



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

11422-047

DIVISION MEMORANDUM
No. 716 s. 2022

14 NOV 2022

**TABLE OF SPECIFICATIONS FOR THE SECOND QUARTERLY ASSESSMENTS FOR ALL
LEARNING AREAS ACROSS GRADE LEVELS**

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

1. Pursuant to the MAGITING Program of the Division, the goals of AGUYOD for learning recovery, and the Division Memorandum No. 274, s. 2022, this Office, through the Curriculum Implementation Division, releases the Table of Specifications (TOS) for the second quarter assessments for all learning areas across grade levels. The objectives of this activity are as follows:

- To quality assure items for the second quarter assessments corresponding to the table of specifications
- To generate valid and reliable items for the Division Item Bank
- To provide repository of good and quality-assured items for assessments

2. For the second quarter assessments, schools are required to submit their questions for each learning area following the attached table of specifications. This will serve as the pool of items. From this pool of items, a common assessment will be generated. This common assessment will be used by schools for the quarterly assessment. Writing of items should follow the format as shown in Enclosure 1.

3. After the assessment, teachers are requested to fill in the response analysis form. *This report shall be forwarded to the respective EPS for consolidation.* The response analysis template is presented as Enclosure 2.

4. For more information, contact Jerome A. Chavez or Christian J. Bables, Education Program Supervisors, on their Messenger accounts, Jerome Abang Chavez or Sirchris Bab, respectively.

5. Immediate dissemination of this memorandum is desired.

For:

NATIVIDAD P. BAYUBAY, CESO VI
Schools Division Superintendent

Reference:
Text

To be indicated in the Perpetual Index under the following subjects:
Assessments
Item Bank
Learning Areas

By:


ANTONIO P. FAUSTINO JR., Jr.
OIC – Assistant School Division Superintendent



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Enclosure 1.
Item Format

Illustrative Example 1

- Who is the author of *Les Misérables*? → Stem
- A. Dante Alighieri
 - B. Charles Dickens
 - C. Victor Hugo*
 - D. William Shakespeare
- Options(alternatives) → Key
-

Illustrative Example 2

- Which of the following describes a chemical change?
- A. A paper cuts into small pieces.
 - B. Iron nails rust when exposed to air.
 - C. Table salt dissolves in water.
 - D. Water turns to ice when placed in the freezer.
-

Illustrative Example 3

- What is the least common multiple of the numbers 32 and 48?
- A. 96
 - B. 32
 - C. 24
 - D. 16
-

Illustrative Example 4

Kahanga-hanga ang kanyang talento, kaya siya ang aking idolo. Ano ang kahulugan ng salitang may guhit?

- A. kakaiba
- B. kanais-nais
- C. kakatuwa
- D. kapani-paniwala



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Enclosure 2.
Response Analysis Template

School
Learning Area X
SY 2022-2023 Quarter X
Response Analysis

Table 1 Basic Information

Information	Class 1	Class 2	Class 3
Total Scores			
No. of Learners			
Mean			
Median			
Mode			
Range			
Reliability			
SEM			
Skewness			

Table 2 Difficulty Index

Item No.	No. of learners who answered correctly	Percentage
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

$$\text{Percentage} = \left(\frac{\text{no. of learners who answered correctly}}{\text{total number of learners}} \right) \times 100$$



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Table 2 Item Identification for Difficulty

Description	Items
Easy (0.71 to 1.00)	
Average (.30 to 0.70)	
Difficult (0.00 to 0.29)	

Table 4 Discrimination Index

Item No.	R_u	R_l	$\frac{R_u - R_l}{N}$
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

Table 5 Item Identification for Discrimination

Description	Items
Positive	
Zero	
Negative	



Table 6 Option Analysis

Item	Options	No. of learners in the upper group who selected (U)	No. of learners in the lower group who selected (L)	$\frac{U - L}{N}$	Remarks
1	A				
	B				
	C				
	D				
2	A				
	B				
	C				
	D				
3	A				
	B				
	C				
	D				
4	A				
	B				
	C				
	D				
5	A				
	B				
	C				
	D				
6	A				
	B				
	C				
	D				
7	A				
	B				
	C				
	D				
8	A				
	B				
	C				
	D				
9	A				
	B				
	C				
	D				
10	A				
	B				
	C				
	D				
11	A				
	B				
	C				
	D				
12	A				
	B				
	C				
	D				

DIVISION MEMORANDUM

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13	A				
	B				
	C				
	D				
14	A				
	B				
	C				
	D				
15	A				
	B				
	C				
	D				
16	A				
	B				
	C				
	D				
17	A				
	B				
	C				
	D				
18	A				
	B				
	C				
	D				
19	A				
	B				
	C				
	D				
20	A				
	B				
	C				
	D				
21	A				
	B				
	C				
	D				
22	A				
	B				
	C				
	D				
23	A				
	B				
	C				
	D				
24	A				
	B				
	C				
	D				
25	A				
	B				
	C				
	D				



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Table 7 Decision Matrix

Index	Decision
Positive	Retain
Zero	Revise
Negative	Remove



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MTB-MLE 1
Table of Specifications
 SY 2022-2023
Quarter 2

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%
39	Identify pronouns: (GA) a. Personal b. Possessive	5	10	3		10,11,12	
47	Identify pronouns with contractions* (Siya'y, Tayo'y...) (GA)	5	10	3		13,14,15	
41	Supply rhyming words to complete a rhyme, poem, and song. (OL)	5	10	3		16,17,18	
48	Respond to text (legends, fables, poems.) through dramatization. (OL)	5	10	2			
42	Identify cause and/or effect of events in a story listened to. (LC)	5	10	3	1,2,3		
43	Identify the problem and solution in the story read. (LC)	5	10	3	4,5,6		
45	Illustrate specific events in a story read. (LC)	5	10	2	7,8		
46	Retell a story read (LC)	5	10	2		9	19
40	Interpret a map of the classroom/school. (SS)	5	10	2			20,21,22
44	Get information from simple environmental prints. (SS)	5	10	2			23,24,25
TOTAL		50	100%	25	8	10	7



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

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%
26	Participate in and initiate more extended social conversation or dialogue with peers, adults on unfamiliar topics by asking and answering questions, restating and soliciting information (OL)	5	12.50	3	1-3		
25	Identify and use simile and metaphor in sentences. (VCD)	5	12.50	3	4-6		
24	Use the following pronouns when applicable (GA) a. demonstrative pronouns (e.g. ito, iyan, yan, dito, diyan, doon) b. subject and object pronouns possessive	5	12.50	3	7-8	9	
28	Write/copy words, phrases, and sentences with proper strokes, spacing, punctuation and capitalization using cursive writing. (PWR)	7	17.50	4		10-13	
29	Employ proper mechanics and format when writing for different purposes (i.e. paragraph writing, letter writing) (PWR)	8	20.00	5		14-18	
27	Get information from various sources: (ATR) - published announcements; and - map of the community	5	12.50	3			19-21
23	Write paragraphs using subject, object and possessive pronouns, observing the conventions of writing. (C)	5	12.50	4			22-25
TOTAL		40	100%	25	8	10	7



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MTB-MLE 3
Table of Specifications
SY 2022-2023
Quarter 2

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%
13	Identifies interrogative pronouns (GA)	10	25	7	1-7		
14	Uses expressions appropriate to the grade level to react to local news, information, and propaganda about school, community and other local activities. (OL)	20	50	15	8-9	10-21	
15	Identifies metaphor, personification, hyperbole (VCD)	10	25	8			22-30
TOTAL		40	100%	30	9	12	9



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FILIPINO 1
Table of Specifications
SY 2022-2023
Quarter 2

MELC No.	Most Essential Learning Competencies	Domain	No. of Days	%	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 pabula	PN	3	7.50	3			
2	Nakapagtatanong tungkol sa isang larawan, kwento at napakinggang balita	PS						
	Nakapagpapakita ng paraan kung paano magsalita ng magalang sa angkop na sitwasyon	WG	3	7.50	3			
3	Nagagamit ang magalang na pananalita sa angkop na sitwasyon tulad ng pagpapakilala ng sarili, pagpapahayag ng sariling karanasan at pagbati	PS						
4	Nasasabi ang mensaheng nais ipabatid ng nabasang pananda patalastas babala o paalala	PP	2	5.00	1			
5	Nakasusulat ng malalaki at maliliit na letra na may tamang layo sa isa't isa ang mga letra	PU	2	5.00	1			
	Naisasakilos ang napakinggang awit	PN	2	5.00	1			
6	Nabibigkas nang wasto ang tunog ng bawat letra ng alpabetong Filipino	KP	2	5.00	1			
7	Natutukoy ang kahulugan ng salita batay sa kumpas, galaw, ekspresyon ng mukha; ugnayang salita-larawan o kasalungat	PT	2	5.00	1			
	Napahalalagahan ang laman ng aklat batay sa pabalat	WG	3	7.50	3			
	Nasasabi ang nilalaman ng aklat batay sa pabalat	AL						
8	Nagagamit nang wasto ang pangngalan sa pagbibigay ng pangalan ng tao, lugar, hayop, bagay at pangyayari	WG	2	5.00	1			
9	Natutukoy ang kailanan ng pangngalan	WG	2	5.00	1			
10	Nakasusunod sa napakinggang panuto na may 1-2 hakbang	PN	2	5.00	1			
11	Napapalitan at nadadagdagan ang mga tunog upang makabuo ng bagong salita	KP	2	5.00	1			
12	Nagagamit ang naunang kaalaman o karanasan sa pag-unawa ng napakinggang alamat/teksto	PN	2	5.00	1			
13	Nakikilala ang mga tunog na bumubuo sa pantig ng mga salita	KP	2	5.00	1			
14	Nabibilang ang pantig sa isang salita	KP	2	5.00	1			
	Nababasa ang mga salitang batayan		2	5.00	1			
15	Napagsusunod-sunod ang mga pangyayari sa napakinggang kuwento sa tulong ng mga larawan at pamatnubay na tanong	PN	2	5.00	1			
	Nakabubuo ng mga tanong matapos mapakinggan ang kuwento	PN	3	7.50	2			
16	Naiiulat nang pasalita ang mga naobserbahang pangyayari sa paligid (bahay, komunidad, paaralan) at sa mga napapanood (telebisyon, cellphone, kompyuter)	PS						
	TOTAL		40	100%	25	8	10	7



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FILIPINO 2
Table of Specifications
SY 2022-2023
Quarter 2

MELC No.	Most Essential Learning Competencies	Domain	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
	Napahahalagahan ang personal na karanasan							
8	Nagagamit ang personal na karanasan sa Paghinuha ng mangyayari sa nabasa/ napakinggang teksto o kuwento*	KM	5	12.50	3			
9	Nabibigkas nang wasto ang tunog ng patinig, katinig, kambal-katinig, diptonggo at kluster	PN	4	10.00	3			
	Nakikilala ang mga letra at salita na nakasulat sa kabit-kabit			12.50	3			
10	Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo sa isa't isa ang mga salita	PU	5					
11	Naibibigay ang susunod na mangyayari sa kuwento batay sa tunay na pangyayari, pabula, tula, at tugma*	PN	5	12.50	3			
12	Nailalarawan ang mga elemento (tauhan, tagpuan, banghay) at bahagi at ng kuwento (panimula kasukdulan katapusan/kalakasan)	PN/PB	4	10.00	3			
13	Naipapahayag ang sariling ideya/damdamin o reaksiyon tungkol sa napakinggan/nabasang: a. kuwento, b. alamat c. tugma o tula d. tekstong pang-impormasyon	PS	2	10.00	1			
14	Nababasa ang mga salita sa unang kita	PP	3	7.50	2			
	Napapahalagahan ang pangyayari sa binasang teksto		2	10.00	1			
15	Naisasalaysay muli ang binasang teksto nang may tamang pagkakasunodsunod sa tulong ng mga larawan, pamatnubay na tanong at story grammar	PS	5	12.50	3			
16	Nakasusulat ng talata at liham nang may wastong baybay, bantas at gamit ng malaki at maliit na letra	KM	5	12.50	3			
	TOTAL		40	100%	25	8	10	7



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FILIPINO 3
Table of Specifications
SY 2022-2023
Quarter 2

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%
16	Nakapagbibigay ng wakas ang binasang kwento	PB	3	7.50	2			
17	Naiuulat nang ang mga naobserbahang pangyayari sa pamayanan	PS	2	5.00	2			
18	Nagbabago ang dating kaalaman base sa mga natuklasang kaalaman sa binasang teksto	PB	3	7.50	2			
19	Napayayaman ang talasalitaan sa pamamagitan ng paggamit ng magkasingkahulugan at magkasalungat na mga salita, pagbubuo ng mga bagong salita mula sa salitang-ugat, at paghanap ng maiikling salita sa loob ng isang mahabang salita	PT	4	10.00	3			
20	Nagagamit ang magalang na pananalita sa angkop na sitwasyon (pagpapaliwanag) *		3	7.50	2			
21	Natutukoy ang mga salitang magkakatugma	KP	3	7.50	2			
22	Nakakagamit ng pahiwatig upang malaman ang kahulugan ng mga salita tulad ng paggamit ng mga palatandaang nagbibigay ng kahulugan (katuturan o kahulugan ng salita, sitwasyong pinaggamitan ng salita, at pormal na depinisyon ng salita)	PT	3	7.50	2			
23	Naikokompara ang mga kuwento sa pamamagitan ng pagtatala ng pagkakatatulad at pagkakaiba	AL	3	7.50	2			
24	Nakasusulat ng talata 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	KM	4	10.00	3			
25	Nakabubuo ng mga tanong matapos mapakinggan ang isang teksto	PN	3	7.50	2			
26	Nagagamit ang angkop na pagtatanong tungkol sa mga tao, bagay, lugar at pangyayari, ano, sino, saan, ilan, kailan, ano-ano, at sino-sino	WG	3	7.50	3			
27	Nababaybay nang wasto ang mga salitang natutunan sa aralin/ batayang talasalitaang pampaningin	PY	3	7.50	2			
28	Nakapaglalarawan ng mga tao, hayop, bagay at lugar sa pamayanan	WG	3	7.50	3			
TOTAL			40	100%	30	9	12	9



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FILIPINO 4
Table of Specifications
SY 2022-2023
Quarter 2

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%
19	Nasasagot ang mga tanong mula sa napakinggan at nabasang alamat, tula, at awit.	PN/PB	2	5.00	2			
20	Naisusulat nang wasto ang baybay ng salitang natutuhan sa aralin; salitang hiram; at salitang kaugnay ng ibang asignatura	PU	1	2.50	1			
21	Nakapagbibigay ng hinuha sa kalalabasan ng mga pangyayari sa napakinggang teksto	PN	1	2.50	1			
	Nakikilala ang mga pang-uri lantay	WG	2	5.00	2			
22	Nagagamit nang wasto ang pang-uri (lantay, paghahambing, pasukdol) sa paglalarawan ng tao, lugar, bagay at pangyayari sa sarili, ibang tao at katulong sa pamayanan	WG						
23	Naibibigay ang kahulugan ng mga salitang pamilyar at di-pamilyar pamamagitan ng pag-uugnay sa sariling karanasan	PT	1	2.50	1			
24	Nahuhulaan ang maaaring mangyari sa teksto gamit ang dating karanasan/ kaalaman	PN	1	2.50	1			
25	Naibibigay ang paksa ng napakinggang teksto	PN	1	2.50	1			
	Nakikilala ang mga uri ng pandiwa	WG	2	5.00	2			
26	Nagagamit ang uri ng pandiwa ayon sa panahunan sa pagsasalaysay ng nasaksihang pangyayari	WG						
27	Nasasabi ang sanhi at bunga ayon sa nabasang pahayag, napakinggang teksto, at napakinggang ulat	PB/PN	3	7.50	3			
28	Nakasusulat ng timeline tungkol sa mga pangyayari sa binasang teksto	PU	1	2.50	1			
29	Naisasalaysay nang may tamang pagkakasunod-sunod ang nakalap na impormasyon mula sa napanood	PD	1	2.50	1			
30	Nailalarawan ang elemento ng kuwento (tagpuan, tauhan, banghay, at pangyayari)	PN	1	2.50	1			
31	Nailalarawan ang tauhan batay sa ikinilos, ginawi, sinabi at naging damdamin	PN	1	2.50	1			
	Nakikilala ang iba't ibang uri ng panghalip	WG	2	5.00	2			
32	Nagagamit ang iba't ibang uri ng panghalip (pamatlig) - Patulad pahimaton paukol - Paari panlunan patulod sa usapan at pagsasabi tungkol sa	WG						



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	sariling karanasan							
	Nakikilala ang mga aspekto ng pandiwa	WG	2	5.00	2			
33	Nagagamit ang aspekto (panahunan) ng pandiwa n sa pagsasalaysay ng nasaksihang pangyayari	WG						
34	Natutukoy ang kahulugan ng salita batay sa ugnayang salita-larawan	PT	1	2.50	1			
35	Nakasulat ng talatang naglalarawan	PU	1	2.50	1			
36	Nailalarawan ang tauhan batay sa ikinilos o ginawi o sinabi at damdamin	PN	1	2.50	1			
37	Nagagamit ang pangaano ng pandiwa-pawatas- pautos, pagsasalaysay ng napakinggang usapan	PN	1	2.50	1			
38	Nakasusunod sa nakasulat na panuto	PU	1	2.50	1			
39	Nakasulat ng panuto gamit ang dayagram	PU	1	2.50	1			
40	Nasasabi ang paksa ng napanood na maikling pelikula	PD	1	2.50	1			
41	Naibibigay ang sariling wakas ng napakinggang teksto, tekstong pangimpormasyon at talambuhay	PN	1	2.50	1			
	Natutukoy ang mga bahagi ng liham	WG	2	5.00	2			
42	Nakasulat ng sariling talambuhay at liham na humihingi ng pahintulot na magamit ang silid-aklatan	PU						
43	Nasusuri ang damdamin ng mga tauhan sa napanood	PD	1	2.50	1			
44	Napagsusunod-sunod ang mga detalye/ pangyayari sa tekstong napakinggan sa pamamagitan ng tanong	PN	2	5.00	2			
	Nakikilala ang pang-abay sa paglalarawan ng kilos	WG	2	5.00	2			
45	Nagagamit nang wasto ang pang-abay sa paglalarawan ng kilos	WG						
46	Natutukoy ang mga sumusuportang detalye sa mahalagang kaisipan sa nabasang teksto	PB	1	2.50	1			
47	Nagagamit nang wasto ang pang-abay at pandiwa sa pangungusap	WG	1	2.50	1			
	Nakikilala ang pang-abay at pang-uri sa pangungusap	WG	1	2.50	1			
48	Nagagamit nang wasto ang pang-abay at pang-uri sa pangungusap	WG						
TOTAL			40	100%	40	12	16	12



