PERFORMANCE OF GRADE TWO PUPILS IN THE SCHOOL, DISTRICT AND DIVISION ACHIEVEMENT TESTS

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To my dearest husband,

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to our four children, SAMUEL ANTHONIE,

SHERRIE ANN, SHUBERT ALEX and

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For their unending love,

sustained prayers and inspiration,

I dedicate this achievement.

S Y L

ABSTRAK

This study attempted to evaluate the performance of the Grade two pupils of Catbalogan I Central Elementary School, Catbalogan, Samar with the end in view of determining whether the performance of the pupils satisfies the expected Mean Percentage Scores established for the school, district and division levels for the school year 1986-1987. This study employed the analytical-descriptive research method involving three hundred eight pupils 147 of which are males and 161 females of the entire grade two population in the School, and District Achievement Test and 30 samples respondents in the Division Achievement Tests. The respondents were drawn through systematic random sampling from the teacher's Form 1 or school register where the pupils were listed alphabetically. The statistical treatment used is the one-way Analysis of Variance (ANOVA) in treating the differences between the actual performance of the Grade two pupils in the School, District, and Division Achievement by subjects. Taking all the subject collectively, the general pupils' performance met the performance target set by the school, the district, and the division as indicated by the insignificant differences between the expected and the actual MPS. Based on the findings and conclusions, this study recommends the following: (1) there should be a similar study conducted in all grade levels in the New Elementary School Curriculum so as to determine the strengths and weaknesses in the achievement of pupils, (2) the school should conduct a continuous analysis of the results of all achievement tests, (3) achievement tests administered to the

pupils should be properly validated, (4) in order to attain the coveted quality education, the first foundation of education should be solidly built, (5) master learning should be given more emphasis on the development of pupils' performance in all the learning areas of the New elementary school curriculum, (6) the teaching should be well acquainted with the school, district, and division targets at the start of the year, and (7) the school and the district tests must be conducted objectively under close supervision to prevent anyone from assisting the pupils during examination time.

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Chapter 1

THE PROBLEM

Introduction

One of the objectives of education is to assist pupils to effectively achieve learning competencies. A related objective is to satisfy the pupil's desire to achieve success in any task or activity undertaken. All persons have some capacities for achievement, especially when it is evident that their performance is evaluated with reference to some standards. Anything that is done to modify a pupil's motive to achieve success or to increase or decrease the incentive value, or any of these, will increase or decrease the tendency of the individual to achieve success in connection with the learning task.[1]

Our present curriculum puts a lot of emphasis on personal ambition through achievement and recognition. The customary competition within the class or school and the ribbon pinning at the end of the school year assert to our being achievement-conscious people. Achievement and motivation are the legitimate needs of our pupils.

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[1]Herbert J. Klausmeier, Learning and Human Abilities: Educational Psychology. (New York: Harper & Row Publishers, 1971), pp.222-224.

According to Atkinson as cited by Klausmeier,[2] the tendency to achieve success is a learned motivational disposition. The tendency to achieve success in connection with any task or activity is a function of three variables; the motive to achieve success, the probability that the performance of the task will be followed by success, and the relative attractiveness of achieving success, referred to as the incentive value of success.

He further clarified that the motive to achieve success has a corollary motive to avoid failure. An individual may approach a task with interest and vigor in order to experience possible success, or he may evade it to avoid possible failures.

The probability of success on any task is a subjective evaluation made by the individual and may range from high to very low. It is directly related to the relative attractiveness of achieving success, or the incentive value of success to the individual. In general, the incentive value of success is greater for more difficult tasks than for easier ones.

There is, therefore, a relation between the motive

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[2] Ibid.

to achieve success and the motive to avoid failure. Atkinson further stated that a success motivated individual will be attracted to a task where the probability to either success or failure is 50/50.

In the 1980's, the term "Back-to-the-Basics" has become a guidepost of the New Elementary School Curriculum (NESC) in the Philippines. This includes the first three R's and the new subject, Sibika at Kultura.[3]

Webster dictionary defines basics as "something fundamental, essential." Basics refer to those essentials or fundamental learning that should be considered in educating a child. Those fundamentals are the three R's--reading, writing and 'rithmetic.

The most important basics that the child must obtain are:

1. Ability to read well with understanding.

2. Ability to add, subtract, multiply and divide accurately.

3. Ability to write legible and correct paragraphs. In addition, a child's education should include

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[3] Continuing Self-Learning Program for Teachers, (Media-Assisted Instructional Package for the Learning Action Cells), Vol. I, Developed and produced by PRODED, 1985, p. 46.

sound historical knowledge, understanding of science, appreciation of arts, and literature, etc.

The DECS proposes to ensure the success of "Back-to-the-Basics" in school through the New Elementary School Curriculum with fewer learning areas and emphasis on mastery learning and more time is alloted to the development of the skills in the three R's, especially in the lower grades.

Back-to-the-Basics movement was motivated by the SOUTELE report in 1976. Among the findings recorded in the study is that the subject areas where elementary graduates seem to have achieved least are the three R's. This resulted to a 23-point recommendation aimed at improving the quality of elementary education in the country. One such recommendations pointed to the need to re-examine the content and methodology of elementary education. A curriculum committee was then organized and given the task of re-examining the elementary education programs of 1970. In reviving the elementary education program, a point considered was the need for a "return-to-the-basics."

The committee's justification for the needs to return-to-the-basics was that the "return-to-the-basics" is needed so that a pupil who leaves school at any grade

can be equipped with knowledge, skills and attitudes to make him a productive member of society. To be able to attain this, a simplified curricular offering with fewer subject areas but alloting more time to the development of learn-to-learn skill was conceived, especially in the lower grades. If adopted, the slogan "self-reliance in learning" can reassure the development of an enlightened, productive and versatile citizenry.

The EEEP or Experimental Elementary Education Program of 1977 is the revised elementary education program conceived by the Curriculum Revision Committee. It offers fewer subjects in Grades I to III and allots more time to the development of basic skills, especially the three R's in the lower grades. Finally, operation, return-to-the-basics was identified by Department Order No. 198, s. 1977, which seeks to update pupils achievement particularly in literacy and numeracy skills and also emphasizes other skills, which are equally basic as the three R's.

In the implementation of the New Elementary School Curriculum, grade two has a set of objectives or Minimum Learning Competencies (MLC) from which teaching is based. The MLC is a listing of objectives which are hierarchically

arranged and which are to be broken down to sub-skills if necessary, in order to achieve the desired learning. At least 75 percent of the skills in the MLC are to be mastered by all pupils in the class as per national standard. Reteaching or remediation are conducted moving on to the next higher skill only if mastery has already been attained as suggested by the Goal-Oriented Instructional Model (GOIM) of Dr. Sutaria.[4]

At the end of each teaching-learning activity, an assessment or evaluation of actual achievement follows. The evaluation may be in the form of paper and pencil test, verbal or oral test, observation, checklist, etc. The results of the evaluation will not only gauge the actual achievement of pupils but it will also reveal how effectively the teacher carried the lesson.

As observed in the elementary schools, most assessments are done to measure the actual achievement of the pupils. Giving quizzes, unit tests, periodical tests and even summative tests at the end of the school year, are common forms of measuring the actual achievement of the

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[4]Ibid, pp. 17-18.

pupils. Expected achievement based on the school, district and division targets for the grade are set as standards. Since goals or learning objectives serve as guides to one's teaching, it is imperative that an evaluation of the actual achievement be made in relation to the expected achievement.

With the aforecited situation, the researcher was motivated to undertake this study on the performance of the grade two pupils in the school, district and the division achievement tests with the aim of determining whether or not the actual performance of the pupils satisfies the targetted mean percentage score established for the school, district and the division levels for a particular school year. Hopefully, the findings of this study will give insights into the performance of pupils in relation to established standards and thereby guide the administrators in encouraging teachers to strive for better quality instruction. The result of this study may also lead to some conclusions from which possible recommendations may be drawn for the maintenance and redirection of certain aspects of administration and supervision.

Theoretical and Conceptual Framework

This study is anchored on the educational provisions of our Philippine Constitution. Article XIV, Section 5 of 1935 Constitution of the Philippines which defined the aims of education in the country during its period of implementation, emphasized the important role that the curriculum plays in transmitting the traditions, the way of life, and the values of society to succeeding generations. Article XV, Section 8, sub-sections 4 and 8 of the 1973 Constitution similarly identified the aims of national education with a view of enhancing each citizen's self-realization and promoting Philippine society's common welfare.

The foregoing provisions were modified by Section 3, sub-sections 1 and 2 of the 1987 Constitution to state as follows:

> All educational institutions shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.[5]

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[5] Jose N. Nolledo, The Constitution of the Republic of the Philippines, (Caloocan City, Philippines: Philippine Graphic Arts, Inc., 1987), p. 125.

In line with the above provisions, the Philippine Educational System came up with three basic principles, underlying the New Elementary School Curriculum[6] as follows:

1. The NESC orients elementary education to national development and reflects research-based directions (PCSPE, SOUTELE, EEEP) for curriculum change.

2. It is addressed to civic, intellectual and character development. Its scope covers the general education of the child--as a humane person, as a citizen, and as a productive agent.

3. Its thrust is in intellectual growth through which human, civic, economic, cultural development are enhanced. NESC is a return to the basics.

The old curriculum was also based on the similar principles since these were derived from both the 1935 and 1973 constitutions although worded differently and were in more general and perhaps less poetic terms.

One more significant tenet is, the NESC is com-

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[6]MEC Order No. 6, s. 1982 Inclosure No. 1, The New Elementary School Curriculum, Teacher's Readings, (PRODED, Teachers Formation Program), p. 103.

mitted to the development of a sense of Filipinism through all the grades.

The salient features of the NESC as embodied in this MEC Order are:

- fewer learning areas; emphasis on mastery learning.
- more time alloted to the development of the basic skills, especially the 3R's in the lower grades.
- greater emphasis on the development of intellectual skills which are as important as work skills;
- focus on the development of a sense of humanity and nationhood in learning areas;
- health values development infused into the whole curriculum, not only in the period for character building activities but also in Science and Health;
- systematic development of competencies and values for social living reflected in the new dimension in Civics and Culture for Grades I and III, civics and culture expanded to include History, Geography and Work Ethics for Grade III, and an indepth learning of History, Geography and Civics in Grades IV to VI.

In Grades I and II, four subjects are taught plus a 20-30 minute period for character building activities broken down as follows:

Filipino - - - - - - - - - 60 minutes

English - - - - - - - - - 60 minutes

Mathematics - - - - - - - 40 minutes

Civics and Culture - - - 40 minutes

The schema that follows, conceptualizes the entire study and provides a legitimate anchorage for a smooth methodology based on the philosophical-sociological principles.

It takes into account the important role of the different variables in attaining the expected outcomes of the study. The base of the schema represents the grade two pupils of Catbalogan I Central Elementary School who were [illegible] Minimum Learning Competencies (MLC) prescribed under the New Elementary School Curriculum (NESC). The next upper frame shows the performance of the pupils in the school, district, and division achievement tests. Representing the expected (targetted) and the actual mean percentage scores (MPS) in the three levels of achievement tests are the small vertical rectangles. The Y-shaped arrows connecting the expected and the actual

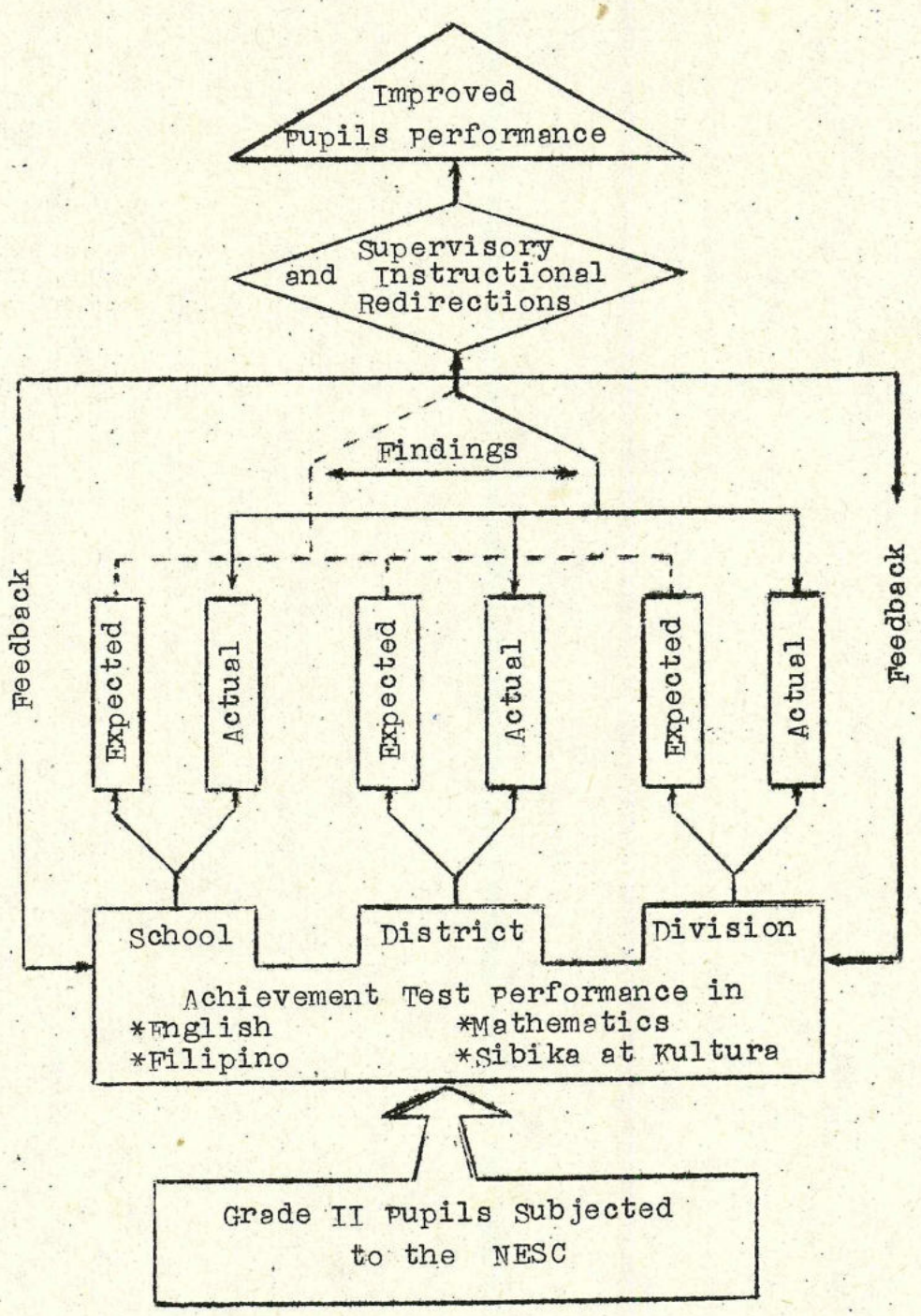

Figure 1. Conceptual Model of the Study

achievements indicate that each set of variables have been t-tested to determine the significance of the difference between the mean percentage scores. The downward arrows pointing at the upper portion of the frames for actual achievement show that the actual performance of the pupils in school, district, and division tests were subjected to analysis of variance. Since the expected achievement were already pre-determined, there was no need for their variances, hence the broken lines connecting them. However, the actual general performance has been compared with the expected target as shown by the horizontal arrows directed toward both variables. The diamond of the schema represents the expected outcome of the study which may be in the form of supervisory and instructional redirections and the apex triangle shows the end result of the study which is the improved pupils performance.

Statement of the problem

This study attempted to evaluate the performance of the Grade two pupils of Catbalogan I Central Elementary School, Catbalogan, Samar, with the end in view of determining whether the performance of the pupils satisfies the expected Mean Percentage Scores established for the school district and division levels for the school year 1986-1987.

Specifically, it sought answers to the following questions:

1. What are the levels of performance of the Grade two pupils in the school, district and division achievement tests by subjects in terms of actual MPS?

2. Are there significant differences in the performance of the grade two pupils in the school, district, and division achievement tests by subjects?

2.1 English

2.2 Mathematics

2.3 Filipino

2.4 Sibika at Kultura

3. What are the expected and actual MPS of the grade two pupils by subjects in the school, district, and division achievement tests?

4. Is there a significant difference between the expected and the actual MPS of the grade two pupils by subjects?

4.1 in the school achievement test?

4.2 in the district achievement test?

4.3 in the division achievement test?

5. What are the expected and the actual general performance of the grade two pupils in all subjects?

6. Is there a significant difference between the expected and actual general performances of the grade two pupils in all subjects?

6.1 in the school achievement test?

6.2 in the district achievement test?

6.3 in the division achievement test?

Null Hypotheses

1. There are no significant differences in the performance of the Grade two pupils in the school, district, and division achievement tests by subjects.

1.1 English

1.2 Mathematics

1.3 Filipino

1.4 Sibika at Kultura

2. There is no significant difference between the expected and the actual MPS of Grade two pupils by subject:

2.1 in the school achievement test?

2.2 in the district achievement test?

2.3 in the division achievement test?

3. There is no significant difference between the expected and the actual general performance of the Grade

two pupils in all subjects:

3.1 in the school achievement test?

3.2 in the district achievement test?

3.3 in the division achievement test?

Significance of the Study

Summative evaluation at the end of the year is a part of the feedback aspect of the New Elementary School Curriculum. The results of evaluation in the school, district, and division levels are compared to the targets set by the school, district and division at the close of the year and their differences are computed.

This study will provide feedback to the curriculum experts as far as the New Elementary School Curriculum is concerned in this particular grade and school. This will give them an insight into the performance of the pupils in relation to established standards.

To the administrators. The results of this study will help administrators in assessing the teacher's competence in relation to the requirements for quality education. This will also enable them (Administrators) to measure the performance level of the grade two pupils in relation to the targets set by the school, district, and

division per subject in Grade two.

To the teachers. This will be beneficial in determining whether or not their teaching techniques and procedures will contribute towards the attainment of quality education. If not, then there is a need for readjustment or change of their teaching strategies.

To the parents. This performance evaluation will be helpful in ascertaining the actual performance level of their own children in relation to the school, district and division level standards.

Ultimately, this study will motivate the pupils in striving for the attainment of quality education. If the expected performance will be met or exceeded by the actual performance, then the end has been attained. On the other hand, if the actual performance will not meet the expected performance then there is a need for a conscientious redirection of certain aspects of instruction and supervision.

