunin ng pagsulat ng akda ; pagsusuri sa epekto ng akda pagkatapos itong isulat						
WG	58	Nailalahad ang damdamin o saloobin ng may akda, gamit ang wika ng kabataan	1	3.13	2			
PN	59	Nailalahad ang mahahalagang pangyayari sa napakinggang aralin	1	3.13	2			
PB	60	Nasusuri ang mga pangunahing kaisipan ng bawat kabanatang binasa	2	6.25	3			
PT	61	Nabibigyang kahulugan ang : matatalinhagang ekspresyon, tayutay, simbolo	2	6.25	3			
PS		Nabibigkas ang isinulat na monologo tungkol sa pansariling damdamin tungkol sa pagkapoot, pagkatakot at iba pang damdamin	2	6.25	3			
PU	62	Naisusulat sa isang monologo ang mga pansariling damdamin tungkol sa : pagkapoot, pagkatakot,iba pang damdamin						
PN	63	Nailalarawan ang tagpuan ng akda batay sa napakinggan	1	3.13	2			
PB	64	Nailalahad ang mahahalagang pangyayari sa aralin	2	6.25	3			

PU	65	Nakasususulat ng sariling talumpating nanghihikayat tungkol sa isyung pinapaksa sa binasa	2	6.25	3			
WG	66	Nagagamit nang wasto ang mga salitang nanghihikayat	1	6.25	3			
PN		Nabibigyang-reaksyon ang damdaming namamayani sa mga tauhan batay sa napakinggan	2	6.25	3			
PN	67	Nailalahad ang damdaming namamayani sa mga tauhan batay sa napakinggan						
PS		Naiisa-isa ang mga sitwasyong nagpapakita ng iba't ibang damdamin at motibo ng mga tauhan	2	6.25	3			
PB	68	Nasususuri ang mga sitwasyong nagpapakita ng iba't ibang damdamin at motibo ng mga tauhan	2	6.25	3			
PU	69	Nakasususlat ng isang islogan na tumatalakay sa paksang aralin						
PB	70	Natutukoy ang mga hakbang sa pagsasagawa ng isang kawili-wiling radio broadcast batay sa nasaliksik na impormasyon tungkol dito	3	9.38	5			
PT	71	Nabibigyang pansin ang mga angkop na salitang dapat gamitin sa isang radio broadcast						
EP		Nakapagtatanghal ng isang radio broadcast batay sa mga hakbang ng pagsasagawa nito	3	9.38	5			
PD	72	Nailalapat sa isang radio broadcast ang mga kaalamang natutuhan sa napanood sa telebisyon na programang nagbabalita	2	6.25	3			
PU	73	Naipahahayag ang pansariling paniniwala at pagpapahalaga gamit ang mga salitang naghahayag ng pagsang-ayon at pagsalungat (Hal. totoo, ngunit)						
TOTAL			**32**	**100%**	**50**	**15**	**20**	**15**

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Domain	MELC NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
PN	81	Batay sa napakinggan, natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng: pagtukoy sa layunin ng may- akda sa pagsulat nito pag-isa-isa sa mga kondisyon ng lipunan sa panahong isinulat ito pagpapatunay sa pag-iral pa ng mga kondisyong ito sa kasalukuyang panahon sa lipunang Pilipino	2	6.25	3			
PB	82	Nailalarawan ang mga kondisyong panlipunan bago at matapos isinulat ang akda	2	6.25	3			
PT	83	Natutukoy ang mga kontekstuwal na pahiwatig sa pagbibigay-kahulugan	2	6.25	3			
PD	84	Nabibigyang-patunay na may pagkakatulad / pagkakaiba ang binasang akda sa ilang napanood na telenobela*	1	3.13	2			
PS	85	Nailalahad ang sariling pananaw, kongklusyon, at bisa ng akda sa sarili at sa nakararami	2	6.25	3			
PU	86	Naitatala ang nalikom na datos sa pananaliksik	2	6.25	3			
WG	87	Nagagamit ang mga angkop na salita / ekspresyon sa: - paglalarawan - paglalahad ng sariling pananaw - pag-iisa-isa pagpapatunay	2	6.25	3			
PB	88	Natutukoy ang kahalagahan ng bawat tauhan sa nobela	1	3.13	2			
PU	89	Naisusulat ang isang makahulugan at masining na monologo tungkol sa isang piling tauhan	1	3.13	2			
WG	90	Nagagamit ang tamang pang-uri sa pagbibigay- katangian	1	3.13	2			
PN	91	Naibabahagi ang sariling damdamin sa tinalakay ng mga	1	3.13	2			

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		pangyayaring naganap sa buhay ng tauhan						
PB	92	Nailalahad ang sariling pananaw sa kapangyarihan ng pagibig sa magulang, sa kasintahan, sa kapwa at sa bayan	1	3.13	2			
PT	93	Napapangkat ang mga salita ayon sa antas ng pormalidad ng gamit nito (level of formality)	1	3.13	2			
	94	Nakasusulat ng iskip ng mock trial tungkol sa tunggalian ng mga tauhan sa akda	2	6.25	3			
WG	95	Nagagamit ang mga angkop na ekspresyon sa pagpapahayag ng: - damdamin matibay na paninindigan mga pangyayari*	2	6.25	3			
WG	96	Natitiyak ang pagkamakatotohanan ng akdang napakinggan sa pamamagitan ng pag-uugnay sa ilang pangyayari sa kasalukuyan	1	3.13	2			
PB	97	Naipaliliwanag ang mga kaugaliang binanggit sa kabanata na nakatutulong sa pagpapayaman ng kulturang Asyano	1	3.13	2			
PT	98	Naipaliliwanag ang iba't ibang paraan ng pagbibigay-pahiwatig sa kahulugan	1	3.13	2			
PB	99	Naipaliliwanag ang mga kaisipang nakapaloob sa aralin gaya ng: • pamamalakad ng pamahalaan • paniniwala sa Diyos • kalupitan sa kapuwa • kayamanan • kahirapan at iba pa	2	6.25	3			
PD	100	Naihahambing ang mga katangian ng isang ina noon at sa kasalukuyan batay sa napanood na dulang pantelebisyon o pampelikula	1	3.13	2			
PS	101	Naipaliliwanag ang kahalagahan ng pagtupad sa tungkulin ng ina at ng anak	1	3.13	2			
WG	102	Nagagamit ang mga angkop na ekspresyon sa: • pagpapaliwanag • paghahambing • pagbibigay ng opinyon	1	3.13	2			
PD	103	Nasusuri ang pinanood na dulang panteatro na naka-*video clip* batay sa pamantayan	1	3.13	2			
TOTAL			**32**	**100 %**	**50**	**15**	**20**	**15**

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FILIPINO 10
Table of Specifications
SY 2022-2023
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Domain	MELC No.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
PN	104	Nasusuri ang pagkakaugnay ng mga pangyayaring napakinggan tungkol sa kaligirang pangkasaysayan ng El Filibusterismo	2	6.25	3			
PB		Natatamo ang kasiyahan sa pagtiyak ng kaligirang pangkasaysayan ng akda sa pamamagitan ng: pagtukoy sa mga kondisyon sa panahong isinulat ang akda, pagpapatunay ng pagiral ng mga kondisyong ito sa kabuuan o ilang bahagi ng akda, pagtukoy sa layunin ng may akda sa pagsulat ng akda						
PB	105	Natitiyak ang kaligirang pangkasaysayan ng akda sa pamamagitan ng: - pagtukoy sa mga kondisyon sa panahong isinulat ang akda 1 - pagpapatunay ng pagiral ng mga kondisyong ito sa kabuuan o ilang bahagi ng akda - pagtukoy sa layunin ng may-akda sa pagsulat ng akda	2	6.25	3			
PT	106	Naiuugnay ang kahulugan ng salita batay sa kaligirang pangkasaysayan nito	1	3.13	2			
PD	107	Napahahalagahan ang napanood pagpapaliwanag na kaligirang pangkasaysayan ng pagkakasulat ng El Filibusterismo sa pamamagitan ng pagbubuod nito gamit ang timeline	1	3.13	2			
PS	108	Naisasalaysay ang magkakaugnay na mga pangyayari sa pagkakasulat ng El Filibusterismo	1	3.13	2			
PU	109	Naisusulat ang buod ng kaligirang pangkasaysayan ng EL Filibusterismo batay sa ginawang timeline						
PU	110	Naitatala ang mahahalagang impormasyon mula sa iba't ibang pinagkukunang sanggunian	1	3.13	2			

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EP	111	Nagagamit ang iba-ibang reperensya/ batis ng impormasyon sa pananaliksik	1	3.13	2			
PB		Naipagpapatuloy ang pagtukoy ng papel na ginam-panan ng mga tauhan sa akda sa pamamagitan ng: pagtunton sa mga pangyayari, pagtukoy sa mga tunggaliang naganap	2	6.25	3			
PB	112	Natutukoy ang papel na ginam-panan ng mga tauhan sa akda sa pamamagitan ng: - pagtunton sa mga pangyayari - pagtukoy sa mga tunggaliang naganap - pagtiyak sa tagpuan pagtukoy sa wakas						
PT	113	Nabibigyang-kahulugan ang matatalingha-gang pahayag na ginamit sa biansang kabanata ng nobela sa pamamagitan ng pagbibigay ng halimbawa	1	3.13	2			
PD	114	Naiuugnay sa kasalukuyang mga pangyayaring napanood sa video clip ang pangyayari sa panahon ng pagkakasulat ng akda						
PS	115	Naibabahagi ang ginawang pagsusuri sa napakinggang buod ng binasang akda batay sa: - katangian ng mga tauhan - pagkamakatotohanan ng mga pangyayari tunggalian sa bawat kabanata	1	3.13	2			
PU	116	Naisusulat ang buod ng binasang mga kabanata	1	3.13	2			
WG	117	Nagagamit sa pagbubuod ang tamang mekaniks sa pagsulat (baybay, bantas, at iba pa), gayundin ang wastong pag-uugnay ng mga pangungusap/talata	1	3.13	2			
PN	118	Naipahahayag ang sariling paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda	1	3.13	2			
PB	119	Nasusuri ang mga kaisipang lutang sa akda (Diyos, bayan, kapwa-tao, magulang)	1	3.13	2			
PB	120	Natatalakay ang mga kaisipang ito: - kabuluhan ng edukasyon - pamamalakad sa pamahalaan - pagmamahal sa: - Diyos - Bayan - Pamilya - kapwa-tao - kabayanihan	2	6.25	3			

		- karuwagan - paggamit ng kapangyarihan - kapangyarihan ng salapi - kalupitan at pagsasaman-tala sa kapwa - kahirapan - karapatang pantao - paglilibang - kawanggawa - paninindigan sa sariling prinsipyo at iba pa						
PB	121	Naipaliliwanag ang kabuluhan ng mga kaisipang lutang sa akda kaugnay ng : - karanasang pansarili - gawaing pangkomunidad - isyung pambansa pangyayaring pandaigdig	1	3.13	2			
PD	122	Naiuugnay ang kaisipang namayani sa pinanood na bahagi ng binasang akda sa mga kaisipang namayani sa binasang akda	1	3.13	2			
PU	123	Naisusulat ang pagpapaliwanag ng sariling mga paniniwala at pagpapahalaga kaugnay ng mga kaisipang namayani sa akda						
WG	124	Naipahahayag ang sariling paniniwala at pagpapahalaga gamit ang angkop na mga salitang hudyat sa paghahayag ng saloobin/ damdamin	1	3.13	2			
PB	125	Naisasaad ang pagkamakato-tohanan ng akda sa pamamagitan ng paguugnay ng ilang pangyayari sa kasalukuyan	1	3.13	2			
PT	126	Naipaliliwanag ang kahulugan ng mga salitang hiram sa wikang Espanyol	1	3.13	2			
PU	127	Naisusulat ang maayos na paghahambing ng binuong akda sa iba pang katulad na akdang binasa						
WG	128	Nagagamit ang angkop na mga salitang naghahambing	1	3.13	2			
PN	129	Nasusuri ang napakinggang paglalahad ng sariling damdamin ng mga tauhan na may kaugnayan sa: mga hilig/interes kawilihan kagalakan/ kasiglahan pagkainip/ pagkayamot pagkatakot pagkapoot pagkaaliw/ pagkalibang at iba pa	1	3.13	2			
		Nasusuri ang nobela batay sa pananaw/ teoryang:		6.25	3			

PB	130	- romantisismo - humanismo - naturalistiko at iba pa	2					
PB	131	Nabibigyang-pansin ang ilang katangiang klasiko sa akda	1	3.13	2			
PT	132	Nabibigyan ng kaukulang pagpapakahulu-gan ang mahahalagang pahayag ng awtor/ mga tauhan	1	3.13	2			
PU	133	Naisusulat ang paglalarawan ng mahahalagang pangyayari sa nobela na isinaalang- alang ang artistikong gamit ng may-akda sa mga salitang panlarawan	1	3.13	2			
WG	134	Nagagamit ang angkop at masining na paglalarawan ng tao, pangyayari at damdamin						
PB	135	Nailalarawan ang mga tauhan at pangyayari sa tulong ng mga panguring umaakit sa imahinasyon at mga pandama	1	3.13	2			
TOTAL			***33***	**100 %**	**50**	**15**	**20**	**15**

English 1
Table of Specifications
SY 2022-2023
Quarter 4

CONTENT	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1 30%	Strand 2 40%	Strand 3 30%
Recognize common action words in stories listened to	10	25	6	1,2	3,4	5.6
Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	5	12.5	3	7	8	9
Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)	5	12.5	3	10	11	12
Give the meaning of words using clues (TPR, pictures, body movements, etc.	10	25	7	13,	14	15
Follow one-to-two step directions	5	12.5	3	16,17,18	19,20	21,22
Give one-to-two step directions	5	12.5	3	23	24	25
TOTAL	**40**	**100**	**25**	**9**	**8**	**8**

English 2
Table of Specifications
SY 2022-2023
Quarter 4

CONTENT	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1 30%	Strand 2 40%	Strand 3 30%
Read words with short e, a, i, o, and u sound in CVC pattern	5	12.5	3	1	2	3
Match the picture with its sight word	5	12.5	3	4	5	6
Spell 2- syllable words with short a, e, i, o and u sound in CVC pattern	5	12.5	3	7	8	9
Use personal pronouns (e.g. I, you, he, she, it, we, they) in dialogues	5	12.5	3	10	11	12
Use demonstrative pronouns (this/that, these/ those)			2		13	14
Use the most frequently occurring preposition (e.g. on, over, under, to, from, above, etc.)	5	12.5	2		15	16
Differentiate words with different medial vowels (eg: cap-cop-cup; fan-fin-fun)	5	12.5	3	17	18	19
Read phrases, short sentences and short stories consisting of words with short e, a, i, o, and u then answer the Who, What and Where questions about them	5	12.5	3	20	21	22
Write the names of pictures with the short a, e, i, o, and u words	5	12.5	3	23	24	25
TOTAL	**40**	**100**	**25**	**7**	**9**	**9**

