



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

12 Sept 2023

DIVISION MEMORANDUM

No. 472 s. 2023

**TABLE OF SPECIFICATIONS (TOS) FOR THE FIRST QUARTER ASSESSMENTS
FOR SY 2023-2024**

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

1. This Office, through the Curriculum Implementation Division, releases the Table of Specifications (TOS) for the first quarter assessments for all learning areas across grade levels for school year 2023-2024.
2. The table of specifications shall be used by resource writers in developing the quarterly assessment materials.
3. Immediate dissemination of this memorandum is desired.


CELEDONIO E. BALDERAS, JR.
Schools Division Superintendent

Encl.: As stated

Reference: None

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

Assessments
Learning Areas
Table of Specifications

CID – Table of Specifications (TOS) for the First Quarter Assessments for SY 2023-2024
None/12 September 2023



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MTB-MLE 1
TABLE OF SPECIFICATIONS
SY 2023-2024
Quarter 1

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%
I.	Pakikinig (Babasahin ng Guro ang isang Teksto)		20%	5			
1	Note important details in grade level narrative texts listened to: character setting events	2			1		
2	Give the correct sequence of three events in a story listened to.	1				2	
3	Infer the character feelings and traits in a story listened to	1				3	
4	Identify the speaker in the story or poem listened to	1			4		
5	Predict possible ending of story listened to	1				5	
II.	Paglinang sa Talasalitaan		20%	5			
6	Give meanings of words through: a. realia b. picture clues actions or gestures	1			6,7		
7	Add or substitute individual sound sin simple words to make new words	1				8,9,10	
III.	Pag-unawa sa binasa		20%	5			
8	Follow simple one to three-step oral directions	1				11,12	
9	Express ideas through words or phrases using both invented and conventional spelling	1					13,14,15
IV.	Wika at Gramatika		20%	5			
11	Identify naming words (persons, places, things, animals) a. common and proper noun markers	1			16,		
13	Classify naming words into persons, places, animals and things	1				16	
15	Recognize that spoken words are represented in written language by specific sequences of letters.	1				17	
21	Match words with pictures and objects.	1				18	
28	Isolate and pronounce the beginning and ending sounds of given words.	1				20	
V.	Pagsulat (Pagsulat ng isang teskto gamit ang mga sumusunod na MELCs bilang rubrics)		20%	5			21-25
19	Write the upper- and lower-case letters legibly, observing proper sequence of strokes	1					

10	Write basic information about self (name grade level, section	1					
29	Express ideas through a variety of symbols (e.g. drawings and invented spelling)	1					
30	Talk about pictures presented using appropriate local terminologies with ease and confidence. -Animals, Common objects, Musical instruments Family/People	2					
	Pagsasalita *Note: Ang kasanayan sa Pagsasalita ay maaring isagawa bago o pagkatapos ng pasulat na pamanahunang pagsusulit bilang performamance						
	TOTAL	40	100%	25	5	12	8



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MTB-MLE 2
TABLE OF SPECIFICATIONS
SY 2023-2024
Quarter 1

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%
I.	Pakikinig (Babasahin ng Guro ang isang Teksto)		20%	5			
1	Note important details in grade level narrative texts: a. character b. setting plot (problem and resolution)	1			1		
2	Give the main idea of a story/poem.	1				2,3	
3	Give the summary of a story	2				4,5	
II.	Paglinang sa Talasalitaan		20%	5			
4	Use the combination of affixes and root words as clues to get the meaning of words.	1				6,7	
5	Recognize common abbreviations (e.g. Jan., Sun., St., Mr., Mrs.).	1			8,9		
6	Use compound words appropriate to the grade level in sentences.	1				10	
III.	Pag-unawa sa binasa		20%	5			
7	Follow instructions in a test carefully.	1			11		
8	Identify the difference between a story and a poem.	1				12,13	
9	Read with understanding words with consonant blends, clusters and digraphs when applicable	3					14,15
IV.	Wika at Gramatika		20%	5			
10	Identify the gender of naming words, when applicable.	1			16		
11	Identify and use collective nouns, when applicable.	1				17	
12	Identify the parts of a sentence (subject and predicate).	2				18	
13	Identify and use a variety of sentences: a. declarative, b. interrogative, c. exclamatory imperative	2				19	
14	Differentiate sentences from non - sentences.	1					20
V.	Pagsulat (Pagsulat ng isang teskto gamit ang mga sumusunod na MELCs bilang rubrics)		20%	5			21-25
15	Express ideas through poster making (e.g. ads, character profiles, news report, lost and found) using stories as springboard. (These writing activities are scaffold by the teacher).	2					

VI.	Pagsasalita *Note: Ang kasanayan sa Pagsasalita ay maaring isagawa bago o pagkatapos ng pasulat na pamanahunang pagsusulit bilang performance						
	TOTAL	21	100 %	25	5	12	8



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MTB-MLE 3
TABLE OF SPECIFICATIONS
SY 2023-2024
Quarter 1

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%
I.	Pakikinig (Babasahin ng Guro ang isang Teksto)		20%	6			
1	Interprets the meaning of a poem.	3			1,2		
2	Identifies and uses personification, hyperbole, and idiomatic expressions in sentences	4				3,4,5	6
II.	Paglinang sa Talasalitaan		20%	6			
3	Uses the combination of affixes and root words as clues to get meaning of words. (Note: Align with specific competencies in GA).	3				9,10,11	12
4	Identifies and uses personification, hyperbole, and idiomatic expressions in sentences.	4			6,7,8		
III.	Pag-unawa sa binasa		20%	6			
5	Notes important details in grade level narrative texts: a. Character, b. Setting, c. Plot (problem & solution)	3			13,14	15,16,17	18
IV.	Wika at Gramatika		20%	6			
6	Differentiates count from mass nouns.	3			19,20		
7	Uses the correct counters for mass nouns (ex: a kilo of meat).	3					24
8	Identifies and uses abstract nouns.	3				21,22,23	
V.	Pagsulat (Pagsulat ng isang teskto gamit ang mga sumusunod na MELCs bilang rubrics)		20%	6			25-30
9	Writes poems, riddles, chants, and raps.	3					
10	Correctly spells the words in the list of vocabulary words and the words in the selections read.	4					
11	Writes correctly different types of sentences (simple, compound, complex).	4					
VI.	Pagsasalita *Note: Ang kasanayan sa Pagsasalita ay maaring isagawa bago o pagkatapos ng pasulat na pamanahunang pagsusulit bilang performance						
	TOTAL	37	100%	30	9	12	9

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
FILIPINO 2

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%
I.	Pakikinig (Babasahin ng Guro ang isang Teksto)		12%				
	Nakasasagot sa mga tanong tungkol sa nabasang kuwentong kathang-isip (hal: pabula, maikling kuwento, alamat), tekstong hango sa tunay na pangyayari (hal: balita, talambuhay, tekstong pang-impormasyon), o tula*	5	12%	3		1, 2, 3	
II.	Paglinang sa Talasalitaan		19%				
	Napagyayaman ang talasalitaan sa pamamagitan ng paghanap ng maikling salitang matatagpuan sa loob ng isang mahabang salita at bagong salita mula sa salitang-ugat	8	19%	5	4, 5	6,7,8	
III.	Pag-unawa sa binasa		22%				
	Nagagamit ang naunangkaalamano karanasan sa pag-unawa ng napakinggang teksto	2	5%	1	9		
	Nakasusunod sa nakasulat na panutong may 1-2 at 3-4 na hakbang*	7	17%	4		10,11	12,13
IV.	Wika at Gramatika		36%				
	Nagagamit ang naunangkaalamano karanasan sa pag-unawa ng napakinggang teksto	2	5%	1		14	
	Nakapagpapamalas ng paggalang sa isang sitwasyon (pagbati)						
	Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagbati, paghingi ng pahintulot, pagtatanong ng lokasyon ng lugar, pakikipag-usap sa matatanda, pagtanggap ng paumanhin, pagtanggap ng tawag sa telepono, pagbibigay ng reaksiyon o komento)	4	10%	2		15,16	
	Nasasabi ang mensahe, paksa o tema na nais ipabatid sa patalastas, kuwentong kathang-isip (hal: pabula, maikling kuwento, alamat), o teksto hango sa tunay na pangyayari (hal: balita, talambuhay, tekstong, pangimpormasyon)	5	12	3		18,19,	20

V.	Pagsulat (Pagsulat ng isang teskto gamit ang mga sumusunod na MELCs bilang rubrics)		21%				21-25
	Nakasusulat ng parirala at pangungusap nang may wastong baybay, bantas at gamit ng malaki at maliit na letra	9		5			
	Pagsasalita *Note: Ang kasanayan sa Pagsasalita ay maaring isagawa bago o pagkatapos ng pasulat na pamanahunang pagsusulit bilang performance						
	TOTAL	42	100%	25	3	13	8



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
FILIPINO 3

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%
I.	Pakikinig (Babasahin ng Guro ang isang Teksto)		20%	5			
	Nasasagot ang mga tanong tungkol sa napakinggang kuwento	2			1,2		
	Napagsusunod-sunod ang mga pangyayari ng kuwentong napakinggan sa pamamagitan ng larawan	2				3	
	Nakasusunod sa panutong may 2-3 hakbang	2				4	
	Naiguguhit ang mensahe ng napakinggang parabula/alamat	2					5
II.	Paglinang sa Talasalitaan		20%	5			
	Nagagamit ang pangngalan sa pagsasalaysay tungkol sa mga tao, lugar at bagay sa paligid	2				6	
	Nakakagamit ng mga pahiwatigupang malaman ang kahulugan ng mga salita paggamit ng mga palatandaang nagbibigay ng kahulugan (kasing kahulugan)	2			7		
	Nakapagpapalit at nakapag daragdag ng mga tunog upang makabuo ng bagong salita	2				8	
	Napagyayaman ang talasalitaan sa pamamagitan ng paggamit ng magkasing kahulugan at magkasalungat ng mga salita	2			9	10	
III.	Pag-unawa sa binasa		25%	10			
	Nasasagot ang mga tanong tungkol sa tekstong binasa tugma	2			11		
	Nababasa ang mga salitang may tatlong pantig pataas	2				12	
	Nabibigyang kahulugan ang isang table	2			13		
	Nagagamit ang iba't ibang bahagi ng aklat sa pagkalap ng impormasyon	2				14,15	
IV.	Wika at Gramatika		25%	5			
	Nagagamit ang magalang na pananalita na angkop sa sitwasyon (pagbati, pakikipag-usap, paghingi ng paumanhin)	2				16,17	
	Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao (ako, ikaw, siya)	2			18,19, 20		
	Nagagamit sa usapan ang mga salitang pamalit sa ngalan ng tao, kami, tayo, kayo at sila	2				21,22, 23	
	Nagagamit ang panghalip bilang pamalit sa pangngalan (ito, iyan/iyon)	2					24,25
V.	Pagsulat (Pagsulat ng isang teskto gamit ang mga sumusunod na MELCs bilang rubrics)		20%	5			26-30

	Nagsisipi nang wasto at maayos ang talata	2					
	Nakakasulat nang may wastong baybay, bantas, at gamit ng malaki at maliit na letra upang maipahayag ang ideya, damdamin o reaksiyon sa isang paksa o isyu	2					
	Nababaybay nang waasto ang mga salita di-kilala batay sa bigkas	2					
	Nagagamit ang malaki at maliit na letra at mga bantas sa pagsulat ng, mga Salitang natutunan sa aralin(parirala,pangungusap)	2					
VI.	Pagsasalita *Note: Ang kasanayan sa Pagsasalita ay maaring isagawa bago o pagkatapos ng pasulat na pamanahunang pagsusulit bilang performance						
	TOTAL	21	100%	30	9	13	8



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
FILIPINO 4

Most Essential Learning Competencies	No. of Days	Perc enta ge %	No. of Item s	Level of Objectives (Item Placement)		
				Strand 1 30%	Strand 2 40%	Strand 3 30%
1. Nasasagot ang mga tanong sa napakinggang kuwento.	3	7%	3	1,2	3	
2. Natutukoy ang damdamin ng nagsasalita ayon sa tono diin, bilis at intonasyon.	4	10%	4	4, 5	6,7	
3. Nasusunod ang napakinggang panuto o hakbang ng isang gawain.	5	12%	5	8	9,10, 11	12
4. Natutukoy ang angngalang pantangi at pambalana sa pangungusap.	3	7%	4		13,14 ,15	
5. Natutukoy ang panghalip panao sa pangungusap.	3	7%	3		16,17	18
6. Nagagamit ang panghalip sa usapan at pagsasabi tungkol sa sariling karanasan.	5	12%	5	19	20,21 ,	22,23
7. Naibibigay ang kasingkahulugan ng salita sa pamamagitan ng kasingkahulugang gamit ang pahiwatig sa pangungusap.						
8. Naibibigay ang kahulugan ng salita sa pamamagitan ng kasalungat gamit ang pahiwatig sa pangungusap.	4	10%	4	24	25,26	27
9. Nasasagot ang mga tanong sa sa binasang kuwento.	4	10%	4	28	29,30	31
10. Nagagamit nang wasto ang mga bahagi ng aklat tulad ng talaan ng nilalaman, talahuluganan.	5	12%	6	32,33,	34,35 ,36	
11. Naisasalaysay muli ang nabasang kuwento gamit ang mga pangungusap.	5	12%	4	37	38	39,40
TOTAL	45	100	40	11	21	8



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
FILIPINO 5

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. Natutukoy ang kahulugan ng mga salitang pamilyar at di- Pamilyar	3	7%	4	1, 2	3,4	
2. Natutukoy ang pangngalan ng mga salita.	3	7%	4	5, 6	7,8	
3. Natutukoy ang pangngalan ayon sa gamit	3	7%	4	9, 10	11,12	
4. Natutukoy ang pangngalan ayon sa kalikasan	3	7%	3	13	14, 15	
5. Natutukoy ang uri ng pangngalan sa mga pangungusap	3	7%	4	16	17, 18	19
6. Natutukoy ang pangngalan ng mga salita ayon sa kasarian.	3	7%	4	20	21, 22	23
7. Nagagamit ang angkop na pang- halip panao sa pangungusap	3	7%	3	24		25,26
8. Natutukoy ang angkop na paghalip Pananong sa pangungusap.	3	7%	3	27	28, 29	
9. Natutukoy ang angkop na panghalip Panaklaw sa pangungusap.	3	7%	3	30	31	32
10. Natutukoy ang angkop na panghalip pamatlig sa pangungusap.	3	7%	3	33	34	35
11. Naibibigay ang kahulugan ng mga Sawikain o idyoma	2	4%	2	36		37
12. Nakasusulat ng liham pangkai- bigan.	3	7%	4		38, 39	40,41
13. Nasasagot ang mga tanong gamit. ang bar graph	3	7%	3	42	43,44	
14. Nasasagot ang mga tanong sa binasang kuwento.	2	4%	2		45	46
15. Napagsusunod-sunod ang mga pangyayari sa kuwentong binasa.	2	4%	2		47, 48	
16. Nasasagot ang mga tanong sa Kuwentong napakinggan.	2	4%	2		49	50
TOTAL	44	100%	50	15	25	10



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
FILIPINO 6

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.Nasasagot ang mga tanong tungkol sa napakinggang /nabasang pabula, kwentong pang-impormasyon at usapan..		8	4	1,2,3,4,		
2.Nasasagot ang tanong ng bakit at paano.		6	3		5,6,7	
Nagagamit ang wastong pangngalan at panghalip sa pakikipagusap sa iba't-ibang sitwasyon		10	5		8,9,10	11,12
4..Naibibigay ang kahulugan sa mga kilos ng mga tauhan sa napakinggang pabula		8	4	13,14	15,16	
5.Naibibigay ang kahulugan sa sawikain		8	4	17,18,	19,20	
6. ..Napagsunod-sunod ang mga pangyayari sa kuwento sa tulong ng nakalarawang balangkas		6	3	21,	22,23	
7.Naiibigay ang hinuha at wakas sa kwentong napakinggan/nabasa.		6	3		24,	25,26
8....Nagagamit ang magagalang na pananalita sa pagpapahayag ng saloobin.		6	3		27,28,	29
9 .Nagagamit ang iba't-ibang uri ng panghalip(panao, pananong, panaklaw, pamatlig) sa pakikipag-usap sa iba't-ibang sitwsyon		10	5	30,	31,32	33,34
10.Nakakapagbigay ng solusyon sa isang suliraning naobsrbahan sa paligid		6	3		35,36,37	
11.Nakapagbibigay ng angkop pamagat sa binasang/napakinggang talata.		8	4	38,	39,40,41	
12.Naiipahayag ang sariling opinyon o reaksiyon sa isang napakinggang isyu o usapan.		8	4	42,43,	44,45,	
13.Nakakasulat ng kuwento, talatang nagpapaliwanag at nagsasalaysay.		10	5			46,47,48.49.50
TOTAL		100%	50	13	25	12



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
FILIPINO 7

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	Nahihinuha ang kaugalian at kalagayang panlipunan ng lugar na pinagmulan ng kuwentong-bayan batay sa mga pangyayari at usapan ng mga tauhan (MELC-1)	4	5	10%	26,27	28,29, 30	
2	Nahihinuha ang kalalabasan ng mga pangyayari batay sa akdang napakinggan (MELC-3)	4	5	10%			16, 17, 18, 19, 20
3	Naipaliliwanag ang sanhi at bunga ng mga pangyayari (MELC-4)	4	5	10%		11, 12, 13, 14, 15	
4	Nagagamit nang wasto ang mga retotikal na pang-ugnay na ginamit sa akda (kung, kapag, sakali at iba pa), sa paglalahad (una, ikalawa, isang araw, samantala) at sa pagbuo ng editotyal na nanghihikayat (totoo, tunay, talaga pero, subalit at iba pa) (MELC-7)	4	5	10%	8,9,10	6,7	
5	Naiisa-isa ang mga hakbang na ginawa sa pananaliksik mula sa napakinggang mga pahayag (MELC 9)	4	5	10%	31,32, 33	34,35	
6	Nasusuri ang ginamit na datos sa pananaliksik sa isang proyektong panturismo (halimbawa: pagsusuri sa isang coupon o brochure) (MELC -10)	4	5	10%	36	37,38	39,40
7	Naipaliliwanag ang mga salitang ginamit sa paggawa ng proyektong panturismo (hal. paggamit ng acronym sa promosyon) (MELC- 11)	4	5	10%	1,2,3, 4,5		
8	Nagagamit nang wasto at angkop ang wikang Filipino sa pagsasagawa ng isang makatotohanan at mapanghikayat na proyektong panturismo (MELC-13)	4	5	10%		21, 22, 23, 24, 25	
9	Nagagamit nang wasto ang mga pahayag sa pagbibigay ng mga patunay (MELC 2)	2	5		41, 42	43,44	45
10	Nasusuri ang pagkamakatotohanan ng mga pangyayari batay sa sariling karanasan (MELC 8)	3	5			46,47	48,49,50
	TOTAL	40	50	100%	16	23	11