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FILIPINO 5
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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%
	Nagagamit ang mga bagong salita sa pagbuo ng pangungusap	PS	2	5.00	3			
11	Nabababagay nang wastong salitang natutuhan sa aralin at salitang hiram	PU						
12	Nasasagot ang mga tanong sa binasa/ napakinggang talaarawan, journal at anekdota	PB/ PN	4	10.00	5			
13	Naibabagay ang isang pangyayaring nasaksihan o naobserbahan	PB	1	2.50	1			
	Natutukoy ang elemento ng pelikula	PS	3	7.50	4			
14	Nailalarawan ang tagpuan at tauhan ng napanood na pelikula at nabasang teksto	PD						
15	Nabibigkas nang may wastong tono, diin, antala at damdamin ang napakinggang tula	PS	2	5.00	3			
16	Naibibigay ang paksa/layunin ng napakinggang kuwento/usapan/talata, at pinanood na dokumentaryo	PN/ PD	2	5.00	3			
17	Naibibigay ang mahahalagang pangyayari sa nabasang talaarawan, talambuhay at sa napanood na dokumentaryo	PB/ PD	5	12.50	6			
	Natutukoy ang pagsasabi ng isang hinaing o reklamo	PS	3	7.50	3			
18	Nagagamit ang magagalang na pananalita sa pagsasabi ng hinaing o reklamo, sa pagsasabi ng ideya sa isang isyu, at sa pagtangg	PS						
19	Nakapagbibigay ng angkop na pamagat sa isang talata at tekstong napakinggan	PN	2	5.00	3			
20	Naipapahayag ang sariling opinyon o reaskyon sa isang napakinggang balita, isyu o usapan	PS	2	5.00	3			
21	Naibibigay ang bagong natuklasang kaalaman mula sa binasang teksto at datos na hinihingi ng isang form	PB	3	7.50	3			
	Natatalakay ang paraan ng pagbuo ng isang slogan	PS	5	12.50	6			
22	Nakasusulat ng simpleng patalastas, at simpleng islogan	PU						
	Naisasagawa ang paraan ng pagsasaliksik gamit ang mga sanggunian	EP	3	7.50	3			
23	Nagagamit ang pangkalahatang sanggunian sa pagtatala ng mahahalagang impormasyon tungkol sa isang isyu	EP						
	Natutukoy ang paraan ng pagtatala ng mabilisan ng mahahalagang impormasyon	PS	3	7.50	4			
24	Naitatala ang mga impormasyon mula sa binasang teksto	PU						
TOTAL			40	100%	50	15	20	15



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FILIPINO 6
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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%
16	Nasasagot ang mga tanong tungkol sa napakinggang/ nabasang talaarawan at anekdota	PN	3	7.50	3			
17	Naibabahagi ang isang pangyayaring nasaksihan	PS	2	5.00	3			
	Nakapagbabahagi ng karanasan sa pagbibigay ng wakas sa napakinggang balita	PN	3	7.50	3			
18	Nagagamit ang dating kaalaman sa pagbibigay ng wakas ng napakinggang teksto	PN						
19	Nababago ang dating kaalaman batay sa natuklasan sa teksto	PL	2	5.00	3			
20	Naibibigay ang maaaring mangyari sa teksto gamit ang dating karanasan/kaalaman	PB	2	5.00	3			
21	Nagagamit nang wasto ang kayarian at kailanan ng pang-uri sa kaglalarawan sa iba't ibang sitwasyon	WG	3	7.50	4			
22	Nailalarawan ang tauhan batay sa damdamin nito at tagpuan sa binasang kuwento	PL	2	5.00	3			
23	Nasasabi ang paksa/mahahalagang pangyayari sa binasang/napakinggang sanaysay at teksto	PN	3	7.50	4			
	Naibibigay ang kahulugan ng aspekto at pokus ng pandiwa sa pakikipag-usap sa iba't ibang sitwasyon	WG	4	10.00	5			
24	Nagagamit nang wasto ang aspekto at pokus ng pandiwa (aktor, layon, ganapan, tagatanggap, gamit, sanhi, direksiyon) sa pakikipag-usap sa ibat ibang sitwasyon	WG						
	Naibibigay ang uri ng mga pang-abay	WG	4	10.00	5			
25	Nagagamit ang uri ng pang-abay (panlunan, pamaraan, pamanahon) sa pakikipag-usap sa ibat ibang sitwasyon	WG						
	Naibibigay ang kahulugan ng sanhi at bunga	WG	3	7.50	4			
26	Napag-uugnay ang sanhi at bunga ng mga pangyayari	PB						
27	Nagagamit ang iba't ibang salita bilang pang-uri at pang-abay sa pagpapahayag ng sariling ideya	WG	3	7.50	4			
28	Nakapagtatala ng datos mula sa binasang teksto	SS	1	2.50	1			
29	Nakasusulat ng sulating di pormal, pormal, liham pangangalakal at panuto	WC	5	12.50	5			
TOTAL			40	100%	50	15	20	15



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FILIPINO 7
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MELC No.	Most Essential Learning Competencies	Domain	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
14	Naipaliliwanag ang mahalagang detalye, mensahe at kaisipang nais iparating ng napakikinggang bulong, awiting bayan, alamat, bahagi ng akda at teksto tungkol sa epic ng Kabisayaan	PN	3	9.38	5			
15	Nabubuo ang sariling paghatol o pagmamatuwid sa ideyang nakapaloob sa akda na sumasalamain sa tradisyon ng mga Bisaya.	PB	3	9.38	5			
	Natutukoy ang kahulugan/katangian ng mga salita sa bawat antas ng wika batay sa pormalidad	PT	4	12.50	5			
16	Nasusuri ang antas ng wika batay sa pormalidad na ginagamit sa pagsulat ng awiting-bayan (balbal, kolokyal, lalawiganin, pormal)	WG						
17	Nahihinuha ang kaligirang pangkasaysayan ng binasang alamat ng Kabisayaan	PB	3	9.38	5			
18	Naibibigay ang kahulugan at sariling interpretasyon sa mga salitang paulit-ulit na ginagamit sa akda, mga salitang iba-iba ang digri o antas ng kahulugan (pagkikilino), mga di pamilyar na salita mula sa akda, at mga salitang nagpapahayag ng damdamin	PT	3	9.38	5			
19	Nagagamit nang maayos ang mga pahayag sa paghahambing (higit/mas, di-gaano, digasino, at iba pa)	WG	3	9.38	5			
20	Naisusulat ang isang editoryal na nanghihiikayat kaugnay ng paksa.	PU	3	9.38	5			
21	Naisusulat ang isang tekstong naglalahad tungkol sa pagpapahalaga ng mga taga-Bisaya sa kinagisnang kultura	PU	3	9.38	5			
	Nakikibahagisa mga presentasyon batay sa alin man sa Bulong at Awitng Bayan, Dula, Epko o Maikling Kuwento.	WG	4	12.50	5			
22	Nasusuri ang kulturang nakapaloob sa awiting bayan	PB						
23	Nagagamit ang mga kumbensyon sa pagsulat ng awitin (sukat, tugma, tayutay, talinghaga, at iba pa)	WG	3	9.38	5			
Total			32	100	50	15	20	15



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MELC No.	Most Essential Learning Competencies	Domain	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
						Strand 1 30%	Strand 2 40%	Strand 3 30%
	Natutukoy ang mga ang payak na salita mula sa salitang maylapi na makikita sa pangunahing at pantulong na kaisipang nakasaad sa binasa	PB	2	6.25	3			
14	Napipili ang mga pangunahin at pantulong na kaisipang nakasaad sa binasa	PB						
15	Nabubuo ang mga makabuluhang tanong batay sa napakinggan (palitan ng katwiran)	PN	2	6.25	3			
16	Naibibigay ang opinyon at katuwiran tungkolsa paksa ng balagtas	PB	1	3.13	3			
17	Nakapaglalalahad sa paraang pasulat ng pagsang-ayon at pagsalungat sa isang argumento	PU	1	3.13	2			
18	Nagagamit ang mga hudyat ng pagsangayon at pagsalungat sa paghahayag ng opinyon	WG	1	3.13	2			
19	Naipahahayag ang pangangatuwiran sa napiling alternatibong solusyon o proposisyon sa suliraning linilahad sa tekstong binasa	PB	1					
20	Naibibigay ang denotatibo at konotatibong kahulugan, kasingkahulugan at kasalungat na kahulugan ng mahihirap na salitang ginamitsa akda	PT	2	6.25	3			
	Nasusuri nang pasulat ang papel na ginagampanan ng sarswela sa sa pagpapataas ng kamalayan ng mga Pilipino sa kultura ng iba't ibang rehiyon sa bansa gamit ang iba't ibang aspekto ng pandiwa	PU	3	9.38	5			
21	Nasusuri nang pasulat ang papel na ginagampanan ng sarsuwela sa pagpapataas ng kamalayan ng mga Pilipino sa kultura ng iba't ibang rehiyon sa bansa	PU						
22	Naiuugnay ang tema ng napanood na programang pantelebisyon sa akdang tinalakay	PD	2	6.25	3			
23	Naipapaliwanag nang maayos ang pansariling pananaw, opinyon at saloobin kaugnay ng akdang tinalakay	PS	2	6.25	3			
24	Nagagamit ang iba't ibang paraan ng pagpapahayag (pag-iisa-isa, paghahambing, at iba pa) sa pasulat ng sanaysay	WG	2	6.25	3			
25	Naiuugnay ang mga kaisipan sa akda sa mga kaganapan sa sarili, lipunan, at daigdig	PB	2	6.25	3			
26	Nabibigyang kahulugan ang mga simbolo at pahiwatig na ginamit sa akda	PT	2	6.25	3			
27	Nakasusulat ng wakas ng maikling kuwento.	PU	2	6.25	3			
28	Nabibigyang interpretasyon ang tulang napakinggan	WG	2	6.25	3			
29	Naihahambing ang anyo at mga elemento ng tulang binasa sa iba pang anyo ng tula	PN	2	6.25	3			
	Nakabubuo ng isang orihinal na tula yungkol sa pag-ibig gamit ang masining na antas ng wika	PU	3	9.38	5			
30	Naisusulat ang isang orihinal na tulang may apat o higit pang saknong sa alinmang anyong tinalakay, gamit ang paksang pagibig sa kapwa, bayan o kalikasan	PU						
TOTAL			32	100%	50	15	20	15



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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%
27	Nasusuri ang tono ng pagbigkas ng napakinggang tanka at haiku	PN	1	3.03	2			
28	Nasusuri ang pagkakaiba at pagkakatulad ng estilo ng pagbuo ng tanka at haiku	PB	1	3.03	2			
29	Nabibigyang-kahulugan ang matatalinghagang salitang ginamit sa tanka at haiku	PT	1	3.03	2			
30	Naisusulat ang payak na tanka at haiku sa tamang anyo at sukat	PU	1	3.03	2			
31	Nagagamit ang suprasegmental na antala/hinto, diinat tonos a pagbigkas ng tanka at haiku		1	3.03	2			
32	Nahihinuha ang damdamin ng mga tauhan batay sa diyalogong napakinggan	PN	1	3.03	2			
33	Nabibigyang-puna ang kabisaan ng paggamit ng hayop bilang mga tauhan na parang taong nagsasalita at kumikilos	PB	1	3.03	2			
34	Naiaantas ang mga salita (clining) batay sa tindi ng emosyon o damdamin	PT	1	3.03	2			
35	Muling naisusulat ang isang pabula sa paraang babaguhin ang karakter ng isa sa mga tauhan nito	PU	1	3.03	2			
36	Nagagamit ang iba't ibang ekspresyon sa pagpapahayag ng damdamin		1	3.03	2			
37	Naipaliliwanag ang pananaw ng may-akda tungkol sa paksa batay sa napakinggan	PN	1	3.03	2			
38	Naipaliliwanag ang mga: -kaisipan -layunin -paksa; at paraan ng pagkakabuo ng sanaysay	PT	1	3.03	2			
39	Naipaliliwanag ang mga salitang di lantad ang kahulugan batay sa konteksto ng pangungusap	PT	1	3.03	2			
40	Nabibigyang-puna ang paraan ng pagsasalita ng taong naninindigan sa kanyang mga saloobin o opinyon sa isang talumpati	PD	1	3.03	2			
41	Naipahahayag ang sariling pananaw tungkol sa isang napapanahong isyu sa talumpating nagpapahayag ng matibay na paninindigan	PS	1	3.03	2			
42	Nakasusulat ng isang argumento hinggil sa napapanahong isyu sa lipunang Asya			3.03	2			
43	Nagagamit ang angkop na mga pahayag sa pagbibigay ng ordinaryong opinyon, matibay na paninindigan at mungkahi	WG	1	3.03	2			
44	Nasusuri ang maikling kuwento batay sa estilo ng pagsisimula, pagpapadaloy at pagwawakas ng napakinggang salaysay	PN	1	3.03	2			
45	Nahihinuha ang kulturang nakapaloob sa binasang kuwento na may katutubong kulay	PB	1	3.03	2			



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46	Nabibigyang-kahulugan ang mga imahe at simbolo sa binasang kuwento	PT	1	3.03	2			
47	Napaghahambing ang kultura ng ilang bansa sa Silangang Asya batay sa napanood na bahagi ng teleserye o pelikula	PD	1	3.03	2			
48	Naisasalaysay ang sariling karanasan na may kaugnayan sa kulturang nabanggit sa nabasang kuwento	PS	1	3.03	2			
49	Nailalarawan ang sariling kultura sa anyo ng maikling salaysay	PU	1	3.03	2			
50	Nagagamit ang mga pahayag sa pagsisimula, pagpapadaloy at pagtatapos ng isang kuwento	WG	1	3.03	2			
51	Nauuri ang mga tiyak na bahagi at katangian ng isang dula batay sa napakinggang diyologo o pag-uusap	PN	1	3.03	2			
52	Nasusuri ang binasang dula batay sa pagkakabuo at mga elemento nito	PB	1	3.03	2			
53	Napaghahambing ang mga napanood na dula batay sa mga katangian at elemento ng bawat isa	PD	1	3.03	2			
54	Naisusulat ang isang maikling dula tungkol sa karaniwang buhay ng isang grupo ng Asyano	PU	1	3.03	2			
55	Nagagamit ang mga angkop na pang-ugnay sa pagsulat ng maikling dula	WG	1	3.03	2			
56	Naipahahayag ang damdamin at pang-unawa sa napakinggang akdang orihinal	PN	1	3.03	2			
57	Naipaliliwanag ang naging bisa ng nabasang akda sa sariling kaisipan at damdamin	PB	1	3.03	2			
58	Nabibigyang-kahulugan ang mahihirap na salita batay sa konteksto ng pangungusap; ang matatalinghagang pahayag sa parabola; ang mga salitang may natatagong kahulugan; ang mga salita batay sa kontekstong pinaggamitan; ang mahihirap na salita batay sa kasingkahulugan at kasalungat na kahulugan	PT	1	3.03	2			
59	Naisusulat ang sariling akda na nagpapakita ng pagpapahalaga sa pagiging Asyano	PU	1	3.03	2			
60	Nagagamit ang linggwistikong kahusayan sa pagsulat ng sariling akda na nagpapakita ng pagpapahalaga sa pagiging isang Asyano	WG	1	3.03	2			
TOTAL			33	100%	50	15	20	15



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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%
36	Mitolohiya: Nailalahad ng mga pangunahing paksa at ideya batay sa napakinggang usapan ng mga tauhan	PN	1	3.13	2			
37	Naisasama ang salita sa iba pang salita upang makabuo ng ibang kahulugan (collocation)	PT						
38	Nakabubuo ang sistematikong panunuri sa mitolohiyang napanood	PD	1	3.13	2			
39	Naihahambing ang mitolohiya mula sa bansang kanluranin sa mitolohiyang Pilipino	PU						
40	Dula: Nailalahad ang kultura ng lugar na pinagmulan ng kuwentong-bayan sa napakinggang usapan ng mga tauhan	PN	1	3.13	2			
	Nakalalahok nang masigla sa pagpapaliwanag ng kultura ng bansang pinagmulan ng akda sa alinmang bansa sa daigdig	PB	2	6.25	3			
41	Naihahambing ang kultura ng bansang pinagmulan ng akda sa alinmang bansa sa daigdig	PB						
42	Naipaliliwanag ang kahulugan ng salita batay sa pinagmulan nito (epitimolohiya)	PT	1	3.13	2			
43	Naipaliliwanag ang katangian ng mga tao sa bansang pinagmulan ng kuwentong-bayan batay sa napanood na bahagi nito	PD						
	Nakapaglalarawan ng sariling damdamin at saloobin tungkol sa sariling kultura kung ihahahambing sa kultura ng ibang bansa batay sa nabasang dula	PU	2	6.25	3			
44	Naisusulat nang wasto ang sariling damdamin at saloobin tungkol sa sariling kultura kung ihahahambing sa kultura ng ibang bansa	PU						
45	Tula: Naibibigay ang puna sa estilo ng napakinggang tula	PN	1	3.13	2			
	Natatamo ang kasiyahan sa pagsusuri ang mga elemento ng tula	PB	1	3.13	2			
46	Nasusuri ang mga elemento ng tula	PB						
47	Naibibigay ang kahulugan ng matatalinghagang pananalita na ginamit sa tula	PT	1	3.13	2			
48	Naisusulat ang sariling tula na may hawig sa paksa ng tulang tinalakay	PU						
49	Nagagamit ang matatalinghagang pananalita sa pagsulat ng tula	WG	1	3.13	2			
50	Maikling Kwento: Nasusuri sa diyologo ng mga tauhan ang kasiningan ng akda	PN	1	3.13	2			
51	Naitatala ang mga salitang magkakatulad at magkakaugnay sa kahulugan	PT						