English 3
Table of Specifications
SY 2022-2023
Quarter 4

Content	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1 30%	Strand 2 40%	Strand 3 30%
Use the degrees of adjectives in making comparisons (positive, comparative, superlative)	5	10	**3**	1	2	3
Recognize adverbs of manner	5	10	**3**	4	5	6
Interpret simple maps of unfamiliar places, signs and symbols	5	10	**3**	7	8	9
Interpret pictographs Interpret simple graphs and tables	5	10	**3**	10	11	12
Restate facts from informational texts (climate change, children's rights, traffic safety, etc.)	5	10	**3**	13	14	15
Read words containing vowel digraphs - ai, ay, ea, ee, oo, oa	5	10	**3**	16	17	18
Read phrases, sentences and stories with vowel digraphs - ai, ay, ea, ee, oo, oa	5	10	**3**	19	20	21
Read words with vowel diphthongs: oy (boy), oi (boil), ou (out) ow (bow)	5	10	**3**	22	23	24
Read phrases, sentences and short stories consisting vowel diphthongs: oy, oi, ou, ow	5	10	**2**	25	26	
Recognize and read some irregularly spelled words (e.g. such as enough, through, beautiful)	5	5	**2**	27	28	
Present information in varied artistic ways (e.g. role playing, show and tell, radio play/podcast/ broadcast/ reporting/ poster presentations)	5	5	**2**		29	30
Total	**55**	**100**	**30**	**9**	**9**	**12**

English 4
Table of Specifications
SY 2022-2023
Quarter 4

Most Essential Learning Competencies	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1 30%	Strand 2 40%	Strand 3 30%
Write a short story (fiction/nonfiction) with its complete elements	10	25	**10**	1, 2,3	4,5,6	7,8,9,10
Write a reaction about t story read	5	12.5	**5**	11,12	13	14,15
Distinguish fact from opinion in a narrative.	5	12.5	**5**	16,17	18	19,20
Identify features of Journalistic Writing	5	12.5	**5**	21	22,23	24,25
Distinguish among types of Journalistic Writing (news report, opinion article, feature article, and sports news article)	5	12.5	**5**	26,27	28,29	30
Write a news report using the given facts	5	12.5	**5**	31	32,33	34,35
Write/compose an editorial	5	12.5	**5**	36	37,38	39,40
Total	**40**	**100**	**40**	**12**	**16**	**12**

English 5
Table of Specifications
SY 2022-2023
Quarter 4

Most Essential Learning Competencies	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1 30%	Strand 2 40%	Strand 3 30%
Analyze how visual and multimedia elements contribute to the meaning of a text	10	25	**13**	1-6	7-10	11-13
Write paragraphs showing: cause and effect, comparison and contrast and problem-solution relationships.	15	37	**18**	14-20	21-27	28-31
Write a feature article.	15	38	**19**	32-36	37-44	45-50
Total	**40**	**100**	**50**	**14**	**23**	**13**

English 6
Table of Specifications
SY 2022-2023
Quarter 4

Most Essential Learning Competencies	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1 30%	Strand 2 40%	Strand 3 30%
Compose clear and coherent sentences using appropriate grammatical structures (verb tenses, conjunctions and adverbs)	20	50%	25	1-8	9-18	19-25
Compose a persuasive essay on self-selected topic.	20	50%	25	26-32	33-42	43-50
Total	**40**	**100**	**50**	**15**	**20**	**15**

English 7
Table of Specifications
SY 2022-2023
Quarter 4

No.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1	Distinguish features of academic writing	4	12.5	7	1,2	3,4,5	6,7
2	Employ a variety of strategies for effective interpersonal communication (interview, dialog, conversation)	4	12.5	7	8,9	10,11,12	13,14
3	Determine the worth of ideas mentioned in the text listened to	4	12.5	6	15, 16	17, 18	19,20
4	Determine the truthfulness and accuracy of the material viewed	4	12.5	6	21, 22	23,24	25,26
5	Discover the conflicts presented in literary selections and the need to resolve those conflicts in non-violent ways	4	12.5	6	27	28, 29,30	31,32
6	Discover literature as a tool to assert one's unique identity and to better understand other people	4	12.5	6	33	34,35, 36	37,38
7	Discover through Philippine literature the need to work cooperatively and responsibly in today's global village	4	12.5	6	39	40,41, 42	43,44
8	Compose an informative essay	4	12.5	6	45	46,47, 48	49,50
TOTAL		**32**	**100%**	**50**	**20**	**20**	**10**

English 8
Table of Specifications
SY 2022-2023
Quarter 4

No.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1	Use appropriate grammatical signals or expressions suitable to each pattern of idea development: E • general to particular • claim and counterclaim • problem-solution • cause-effect • and others	8	25 %	13	1,2,3,4	5, 6,7,8,9	10,11, 12,13
2	Expand the content of an outline using notes from primary and secondary sources	4	12.5%	6	14,15	16,17	18,19
3	Synthesize essential information found in various sources	4	12.5%	6	20,21	22,23	24,25
4	Compose effective paragraphs	4	12.5%	6	26,27	28,29	30,31
5	Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, persuasive)	4	12.5 %	6	32,33	34,35	36,37
6	Deliver a self-composed speech using all the needed speech conventions	8	25 %	13	38,39,40,41	42,43,44,45,46	47,48, 49,50
TOTAL		**32**	**100%**	**50**	**19**	**16**	**15**

English 9
Table of Specifications
SY 2022-2023
Quarter 4

No.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1	Judge the relevance and worth of ideas, soundness of author's reasoning and the effectiveness of the presentation	16	50%	25	1-8	9-18	19-25
2	React to lay value judgment on critical issues that demand sound analysis and call for prompt actions	16	50%	25	26-32	33-42	43-50
TOTAL		**32**	**100%**	**50**	**15**	**20**	**15**

English 10
Table of Specifications
SY 2022-2023
Quarter 4

No.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1	Distinguish technical terms used in research	8	25	12	1,2,3,4	5,6,7,8	9,10,11,12
2	Give technical and operational definitions	4	12.5	7	13,14	15,16,17	18,19
3	Give expanded definitions of words	4	12.5	7	20,21	22,23,24	25,26
4	Observe correct grammar in making definitions	8	25	12	27,28,29,30	31,32,33,34	35,36,37,38
5	Compose a research report on a relevant social issue	8	25	12	39,40,41,42	43,44,45,46	47,48,49,50
TOTAL		**32**	**100%**	**50**	**15**	**20**	**15**

READING AND WRITING SKILLS
(SHS Core Subject)
Table of Specifications
S.Y. 2022 – 2023
Quarter 4

No.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1	Identify the context in which a text was developed a. Hypertext b. Intertext	4	20 %	10	1, 2, 3	4,5,6,7	8,9,10
2	Explain critical reading as reasoning Formulate evaluative statements about a text read: a. assertions about the content and properties of a text read; and b. counterclaims in response to claims made in a text read Determine textual evidence to validate assertions and counterclaims made about a text read	4	20 %	10	11,12,13	14,15,16,17	18,19,20
3	Identify the unique features of and requirements in composing texts that are useful across disciplines: a. Book Review or Article Critique b. Literature Review c. Research Report d. Project Proposal e. Position Paper	12	30 %	15	21,22, 23,24,25	26,27,28,29,30	31,32, 33,34, 35
4	Identify the unique features of and requirements in composing professional correspondence: a. Resume b. Application for College Admission c. Application for Employment d. Various forms of Office Correspondence	12	30 %	15	36,37,38,39,40	41,42,43, 44,45	46,47,48, 49,50
TOTAL		**32**	**100%**	**50**	**15**	**20**	**15**

ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES
(SHS Applied Subject)
Table of Specifications
S.Y. 2022 – 2023
Quarter 4

No.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1	Analyzes the arguments used by the writer/s in manifestoes Defends a stand on an issue by presenting reasonable arguments supported by properly cited factual evidences	4	25 %	13	1,2,3, 4	5, 6,7,8,9	10,11, 12,13
2	Writes various kinds of position papers	6	12.5%	6	14,15	16,17	18,19
3	Determines the objectives and structures of various kinds of reports	2	12.5%	6	20,21	22,23	24,25
4	Designs, tests and revises survey questionnaires* Conducts surveys, experiments or observations* Gathers information from surveys, experiments, or observations*	8	12.5%	6	26,27	28,29	30,31
5	Summarizes findings and executes the report through narrative and visual/graphic forms	4	12.5 %	6	32,33	34,35	36,37
6	Writes various reports	8	25 %	13	38,39,40, 41	42,43,44,45,46	47,48,49, 50
TOTAL		**32**	**100%**	**50**	**20**	**20**	**10**

CREATIVE NON-FICTION
(SHS Specialized HUMSS)
Table of Specifications
S.Y. 2022 – 2023
Quarter 4

No.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1	present a commentary/critique on a chosen creative nonfictional text representing a particular type or form (Biography/Autobiography, Literary Journalism/Reportage, Personal Narratives, Travelogue, Reflection Essay, True Narratives, Blogs, Testimonies, Other Forms)	8	25 %	13	1,2,3,4	5, 6,7,8,9	10,11, 12,13
2	write a mini critique of a peer's work based on coherence and organization of paragraphs, development of literary elements use of factual information, and other qualities concerning form and content	8	25 %	13	14,15,16,17	18,19,20,21,22	23,24, 25,26
3	write a draft of creative nonfiction piece based on memorable real-life experience	8	25 %	12	27,28,29,30	31,32,33,34	35,36, 37,38
4	revise the draft based on desirable qualities of well-written creative nonfiction	8	25 %	12	39,40,41,42	43,44,45,46	47,48, 49,50
TOTAL		**40**	**100%**	**50**	**19**	**16**	**15**

MATHEMATICS 1
Table of Specifications
SY 2022-2023
Quarter 4

NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Tells the days in a week; months in a year in the right order.	5	12.5%	3	1	7	17
2	Determines the day or the month using a calendar.	5	12.5%	3	2	8	18
3	Tells and writes time by hour, half hour and quarter-hour using analog clock.	5	12.5%	3	3	9	19
4	Solves problems involving time (days in a week, months in a year, hour, half-hour, and quarter-hour).	5	12.5%	3	4	10	20
5	Compares objects using comparative words: short, shorter, shortest; long, longer, longest; heavy, heavier, heaviest; light, lighter, lightest.	5	12.5%	3	5	11	21
6	Estimates and measures mass using non-standard units of mass measure.	5	12.5%	3	6	12	22
7	Collects data on one variable through simple interview. Sorts, classifies, and organizes data in tabular form and presents this pictograph without scales. Infers and interprets data presented in pictograph without scales. E.g. finding out from the title what the pictograph is all about, comparing which has the least or greatest...	5	12.5%	4		13, 14	23, 24
8	Solves routine and non-routine problems using data presented in pictograph without scales.	5	12.5%	3		15, 16	25
TOTAL		**40**	**100%**	**25**	**8**	**10**	**7**

MATHEMATICS 2
Table of Specifications
SY 2022-2023
Quarter 4

NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Tells and writes time in minutes including a.m. and p.m. using analog and digital clocks Visualizes and finds the elapsed time in days. Visualizes, represents, and solves problems involving time (minutes including a.m. and p.m. and elapsed time in days).	5	12.5%	3	1, 2, 3		
2	Compares the following units of measures: a. length in meters or centimeters b. mass in grams or kilograms c. capacity in ml or L	5	12.5%	3	4	9, 10	
3	Measures objects using appropriate measuring tools in m or cm. Estimates and measures length using meter or centimeter.	5	12.5%	3	5	11, 12	
4	Solves routine and non-routine problems involving length.	5	12.5%	3			19, 20, 21
5	Measures objects using appropriate measuring units in g or kg. Estimates and measures mass using gram or kilogram.	5	12.5%	3	6	13, 14	
6	Solves routine and non-routine problems involving mass. Measures objects using appropriate measuring tools in ml or L.	5	12.5%	3	7	15	22
7	Finds the area of a given figure using square-tile units i.e. number of squares-tiles needed. Estimates the area of a given figure using any shape. Solves routine and non-routine problems involving any figure using square tiles.	5	12.5%	3		16	23, 24
8	Sorts, classifies, and organizes data in tabular form and presents this into a pictograph without and with scales. Infers and interprets data presented in a pictograph without and with scales. Solves routine and non-routine problems using data presented in a pictograph without and with scales.	5	12.5%	4	8	17, 18	25
TOTAL		**40**	**100%**	**25**	**8**	**10**	**7**

MATHEMATICS 3
Table of Specifications
SY 2022-2023
Quarter 4

NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Visualizes, and represents and converts time measure: a. from seconds to minutes, minutes to hours, and hours to a day and vice versa b. days to week, month and year and vice versa c. weeks to months and year and vice versa d. months to year and vice versa	5	12.5%	3	1, 2	10	
2	Solves problems involving conversion of time measure.	5	12.5%	3	3		22, 23
3	Visualizes and represents and converts common units of measure from larger Visualizes, and represents, and solves routine and non-routine problems involving conversion of common units of measure.	5	12.5%	4	4, 5	11, 12	
4	Derives the formula for the area of rectangle and a square. Solves routine and non-routine problems involving capacity measure.	5	12.5%	4		13, 14	24, 25
5	Visualizes and represents and measures area using appropriate unit. Solves routine and non-routine problems involving areas of squares and rectangles.	5	12.5%	4	6	15, 16	26
6	Collects data on one variable using existing records. Sorts, classifies, and organizes data in tabular form and presents this into a vertical or horizontal bar graph.	5	12.5%	4	7, 8	17, 18	
7	Infers and interprets data presented in different kinds of bar graphs (vertical/horizontal) Solves routine and non-routine problems using data presented in a single-bar graph.	5	12.5%	4		19, 20	27, 28
8	Tells whether an event is sure, likely, equally likely, unlikely, and impossible to happen. Describes events in real-life situations using the phrases "sure to happen", "likely to happen", equally likely to happen", unlikely to happen", and "impossible to happen".	5	12.5%	4	9	21	29, 30
TOTAL		**40**	**100%**	**30**	**9**	**12**	**9**