Scope and Delimitation of the Study

This study attempted to evaluate the performance of the grade two pupils of Catbalogan I Central Elementary School, Catbalogan, Samar, during the school year 1986-1987. It utilized the school, district and division achievement

tests results as basic sources of data. This was supplemented by the school, district and division action plans. The study is limited to the nine sections of Grade two pupils in Catbalogan I Central Elementary School totalling to 308 with 147 males and 161 females. In this particular study, the researcher involved the total population of 308 as her respondents in the school and district tests. In the Division tests, however, a sampling was made. Since the reliability of sampling of ten percent of the total population as presented by Gay[7] was used by the division team, then 30 pupils sufficiently represented the 308 pupils population as what is done in the case of the division test. According to Gay, for descriptive research, a sample of ten percent of the population is considered minimum, but if it is possible to get more, the research may do so, He further contends that in general, the larger the sample, the more representative it is and the more generalizable the results of the study are likely to be.

Definition of Terms

For purposes of this study, the following terms are hereby defined:

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[7]L.R. Gay, Educational Research: Competencies for Analysis and Application (Columbus, Ohio: Charles B. Meril Publishing Co., 1976), p. 81.

Achievement. This refers to the accomplishment or proficiency of performance in a given skill or body of knowledge.[8]

Achievement test. This is a test designed to measure the Grade two pupils knowledges, skills, values, etc., in a given field taught in school.[9] Particularly, these tests referred to the periodical tests in the school level given every after a periodic term, district tests given at the end of the year, and the division tests also administered at the end of the school year.

Action plan. These are action plans from which the school, district and division base their targets for the school year including the increase in mean percentage score (MPS) in the four subject areas. In all grade levels, two percent has been set as the targetted annual increase. The MPS targets for the current school year will be used as a baseline against which the actual performance of the pupils will be compared and evaluated. Every year the school, the district and the division set their targets

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[8]Carter V. Good, Dictionary of Education. (New York: McGraw-Hill Book Company, 1973), p. 7.

[9]Ibid, p. 594.

based on the previous year's targets. The succeeding year's targets are set by multiplying the previous target by two percent or .02 then adding the product to the previous target. This becomes the MPS target for the current year. Each subject areas has a definite MPS target. At the end of the year these MPS targets are compared with the actual performance of the pupils based on the school, district and division achievement tests.

Actual performance. As used in this study, this pertains to the real achievement of the Grade two pupils of Catbalogan I Central Elementary School which were based on the achievement tests results of their school periodic tests, the district achievement tests and the Division tests.

Educational evaluation. It is a process of o obtaining information and using it to form judgment which turn are to be used in decision making.[10]

Expected performance. This connotes the level of performance set as standard for achievement at the start of the school year of the Grade two pupils which usually varies per school, district and division targets.

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[10] Terry D. Teabrink, Evaluation, A practical Guide for Teachers, (USA: McGraw-Hill, Inc., 1974). p. 7.

Goal-Oriented Instructional Model. This is represented by the acronym GOIM. It is a goal-oriented model of instruction, or a teaching whose focus is on the out-put--how the learner will behave after instruction. This model was recommended by Dr. Minda C. Sutaria, Director of the Bureau of Elementary Education.[11]

Learning competencies. These are powers of receiving and retaining concepts, data and skills; the comprehensiveness or receptiveness of the mind, more generally, for latent change in or actual over modification of the behavior of an organism.[12]

Mastery learning. It is a concept that offers a potent approach to reducing failure, maximizing the outcomes of instruction and emancipating both teacher and the learner from the drudgery of unexciting and unproductive teaching.[13]

Mean percentage score. Otherwise referred to as MPS, this term pertains to the mean divided by the number of items, multiplied by 100. This is expressed in percentage

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[11] Continuing Self-Learning Program for Teachers, op. cit. pp.17-18.

[12] Good, op. cit. p. 78.

[13] Continuing Self-Learning Program for Teachers, loc. cit.

using the following formula:

$$MPS = \frac{M}{\text{No. of items/Highest Possible Score}} \times 100$$

Minimum learning competencies or MLC. This is a hierarchical listing of basic skills which have been identified from the Elementary Learning Continuum listing and which contains the minimum skills which a child needs to master if he is to tackle effectively the more complex and difficult skills in the next grade.[14]

Motivation. It is the process of arousing, sustaining and regulating activity, a concept limited to some aspects such as the energetics of behavior or purposive to regulation.[15]

New Elementary School Curriculum. This is a new kind of elementary curriculum implemented starting the school year 1983-1984 with staggered implementation by grade level, supposedly the cure-all of our present educational crisis. It orients elementary education to national development and is based on researches. Its scope covers the general education of the agent. Its thrust is in intellectual growth through which human/civic/economic

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[14]Minimum Learning Competencies Grade II, Curriculum Division, Bureau of Elementary Education, (MECS, 1983), p. 1.

[15]Good, op. cit. p. 375.

cultural development are enhanced. Famous for its Acronym NESC, it is a return to the basics.[16]

Performance. As operationally defined, it is the expected and the actual achievement of the Grade two pupils of Catbalogan I Central Elementary School during the school year 1986-1987 based on the target MPS of the school, district and division achievement tests as distinguished from potential ability.

Return-to-the-basics. This is the guidepost of the New Elementary School Curriculum. This means that in the first three grades, (Grades one to three) the pupils time revolve only around the 3R's, Reading, Writing and Arithmetic and the new subject, Sibika at Kultura.[17]

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[16] MEC Order No. 6, s. 1982, loc. cit.

[17] Continuing Self-Learning Program for Teachers, op. cit. p. 45.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The researcher made painstaking effort to gather ideas and concepts related to this study. Several books, theses, dissertations, magazines, periodicals, documents and pamphlets were reviewed and ideas were gathered to give more weight and relevance to this study.

RELATED LITERATURE

On Quality Education

The present quality of education has been found to be sub-standard as evidenced by the results of the Survey of the Outcomes of Elementary Education (SOUTELE), the Philippine Commission to Survey Philippine Education (PCSPE), and the Experimental Elementary Education Program (EEEP). There was a move to revise the curriculum and introduce some educational innovations to upgrade teachers' competences thereby improving pupils' achievement, hence, the birth of the NESC, or the New Elementary School Curriculum. MEC Order No. 6, s. 1982, deliberately reorients elementary education towards national development and intensify researches for curricular redirection. It covers

general education for a stronger foundation of the elementary pupils. Its thrusts is on the growth and development of the child with special focus on the 4-H: the head, the heart, the hand and the health. There is a need to develop the child's whole personality in order to promote his physical intellectual and social well-being. Without these essential factors he cannot become effective in the areas of work, thus crippling his chances for economic progress.[18]

Quality education, according to Elefanio[19] not quantity, is the change most needed in education. What people ought to be seeking are ways to improve the quality of education, by prunning the dead elements in the curriculum and by enriching the experiences provided for the learners.

On Mastery Learning

Mastery learning[20] is a concept that offers a potent approach to reducing failures, maximizing the outcomes of instruction and emancipating both the teacher and

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[18] MEC Order No. 6, s. 1982, Inclosure No. 1, loc. cit.

[19] Inocencia Elefanio, "Teachers Professional Handbook" (Tacloban City, 1978), p. 23.

[20] Continuing Self-Learning Program for Teachers, op. cit. pp. 22-24.

the learner from the drudgery of unexciting and unproductive teaching. It also offers a new approach to student learning which can provide all students with the successful and rewarding learning experiences previously allowed to only few. It proposes that all or almost all students can master what they are taught. The concept of mastery learning is a result of the interpretation of John B. Carrol's model of school learning. This model defines aptitudes in terms of measuring the amount of time required to learn a task based on performance levels under ideal pedagogical conditions. It also proposes that given enough time and assistance every learner will master an assigned task with success.

Advantages of mastery learning. Among the advantages of mastery learning are as follows:

1. It enables 75 to 90 percent of the students to achieve the same high level or the top 15 percent learning under typical group-based instructional method.

2. It makes student learning more efficient than in conventional approaches.

3. It enables the students to learn more materials in less time.

4. It produces markedly greater student interest to and attitude toward the subject learned than the usual classroom methods.

There are conditions to prevail for mastery learning to be effective.

1. Learning tasks are broken down into component constituent behaviors or tasks. Task analysis is very important in applying the mastery learning strategies.

2. Component tasks are arranged hierarchically, either logically or psychologically.

3. Instruction is understood by the learner. The learner should know what he is expected to achieve and also the value of what is being taught to him. Instruction should suit the learner's capabilities, interests and relevant to his needs.

4. Diagnostic program or formative evaluation should be given to know the areas for revision or aspects where learners need help or correctives.

5. Appropriate correctives are applied according to feedback from the formative evaluation.

6. The learner is allowed enough time to reach the criterion level which he knows is the only measure of his mastery.

Steps in the mastery learning process. The following are the steps in mastery learning:

1. Breakdown each major skill into its component skills.

2. Arrange the specific skills sequentially from the simplest to the most complex.

3. Determine the terminal behavior (major objectives) for a particular lesson or series of lessons.

4. Determine the enroute behavior(s) -- the new skill(s) or task(s) to be developed.

5. Determine the entry behavior of the pupils. This is done by giving a pre-test to find out whether or not the pupils are ready to take up the new skills; whether they have learned the other skills that are prerequisite to the learning of the new skill(s) to be developed.

6. Review the entry behavior required for the lesson if the pre-test shows the need for a review.

7. Teach the new lesson (an enroute behavior) as you would teach any lesson. Make your presentation interesting and use devices that will help the slow learners to grasp the lesson easily.

8. Give formative evaluation (sinple tests to determine how well the lesson is taught and how far the children have progressed). These tests should be self-corrected by the pupils.

9. Get the results of the evaluation through show hands.

10. On the basis of the result of the formative evaluation, determine who among the children need correctives (remedial exercises) and who can be given enrichment activities.

11. Provide corrective measures for the learners who did not do well in the formative tests and enrichment activities for the fast ones. The corrective maybe in the form of:

a. small group discussions.

b. use of simpler instructional materials.

c. tutoring of classmates or elders.

d. reteaching.

The enrichment activities may include:

a. working on more sophisticated exercises on the same skills.

b. reading library books.

c. working on projects.

12. Continue giving correctives and enrichment activities as needed.

13. On the basis of the result of the summative test, determine whether:

a. a new lesson can be started or

b. there is a need to reteach some aspects of the lesson. (If enough time and appropriate correctives have been given to the slow learners, there maybe no need to reteach a lesson).

With some associates at the University of Chicago, Bloom[21] has designed and tested a strategy for mastery teaching and learning which enables almost all students to achieve"a level of mastery in the learning of any subject." Regular class instruction is supplemented by diagnostic procedures and alternative teaching, techniques and materials in order to bring a significant proportion of students to predetermined standard of achievement. Bloom and his group achieve mixed results of success and failure. Their success is encouraged enough to offset their failure, and such failure can possibly be minimized

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[21] Dolores G. Garcia, Curriculum Theory Application, (Manila: Alimar-Phoenix Publishing House Inc., 1973), pp.63-65.

with more time. The strategy is described in terms of preconditions operating procedures and outcomes.

Preconditions. The preconditions of a strategy for mastery learning must provide for (1) recognition of when students have achieved mastery, (2) definition of what "mastery" involves, and (3) gathering of data to establish whether or not students have attained mastery.

Precise objectives which serve as achievement criteria must be understood by both the teacher and the student, and both must be able to gather facts which indicates the extent of progress towards achieving these criteria. Focusing effort and time on reaching performance standard was found to enhance cooperation rather than competition, which frequently results from a desire to outrank other students. Teachers may also use in the current school year and same instructional methods and materials and the same time schedule adopted in previous years.

Operating procedures. Two guidelines influenced the operating procedures developed. These procedures must provide clear and specific data about achievement and must make supplementary instructional resources available as needed.

Each subject or course was divided and organized into a hierarchy of smaller learning units, utilizing the

idea of task analysis by Gagne in 1965 and the classification of objectives developed by Bloom in 1950. Diagnostic formative tests were given after each unit was completed to pace the learning of students and to motivate them to continue with the task. These tests also revealed whether or not the students had mastered the finished units and were, therefore, ready for the next task. Bloom suggests that grades be omitted at this point since a student who receives a grade lower than "A" may prepare himself to accept less than mastery.

Instruction may need to be modified according to test results. Additional resources for learning may also have to be available to the student, including audio-visual devices, tutoring, rereading particular pages in a book, reading other books in the subject so as to enhance learning.

Outcomes. Bloom and his associate compared the mean performance of students in the year immediately before the strategy was tried and after it was adopted. The results were encouraging. Grades of "A" (indicating task mastery) significantly increased from 20 percent of the class before the strategy was employed (1965), to 80 percent during the first year (1966) in which the strategy was

used, and to 90 percent in the second year (1967).

Implications for the curriculum. Besides the apparent advantages of raising learning efficiency, the strategy for mastery learning developed by Bloom and his colleagues is offered as a means for giving back to many students a feeling of adequacy and competence through the knowledge that they can accomplish assigned tasks. This attitude will tend to generalize a liking for the subject and the external world and to encourage continual learning which living and coping with today's society demands. Everybody is uniformly capable of mastery learning, given enough time, given favorable condition for learning, and given goals as standards that are modified to suit his individuality.

The Goal Oriented-Instructional Model

In planning instruction, as specified in the Goal Oriented-Instructional Model (GOIM)[22], a teacher should have a particular goal in mind. The different types of activities, for instance, should reflect the goal she has in mind or else the activities may result in experiences not

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[22] Continuing Self-Learning Program for Teachers, Vol. I, op. cit. pp. 17-18.

relevant to the learners. Whether learning will be effective or not depends upon instruction. Effective learning can be manifested by positive changes in the learners' behavior--in terms of knowledge and information, skills and abilities as well as interests and attitudes. If effective instruction is to bring about these desired changes in the students, then the teacher should have a clear direction for instruction.

The goal-oriented instructional model is illustrated in the following paradigm:

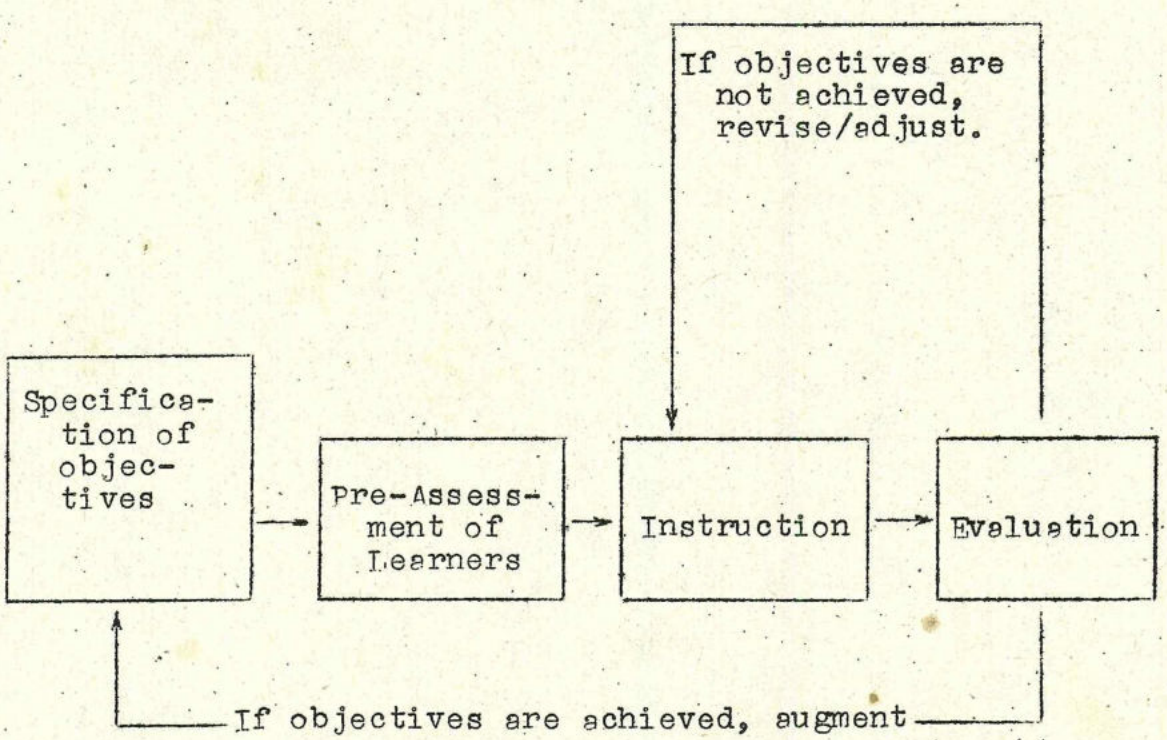

Figure 2. Paradigm of the GOI™

The identification of specific, detailed objectives is the first and foremost important decision a teacher has to make. Objective must be resolved first because they serve as criteria for developing instructional materials and procedures and for preparing evaluation instruments. They also serve as the key to systematic instruction and as a basis upon which other components of the instructional system are built.

The four steps of the model and their explanations are as follows:

a. Specification of objectives. The statement of instructional objectives contributes to a large extent to the effectiveness of instruction. Objectives are now stated in terms of measurable, learning behavior. This is necessary to provide teachers with explicit guidance as to the sequence of instruction she will provide and how these sequences may be evaluated. For broad terms like understand, know, appreciate, for instance, objectives are stated using behavioral terms like tell, describe, draw, construct, etc.

b. Pre-assessment. This step requires the teacher to determine the learners' entry behavior. It provides the teacher a baseline for the behavior she expects from her

students and helps her identify their specific needs. Accordingly, she can vary the instructional objectives and the instructional procedures.

c. Instruction. The teacher decides the instructional sequences after the pre-assessment and the modification of objectives (if necessary). In designing this instructional sequences, she takes the following into consideration: (1) the content information or subject matter, (2) the instructional materials, (3) the sequenced learning activities (4) the instructional sequence of strategies.

d. Evaluation. The teacher finds out the degree to which her intended ends have been achieved by the learners. It also shows how well instruction has been made. Preparation of a specific evaluation instrument will not be difficult if objectives have been specified and idenfied. Objectives and evaluation should, in essence, be identical.

Measurement and Evaluation

Educational measurement is concerned with ascertaining the quality, extent or degree of pupil learning, of teaching effectiveness, or some other facets of education. We can measure pupil's level of achievement through

administering and scoring an achievement test.