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
FILIPINO 8

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	Naiuugnay ang mahahalagang kaisipang nakapaloob sa mga karunungan-bayan sa mga pangyayari sa tunay na buhay sa kasalukuyan (F8PB-Ia-c-22)(MELC-1)	4	5	10%	6,7	8,9,10	
2	Nabibigyang-kahulugan ang mga talinghaga, eupimistiko o masining na pahayag ginamit sa tula, balagtasang alamat/maikling kuwento, epiko ayon sa: -kasingkahulugan at kasalungat na kahulugan (F8PT-Ia-c-19)(MELC-2)	4	5	10%	1,2,3,	4,5	
3	Naisusulat ang sariling bugtong, salawikain, sawikain o kasabihan na angkop sa kasalukuyang kalagayan (F8PU-Ia-c-20)(MELC-3)	4	5	10%	26,27, 28		29,30
4	Nagagamit ang paghahambing sa pagbuo ng alinman sa bugtong, salawikain, sawikain o kasabihan (eupemistikong pahayag) (F8WG-Ia-c-17)(MELC-4)	4	5	10%		11,1 2,13 ,	14,,1 5
5	Napauunlad ang kakayahang umunawa sa binasa sa pamamagitan ng: - paghihinuha batay sa mga ideya o pangyayari sa akda -dating kaalaman kaugnay sa binasa (F8PB-Ig-h-24) (MELC-6)	4	5	10%	16,17	18,19, 20	
6	Nagagamit ang iba't ibang teknik sa pagpapalawak ng paksa: -paghahawig o pagtutulad pagbibigay depinisyon – pagsusuri (F8PB-Ig-h-22)(MELC-7)	4	5	10%	31	32, 33,	34,35
7	Naisusulat ang talatang: -binubuo ng magkakaugnay at maayos na mga pangungusap - nagpapa-hayag ng sariling palagay o kaisipan -nagpapakita ng simula, gitna, wakas (F8PU-Ig-h-22) (MELC-8)	4	5	10%	21,22, 23	24,25	
8	Nagagamit ang mga hudyat ng sanhi at bunga ng mga pangyayari (dahil,sapagkat,kaya,bunga nito, iba pa) (F8WG-Ig-h-22) (MELC-)	4	5	10%		36,37	38,39,4 0
9	Nakikinig nang may pagunawa upang - mailahad ang layunin ng napakinggan	4	5	10%	41,42	43	44,45

	-maipaliwanag ang pagkakaugnay-ugnay ng mga pangyayari (MELC-5)						
10	Nagagamit nang maayos ang mga pahayag sa pag-aayos ng datos (una, isa pa, iba pa)	4	5	10%	46	47,48	49,50
	TOTAL	40	50	100%	17	20	13



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
FILIPINO 9

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	Napag-iisa-isa ang mga kaugalian, tradisyon pati na ang kasalukuyang kaganapan na maaaaring gamiting batayan sa paghahambing Nasusuri ang mga pangyayari, at ang kaugnayan nito sa kasalukuyan sa lipunang Asyano batay sa napakinggang akda	2	8%	4	1,2	3,4	
2	Napapahalagahan ang paglalarawan sa isang tauhan at ang kanyang mga dayalogong magpapahiwatig sa kanyang paninidigan Nabubuo ang sariling paghatol o pagmamatuwid sa mga ideyang nakapaloob sa akda	2	8%	4		5,6,7,8	
3	Napapahalagahan ang kaibahan sa paggamit ng salitang denotatibo at konotatibo Nabibigyang- kahulugan ang mahirap na salitang ginamit sa akda batay sa denotatibo o konotatibong kahulugan	2	8%	4	9,10	11,12	
4	Nasisiyahan sa ilang piling pangyayari ng napanood na telenobela na may kaugnayan sa mga partikular na kaganapan sa lipunang Asyano sa kasalukuyan Naihahambing ang ilang piling pangyayari sa napanood na telenobela sa ilang piling kaganapan sa lipunang Asyano sa kasalukuyan	2	8%	4		13,14,	15,16
5	Napapahalagahan ang kabuluhan ng bawat elemento ng maikling kuwento sa pagpapaabot ng mensahe ng akda Nasusuri ang maikling kuwento batay sa: - Paksa - Mga tauhan - Pagkakasunod-sunod ng mga pangyayari estilo sa pagsulat ng awtor, iba pa	2	8%	4	17,18,	19,20	

6	Nasisiyahan sa takbo ng mga pangyayaring pinanood Napagsusunod-sunod ang mga pangyayari	1	4%	2		21,22,	
7	Napahalagahan ang paggamit ang mga pang-ugnay na hudyat ng pagsusunod-sunod ng mga pangyayari Napagsusunod-sunod ang mga pangyayari gamit ang angkop na mga pang-ugnay	1	4%	2	23,24		
8	Napahalagahan ang ambag ng mga simulain hinggil sa katotohanan, kabutihan at kagandahan ng isang katha o obra maestra Nauuri ang mga tiyak na bahagi sa akda na nagpapakita pinakamataas ng katotohanan, kabutihan at kagandahan bataysa napakinggang bahagi ng nobela	2	8%	4	25,	26,27,28	
9	Personal na nakapag-iisa-isa o nakapagbabanggit ng mga halimbawa ng tunggaliang tao vs sarili (e.g. bakit, kailan at paano ang paglaladlad, pag-amin sa isang mali o kasalanan) Nasusuri ang tunggaliang tao vs. sarili sa binasang nobela	1	4%	2	29,30		
10	Nakatatamo ng kasiyahan sa pagbibigay-kahulugan sa mga partikular na pahiwatig ng akda Nabibigyan ng sariling interpretasyon ang mga pahiwatig na ginamit sa akda	1	4%	2		31,32	
11	Naipapamalas ang kawilihan sa panonood ng teleseryeng Asyano sa pamamagitan ng pagtatala o pagpupuno sa tugunang papel Nasusuri ang pinanood na teleseryeng Asyano batay sa itinakdang pamantayan	1	4%	2			33,34
12	Nakalilikha ng listahan ng mga hinuhang ugali ng pangunahing karakter Naisusulat ang isang pangyayari na nagpapakita ng tunggaliang tao vs. sarili	1	4%	2			35,36
13	Napahalagahan ang paggamit ng mga panandang retorikal sa pagbabahagi ng mga saloobin Nagagamit ang mga pahayag na ginagamit sa pagbibigay-opinyon (sa tingin / akala / pahayag / ko, iba pa)	1	4%	2		37,38	

14	Napapahalagahan ang iba't ibang tono ng persona sa pagbasa ng mga piling saknong mula sa ilang piling tula, o sa youtube Naiuugnay ang sariling damdamin sa damdaming inihayag sa napakinggang tula	1	4%	2		39,40	
15	Nakapagbibigay ng kahit dalawang pangkalahatang paksang maaaring gawing batayan sa paghahambing (hal. Papel ng edukasyon, pagmamahal sa kalikasan, paggalang sa magulang) Nailalahad ang sariling pananaw at naihahambing ito sa pananaw ng iba tungkol sa pagkakaiba-iba o pagkakatulad ng paksa sa mga tulang Asyano	1	4%	2			41,42
16	Nasisiyahan sa mga hanay ng mga pahayag na halos magkakatulad ang gustong ipaabot Natutukoy at naipaliliwanag ang magkakasingkahulugang pahayag sa ilang taludturan	1	4%	2	43,44		
17	Nasisiyahan sa taludturan o tugmaan sa liriks ng ilang piling kanta na sikat o sumikat Naisusulat ang ilang taludtod tungkol sa pagpapahalaga sa pagiging mamamayan ng bansang Asya	1	4%	2	45	46	
18	Naipaliliwanag ang salitang may higit sa isang kahulugan	1	4%	2	47,78		
19	Nasusuri ang paraan ng pagpapahayag ng mga ideya at opinyon sa napanood na debate o kauri nito	1	5%	2		49,50	
	TOTAL	23	100	50	17	20	13

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
FILIPINO 10

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%
	Pagpapayaman ng Talasalitaan						
1	Naiuugnay ang kahulugan ng salita batay sa kayarian nito (F10PT-Ia-b-61)	1.2	4%	2	1, 2		
2	Nabibigyang- puna ang estilo ng may-akda batay sa mga salita at ekspresyong ginamit sa akda;ang bisa ng paggamit ng mga salitang nagpapahayag ng matinding damdamin (F10PT-Ib-c-62)	1	3%	1	3		
3	Natutukoy ang mga salitang magkakapareho o magkakaugnay ang kahulugan (F10Pt-Ic-d-63)	1	3%	1	4		
4	Naipaliliwanag ang mga alegoryang ginamit sa binasang akda (F10PT-Ie-f-65)	1	3%	1	5		
5	Nabibigyang-kahulugan ang mahihirap na salita o ekspresyong ginamit sa akda batay sa konteksto ng pangungusap (F10PT-Ie-f-64)	1.2	4%	2	6, 7		
6	Nakikilala ang pagkakaugnay-ugnay ng mga salita ayon sa antas o tindi ng kahulugang ipinahahayag nito (clining) (F10PT-Ig-h-67)	1.2	4%	2		8, 9	
7	Naibibigay ang kaugnay na mga konsepto ng piling salitang critique at simposyum (F10PT-Iij-68)	1	3%	1	10		
	Kaalamang Pangnilalaman						
8	Naiuugnay ang mga kaisipang nakapaloob sa akda sa nangyayari sa: Sarili, pamilya Pamayanan, lipunan, daigdig (F10PB-Ia-b-62)	1.5	5%	2		12	11
9	Naipahahayag nang malinaw ang sariling opinyon sa paksang tinalakay (F10PS-Ia-b-64)	1.5	5%	2		13, 14	
10	Nasusuri ang tiyak na bahagi ng napakinggang parabula na naglalahad ng katotohanan, kabutihan at kagandahang-asal (F10PN-Ib-c-63)	1.5	5%	2		15, 16	
11	Nasusuri ang nilalaman, elemento at kakanyahan ng binasang akda gamit ang mga ibinigay na tanong at binasang mitolohiya (F10PB-Ib-c-63)	1.5	5%	2		17, 18	
12	Naipaliliwanag ang pangunahing paksa at pantulong na mga ideya sa napakinggang impormasyon sa radyo o iba pang anyo ng media (F10PN-Ic-d-64)	1	3%	1		19	
15	Naitatala ang mga impormasyon tungkol sa isa sa napapanahong isyung pandaigdig (F10PU-Ic-d-66)	1	3%	1			20

16	Nahihinuha ang katangian ng tauhan sa napakinggang epiko (F10PN-Ie-f-65)	1	3%	1		21	
17	Naibibigay ang sariling interpretasyon kung bakit ang mga suliranin ay ipinararanas ng may akda sa pangunahing tauhan ng epiko (F10PB-Ie-f-65)	1	3%	1		22	
18	Napangangatwiran ang mga dahilan kung bakit mahalagang akdang pandaigdig na sumasalamain ng isang bansa ang epiko (F10PB-Ie-f-66)	1	3%	1		23	
19	Natutukoy ang mga bahaging napanood na tiyakang nagpapakita ng ugnayan ng mga tauhan sa puwersa ng kalikasan (F10PD-Ie-f-64)	1	3%	1		24	
13	Nabibigyang-reaksiyon ang mga kaisipan o ideya sa tinalakay na akda, ang pagiging makatotohanan/di-makatotohanan ng mga pangyayari sa maikling kuwento (F10PB-Ic-d-64)	1	3%	1			25
20	Naipaliliwanag ng ilang pangyayaring napakinggan na may kaugnayan sa kasalukuyang mga pangyayari sa daigdig (F10PN-If-g-66)	1	3%	1			26
21	Naibibigay ang katangian ng isang tauhan batay sa napakinggang diyalogo (F10PN-Ig-h-67)	1.5	5%	2		27, 28	
22	Nasusuri ang binasang kabanata ng nobela bilang isang akdang pampanitikan sa pananaw humanismo o alinmang angkop na pananaw (F10PB-Ig-h-68)	1	3%	1			29
23	Nailalarawan ang kultura ng mga tauhan na masasalamain sa kabanata (F10PS-Ig-h-69)	1	3%	1			30
Pagsusuring Panggramatika at Retorika							
24	Nagagamit ng wasto ang pokus ng pandiwa (tagaganap, layon, pinaglalaanan at kagamitan) 1. sa pagsasaad ng aksyon, pangyayari at karanasan 2. sa pagsulat ng paghahambing 3. sa pagsulat ng saloobin 4. sa paghahambing sa sariling kultura at ng ibang bansa 5. isinulat na sariling kwento (F10WG-Ia-b-57)	2	6%	3		31, 32, 33	
25	Nagagamit ang angkop na mga piling pangugnay sa pagsasalaysay (pagsisimula, pagpapadaloy ng mga pangyayari, pagwawakas) (F10WG-Ib-c-58)	1.5	5%	2		34, 35	
26	Nagagamit ang angkop na mga pahayag sa pagbibigay ng sariling pananaw (F10WG-Ic-d-59)	1	3%	1		36	
27	Nagagamit ang angkop na mga hudyat sa pagsusunod-sunod	1.2	4%	7	37, 38	39, 40, 41,	42, 43

	ng mga pangyayari (F10WG-Ie-f-60)						
28	Nagagamit ang angkop na mga panghalip bilang panuring sa mga tauhan (F10WG-If-g-61)	1.2	4%	7		44,45, 46	47,48, 49,50
	Kabuuan	32	100%	50	10	28	12



TABLE OF SPECIFICATIONS
KOMUNIKASYON AT PANANALIKSIK SA WIKA AT KULTURANG FILIPINO
FILIPINO 11
Grade 11

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%
Mga Konseptong Pangwika	1. Naiuugnay ang mga konseptong pangwika sa mga napakinggang sitwasyong pangkomunikasyon sa radyo, talumpati, at mga panayam	2	5		#38	#10,
	2. Natutukoy ang mga kahulugan at kabuluhan ng mga konseptong pangwika	4	10		#29,	#23,
	3. Naiuugnay ang mga konseptong pangwika sa mga napanood na sitwasyong pang komunikasyon sa telebisyon	2	5			#34,#2,
	4. Naiuugnay ang mga konseptong pangwika sa sariling kaalaman, pananaw, at mga karanasan	2	5			#37,#4
	5. Nagagamit ang kaalaman sa modernong teknolohiya (facebook, google, at iba pa) sa pag-unawa sa mga konseptong pangwika	2	5			
Gamit ng Wika sa Lipunan	6. Nabibigyang kahulugan ang mga komunikatibong gamit ng wika sa lipunan (Ayon kay M. A. K. Halliday)	4	10			
	7. Natutukoy ang iba't ibang gamit ng wika sa lipunan sa pamamagitan ng napanood na palabas sa telebisyon at pelikula	2	5			
	8. Naipaliliwanag nang pasalita ang gamit ng wika sa lipunan sa pamamagitan ng mga pagbibigay halimbawa	2	5			
	9. Nagagamit ang mga cohesive device sa pagpapaliwanag at pagbibigay halimbawa sa	2	5			

	mga gamit ng wika sa lipunan						
	10. Nakapagsasaliksik ng mga halimbawang sitwasyon na nagpapakita ng gamit ng wika sa lipunan	4	10	5		#31,#36, #32,#33 #,39	
Kasaysayan ng Wikang Pambansa	11. Nakapagbibigay ng opinyon o pananaw kaugnay sa mga napakinggang pagtalakay sa wikang pambansa	2	5	3	#24	#49	#12
	12. Nasusuri ang mga pananaw ng iba't ibang awtor sa isinulat na kasaysayan ng wika	2	5	3	#26	#17	#8
	13. Natutukoy ang mga pinagdaanang pangyayari / kaganapan tungo sa pagkabuo at pag-unlad ng Wikang Pambansa	4	10	5	#1, #3,	#7	#27, #28
	14. Nakasusulat ng sanaysay na tumatalunton sa isang partikular na yugto ng kasaysayan ng Wikang Pambansa	2	5	3	#9	#21, #22	
	15. Natitiyak ang mga sanhi at bunga ng mga pangyayaring may kaugnayan sa pag-unlad ng Wikang Pambansa	4	10	5	#25	#44,	#20
	TOTAL	40	100	50	15	20	15



TABLE OF SPECIFICATIONS
PAGBASA AT PAGSUSURI NG IBA'T IBANG TEKSTO TUNGO SA PANANALIKSIK
Grade 11

	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%
	Natutukoy ang paksang tinalakay sa iba't ibang tekstong binasa	4	13	6.25	1,2	17,18,19	35
	Natutukoy ang kahulugan at katangian ng mahahalagang salitang ginamit ng iba't ibang uri ng tekstong binasa						
	Naibabahagi ang katangian at kalikasan ng iba't ibang tekstong binasa	4	13	6.25	3,4	20,21,22,	36
	Nakasusulat ng ilang halimbawa ng iba't ibang uri ng teksto						
	Nagagamit ang cohesive device sa pagsulat ng sariling halimbawang teksto	4	13	6.25	5,6	23,24	37,38
	Nakakukuha ng angkop na datos upang mapaunlad ang sariling tekstong isinulat	4	13	6.25	7,8	25,26,	39,40
	Naiuugnay ang mga kaisipang nakapaloob sa binasang teksto sa sarili, pamilya, komunidad, bansa, at daigdig						
	Naipaliliwanag ang mga kaisipang nakapaloob sa tekstong binasa	4	13	6.25	9,10	27,28,29	41,42, 43
	Nagagamit ang mabisang paraan ng pagpapahayag: a. Kalinawan b. Kaugnayan c. Bisa Sa reaksyong papel na isinulat	8	25	12.50	11,12, 13	30,31,32, 33,34	44,45, 46,47
	Nakasusulat ng mga reaksyong papel batay sa binasang teksto ayon sa katangian at kabuluhan nito sa: a. pamilya b. komunidad c. bansa d. daigdig	4	13	6.25	15,16	35,36	49,50
		32	100	50	15	20	15

TABLE OF SPECIFICATIONS
FILIPINO SA FILIPINO SA PILING LARANG (TEKNIKAL-BOKASYUNAL)
APPLIED SUBJECT
Grade 12

Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
				Strand 1 40%	Strand 2 40%	Strand 3 20%
Nabibigyang-kahulugan ang eknikal at bokasyunal na sulatin	12	38	18.75	1,2,3,4,5,6	16,17,18,19,20,21,22	36,37,38,39,40
Nakikilala ang iba't ibang teknikal-bokasyunal na sulatin ayon sa: a. Layunin b. Gamit c. Katangian d. Anyo e. Target na gagamit						
Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating pang-is poteknikal-bokasyunalrts	12	38	18.75	7,8,9,10,11	23,24,25,26,27,28,29	42,43,44,45
Nabibigyang-kahulugan ang mga terminong eknikal at bokasyunal na sulatin na may kaugnayan sa piniling sulatin						
Naitatala ang mga panuto (rules) sa programang eknikal at bokasyunal na sulatin	8	25	12.50	12,13,14,15	30,31,32,33,34,35	46,47,48,49,50
Naitatala ang mga panuto (rules) sa programang eknikal at bokasyunal na sulatin						
Total	32	100	50	15	20	15

**TABLE OF SPECIFICATIONS
FILIPINO SA PILING LARANG (ISPORTS)
APPLIED SUBJECT
Grade 12**

	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 40%	Strand 2 40%	Strand 3 20%
	Nabibigyang-kahulugan ang sulating pang-isport	12	38	18.75	1,2,3,4,5,6	16,17,18,19,20,21,22	36,37,38,39,40
	Nakikilala ang iba't ibang sulating pang-isports ayon sa: a. Layunin b. Gamit c. Katangian d. Anyo e. Target na gagamit						
	Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating pang-isports	12	38	18.75	7,8,9,10,11	23,24,25,26,27,28,29	42,43,44,45
	Nabibigyang-kahulugan ang mga terminong pang-isports na may kaugnayan sa piniling sulatin						
	Naitatala ang mga panuto (rules) sa programang pang-isports	8	25	12.50	12,13,14,15	30,31,32,33,34,35	46,47,48,49,50
	Total	32	100	50	15	20	15