MATHEMATICS 4
Table of Specifications
SY 2022-2023
Quarter 3

NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Finds the area of irregular figures made up of squares and rectangles using sq. cm and sq. m. Finds the area of triangles, parallelograms, and trapezoids using sq. cm and sq. m.	5	12.5%	6	1, 2	16, 17	36, 37
2	Solves routine and non-routine problems involving squares, rectangles, triangles, parallelograms, and trapezoids.	5	12.5%	6		18, 19	38, 39, 40, 41
3	Visualizes the volume of solid figures in different situations using non-standard (e.g. marbles, etc) and standard units. Derives the formula for the volume of rectangular prisms. Finds the volume of a rectangular prism using cu. cm and cu. m. Solves routine and non-routine problems involving the volume of a rectangular prism.	5	12.5%	7	3, 4, 5, 6	20	42, 43
4	Collects data on two variables using any source. Organizes data in tabular form and presents them in a single/double horizontal or vertical bar graph.	5	12.5%	6	7, 8, 9, 10	21, 22	
5	Interprets data presented in different kinds of bar graphs (vertical/horizontal, single/double bars). Solves routine and non-routine problems using data presented in a single or double-bar graph.	5	12.5%	6	11, 12	23, 24, 25	44
6	Draws inferences based on data presented in a double bar graph. Records favorable outcomes in a simple experiment (e.g. tossing a coin, spinning a wheel, etc.).	5	12.5%	6	13, 14	26, 27, 28, 29	
7	Expresses the outcome in a simple experiment in words, symbols, tables, or graphs. Explains the outcomes in an experiment.	5	12.5%	7	15	30, 31, 32, 33, 34, 35	
8	Solves routine and non-routine problems involving a simple experiment.	5	12.5%	6			45, 46, 47, 48, 49, 50
TOTAL		**40**	**100%**	**50**	**15**	**20**	**15**

MATHEMATICS 5
Table of Specifications
SY 2022-2023
Quarter 4

NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Derives a formula in finding the area of a circle. Performs multiplication and squaring number. Finds the area of a given circle. Solves routine and non-routine problems involving the area of a circle.	5	12.5%	6	1, 2, 3	16	36, 37
2	Illustrates a square and a rectangle. Visualizes the volume of a cube and rectangular prism. Names the appropriate unit of measure used for measuring the volume of a cube and a rectangle prism. Derives the formula in finding the volume of a cube and a rectangular prism using cubic cm and cubic m. Converts cu. cm to cu. m. and vice versa; cu cm to L and vice versa.	5	12.5%	6	4, 5, 6, 7, 8	17	
3	Finds the volume of a given cube and rectangular prism using cu. cm. and cu. m. Estimates and uses appropriate units of measure for volume.	5	12.5%	6	9, 10	18, 19, 20	38
4	Creates problems (with reasonable answers) involving volume of a cube and rectangular prism in real-life situations. Solves routine and non-routine problems involving volume of a cube and rectangular prism in real-life situations using appropriate strategies and tools.	5	12.5%	6		21, 22, 23	39, 40, 41
5	Reads and measures temperature using thermometer (alcohol and/or digital) in degree Celsius. Solves routine and non-routine problems involving temperature I real-life situations.	5	12.5%	6	11, 12, 13	24, 25, 26	
6	Illustrates line graph. Organizes data in tabular form and presents them in a line graph. Interprets data presented in different kinds of line graphs (single to double-line graph). Solves routine and non-routine problems using data presented in a line graph. Draws inferences based o data presented in a line graph.	5	12.5%	6	14, 15	27, 28,	42, 43
7	Describes experimental probability. Performs an experimental probability and records result by listing.	5	12.5%	7		29, 30, 31, 32, 33	44, 45
8	Analyzes data obtained from chance using experiments involving letter cards (A to Z) and number cards () to 20). Solves routine and non-routine problems involving experimental probability.	5	12.5%	7		34, 35	46, 47, 48, 49, 50
	TOTAL	**40**	**100%**	**50**	**15**	**20**	**15**

MATHEMATICS 6
Table of Specifications
SY 2022-2023
Quarter 4

NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Determines the relationship of the volume between a. a rectangular prism and a pyramid; b. a cylinder and a cone; and c. a cylinder and sphere.	5	12.5%	6	1, 2, 3, 4, 5, 6		
2	Derives the formula for finding the volume of cylinders, pyramids, cones, and spheres. Finds the volume of cylinders, pyramids, cones, and spheres. Solves routine and non-routine problems involving volumes of solids.	5	12.5%	6	7, 8,	16, 17	36, 37
3	Reads and interprets electric and water meter readings. Solves routine and non-routine problems involving electric and water consumption.	5	12.5%	6	9, 10	18, 19	38, 39
4	Constructs a pie graph based on a given set of data.	5	12.5%	6	11, 12	20, 21, 22, 23	
5	Solves routine and non-routine problems using data presented in a pie graph.			6		24, 25, 26	40, 41, 42
6	Describes the meaning of probability such as 50% chance of rain and one in a million chance of winning. Performs experiments and records outcomes.	5	12.5%	6	13, 14	27, 28, 29	43
7	Makes listings and diagrams of outcomes and tells the number of favorable outcomes and chances using these listings and diagrams.	5	12.5%	7		30, 31, 32, 33	44, 45, 46
8	Makes simple predictions of events based on the results of experiments. Solves routine and non-routine problems involving experimental and theoretical probability.	5	12.5%	7	15	34, 35	47, 48, 49, 50
TOTAL		**40**	**100%**	**50**	**15**	**20**	**15**

MATHEMATICS 7
Table of Specifications
SY 2022-2023
Quarter 4

NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement) Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Identify problems that can be solved using statistics. Determine problems involving statistics in a real-life situation. Poses problems that can be solved using Statistics. Formulates simple statistical instruments.	5	12.5%	6	1, 2, 3, 4, 5, 6		
2	Identify the method of gathering statistical data. Gathers statistical data.	5	12.5%	6	7, 8, 9	16, 17, 18	
3	Organizes data in a frequency distribution table.	5	12.5%	6	10, 11	19, 20, 21, 22	
4 - 5	Uses appropriate graphs to represent organized data: pie chart, bar graph, line graph, histogram, and ogive.	10	25.0%	13	12, 13	23, 24, 25, 26, 27	36, 37, 38 39, 40, 41
6	Illustrates the measures of central tendency (mean, median, and mode) of a statistical data. Calculates the measures of central tendency of ungrouped and grouped data.	5	12.5%	6	14, 15	28, 29, 30	42
7	Illustrates the measures of variability (range, average deviation, variance, standard deviation) of a statistical data. Determine the measures of variability in ungrouped and grouped data. Calculates the measures of variability of grouped and ungrouped data.	5	12.5%	6		31, 32	43, 44, 45, 46
8	Uses appropriate statistical measures in analyzing and interpreting statistical data. Draws conclusions from graphic and tabular data and measures of central tendency and variability.	5	12.5%	7		33, 34, 35	47, 48, 49, 50
TOTAL		**40**	**100%**	**50**	**15**	**20**	**15**

MATHEMATICS 8
Table of Specifications
SY 2022-2023
Quarter 4

NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Illustrates theorems on triangle inequalities (Exterior Angle Inequality Theorem, Triangle Inequality Theorem, Hinge Theorem)	5	12.5%	6	1, 2, 3, 4, 5, 6		
2	Applies theorems on triangle inequalities. Proves inequalities in a triangle.	5	12.5%	7		16, 17, 18, 19	36, 37, 38
3	Proves properties of parallel lines cut by a transversal.	5	12.5%	6		20, 21, 22, 23	39, 40
4	Determines the conditions under which lines and segments are parallel or perpendicular.	5	12.5%	6		24, 25, 26, 27, 28, 29	
5	Illustrates an experiment, outcome, sample space and event.	5	12.5%	6	7, 8, 9, 10, 11, 12		
6	Counts the number of occurrences of an outcome in an experiment: a. table; b. tree diagram; c. systematic listing; and d. Fundamental counting principle.	5	12.5%	6	13	30, 31, 32, 33	41
7	Finds the probability of a simple event.	5	12.5%	6	14	34	42, 43, 44, 45
8	Illustrates an experimental probability and a theoretical probability. Solves problems involving probabilities of simple events.	5	12.5%	7	15	35	46, 47, 48, 49, 50
TOTAL		**40**	**100%**	**50**	**15**	**20**	**15**

MATHEMATICS 9
Table of Specifications
SY 2022-2023
Quarter 4

NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement) Strand 1 30%	Strand 2 40%	Strand 3 30%
1-2	Identifies parts of a Right Triangle. Illustrates the six trigonometric ratios: sine, cosine, tangent, secant, cosecant, and cotangent. State the properties of special right triangles. Finds the trigonometric ratios of special angles	10	25.0%	12	1, 2, 3, 4, 5, 6, 7, 8, 9	16, 17, 18	
3-5	Illustrates angles of elevation and angles of depression. Uses trigonometric ratios to solve real-life problems involving right triangles.	15	37.5%	19	10, 11, 12	19, 20, 21, 22, 23, 24, 25, 26	36, 37, 38, 39, 40, 41, 42, 43
6-8	Illustrates laws of sines and cosines. Solves problems involving oblique triangles.	15	37.5%	19	13, 14, 15	27, 28, 29, 30, 31, 32, 33, 34, 35	44, 45, 46, 47, 48, 49, 50
TOTAL		**40**	**100%**	**50**	**15**	**20**	**15**

MATHEMATICS 10
Table of Specifications
SY 2022-2023
Quarter 4

No.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Illustrates the following measures of position: quartiles, deciles, and percentiles.	5	12.5%	7	1, 2, 3, 4, 5, 6, 7		
2	Calculates a specified measure of position (e.g. 90th percentile) of a set of data.	5	12.5%	7	8, 9, 10	16, 17, 18, 19	
3	Interprets measures of position.	5	12.5%	6	11, 12	20, 21, 22, 23	
4	Solves problems involving measures of position.	5	12.5%	6		24, 25, 26	36, 37, 38
5-6	Identifies sampling techniques, measures of central tendency and variability. Formulates statistical mini research.	10	25.0%	12	13, 14,	27, 28, 29, 30	39, 40, 41, 42, 43, 44
7-8	Uses appropriate measures of position and other statistical methods in analyzing and interpreting research data.	10	25.0%	12	15	31, 32, 33, 34, 35	45, 46, 47, 48, 49, 50
TOTAL		**40**	**100%**	**50**	**15**	**20**	**15**

STATISTICS & PROBABILITY 11
Table of Specifications
SY 2022-2023
Quarter 4

MELC NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
31	illustrates: (a) null hypothesis; (b) alternative hypothesis; (c) level of significance; (d) rejection region; and (e) types of errors in hypothesis testing.	1	2.50	1	1	0	0
32	identifies the parameter to be tested given a real life problem.	1	2.50	1	1	0	0
33	formulates the appropriate null and alternative hypotheses on a population mean.	1	2.50	2	0	2	0
34	identifies the appropriate form of the test-statistic when: (a) the population variance is assumed to be known; (b) the population variance is assumed to be unknown; and (c) the Central Limit Theorem is to be used.	2	5.00	3	0	0	3
35	identifies the appropriate rejection region for a given level of significance when: (a) the population variance is assumed to be known; (b) the population variance is assumed to be unknown; and (c) the Central Limit Theorem is to be used.	2	5.00	3	1	0	2
36	computes for the test-statistic value (population mean).	2	5.00	3	3	0	0
37	draws conclusion about the population mean based on the test-statistic value and the rejection region.	2	5.00	3	0	3	0
38	solves problems involving test of hypothesis on the population mean.	2	5.00	3	0	3	0
39	formulates the appropriate null and alternative hypotheses on a population proportion.	2	5.00	3	0	3	0
40	identifies the appropriate form of the test-statistic when the Central Limit Theorem is to be used.	1	2.50	1	1	0	0
41	identifies the appropriate rejection region for a given level of significance when the Central Limit Theorem is to be used.	1	2.50	1	1	0	0
42	computes for the test-statistic value (population proportion).	3	7.50	4	0	2	2
43	draws conclusion about the population proportion based on the test-statistic value and the rejection region.	2	5.00	3	0	1	2
44	solves problems involving test of hypothesis on the population proportion.	3	7.50	3	0	0	3
45	illustrates the nature of bivariate data.	1	2.50	1	1	0	0
46	constructs a scatter plot.	1	2.50	1	1	0	0
47	describes shape (form), trend (direction), and variation (strength) based on a scatter plot.	1	2.50	1	1	0	0
48	calculates the Pearson's sample correlation coefficient.	1	2.50	1	0	1	0
49	solves problems involving correlation analysis.	3	7.50	4	1	0	0
50	identifies the independent and dependent variables.	1	2.50	1	0	2	2
51	calculates the slope and y-intercept of the regression line.	2	5.00	2	2	0	0
52	interprets the calculated slope and y-intercept of the regression line.	1	2.50	1	1	0	0
53	predicts the value of the dependent variable given the value of the independent variable.	1	2.50	1	0	1	0
54	solves problems involving regression analysis.	3	7.50	3	1	1	1
TOTAL		**40**	**100.00**	**50**	**15**	**20**	**15**

TABLE OF SPECIFICATIONS
4th Quarterly Summative Test – SCIENCE
GRADE 3

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (Factual) 30%	Strand 2 (Conceptual Understanding) 40%	Strand 3 (Higher Level) 30%
1	Describe the things found in the surroundings	5	12.5%	4	1	10,11	22
	Relate the importance of surroundings to people and other living things	5	12.5%	4	2	12,13	23
2	Describe the changes in the weather over a period of time	5	12.5%	4	3	14,15	24
	Communicate how different types of weather affect activities in the community	5	12.5%	3		16,17	25
3	Enumerate and practice safety and precautionary measures in dealing with different types of weather	5	12.5%	4	4,5	18	26
	Enumerate safety measures to avoid the harmful effects of the Sun's heat and light	5	12.5%	4	6,7	19	27
	Communicate how the natural objects in the sky affect daily activities	5	12.5%	3		20	28,29
4	Describe the natural objects that are found in the sky during daytime and nighttime	5	12.5%	4	8,9	21	30
	TOTAL	**40**	**100%**	**30**	**9**	**12**	**9**

TABLE OF SPECIFICATIONS
4th Quarterly Summative Test – SCIENCE
GRADE 4

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (Factual) 30%	Strand 2 (Conceptual Understanding) 40%	Strand 3 (Higher Level) 30%
1	Compare and contrast the characteristics of different types of soil	5	12.5%	5	1	13,14	29,30
2	Explain the use of water from different sources in the context of daily activities	5	12.5%	5	2	15,16	31,32
3	Infer the importance of water in daily activities	2	5.00%	2		17	33
	Trace and describe the importance of water cycle	3	7.50%	3		18,19	34
4	Make simple interpretations about the weather as recorded in the weather chart	3	7.50%	3		20,21	35
	Use weather instruments to describe the different weather components in a weather chart	2	5.00%	2	3		36
	Identify safety precautions during different weather conditions	5	12.5%	5	4,5	22,23	37
5	Describe the changes in the position and length of shadows in the surroundings as the position of the Sun changes	5	12.5%	5	6,7	24,25	38
	Describe the role of the Sun in the water cycle	4	10.0%	4	8	26	39,40
	Describe the role of the Sun to living things	3	7.50%	3	9,10	27	
	Describe the effects of the Sun to human activities	3	7.50%	3	11,12	28	
		40	**100%**	**40**	**12**	**16**	**12**