Evaluation in education is the process of judging whether the quality or extent of something as measured is acceptable or desireble in terms of some criteria. Evaluation thus involves a three-step process of securing information through measuring, establishing criteria with which to relate the measurement, and making a judgment about the relationships. On the basis of such evaluative judgment, the teacher should decide what to do on the basis of the child's not meeting the criterion. Further information about the instructional program and the child may be needed to make a wise decision. Teachers often make the decision regarding instructional matters and take actions based on the decision.

The effectiveness of the school's educational program undoubtedly will improve from year to year if the school people properly evaluate it. Tests and other means of measurement in the cognitive, psychomotor and affective domains may be used to secure information about student learning and the effectiveness of the school program.[23]

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[23]Klausmeier, op. cit. pp. 436-437.

On the other hand, Aquino and Garcia[24], believe that measurement and evaluation satisfy the needs of parents as well as the requirements of the teacher. Parents of pupils in the primary grades want information about their children primarily in the area of personal and classroom behavior, academic progress, social behavior, aptitude and ability, health and physical condition. Examinations in the past and even today, serve as means of revealing to both parents and pupils the basis for a pupil's scholastic rating, his promotion, failure, condition, awards and preparation for further work. To a certain extent, they carry to the parents in the community the educational purposes of the school.

For the teacher, achievement examination focus attention on specific objectives and provide a means in determining his efficiency in achieving them. They also aid in revealing over-emphasis in teaching method and make possible the experimental evaluation of subject matter evaluation.

Standardized tests are not only the most important measure of achievement but teacher's informal measurement

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[24]Gaudencio V. Aquino and Ligaya B. Garcia, Fundamentals of Measurement and Evaluation. (Novaliches, Metro Manila: National Book Store, Inc., 1974), pp. 5-7.

of achievement as well as in the form of objective examination which calls for the application of test construction that are involved in the development of standardized tests. The teachers assume the greater responsibility for the use of educational tests in the classroom as well as interpretation and application of the results after the test have been given.

Atkinson, et. al.[25] stress the importance of these achievement tests in our society. Since tests play such an important role in our lives, it is essential that they measure what they are intended to measure and that the scores accurately reflects the test taker's knowledge and skills. If a test is to be useful, its scores must be both valid and reliable.

Intelligence test scores[26] correlate quite highly with measures of academic performance (grades, achievement test scores, continuation in school) at least during the elementary and high school years. Youngsters who achieve higher scores on tests like the standard Benet and

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[25]Rita L. Atkinson, Richard C. Atkinson, & Ernest R. Hilgard, Introduction to Psychology. (New York: Harcourt Brace Jovanovich, Inc., 1983), pp. 351-353.

[26]Ibid, p. 361.

Wechsler Intelligence Scales get better grades, enjoy school more, and stay in school longer. As pupils move up the educational ladder--from elementary school to high school, to college, to graduate school - the correlations between intelligence test scores and measures of academic performance become progressively lower.

Walberg[27] defines "performance" in terms of comprehensive measurement of educational needs, processes and outcomes. In this particular study, "performance" refers to the actual achievement of the Grade two pupils based on the achievement tests given by the school, districts and division.

Evaluation of the pupils through tests lead to the evaluation of the system and its effectiveness in the organization of provision of environment, personnel, services and materials which promote pupil's learning.

Pupils Achievement and Development

The need to achieve success, according to Klausmeier[28] is present in most pupils and is essential in

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[27]Herbert J. Walberg, Evaluating Educational Performance, (USA: McMillan Publishing Company, 1975), p. 2.

[28]Klausmeier, op. cit. p. 233.

setting and attaining goals. Some pupils do not manifest this experiences. Special attention should be given to any pupil who does not show this need in connection with school work. At least two things maybe done with the pupil who have a high need to avoid failure and who have undue anxiety. First, easier tasks maybe formed for them to lessen their anxiety and increase their self-confidence. Second, the penalties for not succeeding maybe lowered or eliminated, thereby decreasing the incentive value for a task.

Frandsen[29] in his book has this to say on achievement:

> . . . Achievements are opening up the possibilities of attaining a rich life in the modern world. We can take advantage of these possibilities only by making full use of our human resources. The greater source of joy for every individual is the self-realization of his potential talents. Despite the great need of both society and the individual for the development of each citizen's constructive and creative talents, these talents sometimes remain unidentified or underdeveloped. If the needed individual abilities are to be fully developed for the good of the society and the happiness of the individual, they must be recognized and properly appraised. . . .

Many people are involved in this process. Teachers, parents, and the children themselves-share this responsibi-

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[29] Arden N. Frandsen, Educational Psychology. (New York: McGraw-Hill Book Company, Inc., 1961), p. 107.

lity. A greater role goes to the teachers because of their training and especially devised tools available to them and they are peculiarly well equipped to fulfill their share of this responsibility.

The appraisal of achievement status and progress in learning are directly or indirectly related to all the major functions of teaching--to the formulation of attainable objectives; to the selection and organization of appropriate curriculum content; to the adjustment of curricular experiences; to the levels or readiness and patterns of abilities of pupils; to teacher guidance of the trial-and-check process of learning; to determination of the needs for the effects of developmental social experiences; and in general to the periodic evaluation of the outcomes of instruction.[30]

Among the indices of capacity for subsequent achievement, the best single index is a measure of progress--in reading, language, mathematics, and other subjects--effectively guides both teachers and pupils in adjusting the curriculum to each child's emerging stages of readiness.

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[30] Ibid.

Achievement-test-score guides us in adjusting school progress to individual roles of maturation, classifying children into appropriate homogenous classes of children.[31]

Test-revealed evidences of progress intensify and sustain the pupil's motivation. Interest inventories can guide students and teachers in relating learning to pupils' individual interest.

In achieving the general goals of appraisal of achievement-the facilitation of learning-tests and other evaluative procedures are used specifically for: (1) placement of pupils, (2) diagnosis of learning difficulties, (3) guidance of learning, (4) assessment of progress (5) prediction of subsequent learning, and (6) evaluation of curricula and methods.

We make evaluative uses of tests when we compare the achievement of a given school against national norms or when we compare achievement "then" and "now".

Standardized or teacher-made-tests of academic achievement, teacher observation, and interviews are appro-

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[31] Ibid, p. 108.

priate for appraising the understandings and skills, the national environment, communication and quantitative thinking, areas of intellectual growth, cultural growth, cultural orientation, health, and economic competence.

Frandsen[32] further emphasized the significant relationship between the strength of the need to achieve and the effectiveness of learning. Since success and doing does best in work, at work, and social affairs and in competitive physical activities are often rewarded, many individuals become pre-occupied with achievement both in actual striving and in fantasy.

Other Factors Associated With Performance

Eells, et. al.[33] showed that cultural factors enter into performance in intelligence tests. It is maintained that existing group tests revealed a striking difference in the academic performance of children who came from poor homes and whose cultural pattern, parental attitudes, and

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[32]Ibid, pp. 212-213.

[33]Kenneth W. Eells, et. al., Intelligence and Cultural Differences, (Chicago: University of Chicago Press), Cited by Victor Noll, An Introduction to Educational Measurement, (US: Houghton Mifflin, 1965), p. 294.

group standards are different from that of the middle class one which are said to dominate school and testing situations.

The Equality of Educational Opportunity Survey (EEOS)[34], better known as the Coleman Report of 1966, re reported that expenditures, books in the library and the facilities and the curriculum do not significantly relate to academic achievement when socio-economic status, attitudes of students and their schoolmates are held constant. The study revealed that performance of students in school is greatly affected by socio-economic background of their families and their classmates or no effect on student achievement.

Tuckman[35] made a study on 1001 public high school seniors on their inputs contributory to acadmic performance. It revealed that the home and school contribute to

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[34]Eligio Bersaga, "Do Schools Make a Difference In Student Achievement?" Philippine Journal of Education, January 1984, p. 381.

[35]H.P. Tuckman, "High School Inputs and Their Contribution to School Performance," Journal of Human Resources 6 (Fall 1977), pp. 490-509, cited by Eligio B. Bersaga, "Do School Make a Difference in Student Achievement?" Philippine Journal of Education, ed. Patricia Licuanan (Quezon City, 1984), p. 347.

school effectiveness. A conclusion was drawn that "a one unit increase in the percentage of students with white collar and college graduate has a larger effect on high school performance than does a one-unit increase in teacher input." It further contained that socio-economic background factor has a stronger influence on academic achievement than the school-related or "in-school" factors.

The above related readings led to give more vivid insights into the researcher's study. It took into account the circumstances surrounding the search for quality education brought about by DECS' attempt through the use of mastery learning, the use of the Goal Oriented Instructional Model (GOIM) in teaching, the need to develop the pupils achievement, knowledge of other factors related to pupils performance and lastly the need for assessing the pupils' performance.

RELATED STUDIES

Mustacisa[36] conducted a study on "An Assessment of the National College Entrance Examination (NCEE)". The

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[36]Ulrico B. Mustacisa, "An Assessment of the National College Entrance Examination (NCEE)" (unpublished doctoral dissertation, Ortañez University, Quezon City, 1985).

study focuses on the profile of the high school graduates who took the National College Entrance Examination. The statistical tool used was the Pearson Product Moment Correlation. The analytical type of descriptive survey was employed using questionnaire, documentary analysis, interviews and observations, official records and documents from NETC as principal sources of data.

The subjects of the study composed three groups consisted of 300 high school graduates, one group consisted 150 high school teachers and onother group 150 parents of the high school graduates. This totalled 600 subjects.

The above study is similar to the present study since both focus on assessment of achievement. The analytical type of descriptive research were both employed using achievement tests as one of the instruments in gathering the data. However, they differ in the level of respondents and achievement tests since his study centered on the fourth year students on the national level test while the present study centers on the elementary pupils specifically the grade two pupils on a school, district and division achievement tests. Mustacisa's study utilized students, teachers and parents as his respondents while

this study utilized only the pupils. It also differed in the statistical tool because the former used Pearson Product Moment Correlation and the latter ANOVA and t-test.

Cortez[37] made a comparative study of the mathematics achievement of students enrolled in General Secondary and Secondary Vocational Agriculture Curricula at Central Mindanao University High School for 1976-1977 with a view of improving mathematics instruction. The respondents were 229 students. The Normative Survey was employed using a teacher-made achievement tests as instrument in gathering the data. To determine the actual achievement of the students, a pre-test and post-test was administered in order to determine the achievement level of the students. The significance of the difference between two sample means was determined using the critical ratio. Findings of the study revealed that students performed significantly better in the post-test than in the pre-test. There is a

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[37]Purificacion Cortez, "A Comparative Study of the Mathematics Achievement of the Freshmen Students Enrolled in General Secondary and Secondary Vocational Agriculture curricula at Central Mindanao University High School for 1976-1977 with the View to Improve Mathematics Instruction," (unpublished master's thesis, Siliman University, Dumaguete City, 1978).

significant relationship existing between the pre-test score final ratings in Mathematics. Finally, the findings disclosed that the general secondary performed better than Secondary Vocational students.

This study is similar to the present study since both studies utilized teacher-made achievement tests as instrument in gathering the data. However, this study was made on the high school level while the present study is on the elementary level and the comparison of the achievement test were on the four subjects, English, Mathematics, Filipino and Sibika at Kultura.

Marco[38] made another study on "Correlation Between Students' Perceived and Actual Learning Difficulties in Mathematics IV". The main objectives of the study was to find out if there is a significant relationship between the student's perceived and actual learning difficulties in Mathematics IV.

The respondents were 100 fourth year high school students 56 of whom were males and 44 were females, of the

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[38]Florida B. Marco, "Correlation Between Students' Perceived and Actual Learning Difficulties in Mathematics IV," (a seminar paper, Marikina Institute of Science and Technology, Marikina, Metro Manila, 1983).

Samar State Polytechnic College taking Mathematics IV during the school year 1981-1982.

A questionnaire checklist and a teacher-made achievement test were used to gather the needed data. To find out if there exist similarities/differences between the perception of the learning difficulties by the males and and females the t-test for correlated mean was used. The same statistical test was used to ascertain the similarities/differences of the actual learning difficulties. The Spearman Rank Difference Correlation was used to determine if correlation existed between the student perception of the learning difficulties and the actual learning difficulties in Mathematics IV. The findings showed that the students perception of the learning difficulties differs with respect to sex. As revealed by the mathematics IV achievement test results, males and females do not differ in actual learning difficulties. There exists a significant positive correlation between the perceived learning difficulties in Mathematics IV and actual learning difficulties in the same subject.

Marco's study is related to the present study since both studies focus on perceived or expected and actual

learning. Both used teacher-made achievement tests in gathering the data and the t-test was used in testing the data. They differ, however, in the level of respondents. The former are high school fourth year students while the latter are grade two primary pupils. The above study used questionnaires and achievement tests for gathering the data while the present study used only achievement tests. This study centers on assessing mathematics subject alone, while the latter on four subjects.

Lipio[39] conducted a study on the "Performance of Second Year College Students in Solving Trigonometric Problems in MNAS for School Year 1979-1980." The respondents were 45 college sophomores. The descriptive survey was used using teacher-made tests as main instrument in gathering the data. The Chi-square was employed in determining the relationship between students' performance in College Trigonometry and the grade in College Algebra. The findings lead to the conclusions that there is a significant relationship between student performance in

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[39] Carmelita Lipio, "The Performance of the Second Year College Students in Solving Trigonometric Problems in MNAS for School Year 1979-1980, (unpublished master's thesis, Cebu State College, Cebu City, March, 1980).

solving trigonometric problems and the grade in College Algebra. She further recommended that English Communication skill should be well developed to enhance the comprehension of problem situation of the students such as mathematics sentences, vocabulary development and quantitative relationship.

Both studies used teacher-made achievement tests in gathering the data on performance. They differ, however, in the level and number of the respondents, and the statistical test made. This above study used the Chi-square while this particular study used the ANOVA and t-test. Just like Marco's study, the particular subject is on Mathematics.

Pacolor[40] in his unpublished thesis, states that:

> . . . A desired outcome of mathematics instruction includes increase achievement as well as a positive attitude towards the subject matter. Achievement of students is usually measured by means of teacher-made achievement tests which suit the specific purpose of classroom situation. It usually measures the amount and quality of learning that has taken place in the specific areas. It provides the most objective basis of assessing whether or not the student has learned what the instructor has tried to teach him. In fact, successful teaching

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[40] Eusebio Pacolor, "Comparison of the Achievement of Mathematics on the Four-Year Technical and the Teacher Education Students", (unpublished master's thesis, MIST, Metro Manila, 1983), p. 4.

> demands accurate comprehensive assessment of learning at the start of the semester to establish the level at which instruction should begin to attain desired achievement of each student. . . .

A study on elementary pupil's achievement was that of Andres.[41] He conducted a study on the correlation between the pupils performance specifically in elementary mathematics V achievement test and their final scholastic grades. A total of 829 grade five pupils enrolled in the district of Angandaan, San Guillermo were made as respondents during the school year 1978-1980. The statistical analysis using the correlation method reveals a computed "r" value of 0.73 which shows that there is a high correlation between the final grades of the teachers and the performance of the pupils in the achievement tests, hence concluding that there is objectivity of the teachers in giving grades.

The study also tried to pinpoint out the factors that affect the pupils test results in the achievement test in elementary mathematics and their final grades.

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[41] Lelina Andres, "Correlation Between Pupils Performance in Elementary Mathematics V Achievement Tests and Their Final Scholastic Grades", (unpublished master's thesis, Baguio City Vacation Normal School, 1980), pp. 57-59.

A questionnaire checklist was fielded to 16 teachers handling grade five mathematics in the district. This leads to the findings that the reason drawn to explain the low performance of some pupils in the achievement tests was the inavailability of curriculum materials on the new content.

The study has a similar bearing on the present study since they both deal with the analysis of pupils performance and achievement tests results. However, it highly differs with the present study in the grade level of the respondents because the present study is in grade two covering four subjects, while that of Andres is grade five with focus on elementary mathematics. The present study analyzed the test results of the school, district and division while Andres only tried to establish a correlation between the pupils performance and their final scholastic grades.

A similar study to that of Andres was that of Cero[42] which undertook a research on the relationship of the teacher-given ratings to the district achievement

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[42]Patero Cero, "A Study on the Relationship of the Teacher's Ratings to the District Achievement Test Scores of Grade Six Pupils of Jagna Central Elementary School, Division of Bohol 1969-1970," (unpublished master's thesis, Rafael Palma College, City of Tagbilaran, 1970).

tests scores of four sections in grade six of Jagna Central Elementary School, Division of Bohol during the SY 1969-1970. The respondents consisted of 107 grade six pupils. He used the results of the district achievement tests in three subject areas, Arithmetic, English and Social Studies and correlated them with the final ratings gathered from their permanent records. The Pearson Product Moment Correlation method was used in computing the coefficient of correlation. His findings reflects a coefficient of correlation in mathematics of 0.77 which means that there was a high degree of correlation between the two variables. This implies further that the marks given by the teacher were reliable.

This has relevance to the present study since the learning areas analyzed were the same except that it did not include Filipino. It differs in the grade level of the respondents, the statistical measures used and the number of variables.

Nuez[43] made another study on the relationship between reading achievement and modern mathematics achievement

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[43]Victoria Nuez, "The Relationship Between Reading Achievement and Modern Mathematics Achievement Among the Grades Five and Six Pupils of Guadalupe Elementary School in 1968-1969 and 1969-1970," (unpublished master's thesis, Colegio de San Jose Recoletos, Cebu City, 1971), p. 58.

among grades five and six pupils in Guadalupe Elementary School in 1968-1969 and 1969-1970. The findings reveal that there was a very high correlation between the two variables.

Again this has similarity with the researcher's study because it availed of achievement tests as principal instrument in gathering the data.

Perez[44] made a correlational study on mathematical and language abilities of grade six pupils of the three Central schools in Catbalogan, Samar. The respondents totalled to one hundred twenty pupils, 60 of whom were males and 60 were females.

The Pearson Product-Moment Method of correlation was used in treating the achievement tests results and the t-test of significance at .05 level with two degrees of freedom was employed to find out whether the obtained correlation falls within the region of accentance or rejection. Since the computed t-value were greater than the critical t-value, the four hypotheses were rejected signifying

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[44]Tomasa R. Perez, "Mathematical and Language Abilities of Grade Six Pupils of the Three Central Schools in Catbalogan, Samar," (unpublished master's thesis, Samar State Polytechnic College, Catbalogan, Samar, 1987), pp. 50-57.

that the mean achievement scores and the mean scholastic ratings in both mathematics and English are significantly the same. This also means that the sample pupils were as good in mathematics as in English.