**TABLE OF SPECIFICATIONS
FILIPINO SA PILING LARANG (AKADEMIK)
APPLIED SUBJECT
Grade 12**

	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%
	Nabibigyang-kahulugan ang akademikong pagsulat	12	38	18.75	1,2,3,4,5,6	16,17,18,19,20,21,22	36,37,38,39,40
	Nakikilala ang iba't ibang akademikong sulatin ayon sa: a. Layunin b. Gamit c. Katangian d. Anyo						
	Nakapagsasagawa ng panimulang pananaliksik kaugnay ng kahulugan, kalikasan, at katangian ng iba't ibang anyo ng sulating akademiko						
	Nakakasusulat nang maayos na akademikong sulatin	12	38	18.75	7,8,9,10,11	23,24,25,26,27,28,29	42,43,44,45
	Nakasusunod sa istilo at teknikal na pangangailangan ng akademikong sulatin						
	Nakasusulat ng talumpati batay sa napakinggang halimbawa	8	25	12.50	12,13,14,15	30,31,32,33,34,35	46,47,48,49,50
	Total	32	100	50	15	20	15

ENGLISH 2
Table of Specifications
Quarter 1

Content	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1 30%	Strand 2 40%	Strand 3 30%
Classify/Categorize sounds heard (animals, mechanical, objects, musical instruments, environment, speech)	5	12.5	3	1	2	3
3Read the alphabets of English and associate to phonemes	5	12.5	3	4	5	6
7Recognize common or proper nouns in simple sentences	5	12.5	3	7	8	9
Recognize the use of a/an + noun	5	12.5	3	10	11	12
Identify the English equivalent of words in the Mother Tongue or in Filipino	5	12.5	3	12	13	15
Give the beginning letter of the name of each picture	5	12.5	3	16	17	18
Recognize common action words in retelling, conversation, etc.	5	12.5	3	19	20	21
Identify and discuss the elements of a story (theme, setting, characters, and events)	5	12.5	4	22	23.24	25
Total	40	100	25	8	9	8



ENGLISH 3
Table of Specifications
Quarter 1

Content	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1 30%	Strand 2 40%	Strand 3 30%
Describe one's drawing about the stories/poems listened to using simple and compound sentences	2.5	6.25	1	1	0	0
Write a short paragraph providing another ending for a story listened to	2.5	6.25	1	0	2	0
Use different kinds of sentences in a dialogue (e.g. declarative, interrogative, exclamatory, imperative)	5	12.5	4	3	4,5	6
Use common and proper nouns in a sentence (EN3G-If-2.2)	5	12.5	4	7	8,9	10
Use plural form of regular nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) EN2G-Ig-h-2 .3	2.5	6.25	2	0	11	12
Use plural form of frequently occurring irregular nouns (e.g. children, feet, teeth) (EN3G-Ii-j-2.4)	2.5	6.25	2	0	13	14



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Review reading and writing short e, a, i, o, and u words in CVC pattern (EN3PWR-Ia-b-7)	5	12.5	4	15	16,17	18
Read phrases, sentences and short stories consisting of 2-syllable words (EN3PWR-Ij-21)	5	12.5	4	19	20,21	22
Initiate conversations with peers in a variety of school settings EN3FL-Ia-3.8	5	12.5	4	23	24,25	26
Summarize and restate information shared by others	5	12.5	4	27	28,29	30
Total	40	100	30	7	15	8



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ENGLISH 4
Table of Specifications
Quarter 1

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%
Recognize the parts of a simple paragraph	5	12.5	5	1, 2	3, 4	5
Use resources such as dictionary, thesaurus, online sources to find the meaning of words	5	12.5	5	6	7, 8	9,10
Note significant details of various text-types	5	12.5	5	11,12	13,14	15
Identify the structure, purpose and language features of different text types, e.g. narrative, information report, procedure, argument	10	25	10	16,17,18	19,20,21,22,	23, 24,25,
Identify different meanings of unfamiliar words through structural analysis (words and affixes:	5	12.5	5	26,	27,28,	29, 30

prefixes and suffixes)						
Identify meanings of content specific words (denotation and connotation)	5	12.5	5	31	32,33	34,35
Get the meaning of words through word association (analogy) and classification	5	12.5	5	36,37	38, 39	40
Total	40	100	40	12	16	12



ENGLISH 5
Table of Specifications
Quarter 1

Most Essential Learning Competencies	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1	Strand 2	Strand 3
				30%	40%	30%
Fill-out forms accurately (school forms, deposit and withdrawal slips, etc.)	10	25	13	1,2,3, 4	5, 6, 7, 8, 9, 10,	11, 12, 13
Clarify meaning of words using dictionaries, thesaurus, and/or online resources	5	12.5	6	14,15	16,17,18	19
Infer the meaning of unfamiliar words using context clues	5	12.5	6	20, 21	22, 23, 24	25
Identify, write and use a simple sentence.	3	7.5	3			48,49, 50
Differentiate simple, compound and complex sentence	2	5	3		26, 27, 28	
Use compound and complex sentences to show cause and effect and problem-solution	5	12.5	6	29, 30	31, 32, 33	34

relationship of ideas.						
Compose clear and coherent sentences using appropriate grammatical structures: subject-verb agreement, kinds of adjectives, subordinate and coordinate conjunctions, and adverbs of intensity and frequency	10	25	13	35, 36, 37, 38	39, 40, 41, 42, 43, 44	45, 46, 47
Total	40	100	50	14	24	12

ENGLISH 6
Table of Specifications
Quarter 1

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%
Identify real or make-believe, fact or non-fact images	20	50	25	1, 2, 3, 4, 5 ,6, 7, 8	9,10,11,12, 13,14, 15,116,17,18	19,20,21,22, 23,24,25
Interpret the meaning suggested in visual media through a focus on visual elements, for example, line, symbols, colour, gaze, framing and social distance	10	25	13	26,27,28,29	30,31,32, 33,34	35,36,37,38
Make connections between information viewed and personal experiences	10	25	12	39,40,41,42	43,44,45,46	47,48,49,50
Total	40	100	50	16	20	15



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ENGLISH 7
Table of Specifications
Quarter 1

Most Essential Learning Competencies	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1	Strand 2	Strand 3
MELC 1: Supply other words or expressions that complete an analogy	5	12.5 %	5	1-5		
MELC 2: Identify the genre of a material viewed (such as movie clip, trailer, news flash, internet-based program, documentary, video, etc.)	5	12.5 %	5	6-10		
MELC 3: Use the passive and active voice meaningfully in varied contexts	5	12.5 %	5	11-13	14-15	
MELC 4: Use the past and past perfect tenses correctly in varied contexts	5	12.5 %	5		16-18	19-20
MELC 5: Use direct and reported speech	5	12.5 %	5		21-23	24-25

appropriately in varied contexts						
MELC 6: Use phrases, clauses, and sentences appropriately and meaningfully	7	12.5 %	5	26-28	29-30	
MELC 7: Use the appropriate reading style (scanning, skimming, speed reading, intensive reading etc.) for one's purpose	8	25%	10		31-36	37-40
Total	40	100	40	16	16	8

ENGLISH 8
Table of Specifications
Quarter 1

Most Essential Learning Competencies	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1	Strand 2	Strand 3
Determine the meaning of words and expressions that reflect the local culture by noting context clues	8	25 %	10	1-5 6-10		14-15
Use conventions in citing sources	8	12.5%	5		11-13	
Use modals appropriately	8	12.5%	5	16-18	19-20	27-30
Identify and use signals that indicate coherence (e.g. additive – also, moreover; causative – as a result, consequently; conditional/concessional – otherwise, in that case, however; sequential – to begin with, in conclusion; clarifying – for instance, in fact, in addition)	8	10%	10		21-26	
. Use a range of verbs, adjectives and adverbs to convey emotional response or reaction to an issue to persuade	10	10 %	10	31, 34-35	36-40	32, 33
Total	40	100	40	16	16	8



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ENGLISH 9
Table of Specifications
Quarter 1

Most Essential Learning Competencies	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1	Strand 2	Strand 3
Express permission, obligation, and prohibition using modals	12	31 %	12	1,2,3	4,5,6 7,8,9	10,11 39
Use conditionals in expressing arguments (EN9G-IIe-20)	12	31 %	12	12,13,14 15,16	17,18,19 20	21,22 40
Employ the appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen)	16	38 %	16	23,24,25,26,27 28,29,30	31,32 33,34,35,36	37,38
Total	40	100	40	16	16	8



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ENGLISH 10
Table of Specifications
Quarter 1

Most Essential Learning Competencies	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1	Strand 2	Strand 3
Use information from news reports, speeches, informative talks, panel discussion, etc. in everyday life	5	12.5 %	5	1,2 9, 10	17	
Determine the effect of textual aids like advance organizers, titles, non-linear illustrations, etc. on the understanding of a text	5	12.5 %	5	3, 11	18	36, 39
Appraise the unity of plot, setting and characterization in a material viewed to achieve the writer's purpose	5	12.5 %	5	4	19, 20 25	40
Compare and contrast the contents of the materials viewed with outside sources	5	12.5 %	5	5, 12	21, 22, 26	



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of information in terms of accessibility and effectiveness						
Employ analytical listening in problem solving	5	12.5 %	5	6, 13	23, 27	37
Evaluate and make judgments about a range of texts using a set of criteria, e.g. comparing arguments on the same topic, critiquing a short story	10	25 %	10	7, 14, 15	24 30, 31, 32	33, 34, 35
Evaluate listening texts using a given criteria, e.g. fluency, tone, cohesion, correctness	5	12.5 %	5	8, 16	28, 29	38
Total	40	100	40	16	16	8



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TABLE OF SPECIFICATIONS
1st 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	Classify objects and materials as solid, liquid and gas based on some observable characteristics	20	50%	15	5 1,2,3, 4,5	6 10, 11, 12, 13, 14, 15	4 22, 23, 24, 25
2	Describe changes in materials based on the effect of temperature: 1. solid to liquid 2. liquid to solid 3. liquid to gas 4. solid to gas	20	50%	15	4 6,7,8,9	6 16, 17, 18, 19, 20, 21	5 26, 27, 28, 29, 30
TOTAL		40	100%	30	9	12	9



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TABLE OF SPECIFICATIONS
1st 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)	Strand 2 (Conceptual Understanding)	Strand 3 (Higher Level)
					30%	40%	30%
1	Classify materials based on the ability to absorb water, float, sink, undergo decay.	10	25%	10	3 1, 2,3	4 13, 14, 15, 16	3 29, 30, 31
2	Describe changes in solid materials when they are bent, pressed, hammered, or cut.	10	25%	10	3 4, 5,6	4 17, 18, 19, 20	3 32, 33, 34
3	Describe changes in properties of materials when exposed to certain conditions such as temperature or when mixed with other materials.	10	25%	10	3 7, 8,9	4 21, 22, 23, 24	3 35, 36, 37,
4	Identify changes in materials whether useful or harmful to one's environment	10	25%	10	3 10, 11, 12	4 25, 26, 27, 28	3 38, 39, 40
		40	100%	40	12	16	12

TABLE OF SPECIFICATIONS
1st 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	Use the properties of materials whether they are useful or harmful	10	25%	13	4	5	4
2	Investigate changes that happen in materials under the following conditions: a. presence or lack of oxygen; and b. application of heat	15	37.5%	19	6	8	5
3	Design a product out of local recyclable solid and / or liquid materials in making useful products	15	37.5%	18	5	7	6
	TOTAL	40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
1st 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 appearance and uses of homogenous and heterogenous mixtures	20	50%	25	8 1,2,3, 4,5,6, 7,8	10 16, 17, 18, 19, 20, 21, 22, 23, 24, 25,	7 36, 37, 38, 39, 40, 41, 42
2	Describe techniques in separating mixtures such as decantation , evaporation , filtering , sieving and using magnet	20	50%	25	7 9, 10, 11,12, 13,14, 15,	10 26, 27 28, 29, 30, 31, 32, 33, 34, 35,	8 43, 44, 45, 46, 47, 48, 49, 50
TOTAL		40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
1st Quarterly Summative Test – SCIENCE
GRADE 7

NO.	Most Essential Learning Competencies	No. of Days	Percent age %	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 components of a scientific investigation	5	25%	6	2 1,2	2 16, 17	2 36, 37,
2	Recognize that substances are classified into elements and compounds	10	12.5%	12	4 3,4, 5,6	5 18, 19, 20, 21, 22	3 38, 39, 40
3	Distinguish mixtures from substances based on a set of properties	10	25%	13	4 7,8,9,10	5 23, 24, 25, 26, 27	4 41, 42, 43, 44
4	Investigate properties of unsaturated or saturated solutions	5	12.5%	6	1 11	3 28, 29, 30	2 45, 46
5	Express concentrations of solutions quantitatively by preparing different concentrations of mixtures according to uses and availability of materials	10	25%	13	4 12, 13, 14, 15	5 31, 32, 33, 34, 35	4 47, 48, 49, 50
TOTAL		40	100%	50	15	20	15

TABLE OF SPECIFICATIONS
1st 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	Investigate the relationship between the amount of force applied and the mass of the object to the amount of change in the object's motion.	5	12.5	7	2 1, 2	3 16, 17, 18	2 36, 37,
2	Infer that when a body exerts a force on another, an equal amount of force is exerted back on it.	5	12.5	5	2 3,4	2 19, 20	1 38
3	Identify and explain the factors that affect potential and kinetic energy.	5	12.5	7	2 5,6	3 21, 22, 23	2 39, 40
4	Investigate the effect of temperature to the speed of sound	5	12.5	7	2 7,8	3 24, 25, 26	2 41, 42
5	Explain the hierarchy of colors in relation to the energy of visible light	5	12.5	7	2 9,10	3 27, 28, 29	2 43, 44
6	Differentiate between heat and temperature at the molecular level.	5	12.5	5	1 11	2 30, 31	2 45, 46
7	Infer the relationship between current and voltage.	5	12.5	6	2 12, 13	2 32, 33	2 47, 48
8	Explain the advantages and disadvantages of series and parallel connections in homes.	5	12.5	6	1 14	1 34	1 49
9	Explain the functions of circuit breakers, fuses, earthing, double insulation, and other				1 15	1 35	1 50

	safety devices in the home.						
TOTAL		40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
1st Quarterly Summative Test – SCIENCE
GRADE 9

NO.	Most Essential Learning Competencies	No. of Days	Percent age %	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 respiratory and circulatory systems work together to transport nutrients, gasses, and other molecules to and from the different parts of the body.	10	25%	12	4 1,2,3,4	5 16, 17, 18, 19, 20	3 36, 37, 38
2	Infer how one's lifestyle can affect the functioning of respiratory and circulatory systems	5	12.5%	6	2 5,6	2 21, 22	2 39, 40
3	Explain the different patterns of Non-Mendelian inheritance.	10	25%	13	4 7,8,9,10	5 23, 24, 25, 26, 27	4 41, 42, 43, 44
4	Relate species extinction to the failure of populations of organisms to adapt to abrupt changes in the environment.	5	12.5%	6	1 11	3 28, 29, 30	2 45, 46
5	Differentiate the basic features and importance of photosynthesis and respiration.	10	25%	13	4 12, 13, 14, 15	5 31, 32, 33, 34, 35	4 47, 48, 49, 50
TOTAL		40	100%	50	15	20	15

TABLE OF SPECIFICATIONS
1st 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	Describe and relate the distribution of active volcanoes, earthquake epicenters, and major mountain belts to Plate Tectonic Theory;	15	37.5%	19	6 1,2,3, 4,5,6	8 16, 17, 18, 19, 20, 21, 22, 23	5 36, 37, 38, 39, 40
2	Describe the different types of plate boundaries.	5	12.5%	6	2 7, 8	2 24, 25	2 41, 42
3	Explain the different processes that occur along the plate boundaries.	10	25%	13	4 9, 10, 11, 12	5 26, 27, 28, 29, 30	4 43, 44, 45, 46
4	Describe the possible causes of plate movement.	5	12.5%	6	2 13, 14	2 31, 32	2 47, 48
5	Enumerate the lines of evidence that support plate movement.	5	12.5%	6	1 15	3 33, 34, 35	2 49, 50
TOTAL		40	100%	50	15	20	15

TABLE OF SPECIFICATIONS
1st Quarterly Summative Test
SHS Earth and Life Science

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 that the Earth consist of four subsystems, across whose boundaries matter and energy flow	4	10%	5	1,2	16,17	36
2	Identify common rock-forming minerals using their physical and chemical properties	4	10%	5	3,4	18,19	37
3	Explain how the products of weathering are carried away by erosion and deposited elsewhere	4	10%	5	5	20,21	38,39
4	Describe how magma is formed (magmatism)	4	10%	5	6,7	22,23	40
5	Describe the physical and chemical changes in rocks due to changes in pressure and temperature (metamorphism)	4	10%	5	8	24,25	41,42
6	Explain how the movement of plates leads to the formation of folds and faults	4	10%	5	9,10	26,27	43
7	Explain how relative and absolute dating were used to determine the subdivisions of geologic time	4	10%	5	11	28,29	44,45
8	Describe the various hazards that may happen in the event of earthquakes, volcanic eruptions and landslides	4	10%	5	12	30,31	46,47
9	Using hazard maps, identify areas prone to hazard brought about by earthquakes, volcanic eruptions and landslides	4	10%	5	13,14	32,33	48
10	Cite ways to prevent or mitigate the impact of land	4	10%	5	15	34,35	49,50

	development, waste disposal and construction of structures on control coastal processes						
TOTAL		40	100%	50	15	20	15



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MATHEMATICS 1
Table of Specifications
SY 2023-2024
Quarter 1

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 numbers from 0-100 using a variety of materials.	5	12.5	3	1	9,10	
2	Counts the number of objects in a given set by ones and tens.	3	7.5	2	2,3		
3	Identifies the number that is one more or one less from a given number.	2	5	1		11	
4	Composes and decomposes a given number. E.g. 5 is 5 and 0, 4 and 1, 3 and 2, 2 and 3, 1 and 4, 0 and 5.	2	5	1	4		
5	Regroups sets of ones into sets of tens and sets of tens into hundreds using objects.	3	7.5	2		12,13	
6	Compares two sets using the expressions “less than”, “more than”, and “as many as” and orders sets from least to greatest and vice versa	5	12.5	3		14	19,20
7	Reads and writes numbers up to 100 in symbols and in words.	5	12.5	3	5	15,16	
8	Visualizes and gives the place value and value of a digit in one- and two digit numbers.	3	7.5	2			21,22
9	Renames numbers into tens and ones.	2	5	1		17	
10	Compares numbers up to 100 using relation symbol and orders them in increasing or decreasing order	5	12.5	3			23,24, 25
11	Tells ordinal numbers from 1 st up to 10 th object in a given set from a given point of reference using concrete models	2	5	1	6		
12	Writes ordinal numbers from 1 st up to 10 th object in a given set from a given point of reference using pictures	1	2.5	1	7		
13	Identifies the 1st, 2nd, 3rd, up to 10th object in a given set	1	2.5	1		18	



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	from a given point of reference.						
14	Recognizes and compares coins and bills up to Php 100 and their notations.	1	2.5	1	8		
	TOTAL	40	100	25	8	10	7



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MATHEMATICS 2
Table of Specifications
SY 2023-2024
Quarter 1