TABLE OF SPECIFICATIONS
4th Quarterly Summative Test – SCIENCE
GRADE 5

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (Factual) 30%	Strand 2 (Conceptual Understanding) 40%	Strand 3 (Higher Level) 30%
1	Describe how rocks turn into soil	5	12.5%	6	1,2	16,17	36,37
	Communicate the data collected from the investigation on soil erosion	2	5.00%	3	3	18,19	
2	Investigate extent of soil erosion in the community and its effects on living things and the environment	3	7.50%	4		20,21	38,39
	Describe the effects of the winds, given a certain storm warning signal	3	7.50%	3	4,5	22	
	Describe the effects of a typhoon on the community	2	5.00%	3	6,7	23	
3	Characterize weather disturbances in the Philippines and describe their effects to daily life	3	7.50%	4	8,9	24	40
	Relate the cyclical pattern to the length of a month	2	5.00%	3		25,26	41
4	Infer the pattern in the changes in the appearance of the Moon	10	25.0%	12	10,11 12	27,28 29,30	42,43,44 45,46
5	Identify star patterns that can be seen at particular times of the year	10	25.0%	12	13,14 15	31,32,33 34,35	47,48 49,50
	TOTAL	**40**	**100%**	**50**	**15**	**20**	**15**

TABLE OF SPECIFICATION
4th Quarterly Summative Test – SCIENCE
GRADE 6

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (Factual) 30%	Strand 2 (Conceptual Understanding) 40%	Strand 3 (Higher Level) 30%
1	Describe the changes on the Earth's surface as a result of earthquakes and volcanic eruptions	5	12.5%	6	1,2	16,17 18	36
2	Enumerate what to do before, during and after earthquake and volcanic eruptions	5	12.5%	6	3,4	19,20 21	37
	Discuss appropriate activities for specific seasons in the Philippines	5	12.5%	6	5,6	22,23	38.39
3	Describe the different seasons in the Philippines	5	12.5%	6	7,8 9	24,25	40
	Explain day and night and the sequence of seasons based on the rotation and revolution of the Earth using a globe	10	25.0%	12	10,11	26,27 28,29	41,42,43 44,45,46
4	Differentiate between rotation and revolution and describe the effects of the Earth's motions	5	12.5%	7	12,13	30,31 32	47,48
5	Compare the planets of the solar system	5	12.5%	7	14,15	33,34 35	49,40
	TOTAL	**40**	**100%**	**50**	**15**	**20**	**15**

TABLE OF SPECIFICATIONS
4th Quarterly Summative Test – SCIENCE
GRADE 7

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (Factual) 30%	Strand 2 (Conceptual Understanding) 40%	Strand 3 (Higher Level) 30%
1	Describe the location of the Philippines with respect to the continents and oceans of the world	4	10%	5	1,2	16,17	36
	Demonstrate how places on Earth may be located using a coordinate system	4	10%	5	3	18,19	37,38
2	Recognize that soil, water, rocks, coal, and other fossil fuels are Earth materials that people use as resources	4	10%	5	4	20,21	39,40
	Cite and explain ways of using Earth's resources sustainably	2	5.0%	2		22	41
3	Explain how some human activities affect the atmosphere	2	5.0%	3	5	23	42
	Discuss how energy from the Sun interacts with the layers of the atmosphere	2	5.0%	3	6	24	43
4	Describe the effects of certain weather systems in the Philippines	2	5.0%	2	7	25	
	Account for the occurrence of land and sea breezes, monsoons, and inter-tropical convergence zone (ITCZ)	4	10%	5	8,9	26,27	44
	Show what causes change in the seasons in the Philippines using models	4	10%	5	10,11	28,29	45
5	Using models, relate: 1. the tilt of the Earth to the length of daytime; 2. the length of daytime to the amount of energy received; 3. the position of the Earth in its orbit to the height of the Sun in the sky; 4. the height of the Sun in the sky to the amount of energy received; 5. the latitude of an area to the amount of energy the area receives	8	20%	10	12,13	30,31 32,33	46,47 48,49
6	Explain how solar and lunar eclipses occur using model	4	10%	5	14,15	34,35	50
TOTAL		**40**	**100%**	**50**	**15**	**20**	**15**

TABLE OF SPECIFICATIONS
4th Quarterly Summative Test – SCIENCE
GRADE 8

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (Factual) 30%	Strand 2 (Conceptual Understanding) 40%	Strand 3 (Higher Level) 30%
1	Identify healthful practices that affect the digestive system	2	5.0%	2	1,2		
	Explain how diseases of the digestive system are prevented, detected, and treated	2	5.0%	3	3	16,17	
	Explain ingestion, absorption, assimilation, and excretion	4	10%	5	4	18,19	36
2	Compare mitosis and meiosis, and their role in the cell division cycle	4	10%	5		20,21	37,38 39
3	Explain the significance of meiosis in maintaining the chromosome number	4	10%	5	5	22,23	40,41 42
4	Predict phenotypic expressions of traits following simple patterns of inheritance	4	10%	5		24,25	43,44 45
5	Explain the concept of a species	4	10%	5	6,7	26	46,47
6	Classify organisms using hierarchical taxonomic system	2	5.0%	3	8,9	27	
7	Explain the advantage of high biodiversity in maintaining the stability of an ecosystem	4	10%	5	10	28,29 30	48
8	Describe the transfer of energy through the trophic levels	2	5.0%	2	11,12		
9	Analyze the roles of organisms in the cycling of materials	4	10%	5		31,32 33	49,50
10	Explain how materials cycle in an ecosystem	2	5.0%	3	13	34,35	
11	Suggest ways to minimize human impact on the environment	2	5.0%	2	14,15		
TOTAL		**40**	**100%**	**50**	**15**	**20**	**15**

TABLE OF SPECIFICATIONS
4th Quarterly Summative Test – SCIENCE
GRADE 9

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (Factual) 30%	Strand 2 (Conceptual Understanding) 40%	Strand 3 (Higher Level) 30%
1	Describe the horizontal and vertical motions of a projectile	2	5.0%	2	1	16	
2	Investigate the relationship between the angle of release and the height and range of the projectile	4	10%	5	2,3	17,18	36
	Examine effects and predict causes of collision-related damages/injuries	2	5.0%	3	4	19	37
3	Relate impulse and momentum to collision of objects (e.g., vehicular collision)	4	10%	5	5	20,21	38,39
4	Explain energy transformation in various activities/events (e.g., waterfalls, archery, amusement rides)	4	10%	5	6,7	22,23	40
5	Infer that the total momentum before and after collision is equal	4	10%	5	8	24,25	41,42
6	Infer that the total mechanical energy remains the same during any process	4	10%	5	9	26,27	43,44
7	Explain why machines are never 100-percent efficient	4	10%	5	10	28,29	45,46
8	Infer that heat transfer can be used to do work, and that work involves the release of heat	4	10%	5	11	30,31	47,48
9	Explain how heat transfer and energy transformation make heat engines like geothermal plants work	4	10%	5	12,13	32,33	49
10	Explain how electrical energy is generated, transmitted, and distributed	4	10%	5	14,15	34,35	50
TOTAL		**40**	**100%**	**50**	**15**	**20**	**15**

TABLE OF SPECIFICATIONS
4th Quarterly Summative Test – SCIENCE
GRADE 10

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (Factual) 30%	Strand 2 (Conceptual Understanding) 40%	Strand 3 (Higher Level) 30%
1	Investigate the relationship between: 1. volume and pressure at constant temperature of a gas; 2. volume and temperature at constant pressure of a gas; 3. explains these relationships using the kinetic molecular theory	10	25%	13	1,2 3,4	16,17,18 19,20	36,37 38,39
2	Recognize the major categories of biomolecules such as carbohydrates, lipids, proteins, and nucleic acids	10	25%	12	5,6 7,8	21,22,23 24,25	40,41 42
3	Apply the principles of conservation of mass to chemical reactions	10	25%	13	9,10 11,12	26,27,28 29,30	43,44 45,46
4	Explain how the factors affecting rates of chemical reactions are applied in food preservation and materials production, control of fire, pollution, and corrosion	10	25%	12	13,14 15	31,32,33 34,35	47,48 49,50
TOTAL		**40**	**100%**	**50**	**15**	**20**	**15**

TABLE OF SPECIFICATIONS
4th Quarterly Summative Test
Physical Science for SHS

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (Factual) 30%	Strand 2 (Conceptual Understanding) 40%	Strand 3 (Higher Level) 30%
1	• Explain how the Greeks knew that the Earth is spherical; • Cite examples of astronomical phenomena known to astronomers before the advent of telescopes; • Explain how Brahe's innovations and extensive collection of data in observational astronomy paved the way for Kepler's discovery of his laws of planetary motion	4	10%	5	1,2	16,17	36
2	• Compare and contrast the Aristotelian and Galilean conceptions of vertical motion, horizontal motion and projectile motion; • Explain how Galileo inferred that object in vacuum fall with uniform acceleration, and that force is not necessary to sustain horizontal motion • Explain the subtle distinction between Newton's 1st Law of Motion (or Law of Inertia) and Galileo's assertion that force is not necessary to sustain horizontal motion	4	10%	5	3,4	18	37,38
3	• Describe how the propagation of light, reflection, and refraction are explained by the wave model and the particle model of light; • Explain how the photon concept and the fact that the energy of a photon is directly proportional to its frequency can be used to explain why red light is used in photographic dark rooms, why we get easily sunburned in ultraviolet light but not in visible light, and how we see colors	4	10%	5	5,6	19,20	39
4	• Cite experimental evidence showing that electrons can behave like waves; • Differentiate dispersion, scattering, interference, and diffraction	4	10%	5	7	21,22	40,41
5	Explain various light phenomena such as:	4	10%	5	8	23,24	42,43

	a. Your reflection on the concave and convex sides of a spoon looks different b. Mirages c. Light from a red laser passes more easily though red cellophane than green cellophane d. Clothing of certain colors appear different in artificial light and in sunlight e. Haloes, sundogs, primary rainbows, secondary rainbows, and supernumerary bows f. Why clouds are usually white and rainclouds dark g. Why the sky is blue and sunsets are reddish						
6	Describe how Hertz produced radio pulses	2	5%	2	9,10		
7	Explain how special relativity resolved the conflict between Newtonian mechanics and Maxwell's electromagnetic theory	2	5%	3	11	25	44
8	Explain the consequences of the postulates of Special Relativity (e.g., relativity of simultaneity, time dilation, length contraction, mass-energy equivalence, and cosmic speed limit)	4	10%	5	12	26,27	45,46
9	Explain the consequences of the postulates of General Relativity (e.g., correct predictions of shifts in the orbit of Mercury, gravitational bending of light, and black holes)	4	10%	5	13	28,29 30	47
10	Explain how the speeds and distances of far-off objects are estimated (e.g., Doppler effect and cosmic distance ladder)	4	10%	5	14	31,32	48,49
11	Explain how we know that we live in an expanding universe, which used to be hot and is approximately 14 billion years old	4	10%	5	15	33,24 35	50
TOTAL		**40**	**100%**	**50**	**15**	**20**	**15**

ARALING PANLIPUNAN 1
Table of Specification
S.Y. 2022 – 2023
Quarter 4

NO.	MELCs	NO. OF DAYS	%	TOTAL NO. OF ITEMS	LEVEL OF OBJECTIVES		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1.	Naipaliliwanag ang konsepto ng distansya at diresyon at ang gamit nito sa pagtukoy ng lokasyon	5	12.5%	3	1	9	18
2.	Nakagagawa ng payak na mapa ng loob at labas ng tahanan	5	12.5%	3	2	10	19
3.	Natutukoy ang mga bagay at istruktura na makikita sa nadadaanan mula sa tahanan patungo sa paaralan	5	12.5%	3	3	11	20
4.	Naiuugnay ang konsepto ng lugar, lokasyon at distansya sa pang-araw-araw na buhay sa pamamagitan ng iba't ibang uri ng transportasyon mula sa tahanan patungo sa paaralan	5	12.5%	3	4	12, 13	21
5.	Naipaliliwanag ang kahalagahan ng mga istruktura mula sa tahanan patungo sa paaralan	5	12.5%	4	5	14	22
6.	Nakagagawa ng payak na mapa mula sa tahanan patungo sa paaralan	5	12.5%	3	6	15	23
7.	Nakapagbigay halimbawa ng mga gawi at ugali na makatutulong at nakasasama sa sariling kapaligiran: tahanan at paaralan	5	12.5%	3	7	16	24
8.	Naisasagawa ang iba't ibang pamamaraan ng pangangalaga ng kapaligirang ginagalawan • sa tahanan • sa paaralan • sa komunidad	5	12.5%	3	8	17	25
		40	**100%**	**25**	**8**	**9**	**8**

ARALING PANLIPUNAN 2
Table of Specification
S.Y. 2022 – 2023
Quarter 4

NO.	MELCs	NO. OF DAYS	%	TOTAL NO. OF ITEMS	LEVEL OF OBJECTIVES		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1.	Naipaliliwanag na ang bawat kasapi ng komunidad ay may karapatan	10	25%	6	1, 2	9, 10	18, 19
2.	Naipaliliwanag na ang mga karapatang tinatamasa ay may katumbas na tungkulin bilang kasapi ng komunidad	10	25%	6	3, 4	11, 12	20, 21
3.	Natatalakay ang mga paglilingkod/ serbisyo ng mga kasapi ng komunidad	10	25%	6	5, 6	13, 14	22, 23
4.	Napahahalagahan ang pagtutulungan at pagkakaisa ng mga kasapi ng komunidad.	10	25%	7	7, 8	15, 16, 17	24, 25
		40	**100%**	**25**	**8**	**9**	**8**

ARALING PANLIPUNAN 3
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NO.	MELCs	NO. OF DAYS	%	TOTAL NO. OF ITEMS	LEVEL OF OBJECTIVES		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1.	Naipaliliwanag ang kaugnayan ng kapaligiran sa uri ng pamumuhay ng mamamayan sa lalawigan ng kinabibilangang rehiyon at sa mga lalawigan ng ibang rehiyon	5	12.5%	3	1	10	22
2.	Naipapaliwanag ang iba't ibang pakinabang pang ekonomiko ng mga likas yaman ng lalawigan at kinabibilangang rehiyon	5	12.5%	3	2	11	23
3.	Natatalakay ang pinanggalingan ng produkto ng kinabibilagang lalawigan	10	25%	8	3, 4	12, 13, 14, 15	24, 25
4.	Naiuugnay ang pakikipagkalakalan sa pagtugon ng mga pangangailangan ng sariling lalawigan at mga karatig na lalawigan sa rehiyon at ng bansa	5	12.5%	4	5	16, 17	26
5.	Natutukoy ang inprastraktura (mga daanan, palengke) ng mga lalawigan at naipaliliwanag ang kahalagahan nito sa kabuhayan	5	12.5%	4	6	18, 19	27
6.	Naipapaliwang ang kahalagahan ng gampanin ng pamahalaan sa paglilingkod sa bawat lalawigan sa kinabibilangang rehiyon	10	25%	8	7, 8, 9	20, 21	28, 29, 30
		40	**100%**	**30**	**9**	**12**	**9**