Perez study has a similarity of the present study since it used achievement tests in gathering the data. Perez made use of the division achievement test results purely in two subjects, Mathematics and English while the present study used the school, district and division achievement tests results in the four learning areas. The respondents also differed since the former used Grade six pupils while the latter used grade two pupils. Both used the analytical-descriptive method of research.

A study on construction and validation of achievement tests in Science for Grade VI was made by Antonio.[45] She utilized the whole population of the nine grade six classes in the three public elementary schools in the municipality of Teresa as respondents. This composed one hundred sixty-six boys and one hundred ninety-one girls with a total of three hundred fifty-seven subjects.

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[45] Concepcion U. San Antonio, "Construction and Validation of Achievement Test in Science for Grade VI 1982-1983," (unpublished master's thesis, Eulogio "Amang" Rodriguez Institute of Science and Technology, Iloilo City, 1983), pp. 58-61.

The findings of the study lead to the following conclusions:

1. The achievement test in Science for Grade six was statistically valid.

2. Fifty-two items in the achievement test were average and considered acceptable while six items were difficult and four were very easy.

3. Forty-five items were very good, thirty-three were fair and fourteen items were poor,

4. The achievement test in science for grade six had plausible alternatives.

5. The achievement test in science for grade six was highly reliable.

It is in this study, that an attempt is made in evaluating the performance of the Grade two pupils of Catbalogan I Central Elementary School with the end in view of determining whether or not their actual performance satifies the expected standard of performance, to be based on the school, district and division achievement test results.

With the foregoing information, it is hoped that this research work would lead to conclusions from which possible recommendations may be drawn for the maintenance or redirection of certain aspects of instructions.

Chapter 3

METHODS AND PROCEDURES

Method and Research Design

This study attempted to evaluate the performance of the Grade two pupils of Catbalogan I Central Elementary School, Catbalogan, Samar for the school year 1966-1987, with the end in view of determining whether the performance of the pupils satisfies the expected mean percentage scores established for the school, district and division levels. This study employed the analytical-descriptive research method, using especially-designed school, district, and division achievement tests as the principal instruments in gathering the data. These instruments were supplemented by documentary analysis, interview and observations. The records analyzed were as follows: (1) MLC lists, (2) the School, District and Division Action Plan particularly on their targets as far as the MPS of the four subjects of the grade two NESC are concerned, (3) the school's four periodical tests in the four learning areas namely: English, Mathematics, Filipino, and Sibika at Kultura, (4) the District Achievement Tests SY 1986-1987, and the (5) Division Achievement Tests for SY 1986-1987.

Instruments Used

Periodic tests. The periodic tests used were the school's achievement tests given every grading period consisting of 25 item multiple choice test with four alternatives or options and some items for following directions. The test items were based on the skills contained in the Minimum Learning Competencies for Grade two.

After each grading period, the tests in English, Mathematics, Filipino and Sibika at Kultura were corrected and the raw scores recorded. The arithmetic mean of each subject was computed, and later transmuted to Mean Percentage Scores or MPS using the following formula:

$$MPS = \frac{M}{\text{No. of items/Highest possible score}} \times 100$$

A summarized test result in all subjects were prepared by the grade chairman as seen in Appendix K. They were made every after a grading period.

To get the actual MPS of the school achievement test, the MPS ratings in the first, second, third and fourth grading tests were summed up and divided by the four grading periods. These averaged MPS ratings were reflected in each of the four subjects. They became the actual MPS in the school achievement test.

District Achievement Test. This is a kind of achievement test particularly used to assess the pupils' performance within the year. In this particular grade, a 30 item multiple choice test was given in the four learning areas with four alternatives. The test items covered the whole year's Minimum Learning Competencies or MLC for the grade and were given at about the ending of the school year. After the tests were administered, the papers were corrected and the raw scores recorded. The section means were computed and later transmuted to the Mean Percentage Scores. This procedure was made throughout the four subjects in the nine sections. A summarized test result was also made as what appeared in Appendix K-1 These results became the actual pupils' performance in the District Achievement Test.

Division Achievement Test. The tests were objective multiple choice type with 30 items and with four alternatives and some items for following directions. After the District Achievement Tests, the Division Achievement Tests were administered to the sample pupils totalling 30. The sample pupils took the test in the four subject areas under a specified time. After the test, the papers were corrected, recorded and later the section means were computed. The

means were again transmuted to MPS. This became the actual pupils' performance in the Division Achievement Test as shown in Appendix K-2.

The School, District and Division Targets. These were the expected targets on the school, district and division levels. Each level made targets in all the four subjects of the MESC curriculum. These targets were in the form of MPS and used as baseline against which the actual performance of the pupils were compared and evaluated.

Procedures

Sampling procedure. Catbalogan I Central Elementary School Grade Two classes for the school year 1986-1987 totalled to 308 with 147 males and 161 females. They composed the nine sections with more pupils assigned to the upper sections than to the lower sections. These were homogenously grouped. In the school periodical tests and District Achievement Tests, all the 308 pupils were taken as respondents. However, in the Division Achievement Tests, the Division Evaluating Team picked out three schools for the sample population of the district. They comprised Catbalogan I Central Elementary School, Old Mahayag Barangay School and San Andres Barangay School. For the purpose of this study, only Catbalogan I Central Elementary School

Achievement test results were scrutinized. The respondents were drawn through systematic random sampling from the teacher's Form 1 or School Register where the pupils were listed alphabetically. The boys were separated from the girls. Every tenth pupil in the list was taken as a sample. So that in a class of say, 44, four pupils were taken as part of the sample population. The same sampling procedure was done throughout the nine sections of the Grade two classes. All in all, the Division Achievement test utilized a minimum of 30 pupils or approximately ten percent of the total 308 Grade two pupils.

Gathering of data. A prior approval from the Division Superintendent through the District Supervisor was sought to make this research work possible and to avail of the results of the school, district and division achievement tests. Then, the school periodic tests for each grading period was administered to all the Grade two pupils in the basic subjects: English, Mathematics, Filipino and Sibika at Kultura. After each test, the test papers were corrected and the results recorded on a chart and later tabulated, analyzed and interpreted qualitatively and quantitatively.

At about the end of the year, immediately after the fourth grading period, the District Achievement tests

were given. Again, all the Grade two pupils were made as respondents. After the test, the papers were corrected and the results recorded, tabulated, analyzed and interpreted qualitatively and quantitatively.

Then the Division Testing team also administered the Division Achievement Test to the pupils drawn as samples based on the listing of pupils in the Form 1. The papers were also corrected and the results were recorded, tabulated, analyzed and interpreted.

Treatment of data. In the four school periodic tests, the arithmetic means of each test level were computed and the grand means of the actual achievements in the four learning areas; English, Mathematics, Filipino and Sibika at Kultura were carefully taken. Then the raw scores were transmuted to the mean percentage scores or MPS using the following formula:

$$MPS = \frac{M}{\text{No. of items/Highest Possible Score}} \times 100$$

Where: M = is the mean

100 = is constant

MPS = is the mean percentage score

A summarized school's general achievement of the four periodic tests in the four learning areas was made.

The same was done to the district and division achievement tests. The grand mean, then MPS of each subject were computed and recorded using the above formula. This became the actual performance of the Grade two pupils in the school, district and division achievement tests for that current school year.

To determine the differences between the actual school, district and division achievement by subject, the one-way analysis of variance (ANOVA) was used with the following formula:[46]

1. Correlation Term (C)

$$\frac{GS^2}{N}$$

2. Total Sum of Squares (TSS)

Sum of each scores - C

3. $SSM = \frac{\text{Total of each Column}^2}{\text{No. of elements in each column}} - C$

4. SSC = TSS - SSM

Where: C = is the correction term

GS = is the grand sum

N = is the number of cases

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[46]Henry F. Garret, Statistics in Psychology and Education, (Bombay: Bokila, Fedder and Simons Private Ltd., 1966), pp. 279-281.

TSS = is the total sum of squares

SSM = is the sum of squares within means

SSC = is the sum of squares within conditions

HOW TO FILL UP THE ANOVA TABLE

ANOVA TABLE

Sources of Variation:	df	Sum of Squares	Mean of Squares
Among the means of Conditions	K - 1 (Column minus 1)	data for SSM	Divide SSM by df of K-1
Within Conditions	N - K (Number of cases minus Column)	SSC	Divide SSC by df of N-K
Total	N - 1 (Number of cases minus one)	TSS	

To get the value of F, divide the mean of squares among the means of condition by the means of squares within conditions.

Inasmuch as the F-value of 7.16 reveals a significant difference, the Duncan's Multiple Range Test[47] was resorted to.

[47] Ronald E. Walpole, Introduction to Statistics (New York: Macmillan Publishing Co., Inc., 1982), pp. 398-399.

To find out if there is a significant difference between the expected and the actual performance by subject per school, district and division achievement test, the t-test of significance of the difference between the means of two non-independent samples (correlated data) was employed using the formula below:[48]

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(ED)^2}{N}}{N(N-1)}}}$$

Where : t = the computed statistical value

D = the difference between the means

$\bar{D}$ = the mean of the difference

N = the number of items summed-up

The same t-test of significance was used in determining whether or not there is a significant difference between the expected and the actual general performance of the Grade two pupils in all subjects in the three levels of achievement tests.

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[48] L. R. Gay, Educational Research, (New York: McGraw-Hill Book Company, 1976), pp. 253-254.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the data from the targets set for the school year 1986-1987 and the results of the school, district and division achievement tests of the Grade two pupils of Catbalogan I Central Elementary School, Catbalogan, Samar. The data presented in this chapter specifically answer the questions posed in Chapter 1, particularly under the statement of the problem. The succeeding data are those on the actual performance of the pupils on the school, district, and division achievement tests by subjects, the pupils expected and actual performance also by subjects, and the pupils expected and actual general performance in all the subjects. They are presented in tabular form for easy means of analysis and interpretations. There are three hypotheses tested in this study at .05 level of significance.

Pupils' Actual MPS in the School, District and Division Achievement Tests in all Subjects

Table 1 presents the actual performance in English, Mathematics, Filipino and Sibika at Kultura of the Grade two pupils of Catbalogan I Central Elementary School from sections one to nine in their school, district, and division

Table 1

Pupils' Actual MPS in the School, District, and Division Achievement Tests in All Subjects

Grade and Section	ENGLISH			MATHEMATICS			FILIPINO			SIBIKA AT KULTURA		
	School MPS	District MPS	Division MPS	School MPS	District MPS	Division MPS	School MPS	District MPS	Division MPS	School MPS	District MPS	Division MPS
II-1	88.54	75.30	85.83	87.52	86.57	79.17	90.00	90.53	72.23	88.54	90.53	54.17
II-2	79.90	80.67	83.33	81.70	72.53	75.00	84.47	67.77	67.57	81.42	71.90	43.33
II-3	86.12	85.17	84.17	84.64	79.60	77.50	86.94	88.80	68.33	86.38	86.73	60.83
II-4	70.55	70.87	77.77	64.91	50.83	62.23	70.43	62.37	63.33	61.34	60.10	40.00
II-5	63.52	63.77	78.87	62.65	63.77	57.77	65.93	56.87	55.57	62.74	55.23	35.63
II-6	56.03	52.57	67.77	54.36	43.20	55.57	58.52	42.97	53.33	57.48	51.37	30.30
II-7	52.84	63.33	65.53	51.79	66.77	52.23	51.41	52.30	34.43	53.56	53.37	22.23
II-8	35.13	28.57	57.77	37.33	28.40	36.67	42.13	34.53	25.57	43.67	32.10	22.23
II-9	43.94	37.90	60.30	47.09	40.23	38.50	43.17	34.60	30.00	50.40	37.90	17.97
Grand Sum	576.57	558.15	661.34	571.99	531.90	534.64	593.00	530.74	468.36	585.53	538.87	326.69
Grand MPS	64.06	62.02	73.48	63.55	59.10	59.40	65.89	58.97	52.04	65.06	59.87	36.30

achievement tests.

English. In this subject, the Grade two pupils of the nine sections got a grand sum of 576.57 and a grand MPS of 64.06 in the School Achievement Tests; 558.15 grand sum and 62.02 grand MPS in the District Achievement Tests and finally a grand sum of 661.34 and grand MPS of 73.48 in the Division Achievement Tests.

Analysis of Variance on the Pupils' Actual MPS in the School, District, and Division Achievement Tests in English

Table 1.1 shows the analysis of variance on the Grade two pupils' actual MPS in the school, district and division achievement tests. Since the computed F-value of 1.21 is less than the tabular F-value of 3.40 at .05 level of significance and two and 24 df, the null hypothesis that "there is no significant difference in the pupils' actual MPS in the school, district and division achievement test in English" is accepted. Therefore, the pupils' actual performance were good in school as in the district and the division achievement tests.

Mathematics. The School Achievement Tests in this subject reveals the highest grand sum of 571.99 and a grand MPS of 63.55. This is closely followed by the Division

Table 1.1

Analysis of Variance on the Pupils' Actual MPS in the School, District and Division Achievement Tests in English

Sources of Variation	d-f	Sums of Squares	Means of Squares	Computed Value	Table Value .05
Among the means of conditions	(k-1) 2	673.08	336.54		
Within Conditions	(N-k) 24	6672.13	278.01	1.21	3.40
T o t a l	(N-1) 26	7345.21			

Achievement Tests with a grand sum of 534.64 and a grand MPS of 59.40. The District Achievement Tests is the lowest with 531.90 and 59.10 grand sum and grand MPS respectively.

Analysis of Variance on the Pupils' Actual MPS in the School, District, and Division Achievement Tests in Mathematics

Per statistical analysis made on Table 1.2, the computed F-value is .18 and the tabular value is 3.40. Since the computed F-value is less than the tabled value, the null hypothesis that "there is no significant difference in the actual pupils' performance in the school, dis-

Table 1.2

Analysis of Variance on the Pupils' Actual MPS in the School, District and Division Achievement Tests in Mathematics

Sources of Variation	d-f	Sums of Squares	Means of Squares	Computed Value	Table Value .05
Among the means of conditions	(k-1) 2	111.48	55.74		
Within conditions	(N-k) 24	7580.23	315.84	.18	3.40
T o t a l	(N-1) 26	7691.71			

trict and division MPS in Mathematics" is accepted. Again, this means that the pupils' performance in Mathematics were good in the school, as in the district and division achievement tests.

Filipino. The pupils' actual performance in this subject yields a grand sum of 593.00 and a grand MPS of 65.89 in the School Achievement Tests, a grand sum of 530.74 and a grand MPS of 58.97 in the District Achievement Tests; and grand sum of 468.36 and a grand MPS of 52.04 in the Division Achievement Tests.

Analysis of Variance on the Pupils' Actual MPS in the School, District, and Division Achievement test in Filipino

The analysis of variance in Table 1.3 shows that there is no significant difference among the school, district and division MPS as evidenced by a computed F-value of 1.19 which is less than the table value of 3.40. Like the results in English and Mathematics, the Grade two pupils of Catbalogan I Central Elementary School were good in the school, in the district, and division tests in Filipino. Hence, the acceptance of the null hypothesis that "there is no significant difference in the perform-

Table 1.3

Analysis of Variance on the Pupils' Actual MPS in the School, District, and Division Achievement Tests in Filipino

Sources of Variation	d-f	Sums of Squares	Means of Squares	Computed Value	Table Value .05
Among the means of conditions	(k-1) 2	863.06	431.53		
Within conditions	(N-k) 24	8700.08	362.50	1.19	3.40
T o t a l	(N-1) 26	9563.14			

ance of the pupils in the school, district and division achievement tests in Filipino.

Sibika at Kultura. This subject reveals a grand sum of 585.53 and grand MPS of 65.06 in the School Achievement Tests. This is followed by the District Achievement Tests with a grand sum of 538.87 and grand MPS of 59.87, and the last is the Division Achievement Tests with a grand sum of 326.69 and grand MPS of 36.30.

Analysis of Variance on the Pupils' Actual MPS in the School, District and Division Achievement Tests in Sibika at Kultura

Table 1.4 shows the analysis of variance of the pupils actual MPS in the school, district and division achievement tests in Sibika at Kultura.

The result of the analysis reveals that there is a significant difference in the pupils' performance as far as the three tests are concerned as indicated by the F-value of 7.16 which exceeds the tabular F-value of 3.40. Therefore the null hypothesis that "there is no significant difference in the performance of Grade two pupils in the school, district, and division achievement tests in Sibika at Kultura" is rejected.

Table 1.4

Analysis of Variance on the Pupils' Actual MPS in the School, District, and Division Achievement Test in Sibika at Kultura

Sources of Variation	d-f	Sums of Squares	Means of Squares	Computed Value	Table Value .05
Among the means of conditions	(k-1) 2	4229.48	2114.74		
Within conditon	(N-k) 24	7084.36	295.18	7.16	3.40
T o t a l	(N-1) 26	11313.84			

The above findings reflect that the pupils' performance in the school, district, and division tests significantly differ. To find out where the significant difference lies in the three sets of achievement tests in Sibika at Kultura, the Duncan's New Multiple Range Test was resorted to. Table 1.4-a shows the comparison of achievement means of the pupils' performance based on the school, district, and division achievement tests.

The Duncan's New Multiple Range Test reveals the following results: (1) $\bar{X}_1 - \bar{X}_3$ or 65.06 - 36.30 = 28.76.

Table 1.4-a

Comparison of Achievement Means in the Pupils' Performance in Sibika at Kultura Based on School, District and Division Achievement Tests

Level of Tests	Achievement MPS	MPS Difference	Interpretation
$\bar{X}_1 - \bar{X}_3$	65.06 - 36.30	28.76	$\bar{X}_1$ is significantly higher than $\bar{X}_3$.
$\bar{X}_1 - \bar{X}_2$	65.06 - 59.87	5.19	X_1 does not significantly differ from $\bar{X}_2$
$\bar{X}_2 - \bar{X}_3$	59.87 - 36.30	23.57	$\bar{X}_2$ is significantly higher than $\bar{X}_3$

Where:

$\bar{X}_1$ is the MPS of the School Achievement Test

$\bar{X}_2$ is the MPS of the District Achievement Test

$\bar{X}_3$ is the MPS of the Division Achievement Test

This means that the MPS of the School Achievement Test minus the MPS of the Division Achievement Test shows a difference 28.76 which indicates that there is a "significant difference" between the School Achievement Test and the Division Achievement test or that $\bar{X}_1$ is significantly higher than

that of $\bar{X}_3$; (2) $\bar{X}_1 - \bar{X}_2$ or 65.06 - 59.87 = 5.19. This shows that the MPS of the School Achievement Test minus the MPS of the District Achievement Test have a difference of 5.19, which reveals that $\bar{X}_1$ or the School Achievement Test does not significantly differ from $\bar{X}_2$ or the District Achievement Test. This reveals further that there is "no significant difference" between the two levels of tests; (3) $\bar{X}_2 - \bar{X}_3$ or 59.87 - 36.30 equals a difference of 23.57. This finding reflects that the MPS of the District Achievement Test minus the MPS of the Division Achievement Test has a difference of 23.57 which indicates that $\bar{X}_2$ is significantly higher than that of $\bar{X}_3$. There is therefore a "significant difference" between $\bar{X}_2$ and $\bar{X}_3$. The result of the three pairs of comparison points out that it is in the $\bar{X}_3$ or the MPS of the Division Achievement Test where the significant difference lies.