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 numbers from 0-1000 with emphasis on numbers 101 – 1 000 using a variety of materials.	2	5	1	1		
2	Groups objects in ones, tens, and hundreds.	1	2.5	1	2		
3	Gives the place value and finds the value of a digit in three-digit numbers.	2	5	1		9	
4	Visualizes and counts numbers by 10s, 50s, and 100s.	2	5	1	3		
5	Reads and writes numbers up to 1 000 in symbols and in words.	3	7.5	2	4	10	
6	Visualizes and writes three-digit numbers in expanded form	2	5	2	5	11	
7	Compares numbers up using relation symbols and orders numbers up to 1000 in increasing or decreasing order	3	7.5	2	6	12	
8	Identifies the 1st through the 20th with the emphasis on 11th to 20th object in a given set from a given point of reference.	3	7.5	2		13,14	
9	Reads and writes money in symbols and in words through Php 100.00	2	5	1	7		
10	Counts the value of a set of bills or a set of coins through php100 (peso-coins only; centavo-coins only; peso-bills only and combined peso-coins and peso bills).	3	7.5	2	8	15	
11	Compares values of different denominations of coins and paper bills through Php 100 using relation symbols	2	5	1		16	

12	Illustrates the properties of addition (commutative, associative, identity) and applies each in appropriate and relevant situations.	2	5	1		17	
13	Visualizes, represents, and adds the following numbers with sums up to 1000 without and with regrouping: a. 2-digit by 3-digit numbers b. 3-digit by 3-digit numbers	3	7.5	2			19,20
14	Adds mentally the following numbers using appropriate strategies: a. 1- to 2-digit numbers with sums up to 50 b. 3-digit numbers and 1-digit numbers c. Three-digit numbers and tens (multiples of 10 up to 90) d. 3-digit numbers and hundred (multiples of 1000 up to 900)	5	12.5	3		18	21,22
15	Solves routine and non-routine problems involving addition of whole numbers including money with sums up to 1000 using appropriate problem-solving strategies and tools.	5	12.5	3			23,24 , 25
TOTAL		40	100	25	8	10	7

MATHEMATICS 3
Table of Specifications
SY 2023-2024
Quarter 1

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 numbers up to 10 000 with emphasis on numbers 1001 - 10000.	2	5	2	1	10	
2	Gives the place value and value of a digit in 4- to 5- digit numbers.	1	2.5	1	2		
3	Reads and writes numbers up to 10 000 in symbols and in words.	2	5	2	3	11	
4	Rounds numbers to the nearest ten, hundred and thousand.	3	7.5	2		12	22
5	Compares using relation symbols and orders in increasing or decreasing order 4- to 5-digit numbers up to 10 000.	2	5	2	4	13	
6	Identifies ordinal numbers from 1st to 100th with emphasis on the 21st to 100th object in a given set from a given point of reference	3	7.5	2	5	14	
7	Recognizes coins and bills up to php1 000.	2	5	1	6		
8	Reads and writes money in symbols and in words through php1 000 in pesos and centavos.	1	2.5	1	7		
9	Compares values of the different denominations of coins and bills through php1 000 using relation symbols.	1	2.5	1		15	
10	Adds 3- to 4-digit numbers up to three addends with sums up to 10 000 without and with regrouping.	3	7.5	2			23,24
11	Estimates the sum of 3- to 4-digit addends with reasonable results.	2	5	1		16	
12	Adds mentally the following numbers using appropriate strategies: a. 2-digit and 1-digit numbers without or with regrouping b. 2- and 3-digit numbers with multiplies of hundreds	3	7.5	2	8	17	
13	Solves routine and nonroutine problems involving addition of whole numbers with sums up to 10 000 including money using appropriate problem-solving strategies and tools.	2	5	2			25,26
14	Subtracts 3-to 4-digit numbers from 3- to 4-digit numbers without and with regrouping.	2	5	2	9	18	

15	Estimates the difference of two numbers with three to four digits with reasonable results.	1	2.5	1		19	
16	Subtracts mentally the following numbers using appropriate strategies: a. 1- to 2 – digits numbers without and with regrouping b. 2- to 3-digit numbers with multiples of hundreds without and with regrouping	5	12.5	3		20	27,28
17	Solves routine and nonroutine problems involving subtraction without or with addition of whole numbers including money using appropriate problem-solving strategies and tools.	5	12.5	3		21	29,30
TOTAL		40	100	30	9	12	9



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MATHEMATICS 4
Table of Specifications
SY 2023-2024
Quarter 1

MEL C NO.	Most Essential Learning Competencies	No. of Day s	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Visualizes numbers up to 100 000 with emphasis on numbers 10 001–100 000.	2	5%	2	1, 2		
2	Gives the place value and value of a digit in numbers up to 100 000.	2	5%	2	3,4		
3	Rounds numbers to the nearest thousand and ten thousand.	2	5%	2	5		31
4	Reads and writes numbers up to hundred thousand in symbols and in words.	2	5%	2	6,7		
5	Orders numbers up to 100 000 in increasing or decreasing order.	2	5%	2	8	16	
6	multiplies numbers up to 3-digit numbers by up to 2-digit numbers without or with regrouping.	4	10%	4	9	17,18, 19	
7	Estimates the products of 3- to 4-digit numbers by 2- to 3- digit numbers with reasonable results.	2	5%	2	10	20	
8	Multiplies mentally 2-digit by 1-to 2-digit numbers with products up to 200 and explains the strategies used.	1	2.5 %	1	11		
9	Solves routine and nonroutine problems involving multiplication of whole numbers including money using appropriate problem-solving strategies and tools.	4	10%	4	12	21,22	32
10	Solves multi-step routine and non-routine problems involving multiplication and addition or subtraction using appropriate problem-solving strategies and tools.	4	10%	4		23,24	33,34
11	Divides 3- to 4-digit numbers by 1-to 2-digit numbers without and with remainder.	2	5%	2	13	25	35
12	Divides mentally 2- to 4-digit numbers by tens or hundreds or by 1 000 without and with remainder.	2	5%	2	14	26	

13	Estimates the quotient of 3- to 4-digit dividends by 1- to 2-digit divisors with reasonable results.	2	5%	2		27,28	
14	Solves routine and non-routine problems involving division of 3- to 4-digit numbers by 1- to 2-digit numbers including money using appropriate problem-solving strategies and tools.	3	7.5%	3		28	36,37
15	Solves multi-step routine and non-routine problems involving division and any of the other operations of whole numbers including money using appropriate problem-solving strategies and tools.	4	10%	4		29	38,39,40
16	Performs a series of two or more operations.	2	5%	2	15	30	
TOTAL		40	100%	40	15	15	10



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MATHEMATICS 5
Table of Specifications
SY 2023-2024
Quarter 1

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%
1	Uses divisibility rules for 2, 5, and 10 to find the common factors of numbers.	2	5	2	1,2		
2	Uses divisibility rules for 3, 6, and 9 to find common factors.	2	5	3	3,4	21	
3	Uses divisibility rules for 4, 8, 12, and 11 to find common factors.	2	5	2	5	22	
4	Solves routine and non-routine problems involving factors, multiples, and divisibility rules for 2,3,4,5,6,8,9,10,11, and 12.	3	7.5	4		23,24	41,42
5	Performs a series of more than two operations on whole numbers applying Parenthesis, Multiplication, Division, Addition, Subtraction (PMDAS) or Grouping, Multiplication, Division, Addition, Subtraction (GMDAS) rule correctly.	3	7.5	4		25,26	43,44
6	Finds the common factors, GCF, common multiples and LCM of 2-4 numbers using continuous division.	3	7.5	4	5,7	27,28	
7	Solves real-life problems involving GCF and LCM of 2-3 given numbers.	3	7.5	4		29,30	45,46
8	Adds fractions and mixed fractions without and with regrouping.	2	5	3	8	31	47
9	Solves routine and non-routine problems involving	3	7.5	4		32,,33,34	48



	addition and/or subtraction of fractions using appropriate problem-solving strategies and tools.						
10	Visualizes multiplication of fractions using models.	1	2.5	1	9		
11	Multiplies a fraction and a whole number and another fraction.	2	5	3		35,36,37	
12	Multiplies mentally proper fractions with denominators up to 10.	2	5	2	10,11		
13	Solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and whole numbers using appropriate problem-solving strategies and tools.	3	7.5	4	12,13	38	49
14	Shows that multiplying a fraction by its reciprocal is equal to 1.	2	5	2	14,15		
15	Visualizes division of fractions.	2	5	2	16,17		
16	Divides simple fractions whole numbers by a fraction and vice versa.	2	5	2	18	39	
17	Solves routine or non-routine problems involving division without or with any of the other operations of fractions and whole numbers using appropriate problem-solving strategies and tools	3	7.5	4	19,20	40	50
TOTAL		40	100%	50	20	20	10

MATHEMATICS 6
Table of Specifications
SY 2023-2024
Quarter 1

MEL C NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Stran d 1 30%	Stran d 2 40%	Stran d 3 30%
1	Adds and subtracts simple fractions and mixed numbers without or with regrouping.	2	5	3		21,22	
2	Solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tools.	3	7.5	4		23,24	41,42
3	Multiplies simple fractions and mixed fractions.	2	5	3	1,2	25	
4	Solves routine or non-routine problems involving multiplication without or with addition or subtraction of fractions and mixed fractions using appropriate problem-solving strategies and tools.	3	7.5	4	3,4	26	43
5	Divides simple fractions and mixed fractions.	2	5	3	5,6	27	
6	Solves routine or non-routine problems involving division without or with any of the other operations of fractions and mixed fractions using appropriate problem-solving strategies and tools.	3	7.5	4		28,29,30	44
7	Adds and subtracts decimals and mixed decimals through ten thousandths without or with regrouping.	2	5	2	7,8		
8	Solves 1 or more steps routine and non-routine problems involving addition and/or subtraction of decimals and mixed decimals using appropriate problem-solving strategies and tools.	2	5	2	9	31	
9	Multiplies decimals and mixed decimals with factors up to 2 decimal places.	2	5	2	10	32	

10	Multiplies mentally decimals up to 2 decimals places by 0.1, 0.01, 10, and 100.	2	5	2		33	45
11	Solves routine and non-routine problems involving multiplication of decimals and mixed decimals including money using appropriate problem-solving strategies.	2	5	2	11	34,35	
12	Solves multi-step problems involving multiplication and addition or subtraction of decimals, mixed decimals and whole numbers including money using appropriate problem-solving strategies and tools.	2	5	2	12	36	46
13	Divides: ➤ whole numbers by decimals up to 2 decimal places and vice versa ➤ decimals/mixed decimals up to 2 decimal places.	3	7.5	4	13,14	37	47
14	Divides decimals ➤ up to 4 decimal places by 0.1, 0.01, and 0.001 ➤ up to 2 decimal places by 10, 100, and 1 000 mentally	3	7.5	4	15,16	38	48
15	Differentiates terminating from repeating, nonterminating decimal quotients.	3	7.5	4	17,18	39	
16	Solves routine and non-routine problems involving division of decimals, mixed decimals, and whole numbers including money using appropriate problemsolving strategies and tools.	2	5	3	19	40	49
17	Solves multi-step routine and non-routine problems involving division and any of the other operations of decimals, mixed decimals, and whole numbers including money using appropriate problem-solving strategies and tools.	2	5	2	20		50
TOTAL		40	100 %	50	20	20	15

MATHEMATICS 7
Table of Specifications
SY 2023-2024
Quarter 1

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	Illustrates the union and intersection of sets and the difference of two sets.	4	10%	5	1, 2,	16, 17	36
2	Solves problems involving sets with the use of Venn Diagram.	4	10%	4		18, 19	37, 38
3	Represents the absolute value of a number on a number line as the distance of a number from 0.	2	5%	3	3	20	39
4	Performs addition and subtraction of integers using model or chips.	2	5%	3	4	21	40
5	Illustrates the different properties of operations on the set of integers.	3	7.5%	4	5	22,23	41
6	Expresses rational numbers from fraction form to decimal form and vice versa.	2	5%	3	6	24	42
7	Performs operations on rational numbers	5	12.5%	5		25, 26, 27	43, 44
8	Describes principal roots and tells whether they are rational or irrational.	1	2.5%	1	7		
9	Determines between what two integers the square root of a number is.	2	5%	3	8	28, 29	
10	Estimates the square root of a whole number to the nearest hundredth.	3	7.5%	4	9	30	45,46
11	Plots irrational numbers (up to square roots) on a number line.	2	5%	3	10	31	47
12	Illustrates the different subsets of real numbers.	2	5%	3	11, 12	32	
13	Arranges real numbers in increasing or decreasing order.	2	5%	3	13	33	48
14	Write the scientific notation of very big number and	3	7.5%	3	14	34	49

	very small number and vice versa.						
15	Represents real-life situations which involve real numbers.	3	7.5%	3	15	35	50
TOTAL		40	100%	50	15	20	15



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MATHEMATICS 8
Table of Specifications
SY 2023-2024
Quarter 1

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	Factors completely the different types of polynomials; a. Polynomials with common monomial factor b. Difference of two squares c. Sum and difference of two cubes d. Perfect square trinomials, and e. General trinomials	3	7.5	4	1,2	16,17	
2	Solves problems involving factors of polynomials	2	5	3			36,37,38
3	Illustrates rational algebraic expressions.	2	5	2	3,4		
4	Simplifies rational algebraic expressions.	2	5	3	5	18,19	
5	Performs operations on rational algebraic expressions.	2	5	3	6	20,21	
6	Solves problems involving rational algebraic expressions.	2	5	2			39,40
7	Illustrates the rectangular coordinate system and its uses.	2	5	2	7,8		
8	Illustrates linear equations in two variables	1	2	1	9		
9	Illustrates and finds slope of a line given two points, equation and graph	3	7.5	4	10	22,23,24	
10	Writes the linear equation $ax + by = c$ in the form $y = mx + b$ and vice versa.	1	2.5	1	11		
11	Graphs a linear equation given: a. Any two points; b. The x – and y – intercepts; c.	3	7.5	4		25,26	41,42

	The slope and a point on the line.						
12	Describes the graph of a linear equation in terms of its intercepts and slope.	2	5	2		27,28	
13	Finds the equation of a line given (a) two points; (b) the slope and a point; (c) the slope and its intercepts.	3	7.5	4	12	29,30,31	
14	Solves problems involving linear equations in two variables.	2	5	3			43,44,45
15	Illustrates a system of linear equations in two variables.	2	5	2	13,14		
16	Graphs a system of linear equations in two variables.	2	5	3		32,33,34	
17	Categorizes when a given system of linear equations in two variables has graphs that are parallel, intersecting, and coinciding.	2	5	2	15	35	
18	Solves a system of linear equations in two variables by a. Graphing b. Substitution; c. Elimination.	4	10	5			46,47,48,49,50
TOTAL		40	100%	50	15	20	15



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MATHEMATICS 9
Table of Specifications
Sy 2023-2024
Quarter 1

MELC 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	Illustrates quadratic equations.	2	5	3	1	16	36
2	Solves quadratic equations by: (a) extracting square roots; (b) factoring; (c) completing the square; and (d) using the quadratic formula.	8	20	9	2,3,4	17,18,19,20,21	37
3	Characterizes the roots of a quadratic equation using the discriminant.	2	5	3	5	22	38
4	Describes the relationship between the coefficients and the roots of a quadratic equation	3	7.5	3	6	23	39
5	Solves equations transformable to quadratic equations (including rational algebraic equations).	2	5	3	7	24	40
6	Solves problems involving quadratic equations and rational algebraic equations.	3	7.5	3	8	25	41
7	Illustrates quadratic inequalities	2	5	3	9	26	43
8	Solves quadratic inequalities.	2	5	3	10	27	43
9	Solves problems involving quadratic inequalities.	2	5	2		28	44
10	Models real-life situations using quadratic functions.	1	2.5	1	11		
11	Represents a quadratic function using: (a) table of values; (b) graph; and (c) equation.	2	5	3	12	29	45
12	Transforms the quadratic function in general form $y = ax^2 +$	2	5	3	13	30	46

	$bx + c$ into standard form (vertex form) $y = a(x - h)^2 + k$ and vice versa.						
13	Graphs a quadratic function and determine the following: (a) domain; (b) range; (c) intercepts; (d) axis of symmetry; (e) vertex; (f) direction of the opening of the parabola.	3	7.5	4	14	31,32	47
14	Analyzes the effects of changing the values of a, h and k in the equation $y = a(x - h)^2 + k$. Of a quadratic function on its graph.	2	5	2		33	48
15	Determines the equation of a quadratic function given: (a) a table of values; (b) graph; (c) zeros.	2	5	3	15	34	49
16	Solves problems involving quadratic functions.	2	5	2		35	50
TOTAL		40	100%	50	15	20	15

MATHEMATICS 10
Table of Specifications
SY 2023-2024
Quarter 1

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	Generates patterns.	3	7.5	4	1	16, 17	36
2	Illustrates an arithmetic sequence.	4	10	5	2,3	18, 19	37
3	Determines arithmetic means and nth term of an arithmetic sequence.	4	10	5	4	20, 21	38, 39
4	Illustrates a geometric sequence.	3	7.5	4	5	22	40, 41
5	Differentiates a geometric sequence from an arithmetic sequence.	3	7.5	4	6,7	23	42
6	Determines geometric means and nth term of a geometric sequence.	4	10	5	8,9	24, 25	43
7	Solves problems involving sequences.	4	10	5	10	26, 35	44, 45
8	Performs division of polynomials using long division and synthetic division	3	7.5	4	11	28, 29	46
9	Proves the Remainder Theorem and the Factor Theorem.	3	7.5	4	12	30, 31	47
10	Factors polynomials.	3	7.5	4	13	32, 33	48
11	Illustrates polynomial equations.	3	7.5	3	14	34	49
12	Solves problems involving polynomials and polynomial equations.	3	7.5	3	15	27	50
TOTAL		40	100%	50	15	20	15



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GENERAL MATHEMATICS
Table of Specifications
SY 2023-2024
Quarter 1

Week No.	Most Essential learning Competencies	No. of Days	%	No. of Items	Level of Objectives (ITEM PLACEMENT)		
					Strand 1 40%	Strand 2 40%	Strand 3 20%
1	represents real-life situations using functions, including piece-wise functions	2	6.2 5	3	1	2,3	
	evaluates a function	3	9.3 75	4		4,5	6,7
	performs addition, subtraction, multiplication, division, and composition of functions	3	9.3 75	4		8,9	10,11
	solves problems involving function	2	6.2 5	3			12,13,14
2	represents real-life situations using rational functions	2	6.2 5	3	15,16	17	
	distinguishes rational function, rational equation, and rational inequality	2	6.2 5	3	18, 19	20	
	solves rational equations and inequalities	2	6.2 5	3		21,22,23	
	represents a rational function through its: (a) table of values, (b) graph, and (c) equation and finds the domain and range	2	6.2 5	3	24,25	26	
3	determines the: (a) intercepts; (b) zeroes; and (c) asymptotes of rational functions	1	3.1 25	1	27		
	solves problems involving rational functions, equations, and inequalities	1	3.1 25	1			28
4	represents real-life situations using one-to one functions	1	3.1 25	1	29		
	determines the inverse of a one-to-one function	1	3.1 25	1		30	
	represents an inverse function through its: (a) table of values, and (b) graph and finds the domain and range	1	3.1 25	1	31		
5	solves problems involving inverse functions	1	3.1 25	1		32	

	represents real-life situations using exponential functions	1	3.1 25	1		33	
	distinguishes between exponential function, exponential equation, and exponential inequality	1	3.1 25	1	34		
6	solves exponential equations and inequalities	1	3.1 25	1		35	
	represents an exponential function through its: (a) table of values, (b) graph, and (c) equation and finds the domain and range	1	3.1 25	1	36		
	determines the intercepts, zeroes, and asymptotes of an exponential function	1	3.1 25	1	37		
7	solves problems involving exponential functions, equations, and inequalities	1	3.1 25	1	38		
8	distinguishes logarithmic function, logarithmic equation, and logarithmic inequality	1	3.1 25	1	39		
	solves logarithmic equations and inequalities	1	3.1 25	1	40		
TOTAL		32	100 %	40	16	16	8