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52	Nahihinuha sa mga bahaging pinanood ang pakikipag-ugnayang pandaigdig	PD	1	3.13	2			
53	Naisasalaysay nang masining at may damdamin ang isinulat na maikling kuwento	PS						
54	Nasusuriang nobela bilangakdang pampanitikan sa pananaw realismo o alinmang angkop na pananaw/teoryang pampanitikan	PB	1	3.13	2			
55	Naihahambing ang akda sa iba pang katulad na genre batay sa tiyak na mga elemento nito	PB						
56	Nabibigyang- kahulugan ang mahihirap na salita, kabilang ang mga terminong ginagamit sa panunuring pampanitikan	PT	1	3.13	2			
57	Nabubuo ang sariling wakas ng napanood na bahagi ng teleserye na may paksang kaugnay ng binasa	PD						
	Nakapipili ng mga kagamitang may kaugnayan sa paggamit ang angkop at mabisang mga pahayag sa pagsasagawa ng suring –basa o panunuring pampanitikan	WG	1	3.13	2			
58	Nagagamit ang angkop at mabisang mga pahayag sa pagsasagawa ng suring –basa o panunuring pampanitikan	WG						
59	Nagagamit ang iba’t ibang batis ng impormasyon sa pananaliksik tungkol sa mga teroyang pampanitikan	EP	1	3.13	2			
60	Sanaysay: Naiuugnay nang may panunuri sa sariling saloobin at damdamin ang naririnig na balita, komentaryo, talumpati, at iba pa	PN	1	3.13	2			
	Nakapapakinig nang masusi at may layunin ng mga argumentong nakuha sa mga artikulo sa pahayagan, magasin, at iba pa sa nakasulat na akda	PB	1	3.13	2			
61	Naiuugnay ang mga argumentong nakuha sa mga artikulo sa pahayagan, magasin, at iba pa sa nakasulat na akda	PB						
	Nakapagbibigay ng katibayan ng sariling pananaw o opinyon batay sa binasang anyo ng sanaysay (talumpati o editorial)	PB	1	3.13	2			
62	Naibibigay ang sariling pananaw o opinyon batay sa binasang anyo ng sanaysay (talumpati o editorial)	PB						
63	Nabibigyang-kahulugan ang mga salitang di lantad ang kahulugan sa tulong ng word association	PT	1	3.13	2			
64	Nasusuri ang napanood na pagbabalita batay sa: -paksa - paraan ng pagbabalita at iba pa	PD	1	3.13	2			
65	Naipahahayag nang may katalinuhan ang sariling kaalaman at opinyon tungkol sa isang paksa sa isang talumpat	PS	1	3.13	2			
	Nakapag-iisip ng iba’t ibang paraan sa pagsulat ng isang talumpati tungkol sa isang kontrobersyal na isyu	PU	1	3.13	2			
66	Naisusulat ang isang talumpati tungkol sa isang kontrobersyal na isyu	PU						
	Nakalalahok nang masigla sa pagsusuri ng kasanayan at kaisahan sa pagpapalawak ng pangungusap	WG	1	3.13	2			
67	Nasusuri ang kasanayan at kaisahan sa pagpapalawak ng pangungusap	WG	1	3.13	2			



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	Nakapapakinig nang may layunin sa pagbibigyang-puna ng mga nababasa sa mga social media (pahayagan, TV, internet tulad ng fb, email, at iba pa)	PT	1	3.13	2			
68	Nabibigyang-puna ang mga nababasa sa mga social media (pahayagan, TV, internet tulad ng fb, email, at iba pa)	PT						
	Nakatatamo ng may kasiyahan ang pagtukoy at pagbibigyang-kahulugan ng mga salitang karaniwang nakikita sa social media	PD	1	3.13	2			
69	Natutukoy at nabibigyang-kahulugan ang mga salitang karaniwang nakikita sa social media	PD						
70	Natutukoy ang mga popular na anyo ng panitikan na karaniwang nakikita sa mga social media	PD	1	3.13	2			
71	Naisusulat ang sariling akda at nailalathala ito sa alinmang social media)	PU	1	3.13	2			
	Nakapagpapakita ng kahusayan san gramatikal at diskorsal na pagsulat ng isang organisado at makahulugang akda	WG	1	3.13	2			
72	Nagagamit ang kahusayan san gramatikal at diskorsal na pagsulat ng isang organisado at makahulugang akda	WG						
	TOTAL		32	100%	50	15	20	15



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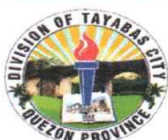
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English 4
Table of Specifications
 SY 2022-2023
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Most Essential Learning Competencies	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1 30%	Strand 2 40%	Strand 3 30%
Use context clues to find meaning of unfamiliar words: definition, exemplification	5	12.5	5	1, 2	3, 4	5
Use clear and coherent sentences employing appropriate grammatical structures: Kinds of Nouns-Mass Nouns and Count Nouns, Possessive Nouns, Collective Nouns	10	25	10	6,7,8	9,10,11,12	13,14,15
Use personal pronouns in sentences	5	12.5	5	16,17	18,19	20
Use adjectives (degrees of comparison, order) in sentences	5	12.5	5	21	22,23	24,25
Use simple present tense of verbs in sentences	5	12.5	5	26,27	28,29	30
Use correct time expressions to tell an action in the present	5	12.5	5	31	32,33	34,35
Use the past form of regular and irregular verbs	5	12.5	5	36	37,38	39,40
Total	40	100	40	12	16	12



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English 5
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Most Essential Learning Competencies	No. of Days	Percentage	No. of Items	Level of Objectives (Item Placement)		
				Strand 1 30%	Strand 2 40%	Strand 3 30%
Compose clear and coherent sentences using appropriate grammatical structures: Aspects of Verbs, Modals and Conjunctions	15	37.5	18	1,2,3,4	5,6,7,8, 9,10,11, 12,13	14,15,16, 17,18
Identify point-of-view	10	25	13	19,20, 21,22	23,24, 25,26,	27,28,29, 30, 31
Examine images which present particular viewpoints, e.g. stereotypes (gender, age, culture), opinions on an issue	10	25	13	32,33, 34,35	36,37,38, 39,40,41,	42,43,44
Distinguish among various types of viewing materials	5	12.5	6	45,46	47,48, 49,50	
Total	40	100	50	14	23	13



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English 6
Table of Specifications
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Quarter 2

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 the purpose, key structural and language features of various types of informational/factual text.	15	37	18	1,2,3,4,5,6	7,8,9,10, 11,12,13	14,15,16, 17,18
Recognize evaluative word choices to detect biases and propaganda devices used by speakers.	10	25	13	19,20,21,22	23,24,25, 26,27	28,29,30,31
Compare and contrast content of materials viewed to other sources of information (print, online and broadcast)	15	38	19	32,33, 34,35,36	37,38,39,40, 41,42,43,44,	45,46,47, 48,49,50
Total	40	100	50	15	20	15



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English 7
Table of Specifications
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No.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1	Use listening strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to (MELC 8).	5	12.5%	6	1-4	5-6	
2	Use an electronic search engine to locate specific resources (MELC 9)	5	12.5%	6	7-10		11-12
3	Navigate a website using essential features, e.g. using headings, link, etc. (MELC 10)	5	12.5%	6		13-16	17-18
4	Research a topic with support using two or three sources provided, e.g. newspapers, website, video, images, podcast, print-based materials (MELC 11)	5	12.5%	6		19-24	
5	Summarize key information from text (MELC 12)	5	12.5%	6		25-28	29-30
6	Use analogy to describe or make a point (MELC 13)	5	12.5%	6	31-32	33-34	35-36
7	Transcode information from linear to non-linear texts and vice-versa (MELC 14)	10	25%	14	37-41	42-43	44-50
TOTAL		40	100%	50	15	20	15



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English 8
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No.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (30%)	Strand 2 (40%)	Strand 3 (30%)
1	Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts (MELC 6)	10	25%	13	1, 2, 4, 6-9, 11-13		3, 5, 10
2	Use opinion-marking signals to share ideas (MELC 7)	10	25%	13	15	17-19, 21, 23-26	14, 16, 20, 22
3	Compare and contrast the presentation of the same topic in different viewing genres (MELC 8)	5	12.5%	6	27-28	29-32	
4	Compare and contrast opinions with those presented in familiar texts (MELC 9)	5	12.5%	5	33-34		35-37
5	Recognize positive and negative messages conveyed in a text (MELC 10)	10	25%	13		38-45	46-50
TOTAL		40	100%	50	15	20	15



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English 9
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Quarter 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	Make connections between texts to particular issues, concerns or dispositions in life (MELC 4)	20	50%	25	1-8	9-18	19-25
2	Analyze literature as means of understanding unchanging values in the VUCA (volatile, uncertain, complex, ambiguous) world (MELC 5)	20	50%	25	26-32	33-42	43-50
TOTAL		40	100%	50	15	20	15



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MATHEMATICS 1
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 Quarter 2

NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1-2	Illustrates addition as “putting together or combining or joining sets”.	5	12.5%	3	1, 2	9	
	Visualizes and adds the following numbers using appropriate techniques: a. two one-digit numbers with sums up to 18 b. three one-digit numbers c. numbers with sums through 99 with and without grouping	5	12.5%	3	3	10, 11	
3	Visualizes and solves one-step routine problems involving addition of whole numbers including money with sums up to 99 using appropriate problem-solving strategies.	5	12.5%	3	4	12	19
4	Illustrates subtraction as “taking away” or “comparing” elements of sets.	2	5.0%	2	5, 6		
	Illustrates that addition and subtraction are inverse operations.	3	7.5%	2		13, 14	
5-6	Visualizes, represents, and subtracts the following numbers: a. one-digit numbers with minuends through 18 (basic facts) b. one- to two- digit numbers with minuends up to 99 without regrouping c. one- to two- digit numbers with minuends up to 99 with regrouping	10	25.0%	5		15, 16	20, 21, 22
7	Uses the expanded form to explain subtraction with regrouping.	3	7.5%	2		17	23
	Subtracts mentally one-digit numbers from two-digit minuends without regrouping using appropriate strategies.	2	5.0%	2	7, 8		
8	Visualizes, represents, and solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 99 with or without regrouping using appropriate problem-solving strategies and tools.	5	12.5%	3		18	24, 25
TOTAL		40	100%	25	8	10	7



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MATHEMATICS 2
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 SY 2022-2023
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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, represents, and subtracts 2- to 3-digit numbers with minuends up to 999 without and with regrouping.	5	12.5%	3	1, 2	9	
2	Subtracts mentally the following numbers without regrouping using appropriate strategies: a. 1-digit numbers from 1- to 3- digit numbers b. 3- digit numbers by tens and by hundreds	5	12.5%	3	2, 4	10	
3	Solves routine and non-routine problems involving subtraction of whole numbers including money with minuends up to 1000 using appropriate problem-solving strategies and tools	5	12.5%	3		11, 12	19
4	Performs orders of operations involving addition and subtractions of small numbers.	3	7.5%	2		13	20
	Solves multi-step routine and non-routine problems involving addition and subtraction of 2- to 3- digit numbers including money using appropriate problem-solving strategies and tools.	2	5.0%	3		14	21, 22
5	Illustrates multiplication as repeated addition using a. groups of small quantities b. arrays c. counting by multiples d. equal jumps on the number line	5	12.5%	3	5	15, 16	
6	Illustrates the following properties of multiplication and apply each in relevant situation: a. identity b. zero c. commutative	5	12.5%	3	6	17	23
7	Visualizes multiplication of numbers 1 to 10 by 2, 3, 4, 5, and 10.	2	5.0%	1	7		
	Multiplies mentally 2, 3, 4, 5, and 10 using appropriate strategies.	3	7.5%	1	8		
8	Solves routine and non-routine problems using appropriate problem-solving strategies and tools: a. multiplication of whole numbers including money b. multiplication and addition or subtraction of whole numbers including money	5	12.5%	3		18	24, 25
TOTAL		40	100%	25	8	10	7



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MATHEMATICS 3
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 Quarter 2

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 multiplication of numbers 1 to 10 by 6, 7, 8, and 9.	1	2.5%	1	1		
	Visualizes and states basic multiplication facts for numbers up to 10.	1	2.5%	1	2		
	Illustrates the properties of multiplication in relevant situations (commutative property, distributive property, or associative property).	3	7.5%	2	3	10	
2	Multiplies numbers: a. 2- to 3- digit numbers by 1-digit number without or with regrouping b. 2-digit numbers by 2-digit numbers without regrouping c. 2-digit number by 2-digit numbers with regrouping d. 2- to 3- digit numbers by multiples of 10 and 100 e. 1- to 2- digit numbers by 1000	5	12.5%	3	4	11	22
3	Estimates the product of 2- to 3- digit numbers and 1- to 2- digit numbers with reasonable results.	2	5.0%	2	5	12	
	Multiplies mentally 2-digit by 1-digit numbers without regrouping with products of up to 100.	3	7.5%	2		13, 14	
4	Solves routine and non-routine problems involving multiplication without or with addition and subtraction of whole numbers including money using appropriate problem-solving strategies and tools.	5	12.5%	3			23, 24, 25
5	Visualizes and states the multiples of 1- to 2- digit numbers.	2	5.0%	1	6		
	Visualizes division of numbers up to 100 by 6, 7, 8, and 9 (multiplication table of 6, 7, 8, and 9).	3	7.5%	2	7	15	
6	Visualizes and states basic division facts of numbers up to 10.	2	5.0%	2	8	16	
	Divides numbers without or with remainder: a. 2- to 3- digit numbers by 1- to 2- digit numbers b. 2 - 3- digit numbers by 10 and 100	3	7.5%	3		17, 18	26
	Estimates the quotient of 2- to 3- digit numbers by 1- to 2- digit numbers.	2	5.0%	2		19, 20	
7	Divides mentally 2-digit numbers by 1-digit numbers without remainder using appropriate strategies.	3	7.5%	2	9	21	
	Solves routine and non-routine problems involving division of 2- to 4- digit numbers by 1- to 2- digit numbers without or with any of the other operations of whole numbers including money using appropriate problem-solving strategies and tools.	5	12.5%	4			27, 28, 29, 30
TOTAL		40	100%	30	9	12	9



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MATHEMATICS 4
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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	Identifies factors of a given number up to 100.	2	5.0%	2	1	13	
	Identifies the multiples of a given number up to 100.	2	5.0%	2	2	14	
	Differentiates prime from composite numbers.	1	2.5%	1		15	
2	Writes a given number as a product of its prime factors.	1	2.5%	1	3		
	Finds the common factors and the greatest common factor (GCF), common multiples and least common multiple (LCM) of two numbers using the following methods: listing, prime factorization, and continuous division.	4	10.0%	4		16, 17, 18,	29
3	Solves real-life problems involving GCF and LCM of 2 given numbers.	2	5.0%	2		19	30
	Changes improper fraction to mixed numbers and vice versa.	2	5.0%	2		20, 21	
	Changes fractions to lowest forms.	1	2.5%	1		22	
4	Visualizes addition and subtraction of similar fractions.	1	2.5%	1	4		
	Visualizes subtraction of a fraction from a whole number.	2	5.0%	2	5	23	
	Visualizes addition and subtraction of dissimilar fractions.	2	5.0%	2	6	24	
5	Performs addition and subtraction of similar and dissimilar fractions.	2	5.0%	2		25, 26	
	Solves routine and non-routine problems involving addition and/or subtraction of fractions using appropriate problem-solving strategies and tools.	3	7.5%	3		27	31, 32
6	Visualizes decimal numbers using models like blocks, grids, number lines, and money to show the relationship to fractions.	2	5.0%	2	7		33
	Renames decimal numbers to fractions, and fractions whose denominators are factors of 10 and 100 to decimals.	3	7.5%	3	8		34, 35
7	Gives the place value and the value of a digit of a given decimal number through hundredths.	2	5.0%	2	9		36
	Reads and writes decimal numbers through hundredths.	3	7.5%	3	10		37, 38
8	Rounds decimal numbers to the nearest whole number and tenth.	2	5.0%	2	11		39
	Compares and arranges decimal numbers.	3	7.5%	3	12	28	40
TOTAL		40	100%	40	12	16	12



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MATHEMATICS 5
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 Quarter 2

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	Gives the place value and the value of a digit of a given decimal number through ten thousandths.	1	2.5%	2	1, 2		
	Reads and writes decimal numbers through ten thousandths.	2	5.0%	3	3, 4, 5		
	Rounds decimal numbers to the nearest hundredth and thousandth.	2	5.0%	3	6, 7, 8		
2	Compares and arranges decimal numbers.	2	5.0%	2	9, 10		
	Adds and subtracts decimal numbers through thousandths without and with regrouping.	3	7.5%	4		16, 17, 18	36
3	Solves routine or non-routine problems involving addition and subtraction of decimal numbers including money using appropriate problem-solving strategies and tools.	5	12.5%	6		19, 20, 21	37, 38, 39
4	Multiplies decimals up to 2 decimal places by 1- to 2- digit whole numbers.	2	5.0%	3		22	40, 41
	Multiplies decimals with factors up to 2 decimal places.	3	7.5%	3		23	42, 43
5	Estimates the products of decimal numbers with reasonable results.	2	5.0%	2	11, 12		
	Solves routine and non-routine problems involving multiplication without or with addition or subtraction of decimals and whole numbers including money using appropriate problem-solving strategies and tools.	3	7.5%	3		24, 25	44
6	Divides whole number.	2	5.0%	2		26, 27	
	Divides decimals with up to 2 decimal places.	3	7.5%	3		28, 29	45
7	Solves routine and non-routine problems involving division without or with any of the other operations of decimals and whole numbers including money using appropriate problem-solving strategies and tools.	3	7.5%	3		30, 31	46
	Visualizes the ratio of two given numbers.	2	5.0%	2	13	32	
8	Identifies and writes equivalent ratios.	1	2.5%	2	14	33	
	Expresses ratio using either the colon (:) or fraction.	1	2.5%	2		34	47
	Finds the missing term in a pair of equivalent ratios.	1	2.5%	2			48, 49
	Defines and describes a proportion.	1	2.5%	1	15		
	Recognizes when two quantities are in direct proportion.	1	2.5%	2		35	50
TOTAL		40	100%	50	15	20	15



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MATHEMATICS 6
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Quarter 2

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 the ratio of two given numbers.	1	2.5%	1	1		
	Expresses one value as a fraction of another given their ratio and vice versa.	1	2.5%	1	2		
	Defines and illustrates the meaning of ratio and proportion using concrete or pictorial models.	1	2.5%	1	3		
	Recognizes direct, inverse, and partitive proportions.	2	5.0%	2	4, 5		
2	Finds a missing term in a proportion (direct, inverse, and partitive).	2	5.0%	3	6	16, 17	
	Solves problems involving direct proportion, partitive proportion, and inverse proportion in different contexts such as distance, rate, and time using appropriate strategies and tools.	3	7.5%	5	7	18, 19	36, 37
3	Finds the percentage or rate or percent in a given problem.	1	2.5%	1	8		
	Solves routine and non-routine problems involving finding the percentage, rate, and base using appropriate strategies and tools	2	5.0%	2		20, 21	
	Solves percent problems such as percent of increase/decrease (discounts, original price, rate of discount, sale price, marked-up price), commission, sales tax, and simple interest.	2	5.0%	2		22, 23	
4	Describes the exponent and the base in a number expressed in exponential notation.	3	7.5%	4	9, 10	24, 25	
	Gives the value of numbers expressed in exponential notation.	2	5.0%	2	11	26	
5	Interprets and explains the Grouping, Exponent, Multiplication, Division, Addition, Subtraction (GEMDAS) rule.	2	5.0%	2	12	27	
	Performs two or more different operations on whole numbers with or without exponents and grouping symbols.	3	7.5%	5		28, 29	38, 39, 40
6	Describes the set of integers and identify real-life situations that make use of it.	2	5.0%	2	13	30	
	Compares integers with other numbers such as whole numbers, fractions, and decimals.	3	7.5%	4	14	31	41, 42
7	Compares and arranges integers.	2	5.0%	2	15	32	
	Describes and interprets the basic operations on integers using materials such as algebra tiles, counters, chips, and cards.	3	7.5%	4		33, 34	43, 44
8	Performs the basic operations on integers.	2	5.0%	2		35	45
	Solves routine and non-routine problems involving basic operations of integers using appropriate strategies and tools	3	7.5%	5			46, 47, 48, 49, 50
TOTAL		40	100%	50	15	20	15