Expected and Actual MPS of the Grade Two Pupils in the School Achievement Tests in All Subjects

Table 2 shows the expected and actual performance of the Grade two pupils of Catbalogan I Central Elementary School in the School Achievement Tests in English, Mathematics, Filipino and Sibika at Kultura.

Table 2

Expected and Actual MPS of the Grade Two Pupils in the School Achievement Tests in All Subjects

Grade & Section	ENGLISH			MATHEMATICS			FILIPINO			SIBIKA AT KULTURA		
	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)
II-1	67.71	88.54	20.83	59.06	87.52	28.46	58.98	90.00	31.02	52.34	88.54	36.20
II-2	67.71	79.90	12.19	59.06	81.70	22.64	58.98	84.47	25.49	52.34	81.42	29.08
II-3	67.71	86.12	18.41	59.06	84.64	25.58	58.98	86.94	21.96	52.34	86.38	34.04
II-4	67.71	70.55	2.84	59.06	64.91	5.85	58.98	70.43	11.45	52.34	61.34	9.00
II-5	67.71	63.52	- 4.19	59.06	62.65	3.59	58.98	65.93	6.95	52.34	62.74	10.40
II-6	67.71	56.03	-11.68	59.06	54.36	- 4.70	58.98	58.52	- 0.46	52.34	57.48	5.14
II-7	67.71	52.84	-14.87	59.06	57.79	- 7.27	58.98	51.31	- 7.57	52.34	53.56	1.22
II-8	67.71	35.13	-32.58	59.06	37.33	-21.73	58.98	42.13	-16.85	52.34	43.67	- 8.67
II-9	67.71	43.94	-23.77	59.06	47.09	-11.97	58.98	43.17	-15.81	52.34	50.40	- 1.94
Grand Sum	$E\bar{X}_1$=609.39	$E\bar{X}_2$=576.57	ED=32.82	$E\bar{X}_2$=571.99	$E\bar{X}_1$=531.54	ED=40.45	$E\bar{X}_1$=530.82	$E\bar{X}_2$=593.00	ED=62.18	$E\bar{X}_2$=585.53	$E\bar{X}_1$=471.06	ED=114.47
Grand MPS	67.71	64.06	$\bar{D}$= -3.65	59.06	63.55	$\bar{D}$= 4.49	58.98	65.89	$\bar{D}$= 6.91	52.34	65.06	$\bar{D}$=12.72

English. As gleaned from the table, the expected target in the School Achievement Test in English is 67.71 ang applies to all the nine sections of the grade. The actual achievement is based on the average of the four periodic tests from the first to the fourth grading period and the section means were computed. These means were then converted to Mean Percentage Scores or MPS. As reflected in the table, the expected MPS of the nine sections got a grand sum of 669.39 and grand MPS of 67.71. In the actual MPS, the pupils grand sum is 576.57 and grand MPS of 64.06 in English. The nine sections of the grade yield a total difference of -32.82 and a grand MPS difference of -3.65 which means that in this particular subject, the pupils fall short of the expected target by 3.65 percent. This implies that the pupils have to work a little harder in order to fully meet the expected performance in English.

Comparison Between the Expected and the Actual MPS of the Grade Two Pupils in the School Achievement Test in English

To compare the expected and the actual performance of the pupils, the t-test of significance of the difference between two means of non-independent samples was employed using the school target in English as the expected MPS and the means of the four school periodic tests as the

actual achievements for each of the nine sections as the raw data. Since the computed value of t is -0.58 and the tabular value is 2.31 the former being less than that of the given tabular values, the null hypothesis that "there is no significant difference between the expected and the actual performance of the grade two pupils in School Achievement Test in English" is accepted. The slight difference of -3.65 percent implies that, in this particular school test, the pupils were able to approximate the expected minimum learning competencies in English for the grade.

Mathematics. In this subject, the expected MPS throughout the nine sections is 59.06 with a grand sum of 531.54 and grand MPS of 59.06. The actual performance has a grand sum of 571.99 with a grand MPS of 63.55. The nine sections had a total difference of 40.45 and an MPS of 4.49, which means that the actual achievement exceeds the target by 4.49 percent.

Comparison Between the Expected and the Actual MPS of the Grade Two Pupils in the School Achievement Test in Mathematics

In Mathematics, the computed t-value is 0.76 and a tabular t-value is 2.31. Since the computed t-value is

less than the tabular value, the null hypothesis that "there is no significant difference between the expected and actual performance of the pupils in the School Achievement Test in Mathematics is accepted". This means that the pupils' performance in this test sufficiently satisfies the targetted MPS for the grade as set by the school.

Filipino. The expected MPS in this subject throughout the nine sections is 58.98. All in all, the grand sum of the expected performance resulted to 530.82 and grand MPS of 58.98. The actual performance shows a grand sum of 593.00 and a grand MPS of 65.89. This makes an overall difference of 62.18 and a grand MPS difference of 6.91 which shows that the expected target is exceeded by the actual performance by 6.91 percent.

Comparison Between the Expected and the Actual MPS of the Grade Two Pupils in the School Achievement Tests in Filipino

The computed t-value of 1.12 is less than the table value of 2.31, hence the acceptance of the null hypothesis that "there is no significant difference between the expected and actual performance of the Grade two pupils in the school achievement test in Filipino. The pupils did not only meet the Minimum Learning Competencies specified for this particular subject and grade,

but also surpassed the target of the school.

Sibika at Kultura. The expected performance in this subject is 52.34. Per cursory glance at the table, the expected performance has a grand sum of 471.06 and a grand MPS of 52.34. The actual performance got a grand total of 585.53 and a grand MPS of 65.06. It is in this subject where most of the sections exceeded the target MPS. The summation of the difference is registered at 114.47, thus yielding a grand MPS difference of 12.72 which denotes a general excess in the actual performance over the target.

Comparison Between the Expected and the Actual MPS in the School Achievement Test in Sibika at Kultura

The statistical test shows a computed t-value of 2.32, which is greater than the tabular value of 2.31. Thus, the null hypothesis that "there is no significant difference between the expected and actual performance of the same pupils in the School Achievement Test in Sibika at Kultura is rejected. The actual MPS is significantly greater than the expected MPS. This means that the target was either too low or the test was too easy

for the pupils because the actual MPS of almost all the sections exceeds the target.

Expected and Actual MPS of the Grade Two pupils in the District Achievement Test in All Subjects

Shown in Table 3, are the data on the expected and actual pupils' performance in the District Achievement Test in English, Mathematics, Filipino and Sibika at Kultura.

English. The expected MPS for all sections in English is 61.35 with a grand sum of 552.15 and grand MPS of 61.35. In this particular subject and test, six sections obtained an MPS higher than the target and only three sections did not meet the target with an actual grand sum of 558.15 and grand MPS of 62.02. There is a slim summation difference of 6.00 and grand MPS difference of 0.67.

Comparison Between the Expected and Actual MPS of the Grade Two Pupils in the District Achievement Tests in English

The t-test for non-independent samples reflects a computed t-value of 0.11 and a critical or table value of 2.31. Since the computed t-value is less than the cri-

Table 3

Expected and Actual MPS of the Grade Two Pupils in the District Achievement Tests in all Subjects

Grade & Section	ENGLISH			MATHEMATICS			FILIPINO			SIBIKA AT KULTURA		
	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)
II-1	61.35	75.30	13.95	52.20	86.57	34.37	52.53	90.53	38.00	44.85	90.53	45.68
II-2	61.35	80.67	19.32	52.20	72.53	20.33	52.53	67.77	15.24	44.85	71.90	27.05
II-3	61.35	85.17	23.82	52.20	79.60	27.40	52.53	88.80	36.27	44.85	86.37	41.52
II-4	61.35	70.87	9.52	52.20	50.83	- 1.37	52.53	62.37	9.84	44.85	60.10	15.25
II-5	61.35	63.77	2.42	52.20	63.77	11.57	52.53	56.87	4.34	44.85	55.23	10.38
II-6	61.35	52.57	8.78	52.20	43.20	- 9.00	52.53	42.97	- 9.56	44.85	51.37	6.52
II-7	61.35	63.33	1.98	52.20	66.77	14.57	52.53	52.30	- 0.23	44.85	53.37	8.52
II-8	61.35	28.57	-32.78	52.20	28.40	-25.80	52.53	34.53	-18.00	44.85	32.10	-12.75
II-9	61.35	37.90	-23.45	52.20	40.23	-11.97	52.53	34.60	-17.93	44.85	37.90	- 6.95
Grand Sum	$E\bar{X}_1$=552.15	$E\bar{X}_2$=558.15	$E\bar{D}$=6.00	$E\bar{X}_1$=469.80	$E\bar{X}_2$=531.90	$E\bar{D}$=62.10	$E\bar{X}_1$=472.77	$E\bar{X}_2$=530.74	$E\bar{D}$=57.97	$E\bar{X}_1$=403.65	$E\bar{X}_2$=538.87	$E\bar{D}$=135.2
Grand MPS	61.35	62.02	0.67	52.20	59.10	6.90	52.53	58.97	6.44	44.85	59.87	15.02

tical value, the null hypothesis that "there is no significant difference between the expected and actual pupils' performance in the District Achievement Test in English is accepted." This is still an indication that the actual performance of the pupils overshot the expected target of the district in this particular subject.

Mathematics. The expected district performance in this subject is 52.20 for all the nine sections of the rade two classes with a grand sum of 469.80 and grand MPS of 52.20. Section one exhibits the highest actual performance and the lowest is section eight. Five sections exceed the target, while four sections fall short of the performance target. The grand sum of the actual performance is 531.90 and a grand MPS pf 59.10 The total difference is 62.10 and a grand MPS difference of 6.90 which indicates that the pupils highly satisfied the expected performance.

Comparison Between the Expected and Actual MPS of the Grade Two Pupils in the District Achievement Test in Mathematics

The result of the statistical tests shows a computed t-value of 1.06 which is less than the critical value of 2.31. This findings therefore led to the acceptance of the null hypothesis that "there is no significant dif-

ference between the expected and actual performance of the Grade two pupils in the District Achievement Tests in Mathematics." This means that the targetted MPS set by the district is satisfactorily met by the pupils.

Filipino. The district target in the subject is 52.53 throughout the nine sections of the grade. It has the total sum of 472.77 and a grand MPS of 52.53. As shown in the table, the highest actual performance in this district test was obtained by section one. The first five sections exceeds the target and only the last four sections fall short of it with section eight getting the lowest actual achievement. The actual performance has a grand total of 530.74 and grand MPS of 58.97. However, the total difference of 57.97 and a grand MPS difference of 6.44 percent still indicates that the general target has been satisfactorily met.

Comparison Between the Expected and Actual MPS of the Grade Two Pupils in the District Achievement Test in Filipino

Per statistical test made on this particular subject, reveals a computed t-value of 0.93 which is less than the table value of 2.31. This analysis leads to the acceptance of the null hypothesis that "there is no signi-

ficant difference between the expected and actual pupils' performance in the District Achievement Test in Filipino." This means that the pupils satisfy the district performance target. It also leads to the conclusion that the Minimum Learning Competencies for the grade were covered by this particular group of Grade two pupils.

Sibika at Kultura. The district target for this particular subject is 44.85. It resulted to a grand sum of 403.65. The table discloses that seven sections exceed the district target leaving only two sections unable to meet the expected targets. Section nine registers the lowest actual performance. The total actual performance of the nine sections is 538.87 and a grand MPS of 59.87. The total difference is 135.22 and a Mean Percentage Score difference of 15.02.

Comparison Between the Expected and Actual MPS of the Grade Two Pupils in the District Achievement Test in Sibika at Kultura

Per statistical test made in this subject, the computed t-value of 2.26 is less than the tabular value of 2.31. This particular findings leads to the acceptance of the null hypothesis that "there is no significant difference between the expected and the actual perform-

ance of the Grade two pupils in the District Achievement Test in Sibika at Kultura. This shows further that the pupils found the test easy and the Minimum Learning Competencies were covered except in the last two sections, which are being marked as slow learners. On the whole, the actual achievement of the pupils exceeds the target by 15-02 percent.

Expected and Actual MPS of the Grade Two Pupils in the Division Achievement Test in All Subjects

Table 4 points out the expected and actual pupils' performance in the Division Achievement Test in English, Mathematics, Filipino and Sibika at Kultura.

English. The table reveals a division target MPS of 74.06 in English. The nine sections of the Grade two classes had an expected grand sum of 661.54. The achievement test was topped by section one and the lowest actual performance was obtained by section eight. Section one to five exceed the target and the last four sections do not. There is a total actual performance of 661.34 and a grand MPS of 73.48. There is a slight negative total difference of -5.20 and a MPS difference of -0.58 which means that there is a slight shortage in the actual MPS in relation

Table 4

Expected and Actual MPS of the Grade Two Pupils in the Division Achievement Tests in all Subjects

Grade & Section	ENGLISH			MATHEMATICS			FILIPINO			SIBIKA AT KULTURA		
	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)
II-1	74.06	85.83	11.77	65.91	79.17	13.26	65.42	72.23	6.81	59.81	54.17	- 5.64
II-2	74.06	83.33	9.27	65.91	75.00	9.09	65.42	65.57	0.15	59.81	43.33	-16.48
II-3	74.06	84.17	10.11	65.91	77.50	11.59	65.42	68.33	2.91	59.81	60.83	1.02
II-4	74.06	77.77	3.71	65.91	62.23	- 3.68	65.42	63.33	- 2.09	59.81	40.00	-19.81
II-5	74.06	78.87	4.81	65.91	57.77	- 8.14	65.42	55.57	- 9.85	59.81	35.63	-24.18
II-6	74.06	67.77	- 6.29	65.91	55.57	-10.34	65.42	53.33	-12.09	59.81	30.30	-29.57
II-7	74.06	65.53	- 8.53	65.91	52.23	-13.68	65.42	34.43	-30.99	59.81	22.23	-37.58
II-8	74.06	57.77	-16.29	65.91	36.67	-29.24	65.42	25.57	-39.85	59.81	22.23	-37.58
II-9	74.06	60.30	-13.76	65.91	38.50	-27.41	65.42	30.00	-35.42	59.81	17.97	-41.84
Grand Sum	$E\bar{X}_1$=661.54	$E\bar{X}_2$=661.34	$E\bar{D}$= - 5.20	$E\bar{X}_1$=593.19	$E\bar{X}_2$=534.64	$E\bar{D}$=58.55	$E\bar{X}_1$=588.78	$E\bar{X}_2$=468.36	$E\bar{D}$=-120.42	$E\bar{X}_1$=538.29	$E\bar{X}_2$=326.69	$E\bar{D}$=-211.60
Grand MPS	74.06	73.48	$\bar{D}$= -0.58	65.91	59.40	$\bar{D}$= -6.51	65.42	52.04	$\bar{D}$= -13.38	59.81	36.30	$\bar{D}$= -23.51

to the target.

Comparison Between the Expected and Actual MPS of the Grade Two Pupils in the Division Achievement Test in English

Per computations, the t-value is -0.16 which is less than the tabled value of 2.31. This leads to the acceptance of the null hypothesis that "there is no significant difference between the expected and the actual performance of the pupils in the Division Achievement Test in English." However, the actual performance of the pupils is still deficient by 0.58 percent.

Mathematics. The expected MPS in the Division Achievement Test in Mathematics by sections is 65.91. The grand sum is 593.19. As shown in the table, only three sections meet the expected performance which are sections one, two, and three. Sections for to nine do not meet the target as evidenced by their negative differences between the actual and the expected MPS. The actual performance gives a gran sum of 534.64 and a grand MPS of 59.40, which is 6.51 percent lower than the target of 65.91 set by the division in this subject. This means that the pupils' actual performance slightly falls short of the exact target by 6.51 percent.

Comparison Between the Expected and the Actual MPS of the Grade Two Pupils in the Division Achievement Test in Mathematics

The t-test computations had a computed t-value of -1.24 which is lower than the tabled value of 2.31, hence the acceptance of the null hypothesis that "there is no significant difference between the expected and the actual pupils' performance in the Division Achievement Test in Mathematics." This implies that the actual performance still reaches the level of the target, although it is slightly lower than the exact target.

Filipino. In this subject, the division target is 65.42, and the grand sum is 588.78. Only three sections exceed the target. Six sections do not reach the expected target. The grand sum of the actual performance is 468.36 with an overall difference of -120.42. The grand MPS of the actual and the expected MPS yield a grand MPS difference of -13.38 which indicates a deficiency in this subject.

Comparison Between the Expected and the Actual MPS of the Grade Two Pupils in the Division Achievement Test in Filipino

The t-test of the significance of the difference between the actual and the expected MPS in this particular

subject, shows a computed t-value of -2.27 and a critical t-value of 2.31. This computed t-value being less than the tabular value, the hypothesis is accepted. So, "there is no significant difference between the actual and the expected performance of the grade two pupils in the Division Achievement Test in Filipino."

Sibika at Kultura. In this subject, the division target is 59.81 with a grand sum of 538.29. A cursory glance on the table reveals that only one section exceeds the division target and all the eight other sections did not meet the target. There is a total mean difference of -211.60. The grand MPS of 59.81 and 36.30 yield a grand MPS difference of -23.51 which means that the actual performance is short by 23.51 percent. This result is quite alarming but there are various factors that affect the pupils' performance. One of these factors may be the time during which the subject is recited, or the kind of test may be needing a critical validation to insure its reliability.

Comparison Between the Expected and the Actual MPS of the Grade Two Pupils in the Division Achievement Test in Sibika at Kultura

The computations resulted in a t-value of -4.77 which is greater than the tabular t-value of 2.31.