ARALING PANLIPUNAN 1
Table of Specifications

S.Y. 2023 – 2024
Quarter 1

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	Naipaliliwanag ang konsepto ng pamilya batay sa bumubuo nito (ie. two- parent family, single-parent family, extended family)	5	12.5%	3	1	9	18
2.	Nailalarawan ang sariling pamilya batay sa: (a) komposisyon (b) kaugalian at paniniwala (c) pinagmulan at (d) tungkulin at karapatan ng bawat kasapi	5	12.5%	3	2	10	19
3.	Nasasabi ang kahalagahan ng bawat kasapi ng pamilya	5	12.5%	3	3	11	20
4.	Nailalarawan ang mga mahahalagang pangyayari sa buhay ng pamilya sa pamamagitan ng timeline/ family tree	5	12.5%	3	4	12	21
5.	Napahahalagahan ang kwento ng sariling pamilya	10	25%	6	5, 6	13, 14	22, 23
6.	Nakagagawa ng wastong pagkilos sa pagtugon sa mga alituntunin ng pamilya	5	12.5%	3	7	15	24
7.	Nakabubuo ng konklusyon tungkol sa mabuting pakikipag-ugnayan ng sariling pamilya sa iba pang pamilya sa lipunang Pilipino	5	12.5%	4	8	16, 17	25
TOTAL		40	100%	25	8	9	8



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ARALING PANLIPUNAN 2
Table of Specifications

S.Y. 2023 – 2024
Quarter 1

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	Nakapagsasalaysay ng pinagmulan ng sariling komunidad batay sa pagtatanong at pakikinig sa mga kuwento ng mga nakatatanda sa komunidad	5	12.5%	3	1	9	18
2.	Nailalahad ang mga pagbabago sa sariling komunidad a. heograpiya (katangiang pisikal) b. politika (pamahalaan c. ekonomiya (hanapbuhay/ kabuhayan) d. sosyo-kultural	5	12.5%	3	2	10	19
3.	Naiiugnay ang mga sagisag (hal. natatanging istruktura) na matatagpuan sa komunidad sa kasaysayan nito.	5	12.5%	3	3	11	20
4.	Naihahambing ang katangian ng sariling komunidad sa iba pang komunidad tulad ng likas na yaman, produkto at hanapbuhay, kaugalian at mga pagdiriwang, atbp	5	12.5%	3	4	12	21
5.	Nakapagbibigay ng mga inisyatibo at proyekto ng komunidad na nagsusulong ng natatanging pagkakakilanlan o identidad ng komunidad	5	12.5%	3	5	13	22
6.	Nakakalahok sa mga proyekto o mungkahi na nagpapaunlad o nagsusulong ng natatanging pagkakakilanlan o identidad ng komunidad	5	12.5%	4	6	14, 15	23
7.	Nabibigyang halaga ang pagkakakilanlanang kultural ng komunidad	10	25%	6	7, 8	16, 17	24, 25
TOTAL		40	100%	25	8	9	8



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ARALING PANLIPUNAN 3
Table of Specifications

S.Y. 2023 – 2024
Quarter 1

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	Nasusuri ang kasaysayan ng kinabibilangang rehiyon	5	12.5%	3	1	10	22
2.	Natatalakay ang mga pagbabago at nagpapatuloy sa sariling lalawigan at kinabibilangang rehiyon	5	12.5%	3	2	11	23
3.	Naiuugnay sa kasalukuyang pamumuhay ng mga tao ang kwento ng mga makasaysayang pook o pangyayaring nagpapakilala sa sariling lalawigan at ibang panglalawigan ng kinabibilangang rehiyon	5	12.5%	4		12, 13, 14	24
4.	Natatalakay ang kahulugan ng ilang simbolo at sagisag ng sariling lalawigan at rehiyon	5	12.5%	4	3, 4	15, 16	
5.	Naihahambing ang ilang simbolo at sagisag na nagpapakilala ng iba't ibang lalawigan sa sariling rehiyon	5	12.5%	4	5, 6	17	25
6.	Natatalakay ang kahulugan ng “official hymn” at iba pang sining na nagpapakilala ng sariling lalawigan at rehiyon	5	12.5%	4	7, 8		26, 27
7.	Napahahalagahan ang mga naiambag ng mga kinikilalang bayani at mga kilalang mamamayan ng sariling lalawigan at rehiyon	5	12.5%	4		18, 19	28, 29
8.	Nabibigyang-halaga ang katangi-tanging lalawigan sa kinabibilangang rehiyon	5	12.5%	4	9	20, 21	30
	TOTAL	40	100%	30	9	12	9



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ARALING PANLIPUNAN 4
Table of Specifications

S.Y. 2023 – 2024
Quarter 1

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	Naipaliliwanag ang iba't ibang pakinabang pang ekonomiko ng mga likas na yaman ng bansa	5	12.5%	5	1	13, 14, 15	29
2.	Nasusuri ang kahalagahan ng pangangasiwa at pangangalaga ng mga likas na yaman ng bansa	5	12.5%	5	2	16, 17, 18	30
3.	Natatalakay ang mga hamon at pagtugon sa mga gawaing pangkabuhayan ng bansa	10	25%	10	3, 4, 5	19, 20, 21, 22	31, 32, 33
4.	Nakalalahok sa mga gawaing nagsusulong ng likas kayang pag-unlad (sustainable evelopment) ng mga likas yaman ng bansa	10	25%	10	6, 7, 8	23, 24, 25, 26	34, 35, 36
5.	Naipaliliwanag ang kahalagahan at kaunayan ng mga sagisag at pagkakakilanlang Pilipino	10	25%	10	9, 10, 11, 12	27, 28,	37, 38, 39, 40
TOTAL		40	100%	40	12	16	12



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ARALING PANLIPUNAN 5

Table of Specifications

S.Y. 2023 – 2024

Quarter 1

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	Naipapaliwanag ang mga dahilan ng kolonyalismong Espanyol	5	12.5%	6	1, 2	16, 17	36, 37
2.	Nasusuri ang mga paraan ng pagsasailalim ng katutubong populasyon sa kapangyarihan ng Espanya a. Pwersang militar/ divide and rule b. Kristyanisasyon	10	25%	13	3, 4, 5, 6	18, 19, 20, 21, 22	8, 39, 40, 41
3.	Nasusuri ang epekto ng mga patakarang kolonyal na ipinatupad ng Espanya sa bansa A. Patakarang pang-ekonomiya (Halimbawa: Pagbubuwis, Sistemang Bandala, Kalakalang Galyon, Monopolyo sa Tabako, Royal Company, Sapilitang Paggawa at iba pa) B. Patakarang pampolitika (Pamahalaang kolonyal)	25	62.5%	31	7, 8, 9, 10, 11, 12, 13, 14, 15	23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35	42, 43, 44, 45, 46, 47, 48, 49, 50
TOTAL		40	100%	50	15	20	15



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ARALING PANLIPUNAN 6
Table of Specifications

S.Y. 2023 – 2024
Quarter 1

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	Nasusuri ang uri ng pamahalaan at patakarang ipinatupad sa panahon ng mga Amerikano	5	12.5 %	6	1, 2	16, 17	36, 37
2.	Naipaliliwanag ang mga pagsusumikap ng mga Pilipino tungo sa pagtatatag ng nagsasariling pamahalaan	5	12.5 %	6	3, 4	18, 19	38, 39
3.	Nasusuri ang pamahalaang Komonwelt	5	12.5 %	6	5, 6	20, 21	40, 41
4.	Naipapaliwag ang resulta ng pananakop ng mga Amerikano	5	12.5 %	6	7, 8	22, 23	42, 43
5.	Natatalakay ang mga layunin at mahahalagang pangyayari sa pananakop ng mga Hapones Hal: • Pagsiklab ng digmaan • Labanan sa Bataan • Death March • Labanan sa Corregidor	5	12.5 %	6	9, 10	24, 25	44, 45
6.	Nasusuri ang mga patakaran at resulta ng pananakop ng mga Hapones	5	12.5 %	6	11, 12	26, 27	46, 47
7.	Naipaliliwanag ang paraan ng pakikipaglaban ng mga Pilipino para sa kalayaan laban sa Hapon	5	12.5 %	7	13, 14	28, 29, 30	48, 49
8.	Napahahalagahan ang iba't ibang paraan ng pagmamahal sa bayan ipinamalas ng mga Pilipino sa panahon ng digmaan	5	12.5 %	7	15	31, 32, 33, 34, 35	50
TOTAL		40	100%	50	15	20	15

ARALING PANLIPUNAN 7

Table of Specifications

S.Y. 2023 – 2024

Quarter 1

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	Natatalakay ang konsepto ng kabihasnan at mga katangian nito	5	12.5%	6	1, 2	16, 17	36, 37
2.	Napaghahambing ang mga sinaunang kabihasnan sa Asya (Sumer, Indus, Tsina)	10	25%	12	3, 4, 5, 6	18, 19, 20, 21	38, 39, 40, 41
3.	Natataya ang impluwensiya ng mga kaisipang Asyano sa kalagayang panlipunan at kultura sa Asya	5	12.5%	6	7, 8	22, 23	42, 43
4.	Napapahalagahan ang mga kaisipang Asyano na nagbigay - daan sa paghubog ng sinaunang kabihasnang sa Asya at sa pagbuo ng pagkakilanlang Asyano	5	12.5%	6	9, 10	24, 25	44, 45
5.	Nasusuri ang kalagayan at bahaging ginampanan ng kababaihan mula sa sinaunang kabihasnan at ikalabing -anim na siglo	10	25%	13	11, 12, 13	26, 27, 28, 29, 30, 31, 32	46, 47, 48
6.	Napapahalagahan ang mga kontribusyon ng mga sinaunang lipunan at komunidad sa Asya	5	12.5%	7	14, 15	33, 34, 35	49, 50
TOTAL		40	100%	50	15	20	15

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
EPP 4 – ICT/Entrepreneur

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 kahulugan at kahalagahan ng “entrepreneurship”	2	5%	2	1,2		
2	natatalakay ang mgakatangian ng isang entrepreneur	2	5%	2		3,4	
3	natatalakay ang iba’t-ibang uri ng negosyo	2	5%	2		5,6	
4	naipaliliwanag ang mga panuntunan sa paggamit ng computer, Internet, at email	2	5%	2		7,8	
5	natatalakay ang mga panganib na dulot ng mga di-kanais-nais na mga software (virus at malware), mga nilalaman, at mga pag-asal sa Internet	3	7.5%	3	9,10		11
6	nagagamit ang computer, Internet, at email sa ligtas at responsableng pamamaraan	2	5%	2		12,13	
7	naipaliliwanag ang kaalaman sa paggamit ng computer at Internet bilang mapagkukunan ng iba’t ibang uri ng impormasyon	4	10%		14,15		16,17
8	nagagamit ang computer file system	1	2.5%	1	18		
9	nagagamit ang web browser at ang basic features ng isang search engine sa pangangalap ng impormasyon	2	5%	2			19,20
10	nakagagawa ng table at tsart gamit ang word processing	2	5%	2			21,22
11	nakagagawa ng table at tsart gamit ang electronic spreadsheet tool	2	5%	2			23,24
12	nakakapag-sort at filter ng impormasyon gamit ang electronic spreadsheet tool	2	5%	2		25	26

13	nakasasagot sa email ng iba	2	5%	2	27,28		
14	nakapagpapadala ng email na may kalakip nadokumento o iba pang media file	2	5%	2		29	30
15	nakaguguhit gamit ang drawing tool o graphics software	2	5%	2	31,32		
16	nakakapag-edit ng photo gamit ang basic photo editing tool	2	5%	2	33,34		
17	nakagagawa ng dokumento na may picture gamitang word processing tool desktop publishing tool	2	5%	2		35,36	
18	nakagagawa ng maikling report na may kasamang mga table, tsart, at photo o drawing gamit ang iba't ibang tools na nakasanayan	4	5%	4	37,38	14	40
TOTAL		40	100%	40	12	16	12

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
EPP 4 – Home Economics

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	napangangalagaan ang sariling kasuotan.	4	10%	4	1,2,3,4		
2	naïsa-isa ang mga paraan ng pagpapanatilingmalinis ng kasuotan	5	12.5%	5		5,6,7,8,9	
3	nasasabi ang gamit ng mga kagamitan sa pananahisa kamay	5	12.5%	5		10,11,12,13	
4	naisasaayos ang payak na sira ng kasuotan sa pamamagitan ng pananahi sa kamay (hal. pagkabitng butones)	4	10%	4	14,15,16,17		
5	naisasagawa ang wastong paraan ng paglilinis ng bahay at bakuran	5	12.5%	5	18,19		20,21,22
6	naisasagawa ang wastong paghihiwalay ng basurasa bahay	4	10%	4		23,24,25,26	
7	nakatutulong sa paghahanda ng masustansiyangpagkain.	4	10%	4			27,28,29,30
8	naipakikita ang wastong paraan ng paggamit ng kubyertos	4	10%	4	31,32	33,34	
9	naisasagawa nang may sistema ang pagliligpit at paghuhugas ng pinagkainan	5	12.5%	5		35	36,37,38,39,40
TOTAL		40	100%	40	12	16	12

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
EPP 4 – Agriculture

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	naisasagawa ang mga kasanayan at kaalaman sapagtatanim ng halamang ornamental bilang isang pagkakakitaang gawain	10	25%	10	1,2,3,4	5,6,7,8	9,10
2	natatalakay ang pakinabang sa pagtatanim ng halamang ornamental, para sa pamilya at sa pamayanan	2	5%	2	11,12		
3	naipakikita ang wastong pamamaraan sa pagpapatubo/ pagtatanim ng halamang ornamental - pagpili ng itatanim - paggawa/ paghahanda ng taniman - paghahanda ng mga itatanim o patutubuin at itatanim pagtatanim ayon sa wastong pamamaraan	5	12.5%	5	13,14,15	16,17	
4	naisasagawa ang masistemang pangangalaga ng tanim pagdidilig, pagbubungkal ng lupa, paglalagay ng abono, paggawa ng abonong organiko atbp	7	17.5%	7	18	19,20,21	22,23,24
5	naisasagawa ang wastong pagaani/ pagsasapamilihan ng mga halamang ornamental	6	15%	6	25	26, 27	28,29, 30
6	natatalakay ang kabutihang dulot ng	5	12.5%	5	31	32,33,34	35

	pag-aalagang hayop sa tahanan natutukoy ang mga hayop na maaaring alagaan sa tahanan.						
7	naiisa-isa ang wastong pamamaraan sa pag - aalaga ng hayop • pagsasagawa nang maayos na pag-aalaga ng hayop • pagbibigay ng wastong lugar o tirahan pagpapakain at paglilinis ng tirahan	5	12.5%	5		35,36	37,38,39 , 40
TOTAL		40	100%	40	12	16	12



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
EPP 4 – Industrial Arts

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	Natatalakay ang mga kaalaman at kasanayan sapagsusukat	3	7.5	3	1,2,3		
2	Nakikilala ang mga kagamitan sapagsusukat	5	12.5	5	4,5	6,7,8	
3	Nagagamit ang dalawang sistemang panukat (English at metric)	7	17.5	7	9,10,11	12,13	14,15
4	naisasagawa ang pagleletra, pagbuo ng linya at pagguhit.	5	12.5	5	16	17,18,19	20,21
5	natatalakay ang kahalagahan ng kaalaman at kasanayan sa "basic sketching" shading at outlining	4	10	4	22	23, 24	25
6	Naisasagawa ang wastong pamamaraan ng basic sketching, shading at outlining	8	20	8	26	27,28,29	30,31,32,33
7	nakagagawa ng sariling disenyo sa pagbuo o pagbabago ng produktong gawa sa kahoy, ceramics, karton, o lata (o mga materyales na nakukuha sa pamayanan)	8	20	8	34	35,36,37	38,39,40
TOTAL		40	100%	40	12	16	12



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
EPP 5 – ICT/Entrepreneur

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 kahulugan at pagkakaiba ng produkto at serbisyo	2	5%	2.5			
2	natutukoy ang mga taong nangangailangan ng angkop na produkto at serbisyo	3	7.5%	3.75			
3	nakapagbebenta ng natatanging paninda	8	20%	10			
4	naipaliliwanag ang mga panuntunan sa pagsali sa discussion forum at chat	3	7.5%	3.75			
5	nakasasali sa discussion forum at chat sa ligtas at responsableng pamamaraan	7	17.5%	8.75			
6	natutukoy ang angkop na search engine sa pangangalap ng impormasyon	4	10%	5			
7	nakagagamit ng mga basic function at formula sa electronic spreadsheet upang malagom ang datos	4	10%	5			
8	nagagamit ang word processing tool	9	22.5%	11.25			
TOTAL		40	100%	50	15	20	15

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
EPP 5 – Home Economics

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	napangangalagaan ang sariling kasuotan - naiisa-isa ang mga paraan upang mapanatiling malinis ang kasuotan	4	10%	5			
2	naisasagawa ang wastong paraan ng paglalaba - napaghihiwalay ang puti at dikulay	4	10%	5			
3	Naisasagawa ang wastong paraan ng pamamalantsa	4	10%	5			
4	nakagagamit ng makina at kamay sa pagbuo ng mga kagamitang pambahay	5	12.5%	6.25			
5	natutukoy ang mga bahagi ng makinang depadyak	3	7.5%	3.75			
6	nakabubuo ng kagamitang pambahay na maaaring pagkakitaan	5	12.5%	6.25			
7	nakalilikha ng isang malikhaing proyekto	5	12.5%	6.25			
8	naisasagawa ang pagpapalano at pagluluto ng masustansiyang pagkain (almusal, tanghalian, at hapunan) ayon sa badyet ng pamilya	2	5%	2.5			
9	naisasagawa ang pamamalengke ng mga sangkapsa pagluluto	2	5%	2.5			
10	naipakikita ang husay sa pagpili ng sariwa, mura at masustansiyang sangkap	2	5%	2.5			
11	Naisasagawa ang pagluluto - naihahanda ang mga sangkap sa pagluluto - nasusunod ang mga tuntuning pangkalusugan at	4	10%	5			

	pangkaligtasan sa paghahanda at pagluluto ng pagkain - naihahanda nang kaakit-akit ang nilutong pagkain sa hapag kainan (food presentation)						
TOTAL		40	100%	40	15	20	15



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
EPP 5 – Agriculture

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	nakagagawa ng abonong organiko - natatalakay ang kahalagahan at pamamaraan sa paggawa ng abonong organiko - nasusunod ang mga pamamaraan at pag-iingat sa paggawa ng abonong organiko	10	25%	12.5			
2	naisasagawa ang masistemang pangangalaga ng tanim na mga gulay - pagdidilig - pagbubungkal - paglalagay ng abonong organiko	10	25%	12.5			
3	naisasagawa ang masistemang pagsugpo ng peste at kulisap ng mga halaman	7	17.5%	8.75			
4	naipaliliwanag ang kabutihang dulot ng pag-aalaga ng hayop na may dalawang paa at pakpak o isda	5	12.5%	6.25			
5	natutukoy ang mga hayop na maaring alagaan gaya ng manok, pato, itik, pugo/ tilapia	5	12.5%	6.25			
6	nakagagawa ng talaan ng mga kagamitan at kasangkapan na dapat ihanda upang makapagsimula sa pag-aalaga ng hayop o isda	3	7.5%	3.75			
TOTAL		40	100%	50	15	20	15