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MATHEMATICS 7
Table of Specifications
 SY 2022-2023
 Quarter 2

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	Approximates the measures of quantities particularly length, weight/mass, volume, time, angle, and temperature and rate.	4	10%	5	1, 2, 3	16	36
2	Converts measurements from one unit to another in both metric and English systems.	2	5%	2	4, 5		
	Solves problems involving conversion of units of measurement.	2	5%	2		17, 18	
3	Translates English phrases to mathematical phrases and vice versa.	1	2.5%	1	6		
	Illustrates and differentiates different terms in algebra: a. a^n where n is a positive integer b. constants and variables c. literal coefficient and numerical coefficient d. algebraic expressions, terms, and polynomials e. number of terms, degree of the term and degree of the polynomial	4	10%	5	7, 8	19, 20	37
4	Evaluates algebraic expressions for given values of the variables.	2	5%	3	9, 10	21	
	Adds and subtracts polynomials.	2	5%	2	11	22	
5	Identify the different laws of exponents.	1	2.5%	1	12		
	Derives the laws of exponent.	2	5%	3		23, 24	38
	Multiplies and divides polynomials.	4	10%	5		25, 26, 27	39, 40
6	Uses models and algebraic methods to find the a) product of two binomials; b) product of the sum and difference of two terms; c) square of a binomial, d) cube of a binomial, and product of a binomial and a trinomial.	4	10%	5	13	28, 29	41, 42
7	Solves problems involving algebraic expressions.	2	5%	3		30	43, 44
	Differentiates between algebraic expressions and equations.	1	2.5%	1		31	
	Translates English sentences to mathematical sentences and vice versa	1	2.5%	1	14		
	Illustrates linear equation and inequality in one variable.	2	5%	2	15	32	
8	Finds the solution of linear equation or inequality in one variable.	2	5%	3		33	45, 46
	Solves linear equation or inequality in one variable involving absolute value by a) graphing, and b) algebraic methods.	2	5%	3		34	47, 48
	Solves problems involving equations and inequalities in one variable.	2	5%	3		35	49, 50
TOTAL		40	100%	50	15	20	15



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MATHEMATICS 8
Table of Specifications
 SY 2022-2023
 Quarter 2

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	Differentiates linear inequalities in two variables from linear equations in two variables.	1	2.5%	1		16	
	Illustrates and graphs linear inequalities in two variables.	2	5%	3		17, 18	36
	Solves problems involving linear inequalities in two variables.	2	5%	3		19	37, 38
2	Solves a system of linear inequalities in two variables.	5	12.5%	6		20, 21, 22	39, 40, 41
3	Illustrates a relation and a function.	1	2.5%	1	1		
	Verifies if a given relation is a function.	2	5%	3	2, 3	23	
	Determines dependent and independent variables.	2	5%	3	4, 5	24	
4	Finds the domain and range of a function.	1	2.5%	1	6		
	Graphs a linear function's a) domain; b) range, c) table of values, d) intercepts, and e) slope	2	5%	3		25, 26	42
	Solves problems involving linear functions.	2	5%	3		27, 28	43
5	Determines the relationship between the hypothesis and the conclusion of an if-then statement.	3	7.5%	4	7, 8	29	44
	Transforms a statement into an equivalent if-then statement.	2	5%	3	9, 10	30	
6	Determines the inverse, converse, and contrapositive of an if-then statement.	5	12.5%	5	11, 12	31	45, 46
7	Illustrates the equivalence of: a. the statement and its contrapositive; and b. the converse and inverse of a statement.	5	12.5%	5	13, 14	32, 33	47
8	Uses inductive or deductive reasoning in an argument.	1	2.5%	1	15		
	Writes a proof a. direct and b. indirect.	4	10%	5		34, 35	48, 49, 50
TOTAL		40	100%	50	15	20	15



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MATHEMATICS 9
Table of Specifications
 SY 2022-2023
 Quarter 2

NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1-2	Illustrates situations that involve the following variations: a) direct; b) inverse; c) joint; d) combined.	3	7.5%	4	1, 2, 3, 4		
	Translates into variation statement a relationship between two quantities given by a) table of values; b) a mathematical equation; c) graph, and vice versa.	3	7.5%	4	5, 6, 7, 8		
	Solves problems involving variation.	4	10.0%	5		16, 17, 18	36, 37
3	Applies the laws involving positive integral exponents to zero and negative integral exponents.	5	12.5%	6		19, 20, 21	38, 39, 40
4	Illustrates expressions with rational exponents.	1	2.5%	2	9, 10		
	Simplifies expressions with rational exponents.	2	5.0%	2	11, 12		
	Writes expressions with rational exponents as radicals and vice versa.	2	5.0%	2	13	22	
5	Illustrates the laws of rational exponents.	3	7.5%	4	14	23, 24	41
	Derives the laws of radicals from the laws of rational exponents.	2	5.0%	2		25, 26	
6	Simplifies radical expressions using the laws of radicals.	5	12.5%	6	15	27, 28, 29	42, 43
7	Performs operations on radical expressions.	5	12.5%	6		30, 31, 32	44, 45, 46
8	Solves equations involving radical expressions.	3	7.5%	4		33,	47, 48, 49
	Solves problems involving radicals.	2	5.0%	3		34, 35	50
TOTAL		40	100%	50	15	20	15



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MATHEMATICS 10
Table of Specifications

SY 2022-2023

Quarter 2

NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1	Illustrates polynomial functions.	1	2.5%	1	1		
	Understands, describes, and interprets graphs of polynomial functions.	2	5.0%	2	2, 3		
	Solves problems involving polynomial functions.	2	5.0%	3		16, 17, 18	
2-3	Derives inductively the relations among chords, arcs, central angles, and inscribed angles.	5	12.5%	6		19, 20, 21	36, 37, 38
	Proves theorems related to chords, arcs, central angles, and inscribed angles.	5	12.5%	6		22, 23, 24	39, 40, 41
4-5	Illustrates secants, tangents, segments, and sectors of a circle	3	7.5%	4	4, 5, 6, 7		
	Proves theorems on secants, tangents, and segments.	4	10.0%	5		25, 26, 27	42, 43
	Solves problems on circles.	3	7.5%	4		28, 29, 30	44
6	Derives the distance formula.	2	5.0%	2		31	45
	Applies the distance formula to prove some geometric properties.	3	7.5%	4	8	32, 33	46
7	Illustrates the center-radius form of the equation of a circle.	2	5.0%	3	9, 10, 11		
	Determines the center and radius of a circle given its equation and vice versa.	3	7.5%	4	12, 13	34	47
8	Graphs a circle and other geometric figures on the coordinate plane.	5	12.5%	6	14, 15	35	48, 49, 50
TOTAL		40	100%	50	15	20	15



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General Mathematics
Table of Specifications
SY 2022-2023
Quarter 2

MELC NO.	Most Essential Learning Competencies	No. of Days	%	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
31	illustrates simple and compound interests.	1	2.50	1	1	0	0
32	distinguishes between simple and compound interests.	1	2.50	1	1	0	0
33	computes interest, maturity value, future value, and present value in simple interest and compound interest environment.	1	2.50	2	0	2	0
34	solves problems involving simple and compound interests.	2	5.00	3	0	0	3
35	illustrates simple and general annuities.	2	5.00	3	1	0	2
36	distinguishes between simple and general annuities.	2	5.00	3	3	0	0
37	finds the future value and present value of both simple annuities and general annuities.	2	5.00	3	0	3	0
38	calculates the fair market value of a cash flow stream that includes an annuity.	2	5.00	3	0	3	0
39	calculates the present value and period of deferral of a deferred annuity.	2	5.00	3	0	3	0
40	illustrate stocks and bonds.	1	2.50	1	1	0	0
41	distinguishes between stocks and bonds.	1	2.50	1	1	0	0
42	describes the different markets for stocks and bonds.	1	2.50	1	0	1	0
43	analyzes the different market indices for stocks and bonds.	2	5.00	3	0	1	2
44	illustrates business and consumer loans.	1	2.50	1	1	0	0
45	distinguishes between business and consumer loans.	1	2.50	1	1	0	0
46	solves problems involving business and consumer loans (amortization, mortgage).	3	7.50	3	0	0	3
47	illustrates and symbolizes propositions.	1	2.50	1	1	0	0
48	distinguishes between simple and compound propositions.	1	2.50	1	0	1	0
49	performs the different types of operations on propositions.	3	7.50	4	0	2	2
50	determines the truth values of propositions.	3	7.50	4	0	2	2
51	illustrates the different forms of conditional propositions.	2	5.00	2	2	0	0
52	illustrates different types of tautologies and fallacies.	1	2.50	1	1	0	0
53	determines the validity of categorical syllogisms.	1	2.50	1	0	1	0
54	establishes the validity and falsity of real-life arguments using logical propositions, syllogisms, and fallacies.	3	7.50	3	1	1	1
TOTAL		40	100.00	50	15	20	15



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TABLE OF SPECIFICATIONS
2nd Quarterly Summative Test – SCIENCE
GRADE 3

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (Factual) 30%	Strand 2 (Conceptual Understanding) 40%	Strand 3 (Higher Level) 30%
1	Describe the functions of the sense organs of the human body	5	12.5%	3	1	10	22
2	Describe animals in their immediate surroundings	3	7.50%	2	2	11	
3	Identify the external parts and functions of animals	2	5.00%	1	3		
4	Classify animals according to body parts and use	2	5.00%	2		12,13	
	Describe ways of proper handling of animals	2	5.00%	2	4	14	
5	State the importance of animals to humans	1	2.50%	1			23
6	Describe the parts of different kinds of plants	2	5.00%	2		15	24
	Describe ways of caring and proper handling of plants	2	5.00%	2	5	16	
7	State the importance of plants to humans	1	2.50%	1			25
8	Compare living with nonliving things	2	5.00%	2		17	26
	Infer that living things reproduce	2	5.00%	2		18	27
9	Identify observable characteristics that are passed on from parents to offspring (e.g., humans, animals, plants)	1	2.50%	1	6		
10	Identify the basic needs of humans, plants, and animals such as air, food, water, and shelter	5	12.5%	3	7	19,20	
11	Explain how living things depend on the environment to meet their basic needs	5	12.5%	3		21	28,29
12	Recognize that there is a need to protect and conserve the environment	5	12.5%	3	8,9		30
TOTAL		40	100%	30	9	12	9



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TABLE OF SPECIFICATIONS
2nd 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	Identify the causes and treatment of diseases of the major organs	1	2.50%	1	1		
	Practice habits to maintain a healthy body	2	5.00%	2	2	13	
	Describe the main function of the major organs	2	5.00%	2	3,4		
2	Communicate that the major organs work together to make the body function properly	5	12.5%	5		14,15	29,30,31
	Compare body movements of animals in their habitat	2	5.00%	2		16	32
3	Infer that body structures help animals adapt and survive in their particular habitat	3	7.50%	3		17	33,34
4	Conduct investigation on the specialized structures of plants given varying environmental conditions: light, water, temperature, and soil type	3	7.50%	3		18,19	35
	Identify the specialized structures of terrestrial and aquatic plants	2	5.00%	2	5,6		
5	Compare the stages in the life cycle of organisms	5	12.5%	5		20,21,22	36,37
6	Describe the effect of the environment on the life cycle of organisms	5	12.5%	5	7,8	23,24	38
7	Describe some types of beneficial and harmful interactions among living things	5	12.5%	5	9,10	25,26	39
8	Describe the effects of interactions among organism in their environment	5	12.5%	5	11,12	27,28	40
		40	100%	40	12	16	12



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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	Give ways of taking care of the reproductive organs	2	5.00%	3	1	16	36
	Describe the parts of the reproductive system and their functions	3	7.50%	4	2	17,18	37
2	Describe the changes that occur during puberty	2	5.00%	3	3	19	38
	Explain the menstrual cycle	3	7.50%	4	4	20,21	39
3	Describe the different modes of reproduction in animals such as in butterflies, mosquitoes, frogs, cats, and dogs	5	12.5%	6	5,6	22,23	40,41
	Describe the reproductive parts in plants and their functions	5	12.5%	6	7,8	24,25	42,43
5	Describe the different modes of reproduction in flowering and non-flowering plants such as moss, fern, mongo, and others	10	25.0%	12	9,10 11,12	26,27,28 29,30	44,45 46
	Discuss the interactions among living things and non-living things in estuaries and intertidal zones	5	12.5%	6	13	31,32 33	47,48
7	Explain the need to protect and conserve estuaries and intertidal zones	5	12.5%	6	14,15	34,35	49,50
TOTAL		40	100%	50	15	20	15



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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	Explain how the organs of each organ system work together	5	12.5%	6	1,2	16,17	36,37
2	Explain how the different organ systems work together	5	12.5%	6	3,4	18,19	38,39
3	Determine the distinguishing characteristics of vertebrates and invertebrates	10	25.0%	13	5,6 7,8	20,21,22 23,24	40,41 42,43
4	Discuss the interactions among living things and non-living things in tropical rainforest, coral reefs, and mangrove swamps	10	25.0%	12	9,10,11	25,26,27 28,29,30	44,45 46
5	Explain the need to protect and conserve tropical rainforests, coral reefs and mangrove swamps	10	25.0%	13	12,13 14,15	31,32,33 34,35	47,48 49,50
TOTAL		40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
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GRADE 7

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (Factual) 30%	Strand 2 (Conceptual Understanding) 40%	Strand 3 (Higher Level) 30%
1	Identify parts of the microscope and their functions	5	12.5%	6	1,2	16,17	36,37
2	Focus specimens using the compound microscope	5	12.5%	6	3,4	18,19 20	38
3	Describe the different levels of biological organization from cell to biosphere	5	12.5%	6	5,6	21,22	39,40
4	Differentiate plant and animal cells according to presence or absence of certain organelles	3	7.50%	4	7	23,24	41
	Explain why the cell is considered the basic structural and functional unit of all organisms	2	5.00%	3	8	25	42
5	Identify beneficial and harmful microorganisms	2	5.00%	3	9	26	43
	Describe the process of fertilization	2	5.00%	3	10	27	44
	Differentiate asexual from sexual reproduction in terms of 1. number of individuals involved, and 2. similarities of offspring to parents	2	5.00%	3	11	28	45
6	Differentiate biotic from abiotic components of an ecosystem	5	12.5%	6	12,13	29,30,31	46
7	Describe the different ecological relationships found in an ecosystem	5	12.5%	6	14,15	32,33	47,48
8	Predict the effect of changes in one population on other populations in the ecosystem	2	5.00%	2		34	49
9	Predict the effect of changes in abiotic factors on the ecosystem	2	5.00%	2		35	50
TOTAL		40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
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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	Using models or illustrations, explain how movements long faults generate earthquakes	5	12.5%	6	1,2	16,17	36,37
2	Differentiate the: (1) epicenter of an earthquake from its focus; (2) intensity of an earthquake from its magnitude; and (3) active and inactive faults	8	20.0%	10	3,4 5,6	18,19 20,21	38,39
3	Demonstrate how underwater earthquakes generate tsunamis	2	5.00%	3	7	22	40
	Explain how earthquake waves provide information about the interior of the earth	3	7.50%	4	8,9	23	41
4	Explain how typhoons develop	3	7.50%	4	10,11	24	42
	Infer why the Philippines is prone to typhoons	3	7.50%	4		25,26	43,44
	Explain how landmasses and bodies of water affect typhoons	3	7.50%	4	12	27,28	45
	Explain how typhoon develops and how it is affected by landmasses and bodies of water	3	7.50%	4	13	29,30	46
5	Trace the path of typhoons that enter the Philippine Area of Responsibility (PAR) using a map and tracking data	4	10.0%	5	14,15	31,32	47
6	Predict the appearance of comets based on recorded data of previous	2	5.00%	2		33	48
	Explain the regular occurrence of meteor showers	2	5.00%	2		34	49
	Compare and contrast comets, meteors, and asteroids	2	5.00%	2		35	50
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	Percentage %	No. of Items	Level of Objectives (Item Placement)		
					Strand 1 (Factual) 30%	Strand 2 (Conceptual Understanding) 40%	Strand 3 (Higher Level) 30%
1	Describe how Bohr model of the atom improved Rutherford's atomic model	3	7.50%	4	1	16,17	36
	Explain how the Quantum Mechanical Model of the atom describes the energies and positions of the electrons	3	7.50%	4	2	18,19	37
2	Explain the formation of ionic and covalent bonds	3	7.50%	4	3	20,21	38
	Recognize different types of compounds (ionic or covalent) based on their properties such as melting point, hardness, polarity, and electrical and thermal conductivity	3	7.50%	4	4	22,23	39
3	Explain properties of metals in terms of their structure	3	7.50%	4	5	24,25	40
	Explain how ions are formed	3	7.50%	4	6	26,27	41
4	Explain how the structure of the carbon atom affects the type of bonds it forms	8	20.0%	10	7,8 9,10	28,29 30	42,43 44
5	Recognize the general classes and uses of organic compounds	4	10.0%	5	11,12 13	31	45
6	Use the mole concept to express mass of substances	5	12.5%	6	14	32,33	46,47 48
7	Determine the percentage composition of a compound given its chemical formula and vice versa	5	12.5%	5	15	34,35	49,50
TOTAL		40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
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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	Compare the relative wavelengths of different forms of electromagnetic waves	8	20%	10	1,2,3	16,17 18,19	36,37 38
2	Cite examples of practical applications of the different regions of EM waves, such as the use of radio waves in telecommunications	8	20%	10	4,5,6	20,21 22,23	39,40 41
3	Explain the effects of EM radiation on living things and the environment	4	10%	5	7	24,25	42,43
4	Predict the qualitative characteristics (orientation, type, and magnification) of images formed by plane and curved mirrors and lenses	4	10%	5	8,9	26,27	44
	Apply ray diagramming techniques in describing the characteristics and positions of images formed by lenses	4	10%	5	10,11	28,29	45
5	Identify ways in which the properties of mirrors and lenses determine their use in optical instruments (e.g., cameras, and binoculars)	4	10%	5	12,13	30,31	46
6	Demonstrate the generation of electricity by movement of a magnet through a coil	4	10%	5	14	32,33	47,48
7	Explain the operation of a simple electric motor and generator	4	10%	5	15	34,35	49,50
TOTAL		40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
2nd 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)	Strand 2 (Conceptual Understanding)	Strand 3 (Higher Level)
					30%	40%	30%
1	Explain the evolving concept of life based on emerging pieces of evidence	4	10%	5	1,2	16,17	36
2	Describe how unifying themes (e.g., structure and function, evolution, and ecosystems) in the study of life show the connections among living things and how they interact with each other and with their environment	4	10%	5	3,4	18,19	37
3	Describe the different ways of how representative animals reproduce	4	10%	5	5	20,21	38,39
4	Describe the process of genetic engineering	4	10%	5	6,7	22,23	40
	Evaluate the benefits and risks of using GMOs	4	10%	5	8	24,25	41,42
5	Describe the general and unique characteristics of the different organ systems in representative animals	4	10%	5	9,10	26,27	43
	Analyze and appreciate the functional relationships of the different organ systems in ensuring animal survival	4	10%	5	11	28,29	44,45
6	Explain how populations of organisms have changed and continue to change over time showing patterns of descent with modification from common ancestors to produce the organismal diversity observed today	4	10%	5	12	30,31	46,47
7	Describe how the present system of classification of organisms is based on evolutionary relationships	4	10%	5	13,14	32,33	48
8	Categorize the different biotic potential and environmental resistance (e.g., diseases, availability of food, and predators) that affect population explosion	4	10%	5	15	34,35	49,50
TOTAL		40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
2nd Quarterly Summative Test
SHS Earth Science (STEM)