ARALING PANLIPUNAN 4
Table of Specification
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Quarter 4

NO.	MELCs	NO. OF DAYS	%	TOTAL NO. OF ITEMS	LEVEL OF OBJECTIVES		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1.	Natatalakay ang konsepto at prinsipyo ng pagkamamamayan	5	12.5%	5	1	3	1
2.	Natatalakay ang konsepto ng karapatan at tungkulin	10	25%	10	3	4	3
3.	Naipaliliwanag ang mga gawaing lumilinang sa kagalingan pansibiko	10	25%	10	3	4	3
4.	Napahahalagahan ang kagalinang pansibiko	5	12.5%	5	2	1	2
5.	Nasusuri ang bahaging ginagampanan ng mga mamamayan sa	10	25%	10	3	4	3
		40	**100%**	**40**	**12**	**16**	**12**

ARALING PANLIPUNAN 5
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NO.	MELCs	NO. OF DAYS	%	TOTAL NO. OF ITEMS	LEVEL OF OBJECTIVES		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1.	Naipaliliwanag ang mga salik na nagbigay daan sa pag-usbong ng nasyonalismong Pilipino	10	25%	12	1, 2, 3, 4	16, 17, 18, 19	36, 37, 38, 39
2.	Naipaliliwanag ang pananaw at paniniwala ng mga Sultanato (Katutubong Muslim) sa pagpapanatili ng kanilang Kalayaan	10	25%	12	5, 6, 7, 8	20, 21, 22, 23	40, 41, 42, 43
3.	Natataya ang partisipasyon ng iba't-ibang rehiyon at sektor (katutubo at kababaihan) sa pakikibaka ng bayan	10	25%	13	9, 10, 11	24, 25, 26, 27, 28, 29, 30	44, 45, 46
4.	Napahahalagahan ang partisipasyon ng iba't ibang rehiyon at sektor sa pagsulong ng kamalayang pambansa	10	25%	13	12, 13, 14, 15	31, 32, 33, 34, 35	47, 48, 49, 50
			100%	**50**	**15**	**20**	**15**

ARALING PANLIPUNAN 6
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Quarter 4

NO.	MELCs	NO. OF DAYS	%	TOTAL NO. OF ITEMS	LEVEL OF OBJECTIVES		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1.	*Nasusuri ang mga suliranin at hamon sa ilalim ng Batas Militar	5	12.5%	6	1, 2	16, 17	36, 37
2.	*Natatalakay ang mga pagkilos at pagtugon ng mga Pilipino nagbigaydaan sa pagwawakas ng Batas Militar • People Power 1	5	12.5%	6	3, 4	18, 19	38, 39
3.	*Napahahalagahan ang pagtatanggol at pagpapanatili sa karapatang pantao at demokratikong pamamahala	5	12.5%	6	5, 6	20, 21	40, 41
4.	*Nasusuri ang mga pangunahing suliranin at hamong kinaharap ng mga Pilipino mula 1986 hanggang sa kasalukuyan	5	12.5%	6	7, 8	22, 23	42, 43
5.	*Natatalakay ang mga programang ipinatupad ng iba't ibang administrasyon sa pagtugon sa mga suliranin at hamong kinaharap ng mga Pilipino mula 1986 hanggang kasalukuyan	5	12.5%	6	9, 10	24, 25	44, 45
6.	Nasusuri ang mga kontemporaryong isyu ng lipunan tungo sa pagtugon sa mga hamon ng malaya at maunlad na bansa • Pampulitika (Hal., usaping pangteritoryo	5	12.5%	7	11, 12	26, 27, 28	46, 47

	sa West Philippine Sea, korupsyon, atbp) • Pangkabuhayan (Hal., open trade, globalisasyon, atbp) • Panlipunan (Hal., OFW, gender, drug at child abuse, atbp) • Pangkapaligiran (climate change, atbp)						
7.	*Natatalakay ang mga gampanin ng pamahalaan at mamamayan sa pagkamit ng kaunlaran ng bansa	5	12.5%	6	13, 14	29, 30	48, 49
8.	*Napahahalagahan ang aktibong pakikilahok ng mamamayan sa mga programa ng pamahalaan tungo sa pag-unlad ng bansa	5	12.5%	7	15	31, 32, 33, 34, 35	50
	KABUUAN	**40**	**100%**	**50**	**15**	**20**	**15**

ARALING PANLIPUNAN 7
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NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	Nasusuri ang mga dahilan, paraan at epekto ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Silangan at Timog-Silangang Asya	5	12.5%	6	1, 2	16, 17	36, 37
2.	Nasusuri ang mga salik, pangyayaring at kahalagahan ng nasyonalismo sa pagbuo ng mga bansa sa Silangan at TimogSilangang Asya	5	12.5%	6	3, 4	18, 19	38, 39
3.	Natatalakay ang karanasan at implikasyon ng ang digmaang pandaidig sa kasaysayan ng mga bansang Asyano	5	12.5%	6	5, 6	20, 21	40, 41
4.	Nasusuri ang kaugnayan ng iba't ibang ideolohiya sa pagusbong ng nasyonalismo at kilusang nasyonalista	5	12.5%	7	7, 8	22, 23, 24	42, 43
5.	Nasusuri ang karanasan at bahaging ginampanan ng mga kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika	5	12.5%	6	9, 10	25, 26	44, 45
6.	Napahahalagahan ang bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo sa Silangan at Timog-Silangang Asya	2	5%	2	11		46
7.	Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay	3	7.5%	4	12	27, 28	47

8.	Nasusuri ang mga anyo, tugon at epekto sa neo-kolonyalismo sa Silangan at Timog-Silangang Asya	5	12.5%	6	13	29, 30, 31, 32	48
9.	Nasusuri ang mga anyo, tugon at epekto sa neo-kolonyalismo sa Silangan at Timog-Silangang Asya	5	12.5%	7	14, 15	33, 34, 35	49, 50
	TOTAL	**40**	**100%**	**50**	**15**	**20**	**15**

ARALING PANLIPUNAN 8
Table of Specifications
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Quarter 4

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	Nasusuri ang mga dahilan, mahahalagang pangyayaring naganap at bunga ng Unang Digmaang Pandaigdig.	10	25%	12	1,2, 3	16, 17, 18, 19, 20, 21	36, 37, 38
2.	Nasusuri ang mga dahilan, mahahalagang pangyayaring naganap at bunga ng Ikalawang Digmaang Pandaidig.	10	25%	13	4, 5, 6, 7	22, 23, 24, 25, 26	39, 40, 41, 42
3.	Natataya ang pagsisikap ng mga bansa na makamit ang kapayapaang pandaigdig at kaunlaran.	5	12.5%	6	8, 9	27, 28	43, 44
4.	Nasusuri ang mga ideolohiyang politikal at ekonomiko sa hamon ng estabilisadong institusyon ng lipunan.	5	12.5%	7	10, 11	29, 30, 31	45, 46
5.	Natataya ang epekto ng mga ideolohiya, ng Cold War at ng Neo - kolonyalismo sa iba't ibang bahagi ng daigdig.	5	12.5%	6	12, 13	32, 33	47, 48
6.	*Napahahalagahan ang bahaging ginampanan ng mga pandaidigang organisasyon sa pagsusulong ng pandaigdigang kapayapaan, pagkakaisa, pagtutulungan, at kaunlaran.	5	12.5%	6	14, 15	34, 35	49, 50
	TOTAL	**40**	**100%**	**50**	**15**	**20**	**15**

ARALING PANLIPUNAN 9
Table of Specifications
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NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	*Naipaliliwanag ang bahaging ginagampanan ng mga bumubuo sa paikot na daloy ng ekonomiya	10	25%	12	1, 2, 3	16, 17, 18, 19, 20, 21	36, 37, 38
2.	*Nasusuri ang pamamaraan at kahalagahan ng pagsukat ng pambansang kita	5	12.5%	6	4, 5	22, 23	39, 40
3.	*Natatalakay ang konsepto, dahilan, epekto at pagtugon sa implasyon	10	25%	13	6, 7, 8, 9	24, 25, 26, 27, 28	41, 42, 43, 44
4.	*Nasusuri ang layunin at pamamaraan ng patakarang piskal	5	12.5%	6	10, 11	29, 30	45, 46
5.	*Nasusuri ang layunin at pamamaraan ng patakarang pananalapi	5	12.5%	6	12, 13	31, 32	47, 48
6.	*Napahahalagahan ang pag - iimpok at pamumuhunan bilang isang salik ng ekonomiya	5	12.5%	7	14, 15	33, 34, 35	49, 50
	TOTAL	**40**	**100%**	**50**	**15**	**20**	**15**

ARALING PANLIPUNAN 10
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NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	*Naipaliliwanag ang kahalagahan ng aktibong pagmamamayan	10	25%	12	1, 2, 3, 4	16, 17, 18, 19	36, 37, 38, 39
2.	*Nasusuri ang kahalagahan ng pagsusulong at pangangalaga sa karapatang pantao sa pagtugon sa mga isyu at hamong panlipunan	10	25%	13	5, 6, 7	20, 21, 22, 23, 24, 25, 26	40, 41, 42
3.	*Natatalakay ang mga epekto ng aktibong pakikilahok ng mamamayan sa mga gawaing pansibiko sa kabuhayan, politika, at lipunan	10	25%	13	8, 9, 10, 11	27, 28, 29, 30, 31	43, 44, 46, 46
4.	*Napahahalagahan ang papel ng mamamayan sa pagkakaron ng	10	25%	12	12, 13, 14, 15	32, 33, 34, 35	47, 48, 49, 50
	TOTAL	**40**	**100%**	**50**	**15**	**20**	**15**

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EDUKASYON SA PAGPAPAKATAO 1
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NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Nakasusunod sa utos ng magulang at nakatatanda	10	25%	6	1,2	3,4,5	6
2	Nakapagpapakita ng paggalang sa paniniwala ng kapwa	15	37.5%	10	7,8,9	10,11,12. 13	14,15,16
3	Nakasusunod sa mga gawaing panrelihiyon	5	12.5%	4	17	18,19	20
4	Nakapagdarasal nang mataimtim	5	12.5%	2	21	22	
5	Naipapakita ang paraan ng pagdarasal ano mang rehiyon kinaaaniban nito.	5	12.5%	3	23	24	25
TOTAL		**40**	**100%**	**25**	**8**	**11**	**6**

EDUKASYON SA PAGPAPAKATAO 2
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NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Nakapagpapakita ng ibatibang paraan ngpagpapasalamat sa mga biyayang tinanggap, tinatanggap at tatanggapin mula sa Diyos	15	25%	10	1,2,3	4,5,6,7	8,9,10
102	23. Nakapagpapakita ng pasasalamat sa mga kakayahan/ talinong bigay ng Panginoon sa pamamagitan ng: 23.1. paggamit ng talino at kakayahan 23.2. pagbabahagi ng taglay na talino at kakayahan sa iba 23.3. pagtulong sa kapwa 23.4.pagpapaunlad ng talino at kakayahang bigay ng Panginoon	25	62.5%	15	11,12,13, 14	15,16,17 ,18,19,2 0,21	22,23,24, 25,
TOTAL		**40**	**100%**	**25**	**7**	**11**	**7**

EDUKASYON SA PAGPAPAKATAO 3

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NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Nakapagpapakita ng matibay na pananalig sa Diyos	6	15%	5	1, 2	3	4, 5
2	Pagpapakita ng paggalang sa paniniwala ng iba tungkol sa Diyos	6	15%	6	6, 7	8, 9, 11	10
3	Pagpapakita ng kahalagahan ng pag-asa para makamit ang pangarap o tagumpay	6	14%	4		12, 13, 14	15
4	Pagpakita at pagpapadama ng kahalagahan ng pagbibigay ng pag asa sa iba	6	14%	4	16	17, 18	19
5	Pagpapakita ng suporta sa mga kaibigan o pagiging mabuting kaibigan	6	14%	4	21, 23	22	20
6	Pagpapakita ng kabutihan at katuwiran	5	14%	4	24	26, 27	25
7	Pagtulong sa mga nangangailangan.	5	14%	3	28		29,30
TOTAL		**40**	**100%**	**30**	**9**	**12**	**9**

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EDUKASYON SA PAGPAPAKATAO 4
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NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	**EsP4PD- IVa-c–10** 13. Napahahalagahan ang lahat ng mga likha: may buhay at mga materyal na bagay 13.1. Sarili at kapwa-tao: 13.1.1. pag-iwas sa pagkakaroon ng sakit 13.1.2. paggalang sa kapwa-tao	10	25%	10	1,2,3	4,5,6,7	8,9,10
2	**EsP4PD- IVd–11** 13.2. Hayop: 13.2.1. pagkalinga sa mga hayop na ligaw at endangered	10	25%	10	11,12,13	14,15,16,17	18,19,20
3	**EsP4PD- IVe-g–12** 13.3. Halaman : pangangalaga sa mga halaman gaya ng : 13.3.1. pag-aayos ng mga nabuwal na halaman 13.3.2. paglalagay ng mga lupa sa paso 13.3.3. pagbubungkal ng tanim na halaman sa paligid	10	25%	10	21,22,23	24,25,26,27	28,29,30
4	**EsP4PD- IVh-i –13** 13.4. Mga Materyal na Kagamitan: 13.4.1. pangangalaga sa mga materyal na kagamitang likas o gawa ng tao	10	25%	10	31,32,33	34,35,36,37	38,39,40
TOTAL		40	100%	40	12	16	12