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
EPP 5 – Industrial Arts

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	natatalakay ang mga mahalagang kaalaman at kasanayan sa gawaing kahoy, metal, kawayan at iba pang lokal na materyales sa pamayanan	8	20%	10			
2	nakagagawa ng mga malikhaing proyekto na gawasa kahoy, metal, kawayan at iba pang materyales namakikita sa kumunidad	10	25%	12.5			
3	nakagagawa ng proyekto na ginagamitan ng elektrisidad	10	25%	12.5			
4	natatalakay ang mga kaalaman at kasanayan sa gawaing elektrisidad	4	10%	5			
5	nakabubuo ng plano ng proyekto na nakadiseno mula sa ibat-ibang materyales na makikita sa pamayanan (hal., kahoy, metal, kawayan, atbp) na ginagamitan ng elektrisidad na maaaring mapapagkakakitaan	8	20%	10			
TOTAL		40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
TLE 6 – ICT/Entrepreneur

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	produces simple products	5	12.5%	5	1	2,3,	4,5
2	buys and sells products based on needs	5	12.5%	5	6,7,8	9	10
3	sells products based on needs and demands in school and community	4	10%	5	11	12,13	14,15
4	posts and shares materials on wikis in a safe and responsible manner	3	7.5%	4	16,17	18,19	
5	posts and shares materials on blogs in a safe and responsible manner	3	7.5%	4	20	21,22	23
6	participates in video and audio conferences in a safe and responsible manner	3	7.5%	4	24	25	26,27
7	creates an online survey form	3	7.5%	4	28	29,30	31
8	processes online survey data	2	5%	4	32	33	34,35
9	uses functions and formulas in an electronic spreadsheet tool to perform advanced calculations on numerical data	3	7.5%	4	36	37,38	39
10	uses audio and video conferencing tools to share ideas and work with others online	3	7.5%	4	40	41,42	43
11	uses an e-group to share ideas and work with others	3	7.5%	4	44	45,46	47
12	uses the advanced features of a slide presentation tool to create a multimedia presentation with text, graphics, and photos; hyperlinked	3	7.5%	3	48	49	50
TOTAL		40	100%	50	15	20	15

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
TLE 6 – Home Economics

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	identifies family resources and needs (human, material, and nonmaterial)	2	5%	3	1,2,3		
2	enumerates sources of family income	2	5%	3		4,5,6	
3	allocates budget for basic and social need such as: - food and clothing - shelter and education social needs: social and moral obligations (birthdays, baptisms, etc.), family activities, school affairs savings/emergency budget (health, house repair)	2	5%	3	7	8	9
4	prepares feasible and practical budget - manages family resources efficiently - prioritizes needs over wants	3	7.5%	4	10	11,12	13
5	classifies tools and materials according to their use(measuring, cutting, sewing)	2	5%	3	14	15	16
6	prepares project plan for household linens	3	7.5%	4	17	18,19	20
7	identifies supplies/ materials and tools needed for theproject	2	5%	3	21,22	23	
8	drafts pattern for household linens steps in drafting pattern safety precautions	4	10%	5	24	25,26	27,28
9	sews creative and marketable household linens asmeans to augment family income	4	10%	4	29	30,31	32
10	assesses the finished products as to the quality (usingrubrics	2	5%	3	33	34	35
11	markets finished household linens in varied/ creative	3	7.5%	4	36	37	38,39

	ways						
12	explains different ways of food preservation (drying, salting, freezing, and processing)	2	5%	3	40	41	42
13	uses the tools/utensils and equipment and their substitutes in food preservation/ processing	1	2.5	1	43		
14	preserves food applying principles and skills in foodpreservation processing	2	5%	2		44	45
15	conducts simple research to determine market trends and demands in preserved/ processed foods	4	10%	4		46	47,48
16	assesses preserved/processed food as to the qualityusing the rubrics	1	2.5	1		49	
17	markets preserved/processed food in varied/creative ways with pride	1	2.5	1			50
TOTAL		40	100%	50	15	20	15

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
TLE 6 – Agriculture

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	discusses the importance of planting and propagating trees and fruit-bearing trees and marketing seedlings.	2	5%	2	1	2	
2	uses technology in the conduct of survey to find out the following: - elements to be observed in planting trees and fruit-bearing trees - market demands for fruits - famous orchard farms in the country	2	5%	2		3	4
6	conduct a survey to identify: - types of orchard farms - trees appropriate for orchard gardening based on location, climate, and market demands - proper way of planting/propagating trees and fruit-bearing trees (budding, marcotting, grafting) - sources of fruit-bearing trees - how to care for seedlings	2	5%	3	5	6	7
7	prepares layout design of an orchard garden using the information gathered	1	2.5%	2		8	9
8	propagates trees and fruit-bearing trees using scientific processes	3	7.5%	3	10	11	12
9	identifies the appropriate tools and equipment in plant propagation and their uses	2	5%	3	13	14	15
10	demonstrates scientific ways of propagating fruit-bearing trees	2	5%	3	16	17	18

11	observes healthy and safety measures in propagating fruit-bearing trees	2	5%	3	19	20	21
12	performs systematic and scientific ways of caring orchard trees/ seedlings such as watering, cultivating, preparing, and applying organic fertilizer	2	5%	3	22	23	24
13	markets fruits and seedlings	2	5%	3	25	26	27
14	develops plan for expansion of planting trees and seedling production	2	5%	3	28	29	30
15	conducts survey to find out: - persons in the community whose occupation is animal (four-legged) / fish raising - kinds of four-legged animals/fish being raised as means of livelihood - possible hazards that animal raising can cause to the people and community - ways to prevent hazards brought about by raising animals - market demands for animal/fish products and byproducts - direct consumers or retailers - benefits that can be derived from animal/fish raising - stories of successful entrepreneurs in animal/fish raising	3	7.5%	4	31	32,33	34
17	plans for the family's animal raising project	1	2.5%	1		1	
18	implements plan on animal/fish raising	2	5%	3	1	1	1
19	monitors growth and progress	1	2.5%	1		1	
20	keeps an updated record of growth/progress	1	2.5%	1		1	

22	expands/enhances one's knowledge of animal/fish raising using the Internet	2	5%	2		1	1
23	manages marketing of animal/fish raised	1	2.5%	1		1	
24	discusses indicators for harvesting/capturing	1	2.5%	1		1	
25	demonstrates skill in harvesting/capturing animal/fish	1	2.5%	1	1		
26	prepares marketing strategy by asking help from others or using the Internet	1	2.5%	1			1
27	markets animals/fish harvested/captured	1	2.5%	1	1		
28	computes the income earned from marketed products (Gross Sale – Expenses = Net income)	2	5%	2	1		1
29	prepares plans for expansion of animal raising vent	1	2.5%	1	1		
TOTAL		40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
TLE 6 – Industrial Arts

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	discusses the importance and methods of enhancing/decorating bamboo, wood, and metal products	2	5%	2	1	2	
2	demonstrates creativity and innovativeness in enhancing/ decorating bamboo, wood, and metal products	2	5%	2	3	4	
3	conducts simple survey using technology and other data-gathering method to determine - market trends on products made of bamboo, wood, and metal - customer's preference of products - types/sources of innovative finishing materials, accessories, and designs processes in enhancing/decorating finished products	3	7.5%	4	5	6,7	8
4	discusses the effects of innovative finishing materials and creative accessories on the marketability of products	2	5%	4	9	10,11	12
5	enhances bamboo, wood, metal, and other finished products through sketching, shading, and outlining	4	10%	5	13	14,15,16	17
6	constructs project plan considers deliberate policies on sustainable development in constructing the	7	17.5%	8	18,19	20,21,22,23	24,25

	- projectplan demonstrates resourcefulness and management skills in the use of time, materials, money, and effort - assesses the quality of enhanced product using rubrics refines product based on assessment made						
7	markets products	2	5%	4	26	27,28	29
8	constructs simple electrical gadgets	4	10	5	30	31,32	33,34
9	explains the protocols (processes) in makingelectrical gadgets	2	5%	2	35		36
10	repairs simple gadgets/furniture/ furnishings at homeand school	4	10	5	37,38	39	40,41
11	discusses the principles of “five S” - Sorting (Seiri) - Straightening (Seiton) - Systematic Cleaning (Shine) (Seiso) - Standardizing (Seiketsu) Service (Sustaining) (Shitsuke)	2	5%	3	42	43	44
12	identifies recyclable products/waste materials madeof wood, metal, paper, plastic, and others	2	5%	2		45	46
13	explains the process and the importance of recycling	1	2.5%	1		47	
14	recycles the identified products/waste material intofunctional items (binding of used paper into notebook or memo pad; bottled plastic into lampshades, flowers, plants; etc.)	3	7.5%	3	48		49,50
TOTAL		40	100%	50	15	20	15

MAPEH 1
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
MUSIC 1

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	identifies the difference between sound and silence accurately.	1	10 %	1	1		
2	relates images to sound and silence within a rhythmic pattern	1	10 %	1		2	
3	performs steady beat and accurate rhythm through clapping, tapping, chanting, walking and playing musical instruments in response to sound o in groupings of 2s o in groupings of 3s o in groupings of 4s	4	40 %	3	3	4	5
	performs simple ostinato patterns on other sound sources including body parts	4	20 %	1			6
4	creates simple ostinato patterns in groupings of 2s, 3s, and 4s through body movements		20%	1		7	
		10	100%	7	2	3	2



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ART 1
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	explains that ART is all around and is created by different people	2	20 %	1		8	
2	identifies different lines, shapes, texture used by artists in drawing	2	20 %	1	9		
3	uses different drawing tools or materials - pencil, crayons, piece of charcoal, a stick on different papers, sinamay , leaves, tree bark, and other local materials to create his drawing about oneself, one's family, home and school	3	30%	2	10	11	
4	draws different kinds of plants showing a variety of shapes, lines and color	3	30%	2		12	13
		10	100%	7	2	3	2



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PHYSICAL EDUCATION 1
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
	describes the different parts of the body and their movements through enjoyable physical activities	2	20 %	1		14	
1	creates shapes by using different body parts			1			15
2	shows balance on one, two, three, four and five body parts	2	20 %	1	16		
3	exhibits transfer of weight	3	30 %	2	17	18	
4	engages in fun and enjoyable physical activities with coordination	3	30 %	1		19	
		10	100%	6	2	3	1



HEALTH 1

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	distinguishes healthful from less healthful food	3	30 %	2	20	21	
2	tells the consequences of eating less healthful foods	3	30 %	2	22	23	
3	practices good eating habits that can help one become healthy	4	40 %	2		24	25
		10	100%	6	2	3	2



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MAPEH 2
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
MUSIC 2

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	relates visual images to sound and silence using quarter note, beamed eighth notes and quarter rest in a rhythmic pattern	1	10 %	1		1	
2	maintains a steady beat when replicating a simple series of rhythmic patterns (e.g. echo clapping, walking, tapping, chanting and playing musical instruments)	1	10 %	1	2		
3	reads stick notations in rhythmic patterns with measures of 2s, 3s and 4s	2	20 %	2	3	4	
4	writes stick notations to represent the heard rhythmic patterns	3	30 %	2		5	6
	plays simple ostinato patterns on classroom instruments sticks, drums, triangles, nails, coconut shells, bamboo, empty boxes, etc.	3	30 %				
5	creates simple ostinato patterns in measures of 2s, 3s, and 4s with body movements			1			7
		10	100%	7	2	3	2

ART 2
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	describes the different styles of Filipino artists when they create portraits and still life (different lines and colors)	1	10 %	1	8		
2	differentiates the contrast between shapes and colors of different fruits or plants and flowers in one's work and in the work of others	1	10 %	1		9	
3	draws the different fruits or plants to show overlapping of shapes and the contrast of colors and shapes in his colored drawing	2	20 %	1		10	
4	draws from an actual still life arrangement	2	20 %	1		11	
5	draws a portrait of two or more persons - his friends, his family, showing the differences in the shape of their facial features (shape of eyes, nose, lips, head, and texture of the hair)	2	20 %	1			12
6	narrates stories related to the output	2	20 %	1	13		
		10	100%	6	2	3	1



PHYSICAL EDUCATION 2
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
	describes body shapes and actions	4	40 %	2	14	15	
1	creates body shapes and actions			1			16
2	demonstrates momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support	6	60 %	2		17	
3	demonstrates movement skills in response to sound and music			1		18	
4	engages in fun and enjoyable physical activities			1	19		
		10	100%	6	2	3	1



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HEALTH 2
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	states that children have the right to nutrition (Right of the child to nutrition Article 24 of the UN Rights of the Child)	1	10 %	1	20		
2	discusses the importance of eating a balanced meal	3	30 %	1		21	
	discusses the important functions of food	3	30 %	1	22		
	describes what constitutes a balanced diet			1		23	
3	considers Food Pyramid and Food Plate in making food choices					24	
4	displays good decision-making skills in choosing the right kinds of food to eat	3	30 %	1			25
		10	100%	6	2	3	1



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MAPEH 3
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
MUSIC 3

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	relates images with sound and silence using quarter note, beamed eight notes, half note, quarter rest and half rest within a rhythmic pattern	2	20 %	2	1	2	
2	maintains a steady beat when replicating a simple series of rhythmic patterns in measures of 2s, 3s and 4s (e.g. echo clapping, walking, marching, tapping, chanting, dancing the waltz or playing musical instruments)	2	20 %	2	3	4	
3	plays simple ostinato patterns (continually repeated musical phrase or rhythm) with classroom instruments and other sound sources	3	30 %	2		5-6	
	creates ostinato patterns in different meters using combination of different sound sources	3	30 %	1			7
4	creates continually repeated musical phrase or rhythm in measures of 2s, 3s, and 4s			1			8
		10	100%	8	2	4	2

ART 3
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	distinguishes the size of persons in the drawing, to indicate its distance from the viewer	1	10 %	1	9		
2	shows the illusion of space in drawing the objects and persons in different sizes	1	10 %	1		10	
3	explains that artist create visual textures by using a variety of lines and colors	1	10 %	1		11	
4	discusses what foreground, middle ground and background are all about in the context of a landscape	1	10 %	1		12	
5	describes the way of life of people in the cultural community	1	10 %	1		13	
6	creates a geometric design by contrasting two kinds of lines in terms of type or size	1	10 %	1			14
7	sketches on-the-spot outside or near the school to draw a plant, flowers or a tree showing the different textures and shape of each part, using only a pencil or black crayon or ballpen	2	20 %	1			15
8	designs a view of the province/region with houses and buildings indicating the foreground, middle ground and background by the size of the objects	2	20 %	1			16
		10	100%	8	2	4	2

PHYSICAL EDUCATION 3
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remem- bering / Under- stand- ing)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
1	describes body shapes and actions	4	40 %	2	17	18	
	creates body shapes and actions	6	60 %	1			19
2	performs body shapes and actions			1		20	
3	demonstrates movement skills in response to sounds and music			1			21
4	engages in fun and enjoyable physical activities			2	22	23	
		10	100%	7	2	3	2



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
HEALTH 3

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	describes a healthy person	2	20 %				
2	explains the concept of malnutrition			1	24		
	realizes the importance of following nutritional guidelines	1	10 %	1		25	
3	identifies nutritional problems						
4	describes the characteristics, signs and symptoms, effect of the various forms of malnutrition	2	20 %	1		26	
5	discusses ways of preventing the various forms of malnutrition			1	27		
	identifies the nutritional guidelines for Filipino	2	20 %				
6	discusses the different nutritional guidelines *Nutritional guidelines for Filipinos			1		28	
7	describes ways of maintaining healthy lifestyle	2	20 %				
8	evaluates one's lifestyle			1			29
9	adopts habits for a healthier lifestyle	1	10 %	1			30
		10	100%	7	2	3	2

MAPEH 4
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
MUSIC 4

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	identifies different kinds of notes and rests (whole, half, quarter and eighth)	2	20 %	2	1	2	
	organizes notes and rests according to simple meters (grouping notes and rests into measures given)	2	20 %	1		3	
2	reads different rhythmic patterns			1	4		
	demonstrates the meaning of rhythmic patterns by clapping in time signatures	2	20 %	1			5
3	performs rhythmic patterns in time signatures 2 3 4 4 4 4			1			6
4	uses the bar line to indicate groupings of beats in 2 3 4 4 4 4	2	20 %	2		7	8
5	identifies accented and unaccented pulses	2	20 %	2	9	10	
		10	100%	10	3	4	3

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
ART 4

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	discusses the rich variety of cultural communities in the Philippines and their uniqueness • LUZON- Ivatan, Ifugao, Kalkmanga, Bontok, Gaddang, Agta • VISAYAS – Ati • MINDANAO-Badjao, Mangyan, Samal, Yakan, Ubanon, Manobo, Higaonon, Talaandig, Matigsalog, Bilaan, T'boli, Tiruray, Mansaka, Tausug and the distinctive characteristics of these cultural communities in terms of attire, body accessories, religious practices and lifestyles	2	20 %	2	11	12	
2	draws specific clothing, objects, and designs of at least one of the cultural communities by applying an indigenous cultural motif into a contemporary design through crayon etching technique.	2	20 %	2		13	14
3	role play ideas about the practices of the different cultural communities.	2	20 %	2	15	16	



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4	creates a drawing after close study and observation of one of the cultural communities' way of dressing and accessories.	2	20 %	2			17-18
5	produces a crayon resist on any of the topics: the unique design of the houses, household objects, practices, or rituals of one of the cultural groups.	1	10 %	1	19		
6	uses crayon resist technique in showing different ethnic designs or patterns.	1	10 %	1		20	
		10	100%	10	3	4	3



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
PHYSICAL EDUCATION 4

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remem- bering / Under- stand- ing)	Strand 2 40% (Applying / Analyz- ing)	Strand 3 30% (Evaluat- ing / Creating)
1	describes the physical activity pyramid	10	100 %	1	21		
2	assesses regularly participation in physical activities based on physical activity pyramid			2		22	23
3	observe safety precautions			1		24	
	explains the nature/background of the games			2	25	26	
	describes the skills involved in the games			2	27	28	
4	executes the different skills involved in the game			1			29
5	displays joy of effort, respect for others and fair play during participation in physical activities			1			30
		10	100%	10	3	4	3

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
HEALTH 4

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (No. # of days taught /Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remem- bering / Under- stand- ing)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
	identifies information provided on the food label	1	10 %				
1	explains the importance of reading food labels in selecting and purchasing foods to eat			1	31		
2	analyzes the nutritional value of two or more food products by comparing the information in their food labels	2	20 %	2		32-33	
3	describes ways to keep food clean and safe	1	10 %	1		34	
4	discusses the importance of keeping food clean and safe to avoid disease	2	20 %	2		35	36
5	identifies common food-borne diseases	2	20 %	2	37-38		
6	describes general signs and symptoms of food-borne diseases	2	20 %	2			39-40
		10	100%	10	3	4	3



MAPEH 5
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
MUSIC 5

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	identifies the kinds of notes and rests in a song	2	20 %	2	1	2	
2	recognizes rhythmic patterns using quarter note, half note, dotted half note, dotted quarter note, and eighth note in simple time signatures	2	20 %	2		3,4	
3	identifies accurately the duration of notes and rests in 2/4, 3/4, 4/4 time signatures	3	30 %	4	5,6,7	8	
4	creates different rhythmic patterns using notes and rests in time signatures	3	30 %	4		9,10	11,12
		10	100%	12	4	6	2