The null hypothesis which states that "there is no significant difference between the expected and actual performance of the Grade two pupils in the Division Achievement Test in Sibika at Kultura is therefore rejected." This means that there is a big difference between the expected and the actual performance. The pupils found the test too difficult that the grand mean of the actual performance, which is 36.30 is lower by 23.51 percent in relation to the targetted grand mean of 59.81 percent.

Pupils' Expected and Actual General Performance in All Subjects per School Achievement Tests, District Achievement Tests and Division Achievement Tests

The pupils' expected and actual general performance in all subjects per School Achievement Tests, District Achievement Tests and Division Achievement Tests are shown in Table 5.

School Achievement Tests. In this level of tests, the expected grand sum of the four subjects, English, Mathematics, Filipino and Sibika at Kultura is 238.09 and grand MPS of 59.52. The actual performance has a grand sum of 258.56 and grand MPS of 64.64. The total difference in all subjects per school tests is 20.47. The foregoing

Table 5

Pupils' Expected and Actual General Performance in All Subjects per School, District, and Division Achievement Tests

Subject	School Achievement Tests			District Achievement Tests			Division Achievement Tests		
	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)	Expected ($\bar{X}_1$)	Actual ($\bar{X}_2$)	Difference (D)
English	67.71	64.06	-3.65	61.35	62.02	0.67	74.06	73.48	-0.58
Mathematics	59.06	63.55	4.49	52.20	59.10	6.90	65.91	59.40	-6.51
Filipino	58.98	65.89	6.91	52.53	58.97	6.44	65.42	52.04	-13.38
Sibika at Kultura	52.34	65.06	12.72	44.85	59.87	15.02	59.81	36.30	-23.51
Grand Sum	$E\bar{X}_1$=238.09		ED=20.47	$E\bar{X}_2$=239.96		$E\bar{X}_1$=265.20			ED= -43.98
	$E\bar{X}_2$=258.56			$E\bar{X}_1$=210.93		ED=29.03	$E\bar{X}_2$=221.22		
Grand MPS	59.52	64.64	$\bar{D}$= 5.12	52.73	59.99	$\bar{D}$= 7.26	66.30	55.31	$\bar{D}$= -11.00

data yield a grand MPS difference of 5.12 which indicates the excess in the actual performance over the performance target.

Comparison Between the Pupils' Expected and the Actual General Performance in All Subjects per School Achievement Test

To compare the pupils' expected and actual performance in all the grade two subjects per School Achievement Test, the t-test of significance for non-independent samples was used. It resulted in a t-value of 1.51 which is less than the tabular value of 3.18. This leads to the acceptance of the null hypothesis that "there is no significant difference between the expected and the actual pupils' performance in all subjects per school achievement test. This means that, in the school achievement test, the pupils' actual performance satisfactorily meets the Minimum Learning Competencies prescribed for the grade and subject.

District Achievement Tests. In this level, the total expected sum is 210.93 and the grand MPS is 52.73. The actual pupils' performance discloses a grand sum of 239.96 and a grand MPS of 59.99. The expected and actual performance resulted to a grand difference of 29.03 and a grand MPS difference of 7.26.

Comparison Between the Pupils' Expected and Actual General Performance in All Subjects per District Achievement Test

The t-test for non-independent samples was used in comparing the pupils' expected and actual performance in all subjects per District Achievement Test.

Per computations made, the computed t-value is 2.46 which is less than the critical value of 3.18. The null hypothesis is therefore accepted. So, there is no significant difference between the expected and actual general performance of the pupils in all subjects per District Achievement Test. Although the actual performance exceeds the target by 7.26, the expected and the actual MPS are within the same level. This means that the Minimum Learning Competencies for the grade were satisfactorily covered by all the pupils in this particular test.

Division Achievement Test. The same table shows the general performance of the pupils in all subjects in this particular test level. The table reflects that in the four learning areas of Grade two, not a single subject met the expected performance. The total sum for the expected performance is 265.20 and grand MPS of 66.30. The grand sum of the actual performance is only 221.22 and a grand MPS

of 55.31. The actual performance is short by a difference of 43.98 and a MPS difference of 11.00.

Comparison Between the Pupils' Expected and Actual General Performance in All Subjects per Division Achievement Test

The t-test of significance of the difference between the means of the expected and actual general performance in all subjects per Division Achievement Test reveals a computed t-value of -2.24 which is less than the critical value of 3.18.

Therefore the null hypothesis that "there is no significant difference between the pupils' expected and actual performance in all subjects per Division Achievement Test is accepted. This implies that the expected performance level set by the Division was satisfied by the actual performance of the pupils, although it is short by 11.00 percent.

The foregoing general evaluation shows that while the pupils of Catbalogan I Central Elementary School satisfies most of the performance targets, they still manifest deficiencies in some other aspects of the New Elementary School Curriculum.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions and recommendations of the study.

Summary

This study was conducted to evaluate the performance of the Grade two pupils of Catbalogan I Central Elementary School, Catbalogan, Samar with the end in view of determining whether the performance of the pupils satisfied the expected mean percentage score established by the school, the district and the division for the school year 1986-1987. Specifically, it sought amswer to questions on the differences in the actual school, district and division MPS by subject; between the expected and actual performance by subject; and between the expected and actual general performance of the pupils in all subjects.

The analytical-descriptive research method was employed in this study, using specially designed school, district and division achievement tests as principal instruments in gathering the data. This is supplemented by documentary analysis as in the school, district and

division action plans for school year 1986-1987; the MI.C List for the grade. Interviews and observations were also used to verify and cross-check some situations relevant to the data.

The following are the null hypotheses formulated and tested:

1. There are no significant differences in the performance of the Grade two pupils in the school, district and division achievement tests by subject.

2. There is no significant difference between the expected and the actual performance of the Grade two pupils by subject.

3. There is no significant difference between the expected and the actual general performance of the Grade two pupils in all subjects.

This study is of importance to the curriculum experts as far as the New Elementary School Curriculum is concerned in this particular grade and school. This will give them an insight into the performance of the pupils in relation to established standards. To the administrators, the study will be of help in assessing the teachers' competence in relation to the requirements for quality

education. This will enable the administrators to measure the performance level of the pupils in relation to the targets set by the school, district and division. To the teachers, this study will determine whether or not their teaching techniques and procedures contribute towards the attainment of quality education. To the parents, this will ascertain the actual performance level of their own children in relation to the school, district and division standards. To the pupils, this study will serve as motivation towards the attainment of quality education.

To give more substance to this study, the researcher reviewed research papers, master's theses, doctoral dissertations, books, magazines and other publications to gather information relevant to the study.

The subjects of the study were Grade two pupils in Catbalogan I Central Elementary School totalling to 308 with 147 males and 161 females, during the school year 1986-1987.

The data gathered were carefully recorded, tabulated, and statistically treated, using the most appropriate statistical measures such as Analysis of Variance (ANOVA) and the t-test of significance of the difference between the means of two non-independent samples at .05 level of

significance and certain degrees of freedom.

Findings. Based on the computations found in the Appendices, the following results were obtained:

1. The results of the ANOVA reveal the following findings:

1.1 There are no significant differences in the pupils' actual performance in the school, district, and division achievement test in English as evidenced by the computed F-value of 1.21, which is less than the tabular F-value of 3.40. Therefore, the first hypothesis that there is no significant difference in the Grade two pupils' performance in the school, district and division achievement test in English is accepted. This result indicates that the pupils' actual performance were good in the school, as in the district and division achievement tests.

1.2 In Mathematics, the analysis of variance shows a computed F-value of 0.18. Since the computed F-value of 0.18 is less than the tabular value of 3.40, the null hypothesis is accepted. This also means that the pupils' actual performance were good in the school, as in the district and in the division

achievement test.

1.3 In Filipino, the computed F-value of 1. 19 is less than the table value of 3.40. Hence, there is no significant difference in the actual performance of the Grade two pupils in the school, district and division achievement test in Filipino. This means that the pupils performed equally well in the three levels of achievement tests.

1.4 In Sibika at Kultura, the analysis discloses an F-value of 7.16 which exceeds the tabular F-value of 3.40. The null hypothesis that "there is no significant difference in the pupils' performance in the school, district and division achievements is therefore rejected. This indicates further that there is a discrepancy in the result of the three sets of tests.

1.4.1 Duncan's Multiple Range Test was used to find out where the significant difference lies in the results of the three sets of tests represented as follows:

$\bar{X}_1$ is the MPS of the school achievement tests.

$\bar{X}_2$ is the MPS of the district achievement tests.

$\bar{X}_3$ is the MPS of the division achievement tests.

The test results reveal that $\bar{X}_1 - \bar{X}_2$ had a difference of 28.76 which means that $\bar{X}_1$ is significantly higher than $\bar{X}_3$. $\bar{X}_1 - \bar{X}_2$ points out a mean difference of 5.19 which leads to the interpretation that $\bar{X}_1$ does not significantly differ from $\bar{X}_2$. $\bar{X}_2 - \bar{X}_3$ reflects a difference of 23.57 which signifies that $\bar{X}_2$ is significantly higher than $\bar{X}_3$. The results of the three pairs of comparisons reveal that it is in the division achievement tests or $\bar{X}_3$ where the significant difference lies.

2. The t-test of significance of the difference between the means of the non-independent samples reveal the following results:

2.1 The School Achievement Test in English shows a t-value of -0.58 and a tabular value of 2.31. Since the computed t-value is less than the tabular value, the null hypothesis is accepted. Hence, there is no significant difference between the expected and actual pupils' performance in the School Achievement Test in English. This means that the pupils were able to approximate the expected Minimum Learning Competencies for the

grade in English.

2.2 The School Achievement Test in Mathematics reveals a t-value of 0.76 which is less than the critical t-value of 2.31. The null hypothesis is accepted. This means that the Minimum Learning Competencies were covered by the grade and the test was appropriate for the Grade two pupils.

2.3 In the School Achievement Test in Filipino, the computed t-value of 1.12 which is less than the critical value of 2.31 leads to the acceptance of the null hypothesis.

2.4 In the School Achievement Test in Sibika at Kultura, the computed t-value is 2.32 and the table value is 2.31. This shows that the t-value is higher than the tabular value which leads to the rejection of the null hypothesis. The difference between the expected and actual pupils' performance is significant. This means that the target was either too low or the test was too easy for the pupils because the actual MPS of almost all the sections exceed the target.

3. The results of the t-test of significance for non-independent samples show the following findings:

3.1 The District Achievement Test in English discloses a t-value of 0.11 which is less than the critical value of 2.31. This leads to the acceptance of the null hypothesis. So, there is no significant difference between the expected and actual pupils' performance in the District Achievement Test in English. This means that the expected target was met by the pupils' performance in this particular subject and test level.

3.2 The District Achievement Test in Mathematics reveals a computed t-value of 1.06 which is less than the critical value of 2.31. The findings lead to the acceptance of the null hypothesis. This means that the expected target was met by the actual performance of the pupils.

3.3 The results of the comparison between the expected and actual pupils' performance in the District Achievement Test in Filipino reflects a t-value of 0.93 which is less than the critical value of 2.31. Again the null hypothesis is accepted. This means that the expected target satisfactorily met by the actual pupils' performance.

3.4 The statistical test for the expected and the actual MPS of the District Achievement Test in Sibika at Kultura shows a t-value of 2.26 and a tabular value of 2.31, which leads to the acceptance of the null hypothesis that there is no significant difference between the expected and the actual performance of the Grade two pupils as far as the District Achievement Test in Sibika at Kultura is concerned. The target of the district is also met by the pupils' actual performance.

4. In the Division Achievement Test, the following findings are shown as a result of the statistical tests.

4.1 The expected and actual performance of the Grade two pupils in the Division Achievement Test in English reflects a computed t-value of -0.16 and a tabular value of 2.31. The computed t-value being less than the tabular value, the null hypothesis is accepted. This means that the pupils' performance met the target set by the division in the English subject.

4.2 In the Division Achievement Test in Mathematics, the comparison of the expected and actual

pupils' performance reveal a computed t-value of -1.24 which is less than the table value of 2.31. This supports the null hypothesis that there is no significant difference between the expected and actual performance of the pupils in the Division Achievement Test in Mathematics. Again this findings show that the pupils' actual performance satisfies the expected performance.

4.3 The same result is revealed in Filipino. The statistical test yields a t-value of -2.27 and a critical t-value of 2.31 leading to the acceptance of the null hypothesis that there is no significant difference in the expected and actual performance of the Grade two pupils in the Division Achievement Tests in Filipino.

4.4 Unlike the previous findings, the expected and actual pupils' performance in Sibika at Kultura in the Division Achievement Test differ significantly as shown by a computed t-value of -4.77 which is greater than the tabular value of 2.31 at the same level of significance. Hence, the null hypothesis is rejected. Therefore, there is a significant difference in the expected and actual

performance of the pupils in the above subject. This simply means that the pupils' performance did not come up to the target level set by the Division in Sibika at Kultura.

5. The pupils' expected and actual general performance in all subjects were likewise, subjected to t-test of significance and the following results were obtained:

5.1 The comparison between the expected and actual general performance in all subjects in the school level, yields a computed t-value of 1.51 which is less than the tabular value of 3.18. So, this supports the null hypothesis that there is no significant difference between the expected and actual general performance of the pupils in all subjects. The performance target is therefore satisfied.

5.2 In the district level, the pupils' expected and actual general performance in all subjects yield a t-computed value of 2.46 which is less than the critical t-value of 3.18. This leads to the acceptance of the null hypothesis that there is no significant difference between the expected and

actual general performance of the pupils in all subjects. This means that the pupils' performance in all subjects met the target set by the district.

5.3 Finally, in the division level, the expected and the actual general performance of the pupils in all subjects showed a computed t-value of -2.24 which is less than the tabular value of 3.18. The null hypothesis is again accepted. Hence, there is no significant difference between the expected and actual general performance of the pupils in the division level achievement tests. This means that the pupils' actual performance in all the subjects in the division achievement test generally met the expected target set by the division.

Conclusions

In the light of the foregoing findings, the following conclusions are drawn:

1. Since the Grade two pupils of Catbalogan I Central Elementary School fared equally well in the school, district, and division achievement tests, as reflected by their actual MPS in English, Mathematics, and Filipino, it maybe concluded that these pupils generally satisfied the

the MLC prescribed for these three subjects in the grade. However, they need improvement in the fourth subject, the Sibika at Kultura where they were considerably deficient, as evidenced by their actual MPS which is far below the target, most especially in the division level.

2. There is an evidence of significant relationship between the expected and actual pupils' performance in English, Mathematics, and Filipino in the School Achievement Tests. Therefore, the pupils satisfied the school expected MLC for these three subjects. In Sibika at Kultura the pupils' actual performance did not only meet the target set by the school but also exceeded by 12.72 percent. This is an indication that the school test was too easy for the pupils.

3. There is also a significant relationship between the expected and actual pupils' performance in English, Mathematics, Filipino, and Sibika at Kultura in the District Achievement Tests. Therefore, the pupils satisfied the MLC for the four subjects in the district level.

4. The pupils' actual performance in English, Mathematics, and Filipino in the Division Achievement Tests satisfied the MLC at the Division level. In Sibika at Kultura, however, they fell short of the target set by

the division. This suggests that the division test in this particular subject was too difficult for the pupils, considering that they scored high in the school and the district tests in the same subject.

5. Taking all the subjects collectively, the pupils' performance generally met the performance target set by the school, the district, and the division as indicated by the insignificant differences between the expected and the actual MPS.

Recommendations

Based on the conclusions made, the researcher recommends the following:

1. There should be a study conducted in all grade levels in the New Elementary School Curriculum so as to determine the causes of lower achievement or pupils.

2. The school should maintain a continuous study of the results of all achievement tests not only in the division level but in the school and district levels as well. Efforts should be made in order to pinpoint weaknesses and apply remedial measures so that classroom instruction could be improved.

3. Achievement tests administered to the pupils should be properly validated.

4. In order to attain the coveted quality education, the first foundations of education should be solidly built. It is in the first two lower grades, Grades I and II where the real foundation is quite weak. It is highly recommended therefore that teachers of these two lower grades should be highly qualified and dedicated.

5. Mastery learning should be given more emphasis on the development of pupils performance in all the learning areas of the New Elementary School Curriculum.

6. The teacher should be well acquainted with the school, district and division targets at the start of the year so that their teaching may be directed towards the attainment of the target.

7. A similar study should be conducted in other districts to find out if results are consistent with the results of this study or not, so that adjustment may be made in any level if necessary.

8. The School and the District Tests must be conducted objectively under close supervision to prevent anyone from assisting the pupils during examination time.

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A P P E N D I C E S

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 6, 1985

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar
(Through Channels)

S i r :

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably problem No. 1:

1. RELATIONSHIP BETWEEN THE INTELLIGENCE QUOTIENT AND THE ACHIEVEMENT LEVEL OF SLOW LEARNERS OF CATBALOGAN I CENTRAL SCHOOL CATBALOGAN, SAMAR
2. A COMPARISON OF THE ACHIEVEMENT IN READING PILIPINO AND ENGLISH IN GRADE TWO CLASSES IN THE DISTRICTS OF CATBALOGAN I, II, & III
3. STATUS IN THE IMPLEMENTATION OF THE PVOSBM APPROACHES IN THE DISTRICTS OF CATBALOGAN I, II, & III

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) SYLVIA M. CANANUA
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CANANUA
Head, Research Development
and Publication

APPROVED:

(SGD.) DOMINADOR O. CABANGANAN, Ed. D.
Dean, Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 13, 1985

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar
(Through Channels)

S i r :

I have the honor to request for a change of problem of my thesis proposal from "RELATIONSHIP BETWEEN THE INTELLIGENCE QUOTIENT AND THE ACHIEVEMENT LEVEL OF SLOW LEARNERS OF CATBALOGAN I CENTRAL SCHOOL, CATBALOGAN, SAMAR" to "PERFORMANCE OF GRADE TWO PUPILS IN THE SCHOOL, DISTRICT AND DIVISION ACHIEVEMENT TESTS."

I hope for your early and favorable action on this matter.