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	Describe how rocks undergo weathering	2	5.00%	3	1	16	36
	Explain why the Earth's interior is hot	4	10.0%	5	2	17,18	37,38
2	Describe what happens after magma is formed	2	5.00%	3	3	19	39
	Describe the changes in mineral components and texture of rocks due to changes in pressure and temperature (metamorphism)	2	5.00%	3	4	20	40
3	Describe how rocks behave under different types of stress such as compression, pulling apart, and shearing	2	5.00%	2		21	41
	Explain how seafloor spreads	4	10.0%	5	5	22,23	42,43
4	Describe the structure and evolution of ocean basins	2	5.00%	2	6	24	
	Explain how the movement of plates leads to the formation of folds faults, trenches, volcanoes, rift valleys and mountain ranges	4	10.0%	5	7	25,26	44,45
5	Describe how layers of rocks (stratified rocks) are formed	2	5.00%	2	8	27	
	Describe the different methods (relative and absolute dating) of determining the age of stratified rocks	4	10.0%	5	9,10	28,29	46
6	Explain how relative and absolute dating were used to determine the subdivisions of geologic time	4	10.0%	5	11,12	30,31	47
7	Describe how index fossils (also known as guide fossils) are used to define and identify subdivisions of the geologic time scale	4	10.0%	5	13	32,33	48,49
8	Describe the history of the Earth through geologic time	4	10.0%	5	14,15	34,35	50
TOTAL		40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
2nd Quarterly Summative Test
SHS General Physics 1 (STEM)

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	Calculate the moment of inertia about a given axis of single-object and multiple-object systems	5	12.5%	7	1,2	16,17 18	36,36
	Calculate magnitude and direction of torque using the definition of torque as a cross product						
	Describe rotational quantities using vectors						
	Determine whether a system is in static equilibrium or not						
	Apply the rotational kinematic relations for systems with constant angular accelerations						
	Determine angular momentum of different systems						
	Apply the torque-angular momentum relation						
	Solve static equilibrium problems in contexts but not limited to see-saws, cable-hinge-strut-system, leaning ladders, and weighing a heavy suitcase using a small bathroom scale						
2	Use Newton's law of gravitation to infer gravitational force, weight, and acceleration due to gravity	5	12.5%	6	3	19,20 21	38,39
	Discuss the physical significance of gravitational field						
	Apply the concept of gravitational potential energy in physics problems						
	Calculate quantities related to planetary or satellite motion						
3	For circular orbits, relate Kepler's third law of planetary motion to Newton's law of gravitation and centripetal acceleration	5	12.5%	6	4,5	22,23	40,41
	Relate the amplitude, frequency, angular frequency, period, displacement, velocity, and acceleration of oscillating systems						
	Recognize the necessary conditions for an object to						



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	undergo simple harmonic motion						
	Calculate the period and the frequency of spring mass, simple pendulum, and physical pendulum						
4	Differentiate underdamped, overdamped, and critically damped motion	5	12.5%	6	6,7	24,25	42,43
	Define mechanical wave, longitudinal wave, transverse wave, periodic wave, and sinusoidal wave						
	From a given sinusoidal wave function infer the speed, wavelength, frequency, period, direction, and wave number						
	Apply the inverse-square relation between the intensity of waves and the distance from the source						
5	Describe qualitatively and quantitatively the superposition of waves	5	12.5%	6	8,9	26,27	44,45
	Apply the condition for standing waves on a string						
	Relate the frequency (source dependent) and wavelength of sound with the motion of the source and the listener						
	Relate density, specific gravity, mass, and volume to each other						
6	Relate pressure to area and force	5	12.5%	6	10,11	28,29	46,47
	Relate pressure to fluid density and depth						
	Apply Pascal's principle in analyzing fluids in various systems						
	Apply the concept of buoyancy and Archimedes' principle						
7	Apply Bernoulli's principle and continuity equation, whenever appropriate, to infer relations involving pressure, elevation, speed, and flux	5	12.5%	6	12,13	30,31	48,49
	Explain the connection between the Zeroth Law of Thermodynamics, temperature, thermal equilibrium, and temperature scales						
	Convert temperatures and temperature differences in the following scales: Fahrenheit, Celsius, Kelvin						
	Define coefficient of thermal expansion and coefficient of volume expansion						
	Calculate volume or length changes of solids due to changes in temperature						
	Solve problems involving temperature, thermal expansion, heat capacity, heat						

	transfer, and thermal equilibrium in contexts such as, but not limited to, the design of bridges and train rails using steel, relative severity of steam burns and water burns, thermal insulation, sizes of stars, and surface temperatures of planets						
8	Enumerate the properties of an ideal gas	5	12.5%	7	14,15	32,33 34,35	50
	Solve problems involving ideal gas equations in contexts such as, but not limited to, the design of metal containers for compressed gases						
	Interpret PV diagrams of a thermodynamic process						
	Compute the work done by a gas using $dW = PdV$						
	State the relationship between changes internal energy, work done, and thermal energy supplied through the First Law of Thermodynamics						
	Differentiate the following thermodynamic processes and show them on a PV diagram: isochoric, isobaric, isothermal, adiabatic, and cyclic						
	Calculate the efficiency of a heat engine						
	Describe reversible and irreversible processes						
	Explain how entropy is a measure of disorder						
	State the 2nd Law of Thermodynamics						
	Calculate entropy changes for various processes e.g., isothermal process, free expansion, constant pressure process, etc.						
TOTAL		40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
2nd Quarterly Summative Test
SHS General Biology 1 (STEM)

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 coupled reaction processes and describe the role of ATP in energy coupling and transfer	4	10.0%	5	1,2	16,17	36
	Explain the importance of chlorophyll and other pigments	4	10.0%	5	3	18,19	37,38
2	Describe the patterns of electron flow through light reaction events	4	10.0%	5	4,5	20,21	39
	Describe the significant events of the Calvin cycle	4	10.0%	5	6,7	22,23	40
3	Differentiate aerobic from anaerobic respiration	4	10.0%	5	8	24,25	41,42
	Explain the major features and sequence the chemical events of cellular respiration	4	10.0%	5	9	26,27	43,44
4	Distinguish major features of glycolysis, Krebs cycle, electron transport system, and chemiosmosis	3	7.50%	4	10	28	45,46
	Describe reactions that produce and consume ATP	2	5.00%	2	11	29	
	Describe the role of oxygen in respiration and describe pathways of electron flow in the absence of oxygen	3	7.50%	4	12	30,31	47
5	Explain the advantages and disadvantages of fermentation and aerobic respiration	8	20.0%	10	13,14 15	32,33 34,35	48,49 50
TOTAL		40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
2nd Quarterly Summative Test
SHS General Chemistry 1 (STEM)

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 quantum numbers to describe an electron in an atom	3	7.50%	3	1	16	36
	Determine the magnetic property of the atom based on its electronic configuration	3	7.50%	3	2	17	37
	Draw an orbital diagram to represent the electronic configuration of atoms	4	10.0%	5	3	18,19 20	38
2	Draw the Lewis structure of ions	2	5.00%	3	4	21,22	
	Apply the octet rule in the formation of molecular covalent compounds	2	5.00%	3		23,24	39
	Write the formula of molecular compounds formed by the nonmetallic elements of the representative block	2	5.00%	3	5	25	40
	Draw Lewis structure of molecular covalent compounds	2	5.00%	3	6	26	41
	Describe the geometry of simple compounds	2	5.00%	3	7	27	42
3	Determine the polarity of simple molecules	2	5.00%	3	8	28	43
	Describe the different functional groups	3	7.50%	3	9	29	44
	Describe structural isomerism; give examples	3	7.50%	3	10	30	45
	Describe some simple reactions of organic compounds: combustion of organic fuels, addition, condensation, and saponification of fats	2	5.00%	3	11	31	46
4	Describe the formation and structure of polymers	2	5.00%	3	12	32	47
	Explain the properties of some polymers in terms of their structure	3	7.50%	3	13	33	48
	Describe the structure of proteins, nucleic acids, lipids, and carbohydrates, and relate them to their function	3	7.50%	3	14	34	49
	Describe the preparation of selected organic compounds	2	5.00%	3	15	35	50
TOTAL		40	100%	50	15	20	15



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ARALING PANLIPUNAN 1

Table of Specifications

S.Y. 2022 – 2023

Quarter 2

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. 2022 – 2023
Quarter 2

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.	Naiuugnay 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. 2022 – 2023

Quarter 2

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
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Quarter 2

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

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S.Y. 2022 – 2023

Quarter 2

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

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S.Y. 2022 – 2023

Quarter 2

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



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ARALING PANLIPUNAN 7

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Quarter 2

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



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ARALING PANLIPUNAN 8
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Quarter 2

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	Nasusuri ang kabihasnang Minoan, Mycenaean at kabihasnang klasiko ng Greece.	5	12.5%	6	1, 2	16, 17	36, 37
2.	Naipapaliwanag ang kontribusyon ng kabihasnang Romano	5	12.5%	6	3, 4	18, 19	38, 39
3.	Nasusuri ang pag -usbong at pag -unlad ng mga klasikong kabihasnan sa: • Africa – Songhai, Mali, atbp. • America – Aztec, Maya, Olmec, Inca, atbp. Mga Pulo sa Pacific – Nazca	10	25%	12	5, 6, 7, 8	20, 21, 22, 23	40, 41, 42, 43
4.	Naipapahayag ang pagpapahalaga sa mga kontribusyon ng kabihasnang klasiko sa pag -unlad ng pandaigdigang kamalayan	5	12.5%	6	9, 10	24, 25	44, 45
5.	Nasusuri ang mga pagbabagong naganap sa Europa sa Gitnang Panahon • Politika (Pyudalismo, Holy Roman Empire) • Ekonomiya (Manoryalismo) • Sosyo -kultural (Paglakas ng Simbahang Katoliko, Krusada)	10	25%	13	11, 12, 13	26, 27, 28, 29, 30, 31, 32	46, 47, 48
6.	Natataya ang impuwensya ng mga kaisipang lumaganap sa Gitnang Panahon	5	12.5%	7	14, 15	33, 34, 35	49, 50
TOTAL		40	100%	50	15	20	15



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ARALING PANLIPUNAN 9

Table of Specifications

S.Y. 2022 – 2023

Quarter 2

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 at salik na nakaaapekto sa demand sa pang araw -araw na pamumuhay	10	25%	12	1, 2, 3, 4	16, 17, 18, 19	36, 37, 38, 39
2.	Natatalakay ang konsepto at salik na nakaaapekto sa suplay sa pang araw -araw na pamumuhay	10	25%	12	5, 6, 7, 8	20, 21, 22, 23	40, 41, 42, 43
3.	Naipapaliwanag ang interaksyon ng demand at suplay sa kalagayan ng presyo at ng pamilihan	5	12.5%	6	9, 10	24, 25	44, 45
4.	Naipapaliwanag ang interaksyon ng demand at suplay sa kalagayan ng presyo at ng pamilihan	10	25%	13	11, 12, 13	26, 27, 28, 29, 30, 31, 32	46, 47, 48
5.	Napahahalagahan ang bahaging ginagampanan ng pamahalaan sa regulasyon ng mga gawaing pangkabuhayan	5	12.5%	7	14, 15	33, 34, 35	49, 50
TOTAL		40	100%	50	15	20	15



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ARALING PANLIPUNAN 10

Table of Specifications

S.Y. 2022 – 2023

Quarter 2

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	Nasusuri ang dahilan, dimensyon at epekto ng ng globalisasyon	10	25%	12	1, 2, 3, 4	16, 17, 18, 19	36, 37, 38, 39
2.	Naipaliliwanag ang kalagayan, suliranin at pagtugon sa isyu ng paggawa sa bansa	10	25%	12	5, 6, 7, 8	20, 21, 22, 23	40, 41, 42, 43
3.	Nasusuri ang dahilan at epekto ng migrasyon dulot ng globalisasyon	10	25%	13	9, 10, 11	24, 25, 26, 27, 28, 29, 30	44, 45, 46
4.	Nasusuri ang dahilan at epekto ng migrasyon dulot ng globalisasyon	10	25%	13	12, 13, 14, 15	31, 32, 33, 34, 35	47, 48, 49, 50
	TOTAL	40	100%	50	15	20	15



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REGION IV-A CALABARZON
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DISCIPLINE AND IDEAS IN THE APPLIED SOCIAL SCIENCES

Table of Specifications

S.Y. 2022 – 2023

Quarter 2

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	illustrate the different processes and methods involved in undertaking communication	4	12.5%	6	1, 2	16, 17	36, 37
2.	distinguish the appropriate communication media channel(s) to use in different settings and situations	4	12.5%	6	3, 4	18, 19	38, 39
3.	explain each of the functions of applied social sciences	4	12.5%	6	5, 6	20, 21	40, 41
4.	Identify situations that would require or necessitate the performance of the various functions in local /Philippine settings	4	12.5%	6	7, 8	22, 23, 24	42, 43
5.	analyze the effects of applied social sciences processes on individuals, groups, and society	4	12.5%	7	9, 10	25, 26	44, 45
6.	evaluate the effects of certain program or projects on knowledge, attitude, and behavior of individuals, groups, and society	4	12.5%	6	11, 2	27, 28	46. 47
7.	synthesize the learning from the course and its applications to the learner	8	25%	13	13, 14, 15,	29, 30, 31, 32, 33, 34, 35	48, 49, 50
TOTAL		32	100%	50	15	20	15



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DISCIPLINE AND IDEAS IN THE SOCIAL SCIENCES

Table of Specifications

S.Y. 2022 – 2023

Quarter 2

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	examine the key concepts and ideas of Filipino thinkers in the social sciences rooted in Filipino language/s and experiences: a. 19th Century (Isabelo delos Reyes, Jose Rizal, others) b. 20 th – 21 st Century (Sikolohiyang Pilipino, Pantayong Pananaw, others)	8	25%	12	1, 2, 3, 4	16, 17, 18, 19	36, 37, 38, 39
2.	examine the key concepts and ideas of Filipino thinkers in the social sciences rooted in Filipino language/s and experiences: a. 19th Century (Isabelo delos Reyes, Jose Rizal, others) b. 20 th - 21 st Century (Sikolohiyang Pilipino, Pantayong Pananaw, others)	8	25%	13	5, 6, 7, 8	20, 21, 22, 23, 24	40, 41, 42, 43
3.	analyze the practical use of social sciences in addressing social concerns and phenomenon	16	50%	25	9, 10, 11, 12, 13, 14, 15	25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35	44, 45, 46, 47, 48, 49, 50
TOTAL		32	100%	50	15	20	15



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UNDERSTANDING CULTURE, SOCIETY AND POLITICS
Table of Specifications
 S.Y. 2022 – 2023
 Quarter 2

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	Explain the forms and functions of state and non-state institutions*	4	12.5%	6	1, 2	16, 17	36, 37
2.	Examine the functions and importance of education in the society	8	25%	12	3, 4, 5	18, 19 20, 21, 22, 23	38, 39, 40
3.	Examine the concept, characteristics and forms of stratification systems using sociological perspectives*	4	12.5%	6	6, 7	24, 26	41, 42
4.	Explain government programs and initiatives in addressing social inequalities e.g. local, national, glob	4	12.5%	6	8, 9	26, 27	43, 44
5.	Suggest ways to address social inequalities (local, national and global)	4	12.5%	7	10, 11	28, 29, 30	45, 46
6.	Examine human responses to emerging challenges in contemporary societies*	8	25%	13	12, 13, 14, 15	31, 32, 33, 34, 35	47, 48, 49, 50
TOTAL		32	100%	50	15	20	15



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PHILIPPINE POLITICS AND GOVERNANCE
Table of Specifications
 S.Y. 2022 – 2023
 Quarter 1

NO.	MELCs	No. of Days	%	No. of Items	Level and Item Placement		
					Strand 1 30%	Strand 2 40%	Strand 3 30%
1.	Analyze the roles and responsibilities of the Philippine Judiciary	4	12.5%	6	1, 2	16, 17	36, 37
2.	explain the roles and functions of Local Government Unit (LGU)	4	12.5%	6	3, 4	18, 19	38, 39
3.	analyze the nature of elections and political parties in the Philippines	4	12.5%	6	5, 6	20, 21	40, 41
4.	explain the concept, role, and contributions of civil society societies and social movements to Philippine democracy	8	25%	12	7, 8, 9	22, 23, 24, 25, 26, 27	44, 43, 44
5.	explain the importance of active citizenship	4	12.5%	7	10, 11	28, 29, 30	45, 46
6.	explain issues and programs related to political engagement and youth empowerment	8	25%	13	12, 13, 14, 15	31, 32, 33, 34, 35	47, 48, 49, 50
TOTAL		32	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 2
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	Nakapagpapakita ng pagmamahal at paggalang sa magulang.	10	25%	6	1,2	3,4,5	6
2	Nakapagpapakita ng pagmamahal sa pamilya at kapwa sa lahat ng pagkakataon lalo na sa oras ng pangangailangan	10	25%	6	7,8	9,10,11	12
3	Nakapagpapakita ng paggalang sa pamilya at sa kapwa sa pamamagitan ng: - pagmamano/paghalik sa nakatatanda bilang pagbati - pakikinig habang may nagsasalita - pagsagot ng "po" at "opo" - paggamit ng salitang "pakiusap" at "salamat"	10	25%	6	13,14	15-17	18
4	Nakapagsasabi ng totoo sa magulang/nakatatanda at iba pang kasapi ng mag- anak sa lahat ng pagkakataon upang maging maayos ang samahan a. kung saan papunta/ nanggaling b. kung kumuha ng hindi kanya	5	12.5%	4	19	20-21	22
5	c. mga pangyayari sa paaralan na nagbunga ng hindi pagkakaintindihan d. kung gumamit ng computer sa paglalaro imbis na sa pag-aaral	5	12.5%	3	23	24	25
TOTAL		40	100%	25	8	11	6