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EDUKASYON SA PAGPAPAKATAO 5
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NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	**EsP5PD - IVa-d – 14** 1. Nakapagpapakita nang tunay na pagmamahal sa kapwa tulad ng: 1.1. pagsasaalang-alang sa kapakanan ng kapwa at sa kinabibilangang pamayanan	10	20%	10	1,2,3	4,5,6,7	8,9,10
2	**EsP5PD - IVa-d – 14** 1. Nakapagpapakita nang tunay na pagmamahal sa kapwa tulad ng: 1.2. pakikiisa sa pagdarasal para sa lahat	10	20%	10	11,12,13	14,15,16,17	18,19,20
3	**EsP5PD - IVa-d – 14** 1. Nakapagpapakita nang tunay na pagmamahal sa kapwa tulad ng: 1.3. pagkalinga at pagtulong sa kapwa	10	20%	10	21,22,23	24,25,26,27	28,29,30
4	**EsP5PD - IVe-i – 15** 2. Nakapagpapakita ng iba't ibang paraan ng pasasalamat sa Diyos	10	40%	20	31,32,33,34,35,36	37,38,39,40,41,42,43,44	45,46,47,48,49,50
TOTAL		40	100%	50	**15**	**20**	**15**

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EDUKASYON SA PAGPAPAKATAO 6
Table of Specifications
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Quarter 4

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Napatutunayan na nagpapaunlad ng pagkatao ang ispiritwalidad Hal. - pagpapaLiwanag na ispiritwalidad ang pagkakaroon ng mabuting pagkatao anuman ang paniniwala - pagkakaroon ng positibong pananaw, pag-asa, at pagmamahal sa kapwa at Diyos	40	100	50	1-15	16-35	36-50
TOTAL		**40**	**100**	**50**	**15**	**20**	**15**

EDUKASYON SA PAGPAPAKATAO 7
Table of Specifications
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NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	NaipaliLiwanag ang kahalagahan ng makabuluhang pagpapasiya sa uri ng buhay **EsP7PB-IVc-14.1**	4	25%	12	1,2,3, 4	16,17,18 ,19,20	36,37,38 ,
2	Nasusuri ang ginawang Personal na Pahayag ng Misyon sa Buhay kung ito ay may pagsasaalang-alang sa tama at matuwid na pagpapasiya **EsP7PB-IVc-14.2**	4	25%	13	5,6,7, 8	21,22,23 ,24, 25	39,40,41 ,42
3	Nahihinuha na ang pagbuo ng Personal na Pahayag ng Misyon sa Buhay ay gabay sa tamang pagpapasiya upang magkaroon ng tamang direksyon sa buhay at matupad ang mga pangarap **EsP7B -IVd-14.3**	4	25%	13	9,10,1 1,12	26,27,28 ,29,30	43,44,4 5,46
4	Naisasagawa ang pagbuo ng Personal na Pahayag ng Misyon sa Buhay batay sa mga hakbang sa mabuting pagpapasiya **EsP7B-IVd-14.4**	4	25%	12	13, 14, 15	31,32,33 ,34,35	47,48,49 ,50
TOTAL		**16**	**100%**	**50**	**15**	**20**	**15**

EDUKASYON SA PAGPAPAKATAO 8
Table of Specifications
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NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Nakikilala ang a. kahalagahan ng katapatan, b... **EsP8PBIIIg-12.1**	1	6.25%	4	1	16,17	36
2	Nasusuri ang mga umiiral na paglabag... **EsP8PBIIIg-12.2**	1	6.25%	4	2, 3	18	37
3	Naipaliliwanag na: Ang pagiging tapat sa salita... **EsP8PBIIIh-12.3**	1	6.25%	4		19,20	38,39
4	Naisasagawa ang mga mga angkop na kilos...**EsP8PBIIIh-12.4**	1	6.25%	4	4	21	40,41
5	Natutukoy ang tamang pagpaqpakahulugan sa sekswalidad. **EsP8IPIVa-13.1**	1	6.25%	4	5,6	22,23	
6	Nasusuri ang ilang napapanahong isyu... **EsP8IPIVa-13.2**	1	6.25%	4	7,8	24	42
7	Nahihinuha na: Ang pagkakaroon ng tamang pananaw... **EsP8IPIVb-13.3**	1	6.25%	4	9	25,26	43
8	Naisasagawa ang tamang kilos tungo sa paghahanda sa susunod... **EsP8IPIVb-13.4**	1	6.25%	4	10	27,28	44
9	Nakikilala ang mga uri, sanhi at epekto ng mga umiiral na karahasan... **EsP8IPIVc-14.1**	2	12.5%	4		29,30	45, 46
10	Nasusuri ang mga aspekto ng pagmamahal sa sarili at kapwa... **EsP8IPIVc-14.2**	2	12.5%	5	11, 12	31,32	47
11	Naipaliliwanag na: a. Ang pag-iwas sa anomang uri... **EsP8IPIVd-14.3**	2	12.5%	4	13,14	33	48
12	Naisasagawa ang mga angkop na kilos upang maiwasan at masupil... **EsP8IPIVd-14.4**	2	12.5%	5	15	34,35	49,50
TOTAL		**16**	**100%**	**50**	**15**	**20**	**15**

EDUKASYON SA PAGPAPAKATAO 9
Table of Specifications
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NO.	Most Essential Learning Competencies	No. of Days	Percent age %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	13.1Nakikilala ang mga pagbabago sa kanyang talento, kakayahan at hilig (mula Baitang 7)... **EsP9PK-IVa-13.1**	2	12.50 %	6	1, 2, 3	16, 17	36
2	13.2 Napagninilayan ang mga mahahalagang hakbang na ginawa...**EsP9PK-IVa-13.2**	2	12.50 %	6	4, 5, 6	18, 19	37
3	13.3 Napatutunayan na ang pagiging tugma ng mga personal na salik sa mga pangangailangan... **EsP9PK-IVb-13.3**	2	12.50 %	7	7, 8	20, 21, 22	38, 39
4	13.4 Natutukoy ang kanyang mga paghahandang gagawin upang makamit ang piniling kursong akademiko...**EsP9PK-IVb-13.4**	2	12.50 %	6		23, 24, 25	40, 41, 42
5	14.1 Nakapagpapaliwanag ng kahalagahan ng Personal na Pahayag ng Misyon sa Buhay **EsP9PK-IVc-14.1**	2	12.50 %	6	9, 10, 11	26, 27	43
6	14.2 Natutukoy ang mga hakbang sa pagbuo ng Personal na Pahayag... **EsP9PK-IVc-14.2**	2	12.50 %	6	12, 13, 14	28, 29	44
7	14.3 Nahihinuhana ang kanyang Personal na Pahayag ng Misyon sa Buhay... **EsP9PK-IVd-14.3**	2	12.50 %	6	15	30, 31, 32	45, 46
8	14.4 Nakapagbubuo ng Personal na Pahayag ng Misyon sa Buhay **EsP10PK-IVd-14.4**	2	12.50 %	7		33, 34, 35	47, 48, 49, 50
TOTAL		**16**	**100%**	**50**	**15**	**20**	**15**

EDUKASYON SA PAGPAPAKATAO 10
Table of Specifications
SY 2022-2023
Quarter 4

NO.	Most Essential Learning Competencies	No. of Days	Percent age %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	13.1 Natutukoy ang mga isyung kaugnay sa kawalan ng paggalang sa dignidad at sekswalidad **EsP10PI-IVa-13.1**	2	12.50 %	6	1, 2, 3	16, 17	36
2	13.2 Nasusuri ang mga isyung kaugnay sa kawalan ng paggalang... **EsP10PI-IVa-13.2**	2	12.50 %	6	4, 5, 6	18, 19	37
3	13.3 Napangangatwiranan na: Makatutulong sa pagkakaroon ng posisyon...**EsP10PI-IVb-13.3**	2	12.50 %	7	7, 8	20, 21, 22	38, 39
4	13.4 Nakagagawa ng malinaw na posisyon tungkol sa isang isyu sa kawalan ng paggalang... **EsP10PI-IVb-13.4**	2	12.50 %	6		23, 24, 25	40, 41, 42
5	14.1 Natutukoy ang mga isyung kaugnay sa kawalan ng paggalang sa katotohanan **EsP10PI-IVc-14.1**	2	12.50 %	6	9, 10, 11	26, 27	43
6	14.2 Nasusuri ang mga isyung may kinalaman sa kawalan ng paggalang sa katotohanan **EsP10PI-IVc-14.2**	2	12.50 %	6	12, 13, 14	28, 29	44
7	14.3 Napatutunayang ang pagiging mulat sa mga isyu tungkol sa kawalan... **EsP10PI-IVd-14.3**	2	12.50 %	6	15	30, 31, 32	45, 46
8	14.4 Nakabubuo ng mga hakbang upang maisabuhay ang paggalang sa katotohanan **EsP10PI-IVd-14.4**	2	12.50 %	7		33, 34, 35	47, 48, 49, 50
TOTAL		**16**	**100%**	**50**	**15**	**20**	**15**

TABLE OF SPECIFICATIONS
4th Quarterly Test – Personality Development

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (Factual) 30%	Strand 2 (Conceptual Understanding) 40%	Strand 3 (Higher Level) 30%
1	discuss an understanding of teen-age relationships, including the acceptable and unacceptable expressions of attractions. express his/her ways of showing attraction, love, and commitment.	4	12.5	7	2	3	2
2	identify ways to become responsible in a relationship distinguish the various roles of different individuals in society and how they can influence people through their leadership or followership	4	12.5	7	2	3	2
3	compare one's perception of himself/herself and how others see him/her conduct a mini-survey on Filipino relationships (family, school, and 4community)	4	12.5	6	2	2	2
4	appraise one's family structure and the type of care he/she gives and receives, which may help in understanding himself/herself better make a genogram and trace certain physical, personality, or behavioral attributes through generations	4	12.5	6	2	2	2
5	prepare a plan on how to make the family members firmer and gentler with each other	4	12.5	6	2	2	2

6	Explain that understanding different factors, career development concepts and personal life goals influence career planning and decision-making. Identify career options based on different factors, career development concepts and personal life goals	4	12.5	6	2	2	2
7	Prepare a career plan based on the identified career options to attain personal life's goals explain the factors in personal development that may guide him/her in making important career decisions as adolescents	4	12.5	6	2	3	1
8	share insights that make him/her realize the importance of personal development in making a career decision as adolescent construct a creative visualization of his/her personal development through of the various stages he/she went through, stressors, influences, and decisionmaking points, and a personal profile analysis	4	12.5	6	1	3	2
TOTAL		**32**	**100%**	**50**	**15**	**20**	**15**

MAPEH 1
TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

MUSIC 1

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
16	demonstrates the basic concepts of tempo through movements (fast or slow)	1	10 %	.7			6
17	Uses body movements or dance steps to respond to varied tempo • slow movement with slow music fast movement with fast music	2	20 %	1.4	1		
18	uses varied tempo to enhance poetry, chants, drama, and musical stories	1	10 %	.7		3	
19	demonstrates awareness of texture by identifying sounds that are solo or with other sounds	2	20 %	1.4			7
	demonstrates awareness of texture by using visual images	2	20 %	1.4		4	
20	distinguishes single musical line and multiple musical lines which occur simultaneously in a given song				2		
21	Sing two – part rond songs • Are You Sleeping, Brother John • Row, Row, Row Your Boat	2	20 %	1.4		5	
		10	**100%**	**7**	**2**	**3**	**2**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

PHYSICAL EDUCATION 1

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
	identifies movement relationships	4	40 %	.6	14		
12	demonstrates relationship of movement					15	
13	performs jumping over a stationary object several times in succession, using forward- and- back and side-to-side movement patterns	6	60 %	3.6			16
14	engages in fun and enjoyable physical activities					17	
15	Follow simple instructions and rules				18	19	
		10	**100%**	**6**	**2**	**3**	**1**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	30% (Evaluating / Creating)
16	differentiates between 2-dimensional and 3-dimensional artwork and states the difference	1	10 %	.6		8	
17	identifies the different materials that can be used in creating a 3-dimensional object: • clay or wood (human or animal figure) • bamboo (furniture, bahay kubo) • softwood (trumpo) • paper, cardboard, (masks) found material (parol , sarangola)	3	30 %	1.8	9		
	selects 3D objects that are well proportioned, balanced and show emphasis in design	3	30 %	1	10		
	describes the creativity of local and indigenous craftsmen and women who created artistic and useful things out of recycled materials like the parol , maskara , local toys, masks			1		11	
18	creates a useful 3D objects that are well-proportioned , balanced and show emphasis on design like any of the following: a pencil holder, bowl, container, using recycled materials like plastic bottles, etc.			1			12
19	creates masks, human figures out of recyclable materials such as cardboards, papers, baskets, leaves, strings, clay, found materials, bilao, paper plate, strings seeds, flour-salt mixture, or paper-mache and other found materials	3	30 %	1.8			13
		10	**100%**	**6**	**2**	**2**	**2**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

HEALTH 1

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
18	identifies situations when it is appropriate to ask for assistance from strangers	1	10 %	.6			
19	gives personal information, such as name and address to appropriate persons	1	10 %	.6		20	
20	identifies appropriate persons to ask for assistance	1	10 %	.6			
21	demonstrates ways to ask for help	1	10 %	.6			21
22	follows rules at home and in school.	1	10 %	.6	22		
23	follows rules during fire and other disaster drills	1	10 %	.6			
24	observes safety rules with stray or strange animals	1	10 %	.6			
25	describes what may happen if safety rules are not followed	1	10 %	.6		23	
26	describes ways people can be intentionally helpful or harmful to one another						
27	distinguishes between good and bad touch	1	10 %	.6	24		
28	practices ways to protect oneself against violent or unwanted behaviors of others	1	10 %	.6		25	
		10	**100%**	**6**	**2**	**3**	**2**

MAPEH 2
TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

MUSIC 2

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
20	follows the correct tempo of a song including tempo changes	2	20 %	1	1		
21	distinguishes "slow," "slower,"" fast," and "faster" in recorded music	2	20 %	1		2	
22	identifies musical texture with recorded music e.g. • melody with solo instrument or voice • single melody with accompaniment • two or more melodies sung or played together at the same time	2	20 %	2	3	4	
	shows awareness of texture by relating visual images to recorded or performed music	2	20 %	1			5
23	distinguishes between single musical line and multiple musical lines which occur simultaneously			1			6
24	distinguishes between thinness and thickness of musical sound in recorded or performed music	2	20 %	1		7	
		10	**100%**	**7**	**2**	**3**	**2**

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MAPEH 2
TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

MUSIC 2

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
20	follows the correct tempo of a song including tempo changes	2	20 %	1	1		
21	distinguishes "slow," "slower,"" fast," and "faster" in recorded music	2	20 %	1		2	
22	identifies musical texture with recorded music e.g. • melody with solo instrument or voice • single melody with accompaniment • two or more melodies sung or played together at the same time	2	20 %	2	3	4	
	shows awareness of texture by relating visual images to recorded or performed music	2	20 %	1			5
23	distinguishes between single musical line and multiple musical lines which occur simultaneously			1			6
24	distinguishes between thinness and thickness of musical sound in recorded or performed music	2	20 %	1		7	
		10	**100%**	**7**	**2**	**3**	**2**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