Very truly yours,

(SGD.) SYLVIA M. CANANUA
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CANANUA
Head, Research Development
and Publication

APPROVED:

(SGD.) DOMINADOR O. CABANGANAN, Ed. D.
Dean, Graduate Studies

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

GRADUATE SCHOOL

APPLICATION FOR ASSIGNMENT OF ADVISER

Name CANANUA SYLVIA MAASIN
Family Name First Name Middle Name

Candidate for Degree in Master of Education

Area of Specialization Administration & Supervision

Title of proposed Thesis

PERFORMANCE OF GRADE TWO PUPILS IN THE
SCHOOL, DISTRICT, AND DIVISION
ACHIEVEMENT TESTS

Name of Requested Adviser ALEJANDRO E. CANANUA, M. Ed.

Approval of Adviser (SGD.) ALEJANDRO E. CANANUA, M. Ed.

Disapproval
Signature

Approved:

(SGD.) DOMINADOR Q. CABANGANAN, Ed. D.
Dean of Graduate Studies

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

September 15, 1987

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar
(Through Channels)

S i r :

I have the honor to request that I be scheduled for a pre-oral defense of my thesis proposal entitled "PERFORMANCE OF GRADE TWO PUPILS IN THE SCHOOL, DISTRICT, AND DIVISION ACHIEVEMENT TESTS" on the 4th day of November, 1987.

I hope for your immediate and favorable action on this matter.

Very truly yours,

(SGD.) SYLVIA M. CANANUA
Researcher

N o t e d:

(SGD.) ALEJANDRO E. CANANUA
Adviser

APPROVED:

(SGD.) DOMINADOR O. CABANGANAN, Ed. D.
Dean of Graduate Studies

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
GRADUATE DEPARTMENT
Catbalogan, Samar

July 21, 1987

The District Supervisor
District of Catbalogan I
Catbalogan, Samar
(Through Channels)

S i r :

In connection with my study entitled: "PERFORMANCE OF THE GRADE TWO PUPILS IN THE SCHOOL, DISTRICT, AND DIVISION ACHIEVEMENT TESTS", I have the honor to request permission to conduct a research on the records and avail of the results of the school and district achievement tests of the Grade Two pupils of Catbalogan I Central Elementary School, Catbalogan, Samar, during the school year 1986-1987.

I hope for your favorable consideration on this matter.

Very truly yours,

(SGD.) SYLVIA M. CANANUA
Researcher

APPROVED:

(SGD.) RAFAEL P. SEVILLA
District Supervisor

APPENDIX F

Republic of the Philippines
Samar State Polytechnic College
GRADUATE DEPARTMENT
Catbalogan, Samar

July 21, 1987

The District Supervisor
District of Catbalogan I
Catbalogan, Samar
(Through Channels)

S i r :

I have the honor to request permission to utilize the four sets of the Grade Two District Periodical Tests in the four subject areas. This will be used as main instrument in gathering the data in connection with my thesis entitled "PERFORMANCE OF GRADE TWO PUPILS IN THE SCHOOL, DISTRICT, AND DIVISION ACHIEVEMENT TESTS".

It is hoped that this request will merit your early and favorable action.

Very truly yours,

(SGD.) SYLVIA M. CANANUA
Researcher

APPROVED:

(SGD.) RAFAEL P. SEVILLA
District Supervisor

APPENDIX G

Republic of the Philippines
Samar State Polytechnic College
GRADUATE DEPARTMENT
Catbalogan, Samar

August 26, 1987

The Schools Division Superintendent
Division of Samar
Catbalogan

Madame:

In connection with my study entitled "PERFORMANCE OF GRADE TWO PUPILS IN THE SCHOOL, DISTRICT, AND DIVISION ACHIEVEMENT TEST", I have the honor to request permission to conduct a research on the records and avail of the results of the Division and District Achievement Tests of the Grade Two pupils of Catbalogan I Central Elementary School during the School Year 1986-1987. Said tests will be appended in my thesis.

I hope for your favorable consideration on this matter.

Very truly yours,

(SGD.) SYLVIA M. CANANUA
Researcher

APPROVED:

LYDIA MIRAS-LOPEZ
Schools Division Superintendent

BY:

(SGD.) DR. ARCADIO M. CUENCO
Asst. Schools Division Superintendent

APPENDIX H

Republic of the Philippines
Samar State Polytechnic College
GRADUATE DEPARTMENT
Catbalogan, Samar

April 18, 1988

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar
(Through Channels)

S i r :

I have the honor to submit the six (6) copies of my reproduced semi-final draft of my master's thesis to be distributed to my adviser, the dean and the members of the panel of examiners.

In this connection, I further request that I be scheduled for the final oral defense on May 6, 1988.

I hope for your favorable action on this matter.

Very truly yours,

(SGD.) SYLVIA M. CANANUA
Researcher

Recommending Approval:

(SGD.) ALEJANDRO E. CANANUA, M. Ed.
Adviser

APPROVED:

(SGD.) DOMINADOR O. CABANGANAN, Ed. D.
Dean of Graduate Studies

APPENDIX I

GRADE TWO DIVISION, DISTRICT AND SCHOOL TARGETS
School Year 1986-1987

A. Division Targets

Raise the Mean Percentage Score of the following subject areas in the particular grade level by 2%:

English - - - - - - - - -from 72.61% to 74.06%
Mathematics - - - - - - -from 64.62% to 65.91%
Filipino- - - - - - - - -from 64.14% to 65.42%
Sibika at Kultura - - -from 58.64% to 59.81%

B. District Targets

Raise the Mean Percentage Score of the following subject areas in the particular grade level by 2%:

English - - - - - - - - -from 60.15% to 61.35%
Mathematics - - - - - - -from 51.18% to 52.20%
Filipino- - - - - - - - -from 51.50% to 52.53%
Sibika at Kultura - - -from 43.97% to 44.85%

C. School Targets

Raise the Mean Percentage Score of the following subject areas in the particular grade level by 2%:

English - - - - - - - - -from 66.38% to 67.71%
Mathematics - - - - - - -from 57.90% to 59.06%
Filipino - - - - - - - - -from 57.82% to 58.98%
Sibika at Kultura - - -from 51.31% to 52.34%

Certified Correct:

(SGD.) ELEUTERIO IG. ORQUIN
Principal

N o t e d:

(SGD.) RAFAEL P. SEVILLA
District Supervisor

APPENDIX J

District of Catbalogan I
CATBALOGAN I CENTRAL SCHOOL.
Catbalogan, Samar

FIRST PERIODICAL TEST
IN ENGLISH II

Name _____ Grade & Sec. ____ Date _____

Direction: Select the beginning consonant sound. Write the letter only.

Example:

1. 

a. th
b. ch
c. sh
d. dh

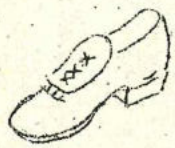
__b__ in

Begin here:

I. 1. 

a. th
b. sh
c. dh
d. ch

____air

2. 

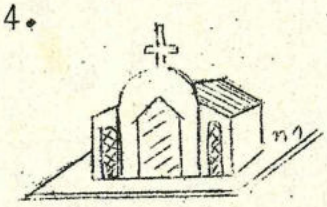
a. th
b. sh
c. dh
d. ch

____oe

3. 

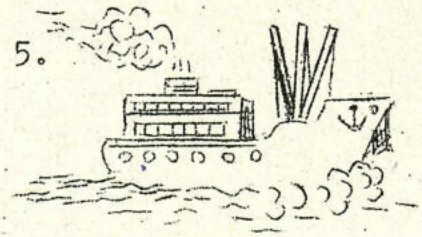
a. th
b. sh
c. dh
d. ch

____imble

4. 

a. th
b. sh
c. ch
d. dh

____urch

5. 

a. th
b. ch
c. dh
d. sh

____ip

II. Which word does not rhyme?

6 a. sun gun

b. my me

c. moon soon

d. bed red

7. a. day doll

b. mail nail

c. ten pen

d. look book

8. a. cat rat

b. rose hat

c. seed need

d. pan man

9. a. nest rest

b. boat coat

c. cake take

d. him home

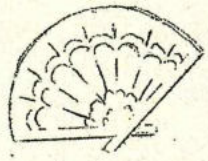
10. a. fish ring

b. fast last

c. bat mat

d. star bar

III. Select the name of the objects. Write the letter only.

11. 

a. fish
b. flower
c. fan
d. flag

12. 

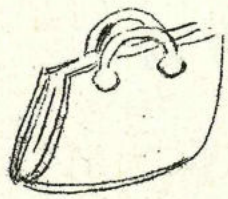
a. pencil
b. pen
c. pot
d. pin

13. 

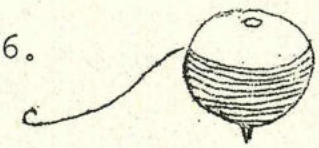
a. house
b. hook
c. hat
d. nut

14. 

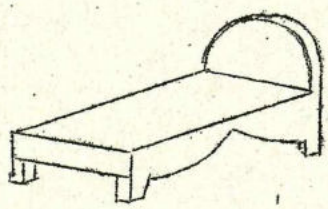
a. pen
b. pot
c. pin
d. pan

15. 

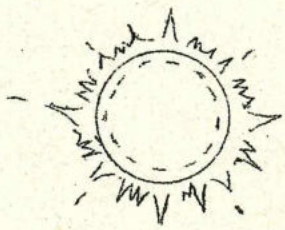
a. bag
b. bed
c. bat
d. bread

16. 

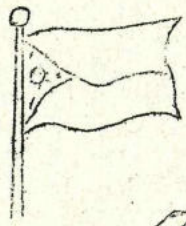
a. ten
b. top
c. tooth
d. tip

17. 

a. bud
b. bad
c. bed
d. bid

18. 

a. sun
b. sin
c. sat
d. sit

19. 

a. fed
b. frog
c. flag
d. from

20. 

a. bag
b. bed
c. book
d. blouse

IV. Select the initial consonant. Write the letter only.

21. 

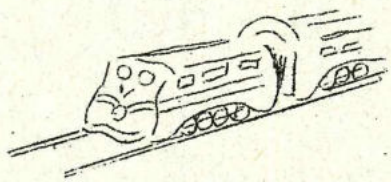
a. sl
b. skr
c. tr
d. spr

____ing

22. 

a. dr
b. dw
c. pl
d. sm

____um

23. 

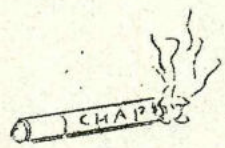
a. br
b. tr
c. spr
d. sl

____ain

24. 

a. pr
b. dr
c. bl
d. tw

____ig

25. 

a. spr
b. br
c. sm
d. pl

____oke

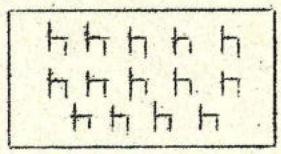
FIRST PERIODICAL TEST IN ELEMENTARY MATHEMATICS

Name _____ Grade & Sec. ____ Date _____

Direction: Write the letter of the correct answer on your paper.

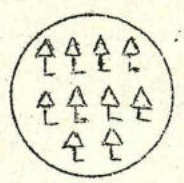
Example: 2 + 2 = ____ a. 3, b. 5, c. 4, d. 6

I. 1. How many objects are there in a rectangle?



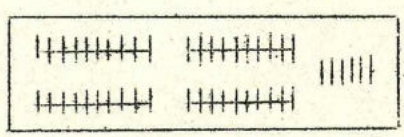
a. 11
b. 14
c. 10
d. 13

2. How many objects are there in a circle?



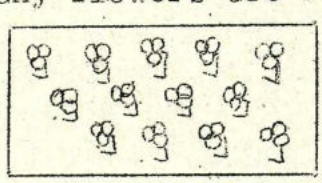
a. 9
b. 8
c. 7
d. 10

3. How many sticks are inside the box?



a. 46
b. 53
c. 55
d. 56

4. How many flowers are inside the box?



a. 13
b. 15
c. 17
d. 10

5. Write the missing number 10, 12, 14, __, 18, 20.

a. 11
b. 13
c. 16
d. 15

6. Write the missing number 20, 24, 28, __, 36, 40.

a. 30
b. 32
c. 37
d. 29

7. What number in the series is missing? 115, 118, 121, ___, 127.

a. 124
b. 125
c. 126
d. 120

8. What number is missing? 100, 110, ___, 130.

a. 120
b. 150
c. 140
d. 105

9. In 248, how many ones are there?

a. 4 ones
b. 2 ones
c. 8 ones
d. 10 ones

10. How is this number written? Three hundred twenty

a. 3020
b. 320
c. 120
d. 220

11. What is 150 in words?

a. one fifty
b. one hundred fifty
c. fifteen
d. one hundred five

12. Which is the greatest number in the group?

a. 907
b. 917
c. 970
d. 170

13. What is the biggest value of coin?

a. 70¢
b. 50¢
c. 10¢
d. 5¢

14. How is two pesos and fifty centavos written?

a. ₱2.00
b. ₱2.75
c. ₱2.50
d. ₱2.05

15. What is the total value of coins? 50¢, 25¢, 50¢

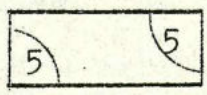
a. ₱2.00
b. ₱1.50
c. ₱1,05
d. ₱1.25

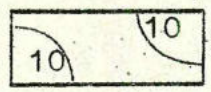
16. How much money is inside the box?

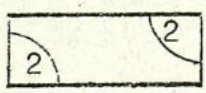
₱1.00	₱1.00	₱0.50

a. ₱2.05
b. ₱2.50
c. ₱3.00
d. ₱3.50

17. Which paper bill is less in value?

a. 

c. 

b. 

d. 

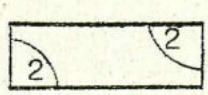
18. Which number means 8 hundreds, 6 tens, and 8 ones?

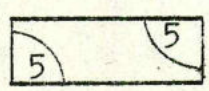
a. 925
b. 824
c. 868
d. 688

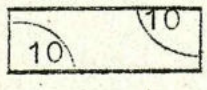
19. Which tells 324 is less than 429?

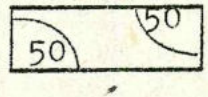
a. 324 = 429
b. 219 < 439
c. 324 > 429
d. 324 < 429

20. Which paper bill is 5 pesos?

a. 

c. 

b. 

d. 

21. How is 220 written in words?

a. two hundred two
b. two hundred twenty
c. two hundred twenty two
d. two hundred

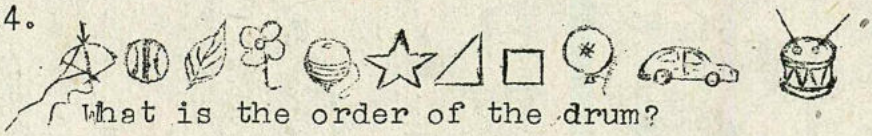
22. A B C D E F G H I J K L M N O P

What is the order of letter N?

a. 11th
b. 12th
c. 14th
d. 15th

23. What is the order of letter G?

a. 5th
b. 7th
c. 2nd
d. 10th

24. 

What is the order of the drum?

a. 11th
b. 14th
c. 15th
d. 10th

25. Which is the roman numeral for number 9?

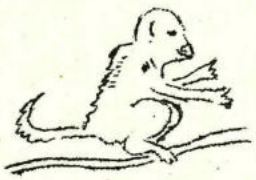
a. V
b. X
c. XI
d. IX

UNANG PANAHUNANG PAGSUSULIT
SA FILIPINO II

Pangalan _____ Baitang at Pangkat____ Petsa_____

Panuto: Piliin ang wastong sagot at isulat ang titik sa inyong papel.

Halimbawa: Huni ng



a. (Unggoy)

a. Aw-aw-aw!
b. E-e-ek! E-e-ek!
k. Kra-kra-kra!
d. Kokak-kokak!

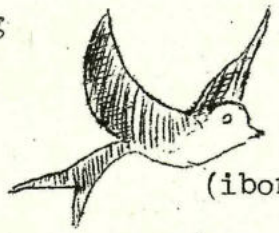
Magsimula rito:

I. 1. Huni ng

(pusa)

a. Aw-aw-aw!
b. Ngiyaw-ngiyaw!
k. Me-e-ee! Me-e-ee!
d. Unga! Unga!

2. Huni ng



(ibon)

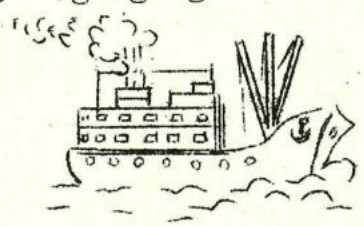
a. Me-e-ee! Me-e-ee!
b. Unga! Unga!
k. E-e-ek! E-e-ek!
d. Twit! Twit!

3. Huni ng

(aso)

a. Ngiyaw! Ngiyaw!
b. Unga! Unga!
k. Aw-aw-aw!
d. Tsip-Tsip-Tsip!

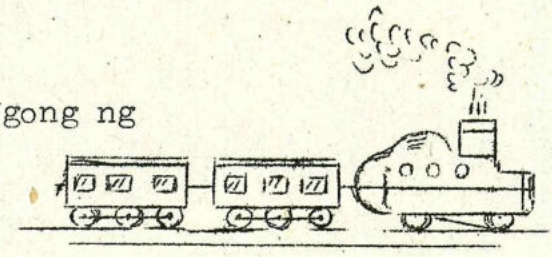
4. Ugong ng



(bapor)

a. Tsug! Tsug! Tsug!
b. Klang! Klang! Klang!
k. Hu-u-ut! Hu-u-ut!
d. Bru-u-um! Pak! Pak!

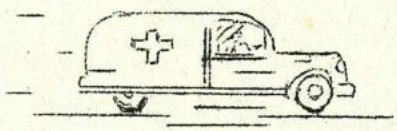
5. Ugong ng



(Tren)

a. Tr-r-r-rt! Tr-r-r-rt!
b. Klang! Klang! Klang!
k. Tak-Tak! Tak-Tak!
d. Tsug! Tsug! Tsug!

6. Ugong ng



(Ambulansiya)

a. I-i-i-i-i-i-ih!
b. Klang! Klang! Klang!
k. Tsug! Tsug! Tsug!
d. Hu-u-ut! Hu-u-ut!

7. Ugong ng

(Eroplano)

a. Bru-u-um! Pak! Pak!
b. E-e-e-e-e-eng!
k. Klang! Klang! Klang!
d. I-i-i-i-i-i-ih!

8. Tunog ng

(Tambol)

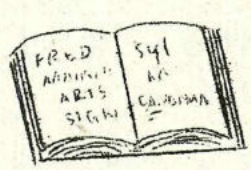
a. Bum-bum-bum!
b. Tran-tan-tan-tan!
k. Bong-bong-bong!
d. Tut-turut-tut!

9.