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 2
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	Nakapagpapakita ng pagkamagiliwin at pagkapalakaibigan na may pagtitiwala sa mga sumusunod: 6.1. kapitbahay 6.2. kamag-anak 6.3. kamag-aral 6.4. panauhin/ bisita 6.5. bagong kakilala 6.6. taga-ibang lugar EsP2P- IIa-b – 6	10	25%	7	1,2,	3,4,5	6,7
2	Nakapagbabahagi ng sarili sa kalagayan ng kapwa tulad ng: 7.1. antas ng kabuhayan 7.2. pinagmulan 7.3. pagkakaroon ng kapansanan EsP2P- IIc – 7	5	12.5%	3	8	9	10
3	Nakagagamit ng magalang na pananalita sa kapwa bata at nakatatanda EsP2P- IId – 8	5	12.5%	3	11	12	13
4	Nakapagpapakita ng iba't ibang magalang na pagkilos sa kaklase o kapwa bata EsP2P- IId-9	5	12.5%	3	14	15	16
5	Nakapaglalahad na ang paggawa ng mabuti sa kapwa ay pagmamahal sa sarili. EsP2P- IIIf 11	5	12.5%	2	17	18	
6	Nakapagpapakita ng pagmamalasakit sa kasapi ng paaralan at pamayanan sa iba't ibang paraan EsP2P- IIh-i – 13	10	25%	7	19,20	21,22,23	24,25
TOTAL		40	100%	25	8	10	7



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Quarterly Assessment – Quarter 2
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	Nakapagpapadama ng malasakit sa kapwa na may karamdaman sa pamamagitan ng pagtulong at pag-aalaga	5	12.5%	4	1, 2, 3, 4		
2	Naipakikita ang malasakit sa kapwa sa pamamagitan ng pagdalaw, pag-aliw at pagdadala ng pagkain o anumang bagay na kailangan	5	12.5%	4	5, 7, 8, 9,		
3	Nakapagpapakita ng malasakit sa may mga kapansanan sa pamamagitan ng pagbibigay ng simpleng tulong sa kanilang pangangailangan	6	15%	5		6, 10, 11,	15,16,
4	Nakapagbibigay ng pagkakataon upang sumali at lumahok sa mga palaro o larangan ng isport at iba pang programang pampaaralan	6	15%	3	12, 13, 14,		
5	Nakapagbibigay ng pagkakataon upang sumali at lumahok sa mga palaro at iba pang paligsahan sa pamayanan	6	15%	3		18, 19, 24	
6	Naisasaalang-alang ang katayuan/ kalagayan/ pangkat etnikong kinabibilangan ng kapwa bata sa pamamagitan ng: pagbabahagi ng pagkain, laruan, damit, gamit at iba pa	6	15%	5	17, 20	21, 22, 23,	
7	Nakapagpapakita nang may kasiyahan sa pakikiisa sa mga gawaing pambata Hal. paglalaro programa sa paaralan (paligsahan, pagdiriwang at iba pa)	6	15%	6			25, 26, 27, 28, 29, 30
TOTAL		40	100%	30	13	9	8



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Quarterly Assessment – Quarter 2
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	EsP4P- Ila-c-18 Nakapagpapakita ng pagkamahinahon sa damdamin at kilos ng kapwa tulad ng: a. pagtanggap ng sariling pagkakamali at pagtutuwid nang bukal sa loob b. pagtanggap ng puna ng kapwa nang maluwag sa kalooban c. pagpili ng mga salitang dinakakasakit ng damdamin sa pagbibiro	10	25%	10	1,2,3	4,5,6,7	8,9,10
2	EsP4P- IId-19 Nakapagbabahagi ng sariling karanasan o makabuluhang pangyayaring nagpapakita ng pang-unawa sa kalagayan/pangangailangan ng kapwa	5	12%	5	11,12	13, 14	15
3	EsP4P- IIe- 20 aisasabuhay ang pagiging bukas-palad sa: a. mga nangangailangan b. panahon ng kalamidad	10	25%	10	16,17, 18	19,20,21,2 2	23,24,25
4	EsP4P- IIIf-i- 21 Nakapagpapakita ng paggalang sa iba sa mga sumusunod na sitwasyon: a. oras ng pamamahinga b. kapag may nag-aaral c. kapag mayroong sakit d. pakikinig kapag may nagsasalita/nagpapaliwanag e. paggamit ng pasilidad ng paaralan nang may pag-aalala sa kapakanan ng kapwa - palikuran - silid-aralan - palaruan f. pagpapanatili ng tahimik, malinis at kaaya-ayang kapaligiran bilang paraan ng pakikipagkapwa-tao	15	38%	15	26,27, 28, 29	30,31,32,3 3, 34, 35,	36, 37, 38,39, 40
TOTAL		40	100%	40	12	16	12



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Quarterly Assessment – Quarter 2
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	EsP5P – IIa – 22 1. Nakapagsisimula ng pamumuno para makapagbigay ng kayang tulong para sa nangangailangan 1.1. biktima ng kalamidad 1.2. pagbibigay ng babala/impormasyon kung may bagyo, baha, sunog, lindol, at iba pa	10	25%	13	1,2,3,4	5, 6,7,8,9,10	11,12,13
2	EsP5P – IIb – 23 Nakapagbibigay-alam sa kinauukulan tungkol sa kaguluhan, at iba pa (pagmamalasakit sa kapwa na sinasaktan / kinukutya / binubully	5	12.5%	6	14,15	16,17,18,	19
3	EsP5P – IIc – 24 Nakapagpapakita ng paggalang sa mga dayuhan sa pamamagitan ng: 3.1. mabuting pagtanggap/pagtrato sa mga katutubo at mga dayuhan 3.2. paggalang sa natatanging kaugalian/paniniwala ng mga katutubo...	10	25%	13	20,21,2 2,23	24,25,26,2 7,28, 29	30,31,32
4	EsP5P – IId-e – 25 Nakabubuo at nakapagpapahayag nang may paggalang sa anumang ideya/opinion	5	6.25%	3	33	34	35
5	EsP5P – II-f – 26 Nakapagpapaubaya ng pansariling kapakanan para sa kabutihan ng kapwa		6.25%	3	36	37	38
6	EsP5P – IIg – 27 Nakapagsasaalang-alang ng karapatan ng iba	5	6.25%	3	39	40	41
7	EsP5P – IIh – 28 Nakikilahok sa mga patimpalak o paligsahan na ang layunin ay pakikipagkaibigan		6.25%	3	42	43	44
8	EsP5P – Ili – 29 Nagagampanan nang buong husay ang anumang tungkulin sa programa o proyekto...	5	12.5%	6	45,36	47,48,49	50
TOTAL		40	100%	50	15	23	12



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Quarterly Assessment – Quarter 2
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	Naipakikita ang kahalagahan ng pagiging responsable sa kapwa: a. pangako o pinagkasunduan b. pagpapanatili ng mabuting pakikipagkaibigan c. pagiging matapat	20	50%	25	1,2,3, 4,5,6, 7,8	9,10,11,1 2,13,14, 15,16,1 7,18	19,20,21, 22,23,2 4,25
2	Nakapagpapakita ng paggalang sa ideya o suhestyon ng kapwa	20	50%	25	26,27, 28,29 ,30,3 1,32,	33,34,35, 36,37,3 8,39,40, 41,42	43,44,45, 46,47,4 8,49,50
TOTAL		40	100%	50	15	20	15



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Edukasyon Sa Pagpapakatao 7

NO.	Most Essential Learning Competencies	No. of Days	Percentage %	No. of Items	Strand 1	Strand 2	Strand 3
					30%	40%	30%
1	Natutukoy ang mga katangian, gamit at tunguhin ng isip at kilos-loob EsP7PS-IIa-5.1	1	6.25%	3	1, 2	16	
2	Nasusuri ang pasyang ginawa batay sa gamit at tunguhin ng isip at kilos-loob EsP7PS-IIa-5.2	1	6.25%	3	3	17	36
3	Naipaliliwanag na ang isip at kilos-loob ay nagpapabukod-tangi sa tao... EsP7PS-IIb-5.3	1	6.25%	3		18	37,38
4	Naisasagawa ang pagbuo ng angkop na pagpapasiya... EsP7PS-IIb-5.4	1	6.25%	3		19, 20	39
5	Nakikilala na natatangi sa tao ang Likas na Batas Moral dahil ang pagtungo sa kabutihan.... EsP7PS-IIc-6.1	1	6.25%	4	4, 5	21	40
6	Nailalapat ang wastong paraan... EsP7PS-IIc-6.2	1	6.25%	4	6	22, 23	41
7	Nahihinuha na nalalaman agad ng tao ang mabuti at masama... sP7PS-IId-6.3	1	6.25%	3	7	24	42
8	Nakabubuo ng tamang pangangatuwiran... EsP7PS-IId-6.4	1	6.25%	3		25	43,44
9	Nakikilala ang mga indikasyon... EsP7PT-Ile-7.1	1	6.25%	3		26, 27	45
10	Nasusuri kung nakikita sa mga gawi ng kabataan ang Kalayaan EsP7PT-Ile-7.2	1	6.25%	3	8, 9	28	
11	Nahihinuha na likas sa tao ang malayang pagpili sa mabuti o sa masama... EsP7PT-If-7.3	1	6.25%	3	10	29	46
12	Naisasagawa ang pagbuo... EsP7PT-If-7.4	1	6.25%	3		30,31	47
13	Nakikilala na may dignidad ang bawat tao.... EsP7PT-Ilg-8.1	1	6.25%	3	11, 12	32	
14	Nakabubuo ng mga paraan... EsP7PT-Ilg-8.2	1	6.25%	3	13	33	48
15	Napatutunayan na ang a. paggalang sa dignidad ng tao.. b. ang paggalang sa dignidad ng tao.... EsP7PT-IIh-8.3	1	6.25%	3	14	34	49
16	Naisasagawa ang mga konkretong paraan.... EsP7PT-IIh-8.4	1	6.25%	3	15	35	50
TOTAL		16	100%	50	45	30	45



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Quarterly Assessment – Quarter 2
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%
17	Natutukoy ang mga taong itinuturing niyang kapwa. EsP8PIIa-5.1	1	6.25%	3	1	16	35
18	Nasusuri ang mga impluwensya ng kanyang kapwa sa kanya sa aspektong intelektwal, panlipunan, pangkabuhayan, at pulitikal. EsP8PIIa-5.2	1	6.25%	3	2	17	36
19	Nahihinuha na: a. Ang tao ay likas na panlipunang... EsP8PIIb-5.3	1	6.25%	4	3	18, 19	37
20	Naisasagawa ang isang gawaing tutugon sa pangangailangan ng mga mag-aaral... EsP8PIIb-5.4	1	6.25%	3	4	20	38
21	Natutukoy ang mga taong itinuturing niyang kaibigan... EsP8PIIc-6.1	1	6.25%	4	5	21, 22	39
22	Nasusuri ang kanyang mga pakikipagkaibigan... EsP8PIIc-6.2	1	6.25%	3	6	23	40
23	Nahihinuha na: a. Ang pakikipagkaibigan... EsP8PIId-6.3	1	6.25%	3	7	24	41
24	Naisasagawa ang mga angkop na kilos... EsP8PIId-6.4	1	6.25%	3	8	25	42
25	Natutukoy ang magiging epekto sa kilos at pagpapasiya ng wasto... EsP8PIIe-7.1	1	6.25%	3	9	26	43
26	Nasusuri kung paano naiimpluwensyahan ng isang emosyon ... EsP8PIIe-7.2	1	6.25%	3	10	27	44
27	Napangangatwiran na: a. Ang pamamahala... EsP8PIIf-7.3	1	6.25%	3	11	28	45
28	Naisasagawa ang mga angkop na kilos upang mapamahalaan nang wasto ang emosyon. EsP8PIIf-7.4	1	6.25%	3	12	29	46
29	Natutukoy ang kahalagahan ng pagiging mapanagutang lider at tagasunod. EsP8PIIg-8.1	1	6.25%	3	13	30	47
30	Nasusuri ang katangian ng mapanagutang lider... EsP8PIIg-8.2	1	6.25%	3	14	31	48
31	Nahihinuha na ang pagganap ng tao sa kanyang gampanin bilang lider... EsP8PIIh-8.3	1	6.25%	3	15	32	49
32	Naisasagawa ang mga angkop na kilos..... EsP8PIIh-8.4	1	6.25%	3		33,34	50
TOTAL		16	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 2
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 karapatan at tungkulin ng tao EsP9TT-IIa-5.1	1	6.25%	3	1, 2	16	
2	Nasusuri ang mga paglabag sa karapatang pantao na umiiral sa pamilya... EsP9TT-IIa-5.2	1	6.25%	3	3	17	36
3	Napatutunayan na ang karapatan... EsP9TT-IIb-5.3	1	6.25%	3		18	37,38
4	Naisasagawa ang mga angkop na kilos... EsP9TT-IIb-5.4	1	6.25%	3		19, 20	39
5	Natutukoy ang mga batas na nakaayon sa Likas na Batas Moral EsP9TT-IIc-6.1	1	6.25%	4	4, 5	21	40
6	Nasusuri ang mga batas na umiiral at panukala... EsP9TT-IIc-6.2	1	6.25%	4	6	22, 23	41
7	Nahihinuha na ang pagsunod sa batas na nakabatay sa Likas na Batas Moral (Natural Law)... EsP9TT-IId-6.3	1	6.25%	3	7	24	42
8	Naipahahayag ang pagsangayon o pagtutol sa isang umiiral na batas... EsP9TT-IId-6.4	1	6.25%	3		25	43,44
9	Naipaliliwanag ang kahalagahan ng paggawa... EsP9TT-IIf-7.1	1	6.25%	3		26, 27	45
10	Nakapagsusuri kung ang paggawang nasasaksihan sa pamilya... EsP9TT-IIf-7.2	1	6.25%	3	8, 9	28	
11	Napatutunayan na sa pamamagitan ng paggawa... EsP9TT-IIf-7.3	1	6.25%	3	10	29	46
12	Nakabubuo ng sintesis tungkol sa kabutihang naidudulot ng paggawa... EsP9TT-IIf-7.4	1	6.25%	3		30,31	47
13	Naiuugnay ang kahalagahan ng pakikilahok... EsP9TT-IIg-8.1	1	6.25%	3	11, 12	32	
14	Nakapagsusuri ng kwentong buhay ng mga taong inilaan ... EsP9TT-IIg-8.2	1	6.25%	3	13	33	48
15	Napatutunayan na: a. Ang pakikilahok at bolunterismo ng bawat mamamayan... EsP9TT-IIh-8.3	1	6.25%	3	14	34	49
16	Nakalalahok sa isang proyekto o gawain sa barangay... EsP9TT-IIh-8.4	1	6.25%	3	15	35	50
TOTAL		16	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
Quarterly Assessment – Quarter 2
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%
17	Naipaliliwanag na may pagkukusa sa makataong kilos .. EsP10MK-IIa-5.2	1	6.25%	3	1	16	36
18	Natutukoy ang mga kilos na dapat panagutan EsP10MK-IIb-5.3	1	6.25%	3	2	17	37
19	Napatutunayan na gamit ang katwiran, sinadya (deliberate)... EsP10MK-IIb-5.4	1	6.25%	3	3	18	38
20	Nakapagsusuri ng sariling kilos na dapat panagutan... EsP10MK-IIc-6.1	1	6.25%	4	4	19, 20	39
21	Naipaliliwanag ang bawat salik na nakaaapekto sa pananagutan ng tao sa kahihinatnan ng kaniyang kilos at pasya EsP10MK-IIc-6.2	1	6.25%	3	5	21	40
22	Nakapagsusuri ng isang sitwasyong nakaaapekto.. EsP10MK-IId-6.3	1	6.25%	2		22	41
23	Napatutunayan na nakaaapekto ang kamangmangan, masidhing damdamin, takot.. EsP10MK-IId-6.4	1	6.25%	3	6	23	42
24	Nakapagsusuri ng sarili batay sa mga salik... EsP10MK-Ile-7.1	1	6.25%	3	7	24,25	
25	Naipaliliwanag ang bawat yugto ng makataong kilos EsP10MK-Ile-7.2	1	6.25%	3	8	26	43
26	Natutukoy ang mga kilos at pasiyang nagawa na umaayon sa bawat yugto ng makataong kilos EsP10MK-IIf-7.3	1	6.25%	3	9	27	44
27	Naipaliliwanag na ang bawat yugto ng makataong kilos... esP10MK-IIf-7.4	1	6.25%	3	10	28	45
28	Nakapagsusuri ng sariling kilos at pasya... EsP10MK-Ilg-8.1	1	6.25%	4	11	29,30	46
29	NaipaliLiwanag ng mag-aaral ang layunin, paraan at mga sirkumstansya ng makataong kilos EsP10MK-Ilg-8.2	1	6.25%	3	12	31	47
30	Nakapagsusuri ng kabutihan o kasamaan ng sariling pasya... EsP10MK-IIh-8.3	1	6.25%	3	13	32	48
31	Napatutunayan na ang layunin, paraan at sirkumstansya.. EsP10MK-IIh-8.4	1	6.25%	3	14	33	49
32	Nakapagtataya ng kabutihan o Kasamaan... EsP10MK-IIa-5.2	1	6.25%	4	15	34,35	50
TOTAL		16	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
Quarterly Assessment –
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			
2	natatalakay ang mgakatangian ng isang entrepreneur	2	5%	2			
3	natatalakay ang iba’t-ibang uri ng negosyo	2	5%	2			
4	naipaliliwanag ang mga panuntunan sa paggamitng computer, Internet, at email	2	5%	2			
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			
6	nagagamit ang computer, Internet, at email sa ligtas at responsableng pamamaraan	2	5%	2			
7	naipaliliwanag ang kaalaman sa paggamit ng computer at Internet bilang mapagkukunan ng iba’t ibang uri ng impormasyon	4	10%	4			
8	nagagamit ang computer file system	1	2.5%	1			
9	nagagamit ang web browser at ang basic featuresng isang search engine sa pangangalap ng impormasyon	2	5%	2			
10	nakagagawa ng table at tsart gamit ang wordprocessing	2	5%	2			
11	nakagagawa ng table at tsart gamit ang electronicspreadsheet tool	2	5%	2			
12	nakakapag-sort at filter ng impormasyon gamit ang electronic spreadsheet tool	2	5%	2			
13	nakasasagot sa email ng iba	2	5%	2			
14	nakapagpapadala ng email na	2	5%	2			