ARTS 2
(8-13)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
17	discusses the artistry of different local craftsmen in creating: • taka of different animals and figures in Paete, Laguna • sarangola, or kites • banca, native boats from Cavite, and coastal towns	1	10 %	1	8		
18	answer a brief diagnostic assessment on giving value and importance to the craftsmanship of the local artists	1	10 %	1		9	
19	identifies 3- dimensional crafts found in the locality giving emphasis on their shapes, textures, proportion and balance	1	10 %	1	10		
20	executes the steps in making a paper mâché with focus on proportion and balance	3	30 %	1		11	
21	creates a clay human figure that is balanced and can stand on its own	4	40 %	2		12	13
		10	**100%**	**6**	**2**	**3**	**1**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

PHYSICAL EDUCATION 2

(14-19)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
	familiarizes in various movement activities involving person, objects, music and environment	10	100 %	6	14		
13	moves: • individually, with partner, and with group • with ribbon, hoop, balls, and any available indigenous /improvised materials • with sound • in indoor and outdoor settings					15,16	
14	demonstrates movement skills in response to sounds and music						17
15	engages in fun and enjoyable physical activities					18	
16	maintains correct body posture and body mechanics while performing movement activities				19		
		10	**100%**	**6**	**2**	**3**	**1**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

HEALTH 2
(20-25)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
14	discusses one's right and responsibilities for safety	1	10 %	1		20	
15	identifies hazardous areas at home	1	10 %				
16	identifies hazardous household products that are harmful if ingested, or inhaled, and if touched especially electrical	1	10 %	1	21		
17	recognizes warning labels that identify harmful things and substances	1	10 %	1	22		
18	explains rules for the safe use of household chemicals	1	10 %				
19	follows rules for home safety	2	20 %	1			23
20	identifies safe Unsafe practices and conditions in the school	1	10 %	1		24	
21	practices safety rules during school activities	2	20 %	1		25	
		10	**100%**	**6**	**2**	**3**	**1**

MAPEH 3
TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

MUSIC 3
(1-8)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
16	Applies correct tempo and tempo changes by following basic conducting gestures	1	10 %		1		
17	distinguishes among fast, moderate, and slow in music	1	10 %			2	
	sings songs with designated tempo E.g. • Lullaby – slow • Joyful songs – fast	3	30 %		3		
18	performs songs with appropriate tempo (use songs from the locality)						4
	distinguishes between single musical line and multiple musical lines which occur simultaneously	1	10 %			5	
19	distinguishes between thinness and thickness of musical sound					6	
20	demonstrates the concept of texture by singing "partner songs e.g. • "Leron, Leron Sinta" • "Pamulinawen" • "It's A Small World" • "He's Got the Whole • World in His Hands	4	40 %			7	8
		10	**100%**	**8**	**2**	**4**	**2**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

ARTS 3
(9-16)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
25	identifies different styles of puppets made in the Philippines (form Teatro Mulat and Anino Theater Group)	1	10 %		9		
26	discusses the variations of puppets in terms of material, structure, shapes, colors and intricacy of textural details	1	10 %		10		
27	creates a puppet designs that would give a specific and unique character, with designs of varied shapes and colors on puppets to show the unique character of the puppet	2	20 %				11
28	constructs a simple puppet based on a character in a legend, myth or story using recyclable materials and bamboo sticks or twigs	2	20 %			12	
29	manipulates a puppet to act out a character in a story together with the puppets	1	10 %			13	
30	utilizes masks in simple role play or skit	1	10 %			14	
31	performs as puppeteer together with others, in a puppet show to tell a story using the puppet he/she created	2	20 %			15	16
		10	**100%**	**8**	**2**	**4**	**2**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

PHYSICAL EDUCATION 3

(17-23)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
12	participates in various movement activities involving person, objects, music and environment	4	40 %		17	18	
13	moves: • individually, with partner, and with group • with ribbon, hoop, balls, and any available indigenous/ improvised materials • with sound • in indoor and outdoor settings	6	60 %			19	20
14	demonstrates movement skills in response to sounds and music					21	22
15	engages in fun and enjoyable physical activities				23		
		10	**100%**	**7**	**2**	**3**	**2**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

HEALTH 3

(24-30)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
25	explains road safety practices as a pedestrian	2	10 %				
	demonstrates road safety practices for pedestrian	2	20 %				24
26	explains basic road safety practices as a passenger						
27	demonstrates road safety practices as a passenger						25
28	explains the meaning of traffic signals and road signs	1	10 %		26		
29	describes dangerous, destructive, and disturbing road situations that need to be reported to authorities	1	10 %			27	
30	displays self-management skills for road safety.	1	10 %			28	
31	identifies hazards in the community	1	10 %		29		
32	follows safety rules to avoid accidents in the community	1	10 %			30	
33	recommends preventive action for a safe community	1	10 %				
		10	**100%**	**7**	**2**	**3**	**2**

MAPEH 4

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
MUSIC 4
(1-10)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
19	uses appropriate musical terms to indicate variations in tempo • largo • presto	1	10 %	1	1		
20	identifies aurally and visually an ostinato or descant in a musical sample	1	10 %	1	2		
21	recognizes solo or 2-part vocal or instrumental music	1	10 %	1		3	
22	identifies harmonic intervals (2 pitches) in visual and auditory music samples	1	10 %	1	4		
23	writes samples of harmonic intervals (2 pitches)	3	30 %	3		5,6	7
24	performs a song with harmonic intervals (2 pitches)	3	30 %	3		8	9,10
		10	**100%**	**10**	**3**	**4**	**3**

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
ARTS 4
(11-20)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
22	differentiates textile traditions in other Asian Countries like China, India, Japan,Indonesia and in the Philippines in the golden times and presently.	1	10 %	1	11		
23	Discusses the pictures or actual samples of different kinds of mat weaving traditions in the Philippines.	1	10 %	1	12		
24	discusses the intricate designs of mats woven in the Philippines: • Basey, Samar buri mats • Iloilo bamban mats • Badjao&Samal mats • Tawi-tawilaminusa mats • Romblon buri mats	1	10 %	1		13	
25	explains the steps to produce good tie-dye designs.	1	10 %	1	14		
26	explains the meaning of designs, colors, and patterns used in the artworks.	1	10 %	1		15	
27	creates a small mat using colored buri strips or any material that can be woven, showing different designs: squares, checks zigzags, and stripes.	1	10 %	1			16
28	weaves own design similar to the style made by a local ethnic group.	2	10 %	2		17,18	
29	creates original tie-dyed textile design by following the traditional steps in tie-dyeing using one or two colors.	2	20 %	2			19,20
		10	**100%**	**10**	**3**	**4**	**3**

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
PHYSICAL EDUCATION 4
(21-30)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
12	assesses regularly participation in physical activities based on Philippine physical activity pyramid	10	100 %	10	21	22	
13	observe safety precautions				23		
	explains the nature/background of the dance					24,25	
	describes the skills involved in the dance				26		
14	executes the different skills involved in the dance						27,28
15	recognizes the value of participation in physical activities					29	30
		10	**100%**	**10**	**3**	**4**	**3**

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
HEALTH 4
(31-40)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
19	recognizes disasters or emergency situations	1	10 %	1	31		
20	demonstrates proper response before, during, and after a disaster or an emergency situation	2	20 %	2			32,33
21	relates disaster preparedness and proper response during emergency situations in preserving lives	2	20 %	2		34	35
22	describes appropriate safety measures during special events or situations that may put people at risk	1	10 %	1	36		
23	describes the dangers of engaging in risky behaviors such as use of firecrackers, guns, alcohol drinking	2	20 %	2		37, 38	
24	advocates the use of alternatives to firecrackers and alcohol in celebrating special events	2	20 %	2	39	40	
		10	**100%**	**10**	**3**	**4**	**3**

MAPEH 5

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

MUSIC 5

(1-13)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
	identifies the different dynamic levels used in a song heard	2	20 %	1	1		
20	uses appropriate musical terms to indicate variations in dynamics: 1. piano (p) 2. mezzo piano (mp) 3. forte(f) 4. mezzo forte (mf) 5. crescendo 6. decrescendo					2	3
21	uses appropriate musical terminology to indicate variations in tempo: 1. largo 2. presto 3. allegro 4. moderato 5. andante 6. vivace 7. ritardando	2	20 %	2		4,5	
22	describes the texture of a musical piece	2	20 %	2	6	7	
23	performs 3-part rounds and partner songs	2	20 %	2			8,9
	identifies the characteristic intervals of major triads:	2	20 %	2	10,11		
24	uses accompaniment to simple major triad as e songs			2		12,13	
		10	**100%**	**13**	**4**	**6**	**3**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

ARTS 5
(14-25)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
24	Identifies the materials used in making 3-dimensional crafts which express balance and repeated variation of shapes and colors • mobile • papier-mâché jar • paper beads	1	10 %	1	14		
25	Identifies the different techniques in making 3-dimensional crafts • mobile • papier-mâché jar • paper beads			1	15		
26	discusses possibilities on the use of created 3-D crafts.	1	10 %	1	16		
27	applies knowledge of colors, shapes, and balance in creating mobiles, papier-mâché jars, and paper beads.	1	10 %	1		17	
28	demonstrates artistry in making mobiles with varied colors and shapes.	1	10 %	1		18	
29	creates designs for making 3-dimensional crafts • mobile • papier-mâché jar • paper beads	2	20 %	2		19	20
30	shows skills in making a papier-mâché jar	2	20 %	3	21	22,23	
31	creates paper beads with artistic designs and varied colors	2	20 %	2		24	25
		10	**100%**	**12**	**4**	**6**	**2**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

PHYSICAL EDUCATION 5
(26-38)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
13	assesses regularly participation in physical activities based on Philippine physical activity pyramid	10	100 %	2	26	27	
	explains the nature / background of the games			3	28	29,30	
	describes the skills involved in the games			3	31	32,33	
14	executes the different skills involved in the game			3			34,35,36
15	recognizes the value of participation in physical activities			2	37	38	
		10	**100%**	**13**	**4**	**6**	**3**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

HEALTH 5
(39-50)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
27	explains the nature and objectives of first Aid	2	20 %	2	39	40	
28	discusses basic first aid principles	2	20 %	2	41	42	
	explains the value of first aid training	6	60 %	2	43	44	
	Identifies common injuries at home and in public places			3	45	46,47	
29	demonstrates appropriate first aid for common injuries or conditions			3			48,49,50
		10	**100%**	**12**	**4**	**5**	**3**

MAPEH 6
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
MUSIC 6
(1-13)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
14	identifies the different tempo in a music sample: - allegro - andante - ritardando - accelerando - largo - presto - vivace	1	10 %	1	1		
15	demonstrates the different kinds of tempo by following tempo marks in a familiar song fro the community e.g. "Pandangguhan"	1	10 %	1			2
16	Identifies different textures from musical samples • Vocal □ solo voice □ solo voice with accompaniment □ duet, partner songs, round songs • Instrumental □ solo □ ensemble	2	20 %	3		3,4,5	
17	distinguishes monophonic, homophonic, and polyphonic textures	2	20 %	3	6,7	8	
18	distinguishes the sound of a major chord from a minor chord	2	20 %	2		9	
19	uses major or minor chord as accompaniment to simple songs	2	20 %	2	10		11, 12
		10	**100%**	**12**	**4**	**5**	**3**

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
ARTS 6
(13-24)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
28	discusses the concept that design principles and elements relates to everyday objects	1	10 %		13		
29	explains the elements and principles applied in product design.						14
30	manifests understanding of concepts on the use of software (commands, menu, etc.)	1	10 %				15
31	utilizes art skills in using new technologies (hardware and software) in package design.					16	
32	creates an actual 3-D digitally-enhanced product design for a paper bag	1	10 %		17	18	
33	reviews the truism that art processes, elements and principles	1	10 %		19	20	
34	still apply even with the use of technologies.	1	10 %			21,	22
35	discusses the elements and principles applied in audio-video art.	1	10 %		23	24	
36	shows skills in making a papier-mache jar	1	10 %				
37	applies concepts on the use of the software (commands, menu, etc.)	1	10 %				
38	utilizes art skills in using new technologies (hardware and software)	2	20 %				
		10	**100%**	**12**	**4**	**5**	**3**

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
PHYSICAL EDUCATION 6
(25-37)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
13	assesses regularly participation in physical activities based on Philippine physical activity pyramid	10	100 %	13	25	26	
	explains the nature/background of the games				27	28	
	describes the skills involved in the games				29	30,31	
14	executes the different skills involved in the game						32,33,34
15	displays joy of effort, respect for others and fair play during participation in physical activities					35,36	37
		10	**100%**	**13**	**4**	**5**	**4**

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
HEALTH 6
(38-50)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
18	explains the importance of consumer health	1	10 %	1		38	
19	explains the different components of consumer health	1	10 %	1	39		
20	differentiates over- the-counter from prescription medicines	2	20 %	2		40,41	
21	gives example of over the counter and prescription medicines			2	42,43		
22	explains the uses of some over the counter and prescription medicines	1	10 %%	1		44	
23	Identifies the common propaganda techniques used in advertising	1	10 %	1	45		
24	analyzes packaging and labels of health products	1	10 %	1		46	
25	practices good decision making skills in the selection of health products	1	10 %	1			47
26	discusses ways to protect oneself from fraudulent health	2	20 %	3			48,49,50
		10	**100%**	**13**	**4**	**5**	**4**

MAPEH 7
TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

MUSIC 7

(1-12)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
22	identifies musical characteristics of selected Philippine festivals and theatrical forms through video or live performances;	1	12.5 %	1	1		
23	describes the origins and cultural background of selected Philippine festival/s;	1	12.5 %	1	2		
24	describes how the music contributes to the performance of the musical production;	1	12.5 %	1		3	
25	describes how a specific idea or story is communicated through music in a particular Philippine musical theater;	1	12.5 %	1		4	
26	improvises music accompaniment in relation to a particular Philippine festival	2	25 %	4	5,6	7,8	
27	performs selection/s from chosen Philippine musical theater;	2	25 %	4		9	10,11,12
		8	**100%**	**12**	**4**	**5**	**3**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

ARTS 7

(13-24)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
32	identifies the festivals and theatrical forms celebrated all over the country throughout the year	2	25 %	1	13		
33	researches on the history of the festival and theatrical composition and its evolution, and describe how the townspeople participate and contribute to the event			1	14		
34	discusses the elements and principles of arts as seen in Philippine Festivals			1		15	
35	explains what makes each of the Philippine festivals unique	2	25 %	2		16,17	
36	through a visual presentation	4	50 %	1	18		
37	designs the visual elements and components of the selected festival or theatrical form through costumes, props, etc.			1		19	
38	analyzes the uniqueness of each group's performance of their			1		20	
39	selected festival or theatrical form			1	21		
40	choreographs the movements and gestures reflecting the mood of the selected Philippine festival/theatrical form			2			22,23
41	shows skills in making papier-mache jar			1			24
		8	**100%**	**12**	**4**	**5**	**3**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