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
ART 5

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	discusses events, practices, and culture influenced by colonizers who have come to our country by way of trading.	1	10 %	1	13		
2	designs an illusion of depth/distance to simulate a 3-dimensional effect by using crosshatching and shading techniques in drawings (old pottery, boats, jars, musical instruments).	1	10 %	1		14	
3	presents via power point the significant parts of the different architectural designs and artifacts found in the locality. e.g. bahaykubo, torogan, bahaynabato, simbahan, carcel, etc.	1	10 %	1		15	
4	explains the importance of artifacts, houses, clothes, language, lifestyle - utensils, food, pottery, furniture - influenced by colonizers who have come to our country (Manunggul jar, balanghai, bahay na bato, kundiman, Gabaldon schools, vaudeville, Spanish-inspired churches).	1	10 %	1	16		
5	creates illusion of space in 3-dimensional drawings of	2	20 %	3		17	18

	important Archeological artifacts seen in books, museums (National Museum and its branches in the Philippines, and in old buildings or churches in the community)						
6	creates mural and drawings of the old houses, churches or buildings of his/her community.	2	20 %	3	19	20	21
7	participates in putting up amini-exhibit with labels of Philippine artifacts and houses after the whole class completes drawings.	1	10 %	1		22	
8	tells something about his/her community as reflected on his/her artwork.	1	10 %	1	23	24	
		10	100%	12	4	6	2



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
PHYSICAL EDUCATION 5

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	Regularly assesses participation in physical activities based on Philippine physical activity pyramid	10	100 %	2	25	26	
2	observes safety precautions			3	27	28,29	
	explains the nature/background of the games			2		30,31	
	describes the skills involved in the games			2	32,33		
3	executes the different skills involved in the game			2			34,35
4	Displays joy of effort, respect for others and fair play during participation in physical activities			2		36	37
		10	100%	13	4	6	3

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
HEALTH 5

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	describes a mentally emotionally and socially healthy person	1	10 %	1	38		
2	suggests ways to develop and maintain one's mental and emotional health	1	10 %	1		39	
3	recognizes signs of healthy and unhealthy relationships	1	10 %	1		40	
4	explains how healthy relationships can positively impact health	1	10 %	1	41		
5	discusses ways of managing unhealthy relationships	1	10 %	1		42	
	describes some mental, emotional and social health concerns	1	10 %	1		43	
6	discusses the effects of mental, emotional and social health concerns on one's health and wellbeing			1	44		
7	demonstrates skills in preventing or managing teasing, bullying, harassment or abuse	2	20 %	3			45,46,47
8	identifies appropriate resources and people who can help in dealing with mental, emotional and social, health concerns	2	20 %	3	48	49,50	
		10	100%	13	4	6	3

MAPEH 6
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
MUSIC 6

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	identifies the values of the notes / rests used in a particular song	2	20 %	2	1,2		
2	differentiates aurally among 2 3 4 and 6 time signature 4,4,4 8	2	20 %	2	3,4		
3	demonstrates the conducting gestures of 2 3 4 and 6 time 4,4,4 8 signature	3	30 %	4		5,6	7,8
4	creates rhythmic patterns in 2 3 4 and 6 time 4,4,4 8 signature	3	30 %	4		9,10,11	12
		10	100%	12	4	5	3



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
ART 6

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	Discusses the concept that art processes, elements and principles still apply even with the use of new technologies.	1	10 %	1	13		
2	Explains the elements and principles applied in commercial art			1		14	
3	. Applies concepts on the use of the software (commands, menu, etc.).	2	20 %	2		15,16	
4	utilizes art skills in using new technologies (hardware and software)			1	17		
5	Creates personal or class logo as visual representation that can be used as a product, brand, or trademark.	1	10 %	1			18
6	explains ideas about the logo	1	10 %	1	19		
7	Explains the elements and principles applied in comic art.	1	10 %	1		20	
8	Applies concepts on the steps/procedures in cartoon character making.	2	20 %	2			21
9	Utilizes art skills in using new technologies (hardware and software) in cartoon character making.			1		22	

10	Creates own cartoon character to entertain, express opinions, ideas, etc	1	10 %	1			23
11	Explains ideas about the cartoon character	1	10 %	1	24		
		10	100%	12	4	5	3



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
PHYSICAL EDUCATION 6

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	Regularly assesses participation in physical activities based on Philippine physical activity pyramid	10	100 %	2	25	26	
2	observes safety precautions			2	27	28	
	explains the nature/background of the games			2	29	30	
	describes the skills involved in the games			3	31	32,33	
3	executes the different skills involved in the game			2			34,35
4	Displays joy of effort, respect for others and fair play during participation in physical activities			2			36,37
		10	100%	13	4	5	4



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
HEALTH 6

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	Describes personal health issues and concerns	3	30 %	2	38	39	
2	Demonstrates self management skills			2			40,41
	Discuss health appraisal procedures during puberty	3	30 %	1	42		
3	Explains the importance of undergoing health appraisal procedures			2		43,44	
4	Regularly undergoes health appraisal Procedures			1	45		
	Identifies the function of school health personnel	4	40 %	2	46		47
5	Identifies community health resources and facilities that may be utilized to address a variety of personal health issues and concerns			3		48,49	50
		10	100%	13	4	5	4



MAPEH 7
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
MUSIC 7

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	describes the musical characteristics of representative music selections from the lowlands of Luzon after listening;	1	12.5 %	1	1	2	
2	analyzes the musical elements of some Lowland vocal and instrumental music selections;	1	12.5 %	1		3	
3	identifies the musical instruments and other sound sources from the lowlands of Luzon	1	12.5 %	1	4		
4	explores ways of producing sounds on a variety of sources that is similar to the instruments being studied;	1	12.5 %	1	5	6	
5	improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon	1	12.5 %	1	7		
6	performs music from Luzon lowlands with own accompaniment	1	12.5 %	1			8,9
7	evaluates music and music performances with rubrics on musical elements and styles	2	25 %	3		10,11	12
		8	100%	12	4	5	3

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
ART 7

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	analyzes elements and principles of art in the production of one's arts and crafts inspired by the arts of Luzon (highlands and lowlands)	1	12.5 %	1	13		
2	identifies characteristics of arts and crafts in specific areas in Luzon (e.g., papier mâché [taka] from Paete, Ifugao wood sculptures [bul'ul], Cordillera jewelry and pottery, tattoo, and Ilocos weaving and pottery [burnay], etc.)			1	14		
3	reflects on and derive the mood, idea, or message emanating from selected artifacts and art objects	1	12.5 %	1		15	
4	appreciates the artifacts and art objects in terms of their uses and their distinct use of art elements and principles			1	16		
5	incorporates the design, form, and spirit of the highland/ lowland artifact and object in one's creation	1	12.5 %	1		17	
6	traces the external (foreign) and internal (indigenous) influences reflected in the design of an artwork and in	1	12.5 %	1	18		

	the making of a craft or artifact						
7	creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	2	25 %	1			19
8	discusses the elements from traditions/ history of a community for one's artwork			3		20,21,22	
9	shows the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g. pottery, weaving, jewelry, baskets)	1	12. 5 %	1			23
10	shows the relationship of Luzon (highlands and lowlands) arts and crafts to Philippine culture, traditions, and history (Islamic influences, Spanish heritage, and American legacies in education, business, modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices)	1	12. 5 %	1			24
		8	100%	12	4	5	3



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
PHYSICAL EDUCATION 7

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	undertakes physical activity and physical fitness assessments	2	25 %	1	24		
2	sets goals based on assessment results			2	26	27	
3	prepares an exercise program	2	25 %	3		28,29	30
4	describes the nature and background of the sport	2	25 %	3	31	32,33	
5	executes the skills involved in the sport	2	25 %	2			34,35,36
6	monitors periodically one's progress towards fitness goals			1	37		
		8	100%	13	4	5	4



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
HEALTH 7

NO.	Most Essential Learning Competencies	No. of Days	Percent age % (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)
1	explains the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual);	1	12.5 %	1	38		
2	analyzes the interplay among the health dimensions in developing holistic health;			1		39	
3	practices health habits to achieve holistic health;	1	12.5 %	1		40	
	describes changes in different aspects of growth that happen to boys and girls during adolescence;	2	25 %	1	41		
	recognizes that changes in different dimensions are normal during adolescence'			1	42		
4	recognizes changes in different aspects of growth that normally happen during adolescence years			1		43	
5	explains the proper health appraisal procedures	4	50 %	2		44,45	
6	demonstrates health appraisal procedures during adolescence in order to achieve holistic health			2			46,47
7	avails of health services in the school and community in order to appraise one's health;			2	48		49

8	applies coping skills in dealing with health concerns during adolescence			1			50
		8	100%	13	4	5	4



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MAPEH 8
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
MUSIC 8

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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	Listens perceptively to music of Southeast Asia;	1	12.5 %	1	1		
2	Analyzes musical elements of selected songs and instrumental pieces heard and performed	1	12.5 %	2	2	3	
3	Explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	1	12.5 %	2	4	5	
4	Improvises simple accompaniment to selected Southeast Asian music;	1	12.5 %	1	6		
5	Performs music from Southeast Asia with own accompaniment;	2	25 %	3			7,8,9
6	Evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	2	25 %	3		10,11,12	
		8	100%	12	4	5	3

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
ART 8

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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	Analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of Southeast Asia	2	25 %	2	13	14	
2	Identifies characteristics of arts and crafts in specific countries in Southeast Asia: Indonesia (batik, Wayang puppetry); Malaysia (modern batik, wau, and objects made from pewter); Thailand (silk fabrics and Loi Kratong Lantern Festival); Cambodia (AngkorWat and ancient temples); Singapore (Merlion), etc.			1	15		
3	Reflects on and derive the mood, idea, or message from selected artifacts and art objects	3	37.5 %	2		16,17	
4	Appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles			1	18		
5	Incorporates the design, form, and spirit of Southeast Asian artifacts and objects in one's creation			1		19	
6	Traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft or artifact			1		20	

7	Creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., batik, silk weaving, etc.)	3	37.5 %	1			21
8	Derives elements from traditions/history of a community for one's artwork			1	22		
9	shows the relationship of the development of crafts in specific countries in Southeast Asia, according to functionality, traditional specialized expertise and availability of resources (e.g. pottery, weaving, jewelry and basketry)			1			23
10	shows the commonalities and differences of the culture of the Southeast Asian countries in relation to Philippine culture			1			24
		8	100%	12	4	5	3

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
PHYSICAL EDUCATION 8

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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	Undertakes physical activity and physical fitness assessments.	1	12.5 %	1	25		
2	Sets goals based on assessment results			2	26	27	
3	Conducts physical activity and physical fitness assessments of family/school peers.	1	12.5 %	1		28	
4	Prepares a physical activity program.	1	12.5 %	1		29	
5	Describes the nature and background of the sport.	1	12.5 %	2	30	31	
6	Executes the skills involved in the sport.	4	50 %	2			32,33
7	Monitors periodically progress towards the fitness goals.			2	34	35	
8	Displays tolerance and acceptance of individuals with varying skills and abilities.			2			36,37
		8	100%	13	4	5	4



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
HEALTH 8

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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	Discusses basic terms in sexuality as an important component of one's personality.	1	12.5 %	1	38		
2	explains the dimensions of human sexualityH8FH-Ia-18			1	39		
3	Analyzes the factors that affect one's attitudes and practices related to sexuality and sexual behaviors	1	12.5 %	2		40,41	
4	Assesses personal health attitudes that may influence sexual behavior	2	25 %	2		42,43	
5	Relates the importance of sexuality to family health			1	44		
6	Identifies the different issues/concerns of teenagers (i.e., identity crisis) and the need for support and understanding of the family	2	25 %	3	45	46	47
7	Applies decision-making skills in managing sexuality-related issues	2	25 %	3			48,49,50
		8	100%	13	4	5	4

MAPEH 9
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
MUSIC 9

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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	describes musical elements of selected vocal and instrumental music of Medieval, Renaissance and Baroque music;	1	12.5 %	2	1	2	
2	explains the performance practice (setting, composition, role of composers/ performers, and audience) during Medieval, Renaissance and Baroque periods;	1	12.5 %	2		3,4	
3	relates Medieval, Renaissance and Baroque music other art forms and its history within the era;	1	12.5 %	1	5		
4	improvises appropriate accompaniment to selected music from Medieval, Renaissance and Baroque period;	2	25 %	3	6,7	8	
5	performs music from Medieval, Renaissance and Baroque Period	2	25 %	3			9,10,11
6	evaluates music and music performances using guided rubrics.	1	12.5 %	1		12	
		8	100%	12	4	5	3

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
ART 9

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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	analyzes art elements and principles in the production of work following the style of a western and classical art	2	25 %	1		13	
2	identifies distinct characteristics of arts during the different art periods			1	14		
3	identifies representative artists from various art periods			1	15		
4	reflects on and derives the mood, idea, or message from selected artworks	3	37.5 %	1		16	
5	discusses the use or function of artworks by evaluating their utilization and combination of art elements and principles			1	17		
6	uses artworks to derive the traditions/ history of an art period			1		18	
7	compares the characteristics of artworks produced in the different art periods			1	19		
8	creates artworks guided by techniques and styles of Western Classical art traditions	3	37.5 %	1			20
9	describes the influence of iconic artists belonging to Western Classical art on the evolution of art forms			1		21	
10	applies different media techniques and processes to communicate ideas, experiences, and stories			1			22

	showing the characteristics of Western Classical art traditions						
11	evaluates works of art in terms of artistic concepts and ideas using criteria from the Western Classical art traditions			1			23
12	shows the influences of the Western Classical art traditions to Philippine art form			1		24	
		8	100%	12	4	5	3



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
PHYSICAL EDUCATION 9

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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	undertakes physical activity and physical fitness assessments	3	37.5 %	3	25,26,27		
2	performs appropriate first aid for injuries and emergency situations in physical activity and sports settings (e.g. cramps, sprain, heat exhaustion)			2			28,29
3	involves oneself in community service through sports officiating and physical activity programs	5	62.5 %	4	30	31,32,33	
4	officiates practice and competitive games			4		34,35	36,37
		8	100%	13	4	5	4



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
HEALTH 9

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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	defines community and environmental health	1	12.5 %	1	38		
2	explains how a healthy environment positively impact the health of people and communities (less disease, less health care cost, etc.)	3	37.5 %	2	39	40	
3	discusses the nature of environmental issues			2	41	42	
4	analyzes the effects of environmental issues on people's health			2		43,44	
5	suggests ways to prevent and manage environmental health issues	2	25 %	3	45	46	47
6	participates in implementing an environmental project such as building and maintaining a school garden or conducting a war on waste campaign (depends on feasibility)	2	25 %	3			48,49, 50
		8	100%	13	4	5	4



MAPEH 10
TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
MUSIC 10

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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	describes distinctive musical elements of given pieces in 20th century styles;	1	12.5 %	2		1,2	
2	explains the performance practice (setting, composition, role of composers/performers, and audience) of 20th century music;	2	25 %	3	3	4,5	
3	relates 20th century music to other art forms and media during the same time period;	1	12.5 %	2	6	7	
4	performs music sample from the 20th century	2	25 %	3		8	9,10
5	evaluates music and music performances using guided rubrics	2	25 %	3		11	12
		8	100%	12	4	5	3



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
ART 10

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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	analyzes art elements and principles in the production of work following a specific art style from the various art movements	2	25 %	1		13	
2	identifies distinct characteristics of arts from the various art movements			1	14		
3	identifies representative artists and Filipino counterparts from the various art movements			1	15		
4	reflects on and derive the mood, idea, or message from selected artworks	3	37.5 %	1		16	
5	explains the role or function of artworks by evaluating their utilization and combination of art elements and principles			1	17		
6	uses artworks to derive the traditions/history of the various art movements			1		18	
7	compares the characteristics of artworks produced in the various art movements			1		19	
8	creates artworks guided by techniques and styles of the various art movements (e.g., Impasto, Encaustic, etc.)	3	37.5 %	1			20
9	discusses the influence of iconic artists belonging to the various art movements			1	21		
10	applies different media techniques and processes to communicate ideas, experiences, and stories			1		22	

	showing the characteristics of the various art movements (e.g., the use of industrial materials or found objects, Silkscreen Printing, etc.)						
11	evaluates works of art in terms of artistic concepts and ideas using criteria from the various art movements			1			23
12	shows the influences of Modern Art movements on Philippine art forms			1			24
		8	100%	12	4	5	3



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
PHYSICAL EDUCATION 10

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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	assesses physical activity, exercise and eating habits	8	100 %	5		25,26	27,28,29
2	engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school			4	30,31 32,33		
3	expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs			4		34,35, 36,37	
		8	100%	13	4	5	4



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
HEALTH 10

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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	explains the guidelines and criteria in the selection and evaluation of health information, products and services	2	25 %	1	38		
2	discusses the various forms of health service providers and healthcare plans;			1	39		
3	selects health professionals, specialists and health care services wisely	1	12.5 %	1		40	
4	reports fraudulent health services			1		41	
5	explains the different kinds of complementary and alternative health care modalities.	1	12.5 %	1	42		
6	health care modalities. 1 / 6 explains the importance of consumer laws to protect public health			1		43	
7	identifies national and international government agencies and private organizations that implement programs for consumer protection	2	25 %	4	44	45046 47	
8	participates in programs for consumer welfare and protection	2	25 %	3			48,49,50
		8	100%	13	4	5	4

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1 / 2
HOPE 11

CONTENT	Most Essential Learning Competency	No. of Weeks	Percentage	No. of Items	Strand 1 FACTUAL 30%	Strand 2 CONCEPTUAL 40%	Strand 3 HIGHER ORDER 30%
EXERCISE FOR FITNESS	Self-assesses health-related fitness (HRF), status, barriers to physical activity assessment participation and one's diet	4	50%	25	8 (1-8)	10 (9-18)	7 (19-25)
	Observes Personal Safety Protocol to Avoid Dehydration, Overexertion, Hypothermia and Hyperthermia During MVPA Participation	1	12.5 %	6	2 (26-27)	3 (28-30)	1 (31)
	Proper Etiquette and Safety in the Use of Facilities and Equipment	2	25%	13	4 (32-35)	5 (36-40)	4 (41-44)
	Participates in an organized event that addresses health/fitness issues and concerns	1	12.5 %	6	1 (45)	2 (46-47)	3 (48-50)
	TOTAL	8	100 %	50	15	20	15

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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 diet	4	50 %	12			
2	Sets Frequency Intensity Time Type (FITT) goals based on training principles to achieve and/or maintain health-related fitness (HRF).			13			
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 %	3			
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			
5	Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation			4			
6	Demonstrates proper etiquette and safety in the use of facilities and equipment			3			
7	participates in an organized event that addresses health/fitness issues and concerns			3			

8	Recognizes the value of optimizing one's health through participation in physical activity assessments			4			
9	Organizes fitness event for a target health issue or concern			4			
		8	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1 / 2
HOPE 12

NO.	Most Essential Learning Competencies	No. of Days	Percent age % 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			
2	Sets FITT goals based on training principles to achieve and/or maintain HRF			12			
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			
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			
5	Observes personal safety protocol to avoid dehydration, overexertion, hypo- and hyperthermia during MVPA participation			4			
6	Demonstrates proper etiquette and safety in the use of facilities and equipment			4			
7	Participates in an organized event that addresses health/fitness issues and concerns			4			