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	may kalakip nadokumento o iba pang media file						
15	nakaguguhit gamit ang drawing tool o graphics software	2	5%	2			
16	nakakapag-edit ng photo gamit ang basic photoediting tool	2	5%	2			
17	nakagagawa ng dokumento na may picture gamitang word processing tool desktop publishing tool	2	5%	2			
18	nakagagawa ng maikling report na may kasamang mga table, tsart, at photo o drawing gamit ang iba't ibang tools na nakasanayan	2	5%	2			
TOTAL		40	100%	40	15	20	15



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TABLE OF SPECIFICATIONS
Quarterly Assessment
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			
2	naiisa-isa ang mga paraan ng pagpapanatilingmalinis ng kasuotan	5	12.5%	5			
3	nasasabi ang gamit ng mga kagamitan sa pananahisa kamay	5	12.5%	5			
4	naisasaayos ang payak na sira ng kasuotan sa pamamagitan ng pananahi sa kamay (hal. pagkabitng butones)	4	10%	4			
5	naisasagawa ang wastong paraan ng paglilinis ngbahay at bakuran	5	12.5%	5			
6	naisasagawa ang wastong paghihiwalay ng basurasa bahay	4	10%	4			
7	nakatutulong sa paghahanda ng masustansiyangpagkain.	4	10%	4			
8	naipakikita ang wastong paraan ng paggamit ng kubyertos	4	10%	4			
9	naisasagawa nang may sistema ang pagliligpit atpaghuhugas ng pinagkainan	5	12.5%	5			
TOTAL		40	100%	40	15	20	15



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TABLE OF SPECIFICATIONS
Quarterly Assessment
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 sa pagtatanim ng halamang ornamental bilang isang pagkakakitaang gawain	10	25%	10			
2	natatalakay ang pakinabang sa pagtatanim ng halamang ornamental, para sa pamilya at sa pamayanan	2	5%	2			
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			
4	naisasagawa ang masistemang pangangalaga ng tanim pagdidilig, pagbubungkal ng lupa, paglalagay ng abono, paggawa ng abonong organiko atbp	7	17.5%	7			
5	naisasagawa ang wastong pagaani/ pagsasapamilihan ng mga halamang ornamental	6	15%	6			
6	natatalakay ang kabutihang dulot ng pag-aalaga ng hayop sa tahanan natutukoy ang mga hayop na maaaring alagaan sa tahanan.	5	12.5%	5			
7	na isa-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	5	12.5%	5			



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	paglilinis ng tirahan						
TOTAL		40	100%	50	15	20	15

TABLE OF SPECIFICATIONS
Quarterly Assessment
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			
2	Nakikilala ang mga kagamitan sa pagsusukat	5	12.5	5			
3	Nagagamit ang dalawang sistemang panukat (English at metric)	7	17.5	7			
4	naisasagawa ang pagleletra, pagbuo ng linya atpagguhit.	5	12.5	5			
5	natatalakay ang kahalagahan ng kaalaman atkasanayan sa "basic sketching" shading at outlining	4	10	4			
6	Naisasagawa ang wastong pamamaraan ng basic sketching, shading at outlining	8	20	8			
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			
TOTAL		40	100%	40	15	20	15



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TABLE OF SPECIFICATIONS
Quarterly Assessment
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 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



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Quarterly Assessment
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 paraang 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 sangkap sa 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 pangkaligtasan sa paghahanda at pagluluto ng pagkain - naihahanda nang kaakit-akit ang nilutong	4	10%	5			



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	pagkain sa hapag kainan (food presentation)						
TOTAL		40	100%	40	15	20	15

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Quarterly Assessment
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



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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 ngelektrisidad	10	25%	12.5			
4	natatalakay ang mga kaalaman at kasanayan sagawaing 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
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%	6.25			
2	buys and sells products based on needs	5	12.5%	6.25			
3	sells products based on needs and demands in school and community	4	10%	5			
4	posts and shares materials on wikis in a safe and responsible manner	3	7.5%	3.75			
5	posts and shares materials on blogs in a safe and responsible manner	3	7.5%	3.75			
6	participates in video and audio conferences in a safe and responsible manner	3	7.5%	3.75			
7	creates an online survey form	3	7.5%	3.75			
8	processes online survey data	2	5%				
9	uses functions and formulas in an electronic spreadsheet tool to perform advanced calculations on numerical data	3	7.5%	3.75			
10	uses audio and video conferencing tools to share ideas and work with others online	3	7.5%	3.75			
11	uses an e-group to share ideas and work with others	3	7.5%	3.75			
12	uses the advanced features of a slide presentation tool to create a multimedia presentation with text, graphics, and photos; hyperlinked	3	7.5%	3.75			
TOTAL		40	100%	50	15	20	15



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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%	2.5			
2	enumerates sources of family income	2	5%	2.5			
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%	2.5			
4	prepares feasible and practical budget • manages family resources efficiently • prioritizes needs over wants	3	7.5%	3.75			
5	classifies tools and materials according to their use (measuring, cutting, sewing)	2	5%	2.5			
6	prepares project plan for household linens	3	7.5%	3.75			
7	identifies supplies/ materials and tools needed for the project	2	5%	2.5			
8	drafts pattern for household linens • steps in drafting pattern safety precautions	4	10%	5			
9	sews creative and marketable household linens as means to augment family income	4	10%	4			
10	assesses the finished products as to the quality (using rubrics)	2	5%	2.5			
11	markets finished household linens in varied/ creative ways	3	7.5%	3.75			
12	explains different ways of food preservation (drying, salting, freezing, and processing)	2	5%	2.5			
13	uses the tools/utensils and equipment and their substitutes in food preservation/ processing	1	2.5	1.25			
14	preserves food applying principles and skills in food preservation processing	2	5%	2.5			
15	conducts simple research to determine market trends and demands in preserved/ processed foods	4	10%	5			
16	assesses preserved/processed food as to the quality using the rubrics	1	2.5	1.25			



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17	markets preserved/processed food in varied/creative ways with pride	1	2.5	1.25			
TOTAL		40	100%	50	15	20	15

TABLE OF SPECIFICATIONS
Quarterly Assessment
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%	2.5			
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%	2.5			
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%	2.5			
	prepares layout design of an orchard garden using the information gathered	1	2.5%	1.25			
	propagates trees and fruit-bearing trees using scientific processes	3	7.5%	3.75			
	identifies the appropriate tools and equipment in plant propagation and their uses	2	5%	2.5			
	demonstrates scientific ways of propagating fruit-bearing trees	2	5%	2.5			
	observes healthy and safety measures in propagating fruit-bearing trees	2	5%	2.5			
	performs systematic and scientific ways of caring orchard trees/ seedlings such as watering, cultivating, preparing, and applying organic fertilizer	2	5%	2.5			
	markets fruits and seedlings	2	5%	2.5			
	develops plan for expansion of planting trees and seedling production	2	5%	2.5			
	conducts survey to find out:	3	7.5%	3.75			



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- 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						
plans for the family's animal raising project	1	2.5%	1.25			
implements plan on animal/fish raising	2	5%	2.5			
monitors growth and progress	1	2.5%	1.25			
keeps an updated record of growth/progress	1	2.5%	1.25			
expands/enhances one's knowledge of animal/fish raising using the Internet	2	5%	2.5			
manages marketing of animal/fish raised	1	2.5%	1.25			
discusses indicators for harvesting/capturing	1	2.5%	1.25			
demonstrates skill in harvesting/capturing animal/fish	1	2.5%	1.25			
prepares marketing strategy by asking help from others or using the Internet	1	2.5%	1.25			
markets animals/fish harvested/captured	1	2.5%	1.25			
computes the income earned from marketed products (Gross Sale – Expenses = Net income)	2	5%	2.5			
prepares plans for expansion of animal raising vent	1	2.5%	1.25			
TOTAL	40	100%	50	15	20	15



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TABLE OF SPECIFICATIONS
Quarterly Assessment
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%	2.5			
2	demonstrates creativity and innovativeness in enhancing/decorating bamboo, wood, and metal products	2	5%	2.5			
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%	3.75			
4	discusses the effects of innovative finishing materials and creative accessories on the marketability of products	2	5%	2.5			
5	enhances bamboo, wood, metal, and other finished products through sketching, shading, and outlining	4	10%	5			
6	constructs project plan - considers deliberate policies on sustainable development in constructing the project plan - 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	17.5%	8.75			
7	markets products	2	5%	2.5			
8	constructs simple electrical gadgets	4	10	5			
9	explains the protocols	2	5%	2.5			



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	(processes) in making electrical gadgets						
10	repairs simple gadgets/furniture/furnishings at home and school	4	10	5			
11	discusses the principles of "five S" • Sorting (Seiri) • Straightening (Seiton) • Systematic Cleaning (Shine) (Seiso) • Standardizing (Seiketsu) Service (Sustaining) (Shitsuke)	2	5%	2.5			
12	identifies recyclable products/waste materials made of wood, metal, paper, plastic, and others	2	5%	2.5			
13	explains the process and the importance of recycling	1	2.5%	1.25			
14	recycles the identified products/waste material into functional items (binding of used paper into notebook or memo pad; bottled plastic into lampshades, flowers, plants; etc.)	3	7.5%	3.75			
TOTAL		40	100%	50	15	20	15



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MAPEH 1
TABLE OF SPECIFICATIONS
 School Year 2022 - 2023
 Quarter 2

MUSIC 1

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
5	identifies the pitch of a tone as high or low	1	10 %	1			
6	sings simple melodic patterns • (so -mi, mi -so, mi - re do)	1	10 %	1			
7	sings the melody of a song with the correct pitch e.g. • greeting songs • counting songs • action songs	2	20 %	1			
8	identifies similar or dissimilar musical lines	1	10 %	1			
9	identifies the beginning, ending and repeated parts of a recorded music sample	2	20 %	1			
	relates basic concepts of musical forms to geometric shapes to indicate understanding of: • same patterns • different patterns	3	30 %	1			
10	performs songs with the knowledge when to start, stop, repeat or end the song.			1			
		10	100%	7	2	3	2



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TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

ART 1

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
5	identifies colors, both in natural and man-made objects, seen in the surrounding	1	10 %	1			
	discusses the landscape that the learner and that others painted	3	30 %	1			
	uses his creativity to create paints from nature and found materials, and brushes from twigs, cloth and other materials			1			
6	creates a design inspired by Philippine flowers, jeepneys, Filipino fiesta decors, parols, or objects and other geometric shapes found in nature and in school using primary and secondary colors			1			
7	paints a home/school landscape or design choosing specific colors to create a certain feeling or mood	3	30 %	1			
8	Appreciates and talks about the landscape he painted and the landscapes of others	3	30 %	1			
		10	100%	6	2	2	2



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TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

PHYSICAL EDUCATION 1

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
	identifies locomotor skills	5	50 %	2			
5	moves within a group without bumping or falling using locomotor skills			1			
6	executes locomotor skills while moving in different directions at different spatial levels	5	50 %	1			
7	engages in fun and enjoyable physical activities with coordination			2			
		10	100%	6	2	3	1

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

HEALTH 1

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
4	identifies proper behavior during mealtime	2	20 %	1			
5	demonstrates proper hand washing	2	20 %	1			
6	realizes the importance of washing hands	2	20 %	1			
7	practices habits of keeping the body clean & healthy	2	20 %	2			
8	realizes the importance of practicing good health habits	2	20 %	1			
		10	100%	6	2	3	2



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

MUSIC 2

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
6	identifies the pitch of tones as: • high (so) • low (mi) • higher (la) • lower (re)	1	10 %	1			
7	responds to ranges of pitch through body movements, singing, or playing instruments	1	10 %	1			
8	sings children songs with accurate pitch: • wrote songs • echo songs • simple children's melodies	2	20 %	1			
9	demonstrates melodic contour through: • movement • music writing (on paper or on air) • visual imagery	1	10 %	1			
10	identifies the beginning and ending of a song	2	20 %	1			
	demonstrates the beginning, ending and repeats of a song with • movements • vocal sounds • instrumental sounds						
11	identifies musical lines as • similar • dissimilar	1	10 %	1			
12	creates melodic introduction and ending of songs	2	20 %	1			
		10	100%	7	2	3	2



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TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

ART 2

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
7	describes the lines, shapes and textures seen in skin coverings of different animals and sea creatures using visual art words and actions	2	20 %	1			
	describes the unique shapes, colors, texture and design of the skin coverings of different fishes and sea creatures or of wild forest animals from images	2	20 %	2			
8	designs with the use of drawing and painting materials the sea or forest animals in their habitats showing their unique shapes and features, variety of colors and textures in their skin						
9	creates designs by using two or more kinds of lines, colors and shapes by repeating or contrasting them, to show rhythm	2	20 %	1			
10	uses control of the painting tools and materials to paint the different lines, shapes and colors in his work or in a group work	2	20 %	1			
11	designs an outline of a tricycle or jeepney on a big paper, with lines and shapes that show repetition, contrast and rhythm	2	20 %	1			
		10	100%	6	2	3	1



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TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

PHYSICAL EDUCATION 2

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
5	describes movements in a location, direction, level, pathway and plane	4	40 %	2			
6	moves in: • personal and general space • forward, backward, and sideward directions • high, middle, and low levels • straight, curve, and zigzag pathways • diagonal and horizontal planes	6	60 %	1			
7	demonstrates movement skills in response to sounds and music			1			
8	engages in fun and enjoyable physical activities			1			
9	maintains correct posture and body mechanics while performing movement			1			
		10	100%	6	2	3	1



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TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

HEALTH 2

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
5	Identifies the functions of the sense organs	3	30 %	1			
	describes ways of caring for the eyes, ears, nose, hair and skin in order to avoid common childhood health conditions			1			
6	Identifies common teeth and mouth problems	3	30 %	1			
	describes ways of caring for the mouth/teeth			1			
7	displays self- management skills in caring for the sense organs	4	40 %	2			
		10	100%	6	2	3	1



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MAPEH 3
TABLE OF SPECIFICATIONS
 School Year 2022 - 2023
 Quarter 2

MUSIC 3

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
5	identifies the pitch of a tone as: • high – higher • moderately high – higher • moderately low – lower • low – lower	1	10 %	1			
6	matches the correct pitch of tones • with the voice • with an instrument	1	10 %	1			
7	recreates simple patterns and contour of a melody	2	20 %	1			
8	identifies the beginning, middle, ending and repetitions within a song or music sample	1	10 %	1			
9	identifies musical lines as • similar • same • different	1	10 %	1			
10	recognizes repetitions within a song	4	40 %	1			
	sings repetitions of musical lines independently			1			
	performs song with accurate pitch from beginning to end including repetitions			1			
		10	100%	8	2	4	2



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TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

ART 3

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
9	discusses the concept that there is harmony in nature as seen in the color of landscapes at different times of the day Ex.: • landscapes of Felix Hidalgo, Fernando Amorsolo, Jonahmar Salvosa • Still's life of Araceli Dans, Jorge Pineda, Agustin Goy	1	10 %	1			
10	discusses the concept that nature is so rich for no two animals have the same shape, skin covering and color	1	10 %	1			
11	demonstrates how harmony is created in an artwork because of complementary colors and shapes	1	10 %	1			
12	paints a still life by observing the different shapes, color and texture of fruits, drawing them overlapping and choosing the right colors for each fruit	2	20 %	1			
13	creates new tints and shades of colors by mixing two or more colors	1	10 %	1			
14	paints a landscape at a particular time of the day and selects colors that complement each other to create a mood	2	20 %	1			
15	discusses the characteristics of a wild animal by making several pencil sketches and painting it later, adding	1	10 %	1			



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	texture of its skin covering						
16	explains the truism that Filipino artists painted landscapes in their own particular style and can identify what makes each artist unique in his use of colors to create harmony	1	10 %	1			
		10	100%	8	2	4	2

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

PHYSICAL EDUCATION 3

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
5	describes movements in a location, direction, level, pathway and plane	3	30 %	2			
6	moves in: • personal and general space • forward, backward, and sideward directions • high, middle, and low levels • straight, curve, and zigzag pathways • diagonal and horizontal planes	7	70 %	3			
7	engages in fun and enjoyable physical activities			2			
		10	100%	7	2	3	2



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TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

HEALTH 3

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
10	identifies common childhood diseases	3	30 %	1			
11	discusses the different risk factors for diseases and example of health condition under each risk factor			1			
12	explains the effects of common diseases			1			
13	explains measures to prevent common diseases	2	20 %	1			
14	explains the importance of proper hygiene and building up one's body resistance in the prevention of diseases	2	20 %	1			
15	demonstrates good self-management and good decision making-skills to prevent common diseases	3	30 %	2			
		10	100%	7	2	3	2



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

MUSIC 4

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
6	recognizes the meaning of the G- Clef (treble clef)	1	10 %	1			
7	identifies the pitch names of the G-clef staff including the ledger lines and spaces (below middle C)	1	10 %	1			
8	identifies the movement of the melody as: • no movement • ascending stepwise • descending stepwise • ascending skip wise • descending skip wise	1	10 %	1			
9	identifies the highest and lowest pitch in a given notation of a musical piece to determine its range	2	20 %	3			
10	sings with accurate pitch the simple intervals of a melody	2	20 %				
11	creates simple melodic lines	3	30 %	4			
		10	100%	10	3	4	3



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TABLE OF SPECIFICATIONS
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Quarter 2

ART 4

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
7	discusses pictures of localities where different cultural communities live where each group has distinct houses and practices	1	10 %	1			
8	explains the attire and accessories of selected cultural communities in the country in terms of colors and shapes.	1	10 %	1			
9	depicts in a role play the importance of communities and their culture.	2	20 %	2			
10	compares the geographical location, practices, and festivals of the different cultural groups in the country.	2	20 %	2			
11	paints the sketched landscape using colors appropriate to the cultural community's ways of life.	2	20 %	2			
12	tells a story or relates experiences about cultural communities seen in the landscape.	2	20 %	2			
		10	100%	10	3	4	3



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TABLE OF SPECIFICATIONS
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PHYSICAL EDUCATION 4

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
6	assesses regularly participation in physical activities based on physical activity pyramid	10	100 %	2			
	explains the nature/background of the games			2			
	describes the skills involved in the games			2			
7	executes the different skills involved in the game			2			
8	recognizes the value of participation in physical activities			2			
		10	100%	10	3	4	3

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

HEALTH 4

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
7	describes communicable diseases	1	10 %	1			
8	identifies the various disease agents of communicable diseases	1	10 %	1			
9	enumerates the different elements in the chain of	1	10 %	1			