PHYSICAL EDUCATION 7

(25-37)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
15	undertakes physical activity and physical fitness assessments	2	25 %	2	25	26	
16	reviews goals based on assessment results			2	27	28	
17	describes the nature and background of the dance	2	25 %	3	29, 30	31	
18	executes the skills involved in the dance	4	50 %	6		32,33	34, 35, 36 37
		8	**100%**	**13**	**4**	**5**	**4**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

HEALTH 7

(38-50)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
	discusses the nature of non-communicable diseases	3	37.5 %	2	38	39	
28	explains non-communicable diseases based on cause and effect, signs and symptoms, risk factors and protective factors and possible complications			2	40	41	
29	corrects myth and fallacies about non-communicable diseases	1	12.5 %	1	42		
30	practices ways to prevent and control non-communicable diseases	1	12.5 %	2	43	44	
31	demonstrates self-monitoring to prevent non-communicable diseases	3	37.5 %	2			45,46
32	promotes programs and policies to prevent and control non- communicable and lifestyle diseases			2			47,48
33	identifies agencies responsible for non-communicable disease prevention and control			2		49,50	
		8	**100%**	**13**	**4**	**5**	**4**

MAPEH 8
TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

MUSIC 8

(1-12)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
19	identifies musical characteristics of selected Asian musical theater through video films or live performances	1	12.5 %	1	1		
20	describes the instruments that accompany Kabuki, Wayang Kulit, Peking Opera;	1	12.5 %	1	2		
21	describes how a specific idea or story is communicated through music in a particular Asian musical theater;	1	12.5 %	1	3		
22	improvises appropriate sound, music, gesture, movements, props and costume for performance of a chosen Asian traditional musical and theatrical form;	1	12.5 %	1	2		
23	performs selection/s from chosen Asian musical theater;	2	25 %	4		5	6,7,8
24	evaluates music and music performances using guided rubrics	2	25 %	4		9,10,11,12	
		8	**100%**	**12**	**4**	**5**	**3**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

ARTS 8

(13-24)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
32	identifies selected festivals and theatrical forms celebrated all over the Asian region	2	25 %	1		13	
33	researches on the history of the festival and theatrical forms and its evolution, and describe how the community participates and contributes to the event			1	14		
34	discusses the elements and principles of arts as seen in Philippine festivals	2	25 %	1	15		
35	identifies the elements and principles of arts as manifested in Asian festivals and theatrical forms			1	16		
36	through a visual presentation, explains what make each of the Asian Festivals and Theatrical forms unique	4	50 %	1	17		
37	designs the visual elements and components of the selected festival or theatrical form through costumes, props, etc.			2		18	19
38	analyzes the uniqueness of each group's performance of their selected festival or theatrical form			1		20	
39	shows the relationship of the selected Asian festival and the festival in the Philippines in terms of form and reason for holding the celebration			1		21	

40	choreographs the movements and gestures reflecting the mood of the selected festival/theatrical form of Asia			1			22
41	improvises accompanying sound and rhythm of the selected			2		23	24
2		**8**	**100%**	**12**	**4**	**5**	**3**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

PHYSICAL EDUCATION 8

(25-37)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
18	undertakes physical activity and physical fitness assessments	1	12.5 %	2	25	26	
19	reviews goals based on assessment results			2	27	28	
20	describes the nature and background of the dance	1	12.5 %	2		28,29	
21	executes the skills involved in the dance	6	75 %	3			30,31, 32
22	exerts best effort to achieve positive feelings about self and others			4	34,35	36	37
		8	**100%**	**13**	**4**	**5**	**4**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 3

HEALTH 8

(38-50)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
28	discusses gateway drugs	1	12.5 %	1	38		
29	analyzes the negative health impact of cigarette smoking a. describes the harmful short-and long-term effects of cigarette smoking on the different parts of the body b. discusses the dangers of mainstream, second hand and third hand smoke. c. explain the impact of cigarette smoking on the family, environment, and community	2	25 %	3		39,40,41	
30	analyzes the negative health impact of drinking alcohol • describes the harmful short- and long-term effects of drinking alcohol • interprets blood alcohol concentration (BAC) in terms of physiological changes in the body • explains the impact of drinking alcohol on the family and community	2	25 %	3	42	43,44	
31	discusses strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages • apply resistance skills in situations related to cigarette and alcohol use	3	37.5	3			45,46,47

	• follows policies and laws in the family, school and community related to cigarette and alcohol use						
32	suggests healthy alternatives to cigarettes and alcohol to promote healthy lifestyle (self, family, community)			2	48,49		50
		8	**100%**	**13**	**4**	**5**	**4**

Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

MAPEH 9
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
MUSIC 9

(1-12)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
19	explains the plot, musical and theatrical elements of an opera after watching video samples;	2	25 %	3	1	2, 3	
20	performs themes or melodic fragments of given selected songs;	2	25 %	3			4,5,6
21	improvises appropriate sounds, music, gestures, movements, and costumes for a chosen opera.	2	25 %	3	7,8	9	
22	evaluates music performances using guided rubrics.	2	25 %	3	10	11,12	
		8	**100%**	**12**	**4**	**5**	**3**

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
ARTS 9

(13-24)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
38.	identifies selected theatrical forms from different art periods	2	25 %	1	13		
39	researches on the history of the theatrical forms and their evolution			1	14		
40	identifies the elements and principles of arts as manifested in Western Classical plays and opera			1	15		
41	defines what makes selected western classical plays and operas unique through visual representation	1	12.5 %	1	16		
42	designs the visual elements and components of the selected Western classical theater play and opera through costumes, props, etc.			1			17
43	analyzes the uniqueness of each group's performance of its selected Western classical theater play and opera			1		18	
44	shows the influences of the selected Western Classical play or opera on Philippine theatrical performance in terms of form and content of story	1	12.5 %	1		19	
45	choreographs the movements and gestures needed in the effective delivery of a selected piece from Western Classical plays and opera	3	37.5 %	2		20	21
46	improvise accompanying sound and rhythm needed in the effective delivery of a selected piece from Western Classical plays and operas			2		22,23	
47	performs in a group showcase of the selected piece from Western Classical plays and operas	1	12.5 %	1			24
		8	**100%**	**12**	**4**	**5**	**3**

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
PHYSICAL EDUCATION 9

(25-37)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
14	discusses the nature and background of indoor and outdoor recreational activities	2	25 %	4	25,26	27, 28	
15	participates in active recreation	6	75 %	3	29	30,	31
16	advocates community efforts to increase participation in physical activities and improve nutrition practices			3		32	33,34
17	practices environmental ethics (e.g. leave no trace) during participation in recreational activities of the community			3	35	36	37
		8	**100%**	**13**	**4**	**5**	**4**

MAPEH 10
TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

MUSIC 10

(1-12)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
16	describes how an idea or story in a musical play is presented by watching a live performance or video excerpt;	1	12.5 %	2	1,2		
17	explains how theatrical elements in a selected part of a musical play are combined with music and media to achieve certain effects;	2	25 %	3	3,4	5	
18	creates appropriate sounds, music, gestures, movements, and costume using media and technology for a selected part of a musical play;	3	25 %	4		6,7	8,9
19	performs an excerpt from a 20th or 21st century Philippine musical and highlight its similarities and differences to other western musical play.	2	25 %	3		10,11	12
		8	**100%**	**12**	**4**	**5**	**3**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

ARTS 10
(13-24)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
34	explains how an idea or theme is communicated in a selected performance through the integration of musical sounds, songs, dialogue and dance	1	12.5 %	1	13		
35	analyzes examples of plays based on theatrical forms, and elements of art as applied to performance			1	14		
36	illustrates how the different elements are used to communicate the meaning	1	12.5 %	1		15	
37	explains the uniqueness of each original performance			1	16		
38	designs with a group the visual components of a school play (stage design, costume, props, etc.)			1			17
39	assumes the role of a character as an actor/performance, or production staff (director, choreography, light designer, stage manager)	2	35 %	1	18		
40	analyzes the uniqueness of the group that was given recognition for its performance and explain what component contributed to its selection			1		19	
41	contributes to the conceptualization of an original performance			1		20	
42	choreographs the movements and gestures needed in the effective delivery of an original performance with the use of media	1	12.5 %	1			21
43	improvises accompanying sound and rhythm needed in the effective delivery of an original performance with the use of different media	3	37.5 %	3		22,23	24
		8	**100%**	**12**	**4**	**5**	**3**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

PHYSICAL EDUCATION 10
(25 – 37)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
9	assesses physical activity, exercise and eating habits	8	100 %	6	25,26, 27	28, 29, 30	
10	engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school			7	31	32,33	34,35,36, 37
		8	**100%**	**13**	**4**	**5**	**4**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 4

HEALTH 10
(38 – 50)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
17	discusses the components and steps in making a personal health career plan;	4	50 %	3	38,	39,40	
18	prepares a personal health career following the prescribed components and steps;			3	41	42	43
19	explores the various health career paths selects a particular health career pathway based on personal competence and interest; participates in a health career orientation program	4	50 %	4	44	45	46,47
20	decides on an appropriate health career path			3	48	49	50
		8	**100%**	**13**	**4**	**5**	**4**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 3 / 4

HOPE 11

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
	Describes the role of physical activity assessments in managing one's stress	4	50 %	12	1,2,3,4, 5,9,11	6,7,8,10,12	
	Self-assesses health-related fitness (HRF) status, barriersto physical activity assessment participation and one's diet			13	13,15, 16,20,	14,17,18,19 , 21, 22, 23,	24, 25
	Sets FITT goals based on training principles to achieveand/or maintain HRF.	4	50 %	5	30	28	26,27,29
	Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the weekin a variety of settings in- and out-of school			5	33,35	31,	32,34,
	Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermiaduring MVPA participation			5	39,40	36,37,38	
	Participates in an organized event that addresses health/fitness issues and concerns			5	44,12	41,42,	43,
	Organizes sports event for a target health issue or concern			5		46, 47,48,	49,50
		8	**100%**	**50**	**15**	**20**	**15**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 3 / 4

HOPE 12

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
1	Self-assesses health-related fitness (HRF). status, barriers to physical activity assessment participation and one's die	4	50 %	13	1,2,3,4,5	6,7,8,9,10	11,12,13
2	Sets FITT goals based on training principles to achieve and/or maintain HRF			12	14,15,16, 17,18	19,20,21, 22,23,	24,25
3	Engages in moderate to vigorous physical activities (MVPAs) for at least 60 minutes most days of the week in a variety of settings in- and out-of-school	4	50 %	5	26,27	28,29	30
4	Analyzes physiological indicators such as heart rate, rate of perceived exertion and pacing associated with MVPAs to monitor and/or adjust participation or effort			4	31	32,33,34	
5	Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation			4		35, 36, 37, 38	
6	Demonstrates proper etiquette and safety in the use of facilities and equipment			4			39,40, 41,42
7	Participates in an organized event that addresses health/fitness issues and concerns			4	43,44		45,46
8	Organizes fitness event for a target health issue or concern			4		47	48, 49,50
		8	**100%**	**50**	**15**	**20**	**15**

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 3

HEALTH 8

(38-50)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
28	discusses gateway drugs	1	12.5 %	1	38		
29	analyzes the negative health impact of cigarette smoking a. describes the harmful short-and long-term effects of cigarette smoking on the different parts of the body b. discusses the dangers of mainstream, second hand and third hand smoke. c. explain the impact of cigarette smoking on the family, environment, and community	2	25 %	3		39,40,41	
30	analyzes the negative health impact of drinking alcohol • describes the harmful short- and long-term effects of drinking alcohol • interprets blood alcohol concentration (BAC) in terms of physiological changes in the body • explains the impact of drinking alcohol on the family and community	2	25 %	3	42	43,44	
31	discusses strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages • apply resistance skills in situations related to cigarette and alcohol use	3	37.5	3			45,46,47

	• follows policies and laws in the family, school and community related to cigarette and alcohol use						
32	suggests healthy alternatives to cigarettes and alcohol to promote healthy lifestyle (self, family, community)			2	48,49		50
		8	**100%**	**13**	**4**	**5**	**4**

Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

MAPEH 9
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
MUSIC 9

(1-12)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
19	explains the plot, musical and theatrical elements of an opera after watching video samples;	2	25 %	3	1	2, 3	
20	performs themes or melodic fragments of given selected songs;	2	25 %	3			4,5,6
21	improvises appropriate sounds, music, gestures, movements, and costumes for a chosen opera.	2	25 %	3	7,8	9	
22	evaluates music performances using guided rubrics.	2	25 %	3	10	11,12	
		8	**100%**	**12**	**4**	**5**	**3**

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
ARTS 9

(13-24)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
38.	identifies selected theatrical forms from different art periods	2	25 %	1	13		
39	researches on the history of the theatrical forms and their evolution			1	14		
40	identifies the elements and principles of arts as manifested in Western Classical plays and opera			1	15		
41	defines what makes selected western classical plays and operas unique through visual representation	1	12.5 %	1	16		
42	designs the visual elements and components of the selected Western classical theater play and opera through costumes, props, etc.			1			17
43	analyzes the uniqueness of each group's performance of its selected Western classical theater play and opera			1		18	
44	shows the influences of the selected Western Classical play or opera on Philippine theatrical performance in terms of form and content of story	1	12.5 %	1		19	
45	choreographs the movements and gestures needed in the effective delivery of a selected piece from Western Classical plays and opera	3	37.5 %	2		20	21
46	improvise accompanying sound and rhythm needed in the effective delivery of a selected piece from Western Classical plays and operas			2		22,23	
47	performs in a group showcase of the selected piece from Western Classical plays and operas	1	12.5 %	1			24
		8	**100%**	**12**	**4**	**5**	**3**

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
PHYSICAL EDUCATION 9

(25-37)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
14	discusses the nature and background of indoor and outdoor recreational activities	2	25 %	4	25,26	27, 28	
15	participates in active recreation	6	75 %	3	29	30,	31
16	advocates community efforts to increase participation in physical activities and improve nutrition practices			3		32	33,34
17	practices environmental ethics (e.g. leave no trace) during participation in recreational activities of the community			3	35	36	37
		8	**100%**	**13**	**4**	**5**	**4**

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 4
HEALTH 9

(38-50)

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
24	differentiates intentional injuries from unintentional injurie	4	50 %	2	38	39	
25	describes the types of intentional injuries			2	40	41	
26	analyzes the risk factors related to intentional injuries	4	50 %	3	42	43,44	
27	identifies protective factors related to intentional injuries			3	45	46	47
28	demonstrates ways to prevent and control intentional injuries			3			48,49,50
		8	**100%**	**13**	**4**	**5**	**4**