8	Organizes fitness event for a target health issue or concern			4			
		8	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
Edukasyon Sa Pagpapakatao 1

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 sariling: 1.1. gusto 1.2. interes 1.3. potensyal 1.4. kahinaan 1.5. damdamin / emosyon EsP1PKP-Ia-B-1	5	12.5%	4	1	2,3	4
2	.Nakapaglalarawan ng iba't ibang gawain na maaaring makasama o makabuti sa kalusugan -nakikilala ang iba't ibang gawain/paraan na maaaring makasama o makabuti sa kalusugan EsP1PKP-Id-3	5	12.5%	8	6,8 14,16 ,	5,7	9.17
3	Nasasabi na nakatutulong sa paglinang ng sariling kakayahan ang wastong pangangalaga sa sarili EsP1PKP- Ie – 4	5	12.5%	4	13	10,11,12	
4	Nasasabi na nakatutulong sa paglinang ang wastong pangangalaga sa sarili	5	12.5%	1		15	

5	Nakakikilala ng mga gawaing nagpapakita ng pagkakabuklod ng pamilya tulad ng: 1.pagsasamasama sa pagkain 2.pagdarasal 3.pamamasyal 4.pagkukuwentuhan ng mga masasayang pangyayari	10	25%	2	19,22	20	18,21
6	Nakatutukoy ng mga kilos at gawain na nagpapakita na nagpapakita ng pagmamalasakit sa mga kasapi ng pamilya. Hal. -pag-aalala sa mga kasambahay -Pag-aalaga sa nakababatang kapatid at kapamilyang maysakit	10	25%	3		24	23,25
TOTAL		40	100%	25	8	10	7



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
Edukasyon Sa Pagpapakatao 2

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	Naisakikilos ang sariling kakayahan sa iba't ibang pamamaraan: 1.1. pag-awit 1.2. pagguhit EsP2PKP-Ia-b –	10	25%	7	1,2,	3,4,5	6,7
2	Napahahalagahan ang saya o tuwang dulot ng pagbabahagi ng anumang kakayahan o talent EsP2PKP-Ic –	5	12.5%	3		8,9	10
3	Nakapagpapakita ng kakayahang labanan ang takot kapag may nangbubully EsP2PKP- Ic – 10	5	12.5%	3	11	12	13
4	Naisakikilos ang mga paraan ng pagpapanatili ng kalinisan, kalusugan at pag-iingat ng katawan EsP2PKP- Id – 11	10	25%	7	14, 15	16, 17,18	19, 20
5	Nakapagpapakita ng pagsunod sa mga tuntunin at pamantayang itinakda sa loob ng tahanan 5.1. paggising at pagkain sa tamang oras EsP2PKP-Id-e – 12	10	25%	5	21,22 ,23	24	25
TOTAL		40	100%	25	8	10	7



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
Edukasyon Sa Pagpapakatao 3

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	Nakatutukoy ng natatanging kakayahan Hal. talentong ibinigay ng Diyos	4	10%	1	2		
2	Nakapagpapakita ng mga natatanging kakayahan nang may pagtitiwala sa sarili.	4	10%	1	1		
3	Napapahalagahan ang kakayahan sa paggawa	4	10%	3	3,4,5		
4	Napapahalagahan ag pagkilala sa kayang gawin ng mag-aaral na sumusukat sa kanyang katatagan ng loob.	5	12.5%	1		6	
5	Nakagagawa ng mga wastong kilos at gawi sa pangangalaga ng sariling kalusugan at kaligtasan.	4	10%	2		10,7	
6	Nakahihikayat ng kapwa na gawi ang dapat para sa sariling kalusugan at kaligtasan	5	12.5%	3	8,19	11,16	
7	Napatutunayan ang ibinubunga ng pangangalaga sa sariling kalusugan at kaligtasan.	4	10%	4		13,15,17	
8	Nakasusunod nang kusang-loob at kawilihan sa mga	5	12.5%	6	9,12		20,21,22 , 23

	panuntunang itinakda ng tahanan.						
9	Nakasusunod sa mga pamantayan/tuntunin ng mag-anak. .	5	12.5%	9		14,18	24,25,26 , 27.28,29 , 30
TOTAL		40	100%	30	9	10	11



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
Edukasyon Sa Pagpapakatao 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	EsP4PKP- Ia-b – 23 Nakapagsasabi ng katotohanan anuman ang maging bunga nito	10	25%	10	1,2,3	4,5,6,7	8,9,10
2	EsP4PKP- Ic-d – 24 2. Nakapagsusuri ng katotohanan bago gumawa ng anumang hakbangin batay sa mga nakalap na impormasyon 2.1. balitang napakinggan 2.2. patalastas na nabasa/narinig 2.3. napanood na programang pantelebisyon 2.4 pagsangguni sa taong kinauukulan	10	25%	10	11,12,13	14,15,16,17	18,19,20
3	EsP4PKP- Ie-g – 25 Nakapagninilay ng katotohanan BATAY sa mga NAKALAP NA IMPORMASYON: 3.1. balitang napakinggan 3.2. patalastas na nabasa/narinig 3.3. napanood na programang pantelebisyon 3.4. nababasa sa internet at mga social networking sites	10	25%	10	21,22,23	24,25,26,27	28,29,30
4	EsP4PKP- Ih-i – 26 Nakapagsasagawa nang may mapanuring pag-iisip ng tamang pamamaraan/ pamantayan sa pagtuklas ng katotohanan	10	25%	10	31,32,33	34,35,36,37	38,39,40
TOTAL		40	100%	40	12	16	12

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
Edukasyon Sa Pagpapakatao 5

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	EsP5PKP – Ia- 27 1. Napahahalagahan ang katotohanan sa pamamagitan ng pagsusuri sa mga:	5	12.5%	7	1,2	3,4,5	6,7
2	EsP5PKP – Ib – 28 2. Nakasusuri ng mabuti at dimabuting maidudulot sa sarili at miyembro ng pamilya ng anumang babasahin,	5	12.5%	6	8,9	10,11,12	13
3	EsP5PKP – Ic-d – 29 3. Nakapagpapakita ng kawilihan at positibong saloobin sa pag-aaral	10	25%	12	14,15,16,17	18,19,20,21, 22	23,24,25
4	EsP5PKP – Ie – 30 4. Nakapagpapakita ng matapat na paggawa sa mga proyektong Pampaaralan	5	5%	3	26	27	28
5	EsP5PKP – If – 32 5. Nakapagpapatunay na mahalaga ang pagkakaisa sa pagtatapos ng gawain		7.5%	4	29	30,31	32
6	EsP5PKP – Ig – 34 6. Nakapagpapahayag nang may katapatan ng sariling opinyon/ideya at saloobin t	5	12.5%	6	33,34	35,36,37	38
7	EsP5PKP – Ih – 35 7. Nakapagpapahayag ng 7.1. pagkuha ng pag-aari ng iba 7.2. pangongopya sa oras ng pagsusulit	10	25%	12	39,40, 41	42, 43,44, 45,46, 47	48,49,50
TOTAL		40	100%	50	15	23	12

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
Edukasyon Sa Pagpapakatao 6

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	Nakapagsusuri nang mabuti sa mga bagay na may kinalaman sa sarili at pangyayari	10	25%	10	1,2,3,	4,5,6	7,8,9,10
2	Naisa-Isa ang mga tamang hakbang sa pagbuo ng desisyon.	15	37.5%	10	11,12	13,14,15,16	17,18,19,20
	Nakakasang-ayon sa pasya ng nakararami kung nakabubuti ito			10	21,22,23,24	25,26,27,28	29,30
3	Naipahahayag at nakabubuo ng pasya batay sa malayang pananaw ng ibang tao sa sitwasyon	15	37.5%	10	31,32,33,34	35,36,37,38	39,40
	Nakagagamit ng impormasyon (wasto/tamang impormasyon)			10	41,42	43,44,45,46,47	48,49,50
TOTAL		40	100%	50	15	20	15



TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
Edukasyon Sa Pagpapakatao 7

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	Natutukoy ang mga pagbabago sa kanyang sarili mula sa gulang na 8 o 9 hanggang sa kasalukuyan.. EsP7PS-Ia-1.1	1	6.25%	3	1	17,31	
2	Natatanggap ang mga pagbabagong nagaganap sa sarili sa panahon ng pagdadalaga/pagbibinata EsP7PS-Ia-1.2	1	6.25%	3	2,9		25
3	NaipaliLiwanag na ang paglinang ng mga angkop na inaasahang kakayahan at kilos (developmental tasks) sa panahon ng pagdadalaga / pagbibinata ay nakatutulong.. EsP7PSIb-1.3	1	6.25%	3	10	32	26
4	Naisasagawa ang mga angkop na hakbang sa paglinang ng limang inaasahang kakayahan at kilos (developmental tasks) sa panahon ng pagdadalaga / pagbibinata. EsP7PSIb-1.4	1	6.25%	4	3	18,33	37
5	Natutukoy ang kanyang mga talento at kakayahan EsP7PS-Ic-2.1	1	6.25%	3	11	19	38
6	Natutukoy ang mga aspekto ng sarili kung saan kulang siya ng tiwala sa sarili at nakikilala ang mga paraan kung paano lalampasan ang mga ito EsP7PS-Ic-2.2	1	6.25%	3	4,12		27
7	Napatutunayan na ang pagtuklas at pagpapaunlad ng mga angking talento at kakayahan ay mahalaga sapagkat ang mga ito ay mga kaloob na kung pauunlarin.. EsP7PS-Id-	1	6.25%	4		20,34	28,39

	2.3						
8	Naisasagawa ang mga gawaing angkop sa pagpapaunlad ng sariling mga talento at kakayahan EsP7PS-Id-2.4	1	6.25%	3	5	13	40
9	Natutukoy ang kaugnayan ng pagpapaunlad ng mga hilig sa pagpili ng kursong akademiko o teknikal- bokasyonal, negosyo o hanapbuhay. EsP7PS-Ie-3.1	2	12.5%	3	6	21	35
10	Nakasusuri ng mga sariling hilig ayon sa larangan at tuon ng mga ito EsP7PS-Ie-3.2	2	12.5%	4	7	14,22	29
11	Naipaliliwanag na ang pagpapaunlad ng mga hilig ay makatutulong sa pagtupad ng mga tungkulin, paghahanda.. EsP7PS-If-3.3	2	12.5%	3		15,23	30
12	Naisasagawa ang mga gawaing angkop sa pagpapaunlad ng kanyang mga hilig EsP7PS-If-3.4	2	12.5%	4	8	16,24	36
TOTAL		16	100%	40	12	16	12

TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
Edukasyon Sa Pagpapakatao 8

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	Natutukoy ang mga gawain o karanasan sa sariling pamilya na kapupulutan ng aral o may positibong impluwensya sa sarili. EsP8PB1a-1.1	1	6.25%	3	1	13	31
2	Nasusuri ang pag-iral ng pagmamahalan, pagtutulungan at pananampalataya sa isang pamilyang nakasama, naobserbahan o napanood. EsP8PB1a-1.2	1	6.25%	3	9		25, 37
3	Napatutunayan kung bakit ang pamilya ay natural na institusyon ng pagmamahalan at pagtutulungan.. EsP8PB1b-1.3	1	6.25%	2	2		26
4	Naisasagawa ang mga angkop na kilos tungo sa pagpapatatag ng pagmamahalan at pagtutulungan sa sariling pamilya. EsP8PB1b-1.4	1	6.25%	2		10	38
5	a. Nakikilala ang mga gawi o karanasan sa sariling pamilya.. EsP8PB1c-2.1	1	6.25%	3	3	18	27
6	b. Nasusuri ang mga banta sa pamilyang Pilipino.. EsP8PB1c-2.2	1	6.25%	2	11	32	
7	Naipaliliwanag na: a. Bukod sa paglalang, may pananagutan ang mga magulang na bigyan ng maayos na edukasyon ang kanilang mga anak.. EsP8PB1d-2.3	1	6.25%	3	4	19, 33	
8	c. Naisasagawa ang mga angkop na kilos tungo sa pagpapaunlad ng mga gawi sa pag-aaral.. EsP8PB1d-2.4	1	6.25%	2		12	28
9	Natutukoy ang mga gawain o karanasan sa sariling pamilya.. EsP8PB1e-3.1	1	6.25%	3	5	20,34	

10	Nabibigyang-puna ang uri ng komunikasyon na umiiralsa isang pamilyang nakasama, naobserbahan o napanood. EsP8PBIf-3.2	1	6.25%	3	6	21	39
11	Nahihinuha na: a. Ang bukas na komunikasyon.. EsP8PBIf-3.3	1	6.25%	2	13		29
12	Naisasagawa ang mga angkop na kilos tungo sa pagkakaroon at pagpapaunlad ng komunikasyon sa pamilya. EsP8PBIf-3.4	1	6.25%	2		14	40
13	Natutukoy ang mga gawain o karanasan sa sariling pamilya.. EsP8PBIf-4.1	1	6.25%	2	7	22, 35	
14	Nasusuri ang isang halimbawa ng pamilyang ginagampanan ang panlipunan at pampulitikal na papel nito. EsP8PBIf-4.2	1	6.25%	2	15	36	
15	Nahihinuha na may pananagutan ang pamilya sa pagbuo ng mapagmahal na pamayanan.. EsP8PBIf-4.3	1	6.25%	3	8		23, 30
16	Naisasagawa ang isang gawaing angkop sa panlipunan at pampulitikal na papel ng pamilya. EsP8PBIf-4.4	1	6.25%	2		16, 24	
TOTAL		16	100%	40	12	16	12



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
Edukasyon Sa Pagpapakatao 9

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	Natutukoy ang mga elemento ng kabutihang panlahat EsP9PL-Ia-1.1	1	6.25%	3	1	13	31
2	Nakapagsusuri ng mga halimbawa ng pagsasaalangalang.. EsP9PL-Ia-1.2	1	6.25%	3	9		25, 37
3	Napangangatwiran na ang pagsisikap ng bawat tao. EsP9PL-Ib-1.3	1	6.25%	2	2		26
4	Naisasagawa ang isang proyekto na makatutulong sa isang pamayanan.. EsP9PL-Ib-1.4	1	6.25%	2		10	38
5	Naipaliliwanag ang: a. dahilan kung bakit may lipunang pulitikal b. Prinsipyo ng Subsidiarity c. Prinsipyo ng Pagkakaisa EsP9PL-Ic-2.1	1	6.25%	3	3	18	27
6	Natataya ang pag-iral o kawalan sa pamilya, paaralan.. EsP9PL-Ic-2.2	1	6.25%	2	11	32	
7	Napatutunayan na: a. May mga pangangailangan ang tao na hindi niya makakamtan.. EsP9PL-Id-2.3	1	6.25%	3	4	19, 33	
8	Nakapagtataya o nakapaghuhusga kung umiiral ang Prinsipyo.. EsP9PL-Id-2.4	1	6.25%	2		12	28
9	Nakikilala ang mga katangian ng mabuting ekonomiya EsP9PL-Ie-3.1	1	6.25%	3	5	20,34	
10	Nakapagsusuri ng maidudulot ng magandang ekonomiya EsP9PL-Ie-3.2	1	6.25%	3	6	21	39
11	Napatutunayan na: a. Ang mabuting ekonomiya ay iyong napauunlad ang lahat – walang taong sobrang mayaman at maraming mahirap EsP9PL-If-3.3	1	6.25%	2	13		29



12	Nakatataya ng lipunang ekonomiya sa isang baranggay/pamayanan.. EsP9PL-If-3.4	1	6.25%	2		14	40
13	Natutukoy ang mga halimbawa ng lipunang sibil EsP9PL-Ig-4.1	1	6.25%	2	7	22, 35	
14	Nasusuri ang mga adhikaing nagbubunsod sa mga lipunang sibil.. EsP9PL-Ig-4.2	1	6.25%	2	15	36	
15	Nahihinuha na: a. Ang layunin ng Lipunang Sibil, ang likas-kayang pagunlad.. EsP9PL-Ih-4.3	1	6.25%	3	8		23, 30
16	Natataya ang adbokasiya ng iba't ibang lipunang sibil EsP9PL-Ih-4.4	1	6.25%	2		16, 24	
TOTAL		16	100%	40	12	16	12



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 1
Edukasyon Sa Pagpapakatao 10

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	Natutukoy ang mataas na gamit at tunguhin ng isip at kilos-loob EsP10MP-Ia-1.1	1	6.25%	2	1,9		
2	Nakikilala ang kanyang mga kahinaan sa pagpapasya at nakagagawa ng mga kongkretong hakbang upang malagpasan ang mga ito EsP10MP-Ia-1.2	1	6.25%	3	2,19	17	
3	Napatutunayan na ang isip at kilos-loob ay ginagamit para lamang sa paghahanap ng katotohanan at sa paglilingkod/pagmamahal EsP10MP-Ib-1.3	1	6.25%	2		18	16
4	Nakagagawa ng mga angkop na kilos upang maipakita ang kakayahang mahanap ang katotohanan at maglingkod at magmahal EsP10MP-Ib-1.4	1	6.25%	3	11	19	37
5	Natutukoy ang mga prinsipyo ng Likas na Batas Moral EsP10MP-Ic-2.1	1	6.25%	3	3	20, 12	
6	Nakapagsusuri ng mga pasiyang ginagawa sa araw-araw batay sa paghusga ng konsiyensiya EsP10MP-Ic-2.2	1	6.25%	2	4	21	
7	Napatutunayan na ang konsiyensiyang nahubog batay	1	6.25%	3	13	22	25

	sa Likas na Batas Moral ay nagsisilbing gabay sa tamang pagpapasiya at pagkilos EsP10MP-Ic-2.3						
8	Nakagagawa ng angkop na kilos upang itama ang mga maling pasyang ginawa EsP10MP-Ic-2.4	1	6.25%	2		26	38
9	Naipaliliwanag ang tunay na kahulugan ng Kalayaan EsP10MP-Id-3.1	1	6.25%	3	5	27	
10	Natutukoy ang mga pasya at kilos na tumutugon sa tunay na gamit ng Kalayaan EsP10MP-Id-3.2	1	6.25%	3	6	28, 15	
11	Napatutunayan na ang tunay na kalayaan ay ang kakayahang tumugon sa tawag ng pagmamahal at paglilingkod EsP10MP-Ie-3.3	1	6.25%	2		23, 14	35
12	Nakagagawa ng angkop na kilos upang maisabuhay ang paggamit ng tunay na kalayaan: tumugon sa tawag ng pagmamahal at paglilingkod EsP10MP-Ie-3.4	1	6.25%	2			34,39
13	Nakapagpapaliwanag ng kahulugan ng dignidad ng tao EsP10MP-If-4.1	1	6.25%	3	7	24	33
14	Nakapagsusuri kung bakit ang kahirapan ay paglabag sa dignidad ng mga mahihirap at indigenous groups EsP10MP-If-4.2	1	6.25%	3	8	16	32
15	Naipatutunayan na nakabatay ang dignidad ng tao sa kanyang pagkabukod-tangi (hindi siya nauulit sa kasaysayan) at sa pagkakawangis niya sa Diyos	1	6.25%	2		29	31

	(may isip at kalooban) EsP10MP-Ig-4.3						
16	Nakagagawa ng mga angkop na kilos upang maipakita sa kapwang itinatuturing na mababa ang sarili na siya ay bukod-tangi dahil sa kanyang taglay na dignidad bilang tao EsP10MP-Ig-4.4	1	6.25%	2			30,40
TOTAL		40	100%	40	12	16	12



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