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	infection						
10	describes how communicable diseases can be transmitted from one person to another.	1	10 %	1			
11	demonstrates ways to stay healthy and prevent and control common communicable diseases	2	20 %	2			
12	identifies ways to break the chain of infection at respective	2	20 %	2			
13	practices personal habits and environmental sanitation to prevent and control common communicable diseases	2	20 %	2			
		10	100%	10	3	4	3



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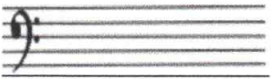
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MAPEH 5
TABLE OF SPECIFICATIONS
 School Year 2022 - 2023
 Quarter 2

MUSIC 5

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
5	recognizes the meaning and uses of F-Clef on the staff 	1	10 %	2			
6	identifies the pitch names of each line and space on the FClef staff	1	10 %	1			
7	describes the use of the symbols: sharp (#), flat (b), and natural (h)	1	10 %	2			
8	recognizes aurally and visually, examples of melodic interval	1	10 %	2			
9	identifies the notes in the C major scale	1	10 %	2			
10	determines the range of a musical example • wide • narrow	1	10 %	1			
11	reads notes in different scales: • pentatonic scale • C major scale • G major scale	1	10 %	2			
12	creates simple melodies	1	10 %	1			
13	performs his/ her own created melody	2	20 %				
		10	100%	13	4	6	3



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TABLE OF SPECIFICATIONS
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Quarter 2

ART 5

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
9	explains the importance of natural and historical places in the community that have been designated as World Heritage Site (e.g., rice terraces in Banawe, Batad; Paoay Church; Miagao Church; landscape of Batanes, Callao Caves in Cagayan; old houses in Vigan, Ilocos Norte; and the torogan in Marawi)	1	10 %	1			
10	explains that artists have different art styles in painting landscapes or significant places in their respective provinces (e.g., Fabian dela Rosa, Fernando Amorsolo, Carlos Francisco, Vicente Manansala, Jose Blanco, Victorio Edades, Juan Arellano, Prudencio Lamarroza, and Manuel Baldemor)	1	10 %	2			
11	presents via powerpoint the artistry of famous Filipino artists in painting different landscapes and is able to describe what makes each artist's masterpiece unique from others.	2	20 %	2			
12	sketches using complementary colors in painting a landscape.	3	30 %	4			
13	demonstrates skills and knowledge about	2	20 %	2			



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	foreground, middle ground, and background to emphasize depth in painting a landscape.						
14	discusses details of the landscape significant to the history of the country.	1	10 %	1			
		10	100%	12	4	6	2

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

PHYSICAL EDUCATION 5

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
5	assesses regularly participation in physical activities based on Philippine physical activity pyramid	10	100 %	2			
6	observes safety precautions			3			
	explains the nature/background of the games			2			
	describes the skills involved in the games			2			
7	executes the different skills involved in the game			2			
8	displays joy of effort, respect for others and fair play during participation in physical activities			2			
		10	100%	13	4	6	3



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TABLE OF SPECIFICATIONS
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Quarter 2

HEALTH 5

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
9	describes the physical, emotional and social changes during puberty	2	20 %	1			
	recognizes the changes during puberty as a normal part of growth and development • Physical change • Emotional change • Social change			1			
10	describes common misconceptions related on puberty	2	20 %	1			
	assesses common misconceptions related to puberty in terms of scientific basis and probable effects on health			1			
11	describes the common health issues and concerns during puberty	2	20 %	1			
	accepts that most of these concerns are normal consequence of bodily changes during puberty but one can learn to manage them			1			
13	discusses the negative health impact and ways of preventing major issues such as early and unwanted pregnancy	2	20 %	2			
14	demonstrates ways to manage puberty-related health issues and concerns	1	10 %				
15	practices proper self-care			1			



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	procedures						
16	discusses the Importance of seeking the advice of professionals/ trusted and reliable adults in managing puberty-related health issues and concerns			1			
17	differentiates sex from gender	1	1 %	1			
18	identifies factors that influence gender identity and gender roles			1			
19	discusses how family, media, religion, school and society in general reinforce gender roles						
20	gives examples of how male and female gender roles are changing			1			
		10	100%	13	4	6	3



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MAPEH 6
TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

MUSIC 6

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
5	reads simple musical notations in the Key of C Major, F Major and G Major	2	20 %	2			
	analyzes the melodic patterns of songs in C Major, G major, and F Major keys	2	20 %	2			
6	sings and plays solo or with group, melodies/songs in C Major, G Major, and F Major			2			
7	creates simple melodies	3	30 %	3			
8	sings self-composed melodies	3	30 %	3			
		10	100%	12	4	5	3



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TABLE OF SPECIFICATIONS
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Quarter 2

ART 6

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
12	reviews the concept that art processes, elements and principles still apply even with the use of technologies.	1	10 %	1			
13	explains the elements and principles applied in digital art			1			
14	applies concepts on the use of the software (commands, menu, etc.)	1	10 %	1			
15	utilizes art skills using new technologies (hardware and software) in digital painting.			1			
16	creates a digital painting similar with the Masters' (e.g., Van Gogh, Amorsolo, etc.) in terms of style, theme, etc.	2	20 %	2			
17	discusses the elements and principles applied in layouting	2	20 %	2			
18	applies skills in layouting and photo editing using new technologies (hardware and software) in making a poster.	2	20 %	2			
19	creates an advertisement/commercial or announcement poster.	2	20 %	2			
		10	100%	12	4	5	3



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TABLE OF SPECIFICATIONS
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PHYSICAL EDUCATION 6

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
5	assesses regularly participation in physical activities based on Philippine physical activity pyramid	10	100 %	2			
6	observes safety precautions			3			
	explains the nature/background of the games			2			
	describes the skills involved in the games			2			
7	executes the different skills involved in the game			2			
8	displays joy of effort, respect for others and fair play during participation in physical activities			2			
		10	100%	13	4	5	4



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HEALTH 6

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
6	describes healthy school and community environments	2	20 %	3			
7	explains the effect of living in a healthful school and community	2	20 %	3			
	Identifies basic responsibilities of community health officials	2	20 %	1			
8	demonstrates ways to build and keep school and community environments healthy			1			
9	practices proper waste management at home, in school, and in the community	2	20 %	3			
	defines solid waste management in the Philippines	2	20 %	1			
10	advocates environmental protection through proper waste management			1			
		10	100%	13	4	5	4



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MAPEH 7
TABLE OF SPECIFICATIONS
 School Year 2022 - 2023
 Quarter 2

MUSIC 7

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
8	describes the musical characteristics of representative selections of Cordillera, Mindoro, Palawan and of the Visayas after listening;	1	12.5 %	2			
9	explains the distinguishing characteristics of representative music from Cordillera, Mindoro, Palawan and of the Visayas in relation to its culture and geography;	1	12.5 %	2			
10	identifies the musical instruments and other sound sources from Cordillera, Mindoro, Palawan and of the Visayas	1	12.5 %	1			
11	discovers ways of producing sounds on a variety of sources similar to instruments being studied;	1	12.5 %	2			
12	improvises simple rhythmic/melodic accompaniments to selected music from the Cordillera, Mindoro, Palawan and of the Visayas;	1	12.5 %	1			
13	performs music from Cordillera, Mindoro, Palawan and of the Visayas	1	12.5 %	1			



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	with accompaniment						
14	evaluates music and music performances using rubrics on musical elements and style.	2	25 %	3			
		8	100%	12	4	5	3

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

ART 7

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
11	analyzes the elements and principles of art in the production of one's arts and crafts inspired by the arts of MIMAROPA and the Visayas	1	12.5 %	1			
12	Identifies the characteristics of arts and crafts in specific areas in MIMAROPA and the Visayas, Marinduque (Moriones masks), Palawan (Manunggul Jar), Mindoro (Hanunuo-Mangyan writing, basketry, and weaving), Bohol (churches), Cebu (furniture), Iloilo (culinary arts and old houses), Samar (Basey mats), etc.			1			
13	reflects on and derive the mood, idea or message emanating from selected artifacts and art objects	1	12.5 %	1			
14	appreciates the artifacts and art objects in terms of its utilization and its distinct use of art elements and			1			



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	principles						
15	incorporates the design, form and spirit of artifacts and art objects from MIMAROPA and the Visayas	1	12.5 %	1			
16	explains the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork or in the making of a craft or artifact	1	12.5 %	1			
17	creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	1	12.5 %	1			
18	discusses elements from traditions/history of a community for one's artwork	1	12.5 %	1			
19	explains the correlation of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g., architecture, weaving, pottery, accessories, masks, and culinary arts)	2	25 %	2			
20	shows the relationship of MIMAROPA and Visayas 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)			2			
		8	100%	12	4	5	3



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TABLE OF SPECIFICATIONS
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PHYSICAL EDUCATION 7

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
7	undertakes physical activity and physical fitness assessments	2	25 %	2			
8	reviews goals based on assessment results			2			
9	describes the nature and background of the sport	2	25 %	3			
10	executes the skills involved in the sport	4	50 %	6			
		8	100%	13	4	5	4



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HEALTH 7

NO.	Most Essential Learning Competencies	No. of Days	Percentage % (No. # of days taught / Total No. # of days)	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
9	identifies the right foods during adolescence	1	12.5 %	1			
10	follows the appropriate nutritional guidelines for adolescents for healthful eating • explains the need to select food based on the nutritional needs during adolescence • follows the Food Pyramid guide for adolescents and nutritional guidelines for Filipinos in choosing foods to eat	2	25 %	3			
11	describes the characteristics, signs and symptoms of malnutrition and micronutrient deficiencies	3	37.5 %	2			
12	discusses ways of preventing and controlling malnutrition and micronutrient deficiencies			2			
13	explains the characteristics, signs and symptoms of eating disorders			1			
14	discusses ways of preventing and controlling eating disorders			1			
	identifies the nutritional problems of adolescents	2	25 %	1			
15	applies decision-making and critical thinking skills to prevent nutritional problems of adolescents			2			
		8	100%	13	4	5	4



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MAPEH 8
TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

MUSIC 8

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
7	listens perceptively to music of East Asia;	1	12.5 %				
8	analyzes musical elements of selected songs and instrumental pieces heard and performed;	1	12.5 %	2			
9	explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	1	12.5 %	2			
10	improvises simple accompaniment to selected East Asian music;	1	12.5 %	2			
11	performs music from East Asia with own accompaniment	2	25 %				
12	evaluates music and music performances using guided rubrics applying knowledge of musical elements and style	2	25 %	6			
		8	100%	12	4	5	3



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TABLE OF SPECIFICATIONS
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ART 8

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
11	analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of East Asia	2	25 %	2			
12	identifies characteristics of arts and crafts in specific countries in East Asia: China (Chinese painting and calligraphy); Japan (origami, woodblock printing, theater masks, face painting, and anime and manga); and Korea (theater masks, drums, and K-pop)			1			
13	reflects on and derive the mood, idea or message from selected artifacts and art objects	3	37.5 %	1			
14	appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles			2			
15	incorporates the design, form, and spirit of East Asian artifacts and objects to one's creation			1			
16	traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft			1			
17	creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Gongbi, Ikat, etc.)	3	37.5 %	1			
18	derives elements from traditions/history of a			1			



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	community for one's artwork						
19	shows the relationship of the development of crafts in specific countries in East Asia according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry)						
20	shows the commonalities and differences of the culture of the East Asian countries in relation to Philippine culture			2			
		8	100%	12	4	5	3

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

PHYSICAL EDUCATION 8

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
9	undertakes physical activity and physical fitness assessments	1	12.5 %	1			
10	conducts physical activity and physical fitness			1			
11	prepares a physical activity program	1	12.5 %	2			
	describes the nature and background of the sport	6	75 %	3			
12	executes the skills involved in the sport			3			
13	displays tolerance and acceptance of individuals with varying skills and abilities			3			
		8	100%	13	4	5	4



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HEALTH 8

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
8	explains the definition and importance of courtship and dating in choosing a lifelong partner	1	12.5 %	1			
9	analyzes behaviors that promote healthy relationship in marriage and family life			1			
10	describes the factors that contribute to a successful marriage	1	12.5 %	1			
	discusses pregnancy-related concerns	2	25 %	1			
11	discusses various maternal health concerns (pre-during-post pregnancy)			1			
12	explains the importance of maternal nutrition during pregnancy	2	25 %	1			
13	discusses the importance of newborn screening, and the APGAR scoring system for newborns						
14	explains the importance of prenatal care and post-natal care			1			
15	discusses the essential newborn protocol (Unang Yakap) and advantages of breastfeeding for both mother and child			1			
16	recognizes the importance of immunization in protecting children's health			1			
17	analyzes the importance of responsible parenthood	2	25 %	1			
18	explains the effects of rapid population growth on the health of the nation			1			



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19	examines the important roles and responsibilities of parents in child rearing and care			1			
20	enumerates modern family planning methods (natural and artificial)			1			
		8	100%	13	4	5	4



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MAPEH 9
TABLE OF SPECIFICATIONS
 School Year 2022 - 2023
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MUSIC 9

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
7	describes musical elements of given Classical period pieces;	1	12.5 %	1			
8	explains the performance practice (setting, composition, role of composers/performers, and audience) during Classical period;	1	12.5 %	1			
9	relates Classical music to other art forms and its history within the era;	1	12.5 %	1			
10	improvises appropriate accompaniment to selected music from Classical period;	2	25 %	4			
	listens perceptively to selected Classical period music	2	25 %	4			
11	performs selected music from the Classical period;						
12	evaluates music and music performances using guided rubrics.	1	12.5 %	1			
		8	100%	12	4	5	3



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ART 9

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
13	analyzes art elements and principles in the production of work following a specific art style	2	25 %	1			
14	identifies distinct characteristics of arts during the Renaissance and Baroque periods			1			
15	identifies representative artists from Renaissance and Baroque periods			1			
16	reflects on and derive the mood, idea or message from selected artworks	3	37.5 %	1			
17	discusses the use or function of artworks by evaluating their utilization and combination of art elements and principles			1			
18	uses artworks to derive the traditions/ history of an art period			1			
19	compares the characteristics of artworks produced in the different art periods			1			
20	creates artworks guided by techniques and styles of the Renaissance and the Baroque periods	3	37.5 %	1			
21	explains the influence of iconic artists belonging to the Renaissance and the Baroque periods			1			
22	applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Renaissance and the			1			



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	Baroque periods (e.g. Fresco, Sfumato, etc.)						
23	evaluates works of art in terms of artistic concepts and ideas using criteria from the Renaissance and the Baroque periods			1			
24	shows the influences of the Renaissance and Baroque periods on the Philippine art form			1			
		8	100%	12	4	5	3

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
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PHYSICAL EDUCATION 9

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
5	undertakes physical activity and physical fitness assessments	8	100 %	3			
	describes the nature and background of the dance			2			
6	executes the skills involved in the dance			2			
7	monitors periodically one's progress towards the fitness goals			2			
8	performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps, sprain, heat exhaustion)			2			
9	involves oneself in community service through dance activities in the community			2			
		8	100%	13	4	5	4



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TABLE OF SPECIFICATIONS
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HEALTH 9

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
7	describes the drug scenario in the Philippines	1		1			
8	discusses risk and protective factors in substance use, and abuse	1		1			
9	analyzes situations for the use and non-use of psychoactive substances			1			
10	identifies the types of drugs/ substances of abuse	1		1			
11	corrects myths and misconceptions about substance use and abuse	1		1			
12	recognizes warning signs of substance use and abuse			1			
13	discusses the harmful short and long-term effects of substance use and abuse on the individual, family, school, and community	2		2			
14	explains the health, socio-cultural, psychological, legal, and economic dimensions of substance use and abuse			1			
15	discusses strategies in the prevention and control of substance use and abuse			1			
16	applies decision-making and resistance skills to prevent substance use and abuse	2		2			
17	suggests healthy alternatives to substance use and abuse			1			
		8	100%	13	4	5	4



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MAPEH 10
TABLE OF SPECIFICATIONS
 School Year 2022 - 2023
 Quarter 2

MUSIC 10

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
6	describes the historical and cultural background of Afro Latin American and popular music;	1	12.5 %	1			
	listens perceptively to Afro Latin American and popular music	2	25 %				
7	analyzes musical characteristics of Afro-Latin American and popular music through listening activities			3			
8	explores ways of creating sounds on a variety of sources suitable to chosen vocal and instrumental selections;	2	25 %	3			
9	performs selections of Afro-Latin American and popular music in appropriate pitch, rhythm, style, and expression;	2	25 %	3			
10	evaluates music and music performances using guided rubrics.	1	12.5 %	2			
		8	100%	12	4	5	3



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Quarter 2

ART 10

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
13	identifies art elements in the technology-based production arts	1	12.5 %	1			
14	identifies distinct characteristics of arts during the 21st century in terms of: • production • functionality range of audience reach			1			
15	identifies artworks produced by technology from other countries and their adaptation by Philippine artists			1			
16	discusses the concept that technology is an effective and vibrant tool for empowering a person to express his/her ideas, goals, and advocacies, which elicits immediate action	3	37.5 %	1			
17	explains the role or function of artworks by evaluating their utilization and combination of art elements and principles			1			
18	uses artworks to derive the traditions/history of a community (e.g., landscapes, images of people at work and play, portrait studies, etc.)			1			
19	compares the characteristics of artworks in the 21st century			1			
20	creates artworks that can be locally assembled with local materials, guided by 21st-century techniques	4	50 %	1			
21	explains the influence of technology in the 21st century on the evolution of various forms of art			2			
22	applies different media techniques and processes to communicate ideas, experiences,			1			



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	and stories showing the characteristics of 21st century art (e.g., the use of graphic software like Photoshop, InDesign, etc.)						
23	evaluates works of art in terms of artistic concepts and ideas using criteria appropriate for the style or form			1			
		8	100%	12	4	5	3

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

PHYSICAL EDUCATION 10

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

TABLE OF SPECIFICATIONS
School Year 2022 - 2023
Quarter 2

HEALTH 10

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
9	discusses the existing health related laws	2	25 %	3			



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10	explains the significance of the existing health related laws in safeguarding people's health;	3	37.5 %	5			
11	critically analyzes the impact of current health trends, issues, and concerns						
12	recommends ways of managing health issues, trends and concerns	3	37.5 %	5			
		8	100%	13	4	5	4



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TABLE OF SPECIFICATIONS
 School Year 2022 - 2023
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HOPE 11

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
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			



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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
 School Year 2022 - 2023
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HOPE 12

NO.	Most Essential Learning Competencies	No. of Days	Percentage % Total # of days / No. # of days taught	No. of Items (% X No. of items)	Level of Objectives (Item Placement)		
					Strand 1 30% (Remembering / Understanding)	Strand 2 40% (Applying / Analyzing)	Strand 3 30% (Evaluating / Creating)
1	Self-assesses health-related fitness (HRF). status, barriers to physical activity assessment participation and one's die	4	50 %	13			
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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