(Gitara)

a. Ting! ting! ting!
b. Eng-eng-eng-eng!
k. Tsak! Tsak! Tsak!
d. Tut-turut-tut!

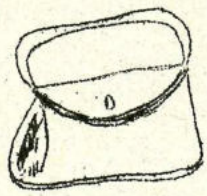
10.



a. Papel
b. Lapis
k. aklat
d. mesa

11.

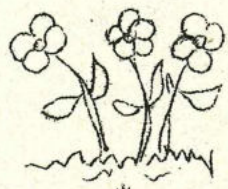
a. dahon
b. papel
k. lapis
d. bag

12. 

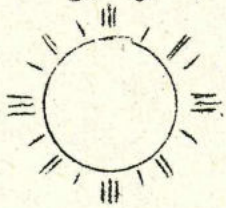
a. lapis
b. papel
k. bag
d. aklat

13. 

a. paaralan
b. simbahan
k. ospital
d. bahay

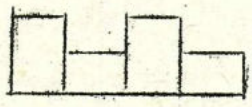
14. 

a. bulaklak
b. bola
k. baro
d. baso

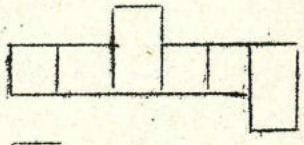
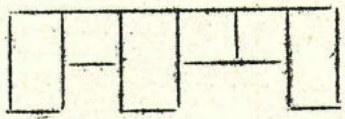
15. 

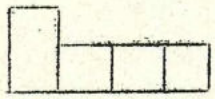
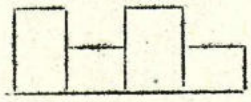
a. buwan
b. bola
k. araw
d. atis

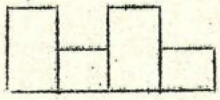
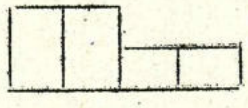
II. Panuto: Isulat ang salita sa loob ng kahon.

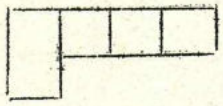
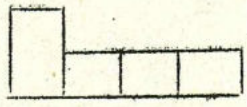
Halimbawa:  = mesa /m/e/s/a/ 

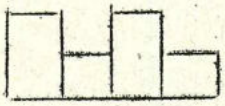
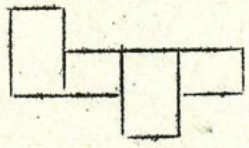
Magsimula rito:

16.  payong =  

17.  tasa =  

18.  bola =  

19.  baso =  

20.  daga =  

III. Panuto: Piliin ang tamang sagot at isulat sa papel.

Halimbawa: (Si, Sina, Nina) Pedro at Jose.

Sagot : Sina

Magsimula rito:

21. (Si, Sina, Nina) Ana ay nag-aaral
22. (Si, Ni, Sina) Nanay at Tatay ay umalis.
23. Ito ay aklat (ni, si, sina) Oscar.
24. Ito ay bahay (ni, nina, sina) Maria at Ana.
25. Maganda ang bahay (nina, sina, nila).

UNANG MARKAHAN SA
SIBIKA AT KULTURA II

Pangalan _____ Baitang at Pangkat ____ Petsa_____

Panuto: A. Anong katangian ang ipinakikita ng sumusunod? Piliin ang titik ng wastong sagot at isulat sa inyong papel.

Halimbawa:

a. magalang
b. masipag
k. masunurin
d. matapang

Sagot: b

Magsimula rito:

1. Kulay ng balat ng karaniwang Pilipino

a. pula
b. puti
k. kayumanggi
d. dilaw

2. Kulay ng bohuk ng karaniwang Pilipino

a. pula
b. dilaw
k. puti
d. itim

3. Taas ng karaniwang Pilipino

a. mababa
b. mataas
k. katamtaman
d. pandak

4.

a. magalang
b. matulungin
k. matapang
d. masipag

5.

a. matapang
b. masipag
k. mabuting tumanggap ng panauhin
d. matipid

6. 

a. magalang
b. masipag
k. matapang
d. matapat

7. 

a. matapang
b. matulungin
k. masipag
d. magalang

8. 

a. masipag
b. matapang
k. matulungin
d. magalang

9. 

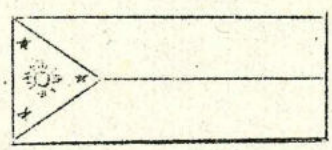
a. masipag
b. magalang
k. matulungin
d. matapat

10. 

a. pagmamahal sa kapatid
b. pagmamahal sa bayan
k. pagmamahal sa magulang
d. pagmamahal sa paaralan

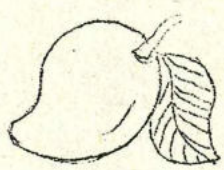
B. Anong pambansang sagisag ang nasa larawan?

11. Pambansang sagisag



a. sampaguita
b. bandila
k. tinikling
d. laro

12. Pambansang prutas



a. Santol
b. bayabas
k. mangga
d. balimbing

13. Pambansang dahon

a. anahaw
b. gabi
k. saging
d. kalipayan

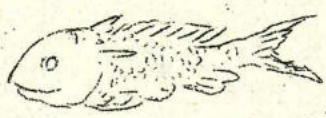
14. Pambansang bahay

a. palasyo
b. igloo
k. bunggalo
d. bahay kubo

15. Pambansang bulaklak

a. Ilang-Ilang
b. Rose
k. Kamya
d. Sampaguita

16. Pambansang isda



a. bangos
b. hito
k. pating
d. dalag

17. Pambansang hayop

a. kabayo
b. pusa
k. kalabaw
d. aso

18. Pambansang pagkain

a. adobo
b. litson
k. pansit
d. paksiw

19. Pambansang kasuotan ng lalaki

a. Amerikana
b. Barong Tagalog
K. Kamisa Tsino
d. polo siyert

20. Pambansang laro

a. basketball
b. palo sebo
k. taguan
d. sipa

K. Piliin ang titik ng wastong sagot sa mga sumusunod na sitwasyon.

21. Kung itinataas ang bandila

a. lalabas muna
b. tatayo ng tuwid
k. uupo lamang
d. magtatago

22. Kung nasasalubong si Lola sa gabi, ano ang sasabihin?

a. Kumusta ka, Lola
b. Hay, Lola.
k. Magandang gabi, Lola
d. Salamat, Lola

23. Kung may dumating na panauhin, ang sasabihin:

a. Tuloy po, kayo
b. Umalis kayo
k. May kailangan ba kayo
d. Paalam po.

24. Kung tinatawag ng ina, ano ang dapat isagot?

a. ano?
b. bakit?
k. Po, Nanay
d. Salamat, Nanay

25. Pagkatapos ng orasyon, ano ang gagawin?

a. matutulog agad
b. hahalik sa kamay ng magulang
k. maglalaro sa daan
d. papasok sa paaralan

SECOND PERIODICAL TEST IN ENGLISH II

Name _____ Grade & Sec. _____ Date _____

I. Direction: Read and choose the correct answer. Write only the letter of the correct answer.

Example: Which word has a different sound?

Answer: c

a. paid
b. maid
c. need
d. made

Begin here:

A. Which word should not belong to the group?

1. a. coat c. float
   b. boat d. wear

2. a. rain c. eat
   b. drain d. main

3. a. head c. read
   b. bead d. bear

4. a. tail c. beam
   b. beat d. beans

5. a. nail c. sea
   b. tail d. sail

B. Select the compound word with the given meaning. Write only the letter of your answer.

6. A boy or girl in the same class.
   a. classmate c. schoolbag
   b. classroom d. schoolhouse

7. A ground for playing
   a. classroom c. fishpond
   b. schoolmate d. playground

8. A bag for school use.
   a. shopping bag c. policeman
   b. basketball d. schoolbag

9. A man who directs traffic

a. fireman
b. policeman
c. teachermate
d. fisherman

10. A teacher in school

a. schoolhouse
b. schoolboy
c. schoolteacher
d. schoolmate

C. Tell the consonant sounds in each of these pictures.

11.  ___oss
a. pr
b. dr
c. tr
d. pr

12.  ___ess
a. gr
b. tr
c. fr
d. dr

13.  ___ee
a. pr
b. tr
c. dr
d. cr

14.  ___ag
a. b
b. pl
c. cl
d. fl

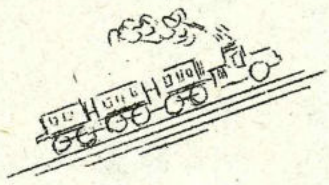
15.  ___ass
a. cl
b. gl
c. pl
d. fl

16.  ___ass
a. dr
b. pr
c. tr
d. gr

17.  ___um
a. pr
b. dr
c. gr
d. br

18 

___own
a. fl
b. pl
c. gl
d. cl

19 

___ain
a. tr
b. br
c. dr
d. gr

20. 

___ate
a. cl
b. pl
c. gl
d. bl

II. Direction: Read the selection and answer the questions.

It was a bright day. A little breeze was blowing and the sky was dark blue. Tina, Myrna, and all their classmates had a picnic in the beach. They had brought with them some bread which they put on broken branches of bushes.

21. Who went on a picnic one day?

a. Jose, Myrna and classmates
b. Tina, Myrna and classmates
c. Ana, Tina and classmates
b. Tina, Myrna and playmates

22. What did they bring with them?

a. books
b. candies
c. bread
d. cakes

23. Where did they go?

a. park
b. beach
c. mountain
d. sea

24. What kind of day was it?

a. bright day
b. cloudy
c. rainy day
d. stormy day

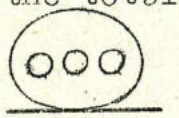
25. Where did they put the bread?

a. on the mat
b. on the grass
c. on the table
d. on broken branches of bushes

SECOND PERIODICAL TEST IN ELEMENTARY MATHEMATICS II

Name _____ Grade & Sec. ____ Date _____

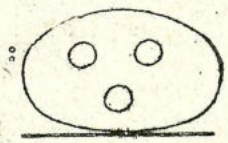
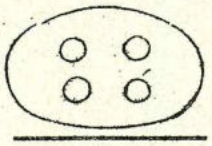
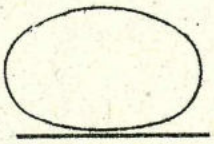
I. Direction: Write the numerals below the sets and find the total.

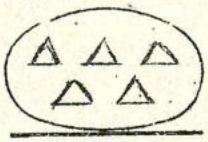
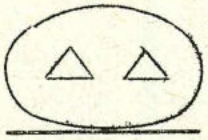
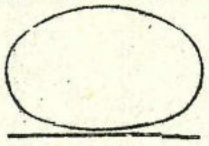
Example:  +  = _____

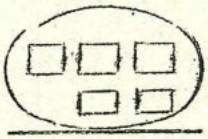
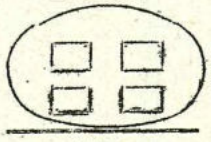
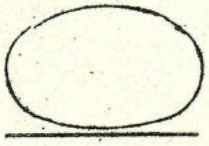
Answer 3 + 2 = 5

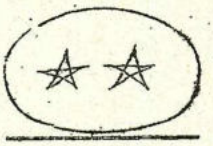
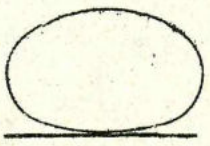
Begin here:

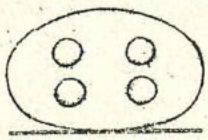
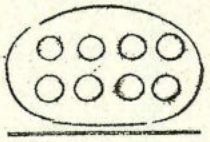
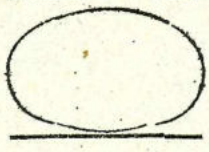
A. Add:

1.  +  = 

2.  +  = 

3.  +  = 

4.  +  = 

5.  +  = 

B. Find the sum. Write only the letter of the correct answer.

1. $\begin{array}{r} 463 \\ +\ 125 \\ \hline \end{array}$

a. 786
b. 168
c. 278
d. 588

2. $250 + 406$

a. 656
b. 965
c. 951
d. 906

3. $100 + 100 + 250$

a. 350
b. 305
c. 300
d. 150

4. $55 + 36$

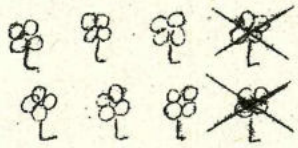
a. 90
b. 91
c. 89
d. 81

5. $135 + 81 + 20$

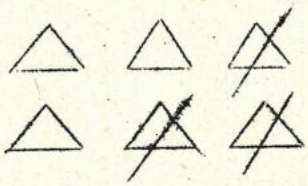
a. 136
b. 236
c. 130
d. 126

II. Subtract

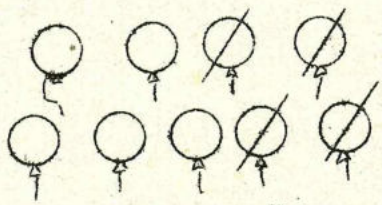
A. Look for the subtraction story. Write the letter of the correct answer only.

6. 

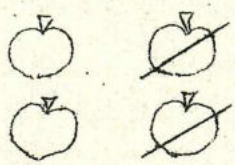
a. 8 - 2
b. 8 - 5
c. 8 - 3
d. 8 - 1

7. 

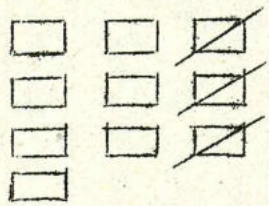
a. 6 - 1
b. 6 - 2
c. 6 - 3
d. 6 - 4

8. 

a. 9 - 2
b. 9 - 4
c. 9 - 1
d. 9 - 5

9. 

a. 4 - 2
b. 4 - 4
c. 4 - 3
d. 4 - 1

10. 

a. 10. - 1
b. 10 - 3
c. 10 - 5
d. 10 - 7

B. Find the difference; Write only the letter of the correct answer.

11. - 28 / 7

a. 21
b. 11
c. 20
d. 12

12. - 68 / 16

a. 25
b. 31
c. 52
d. 26

13. - 67 / 36

a. 23
b. 13
c. 31
d. 33

14. - 94 / 28

a. 66
b. 26
c. 36
d. 16

14. - 80 / 16

a. 64
b. 26
c. 36
d. 16

III. Multiply

Match the multiplication sentence with the addition sentence. Write the letter only together with the product.

1. 2 x 3 = _____
2. 3 x 2 = _____
3. 2 x 4 = _____
4. 3 x 3 = _____
5. 2 x 5 = _____

a. 5 + 5
b. 3 + 3 + 3
c. 3 + 3
d. 2 + 2 + 2
e. 4 + 4

IKALAWANG PANAHUNANG PAGSUSULIT
SA FILIPINO II

Pangalan _____ Baitang at Pangkat____ Petsa_____

I. Panuto: Basahin ang mga tanong at isulat ang titik ng titik ng tamang sagot.

Halimbawa: Paano binabati ang guro kung umaga?

a. Magandang gabi po.
b. Magandang hapon po.
k. Magandang umaga po.
d. Magandang tanghali po.

Sagot k

Magsimula rito:

1. Pag-uwi sa gabi, ano ang sasabihin mo sa mga magulang?

a. Magandang gabi po.
b. Magandang umaga po.
k. Magandang hapon po.
d. Magandang tanghali po.

2. Ano ang sasabihin sa punong-guro kung masasalubong sa hapon?

a. Magandang hapon po.
b. Magandang gabi po.
k. Magandang umaga po.
d. Magandang tanghali po.

3. Kung binigyan ka ng papel ng kaklase mo, ano ang sasabihin mo?

a. walang anuman.
b. opo.
k. maraming salamat.
d. walang hiya ka.

4. Kung may panauhin kayo, ano ang sasabihin mo?

a. Tumayo kayo.
b. Tuloy po kayo.
k. Alis po, kayo.
d. Diyan po kayo sa labas.

5. Kung makabangga ng kaklase, ano ang sasabihin mo?

a. Ikaw kasi.
b. Mabuti nga.
k. Hindi ko sinasadya
d. Lalaban ka ba?

II. Panuto: Piliin ang tamang sagot at isulat ang titik.

A. Alin ang hindi katugmang salita?

6. a. malinaw k. uhaw
b. mapait d. galaw

7. a. hanay k. tinapay
b. pamaypay d. masaya

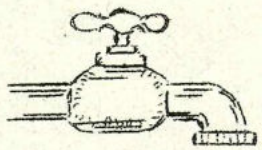
8. a. singsing k. lasing
b. lapis d. duling

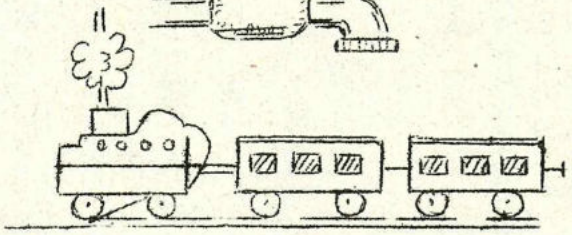
9. a. libingan k. libangan
b. sayawan d. matanda

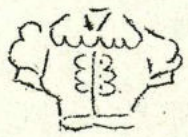
10. a. takip k. sikil
b. sikip d. lakip

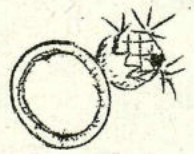
B. Ano ang nasa larawan?

11. 
a. plato
b. plasa
k. plorera
d. plantsa

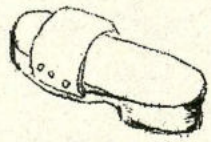
12. 
a. grasa
b. grasya
k. gripo
d. graba

13. 
a. trak
b. tren
k. troso
d. trumpo

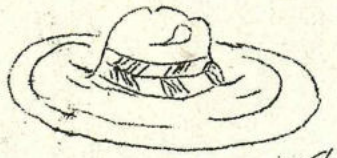
14. 
a. blusa
b. blomer
k. blangko
d. blangket

15. 
a. dyip
b. dyamante
k. dyaryo
d. dyes

16. 
a. aklat
b. ako
k. abaniko
d. abokado

17. 

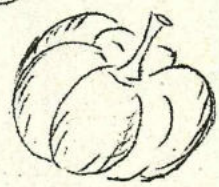
a. bakya
b. bato
k. bolo
d. batya

18. 

a. sinturon
b. sinilas
k. sumbrero
d. sibuyas

19. 

a. itlog
b. ibon
k. ilong
d. isda

20. 

a. kalan
b. kalabasa
k. kamatis
d. karot

III. Alin sa sumusunod ang wastong pagkasulat? Isulat lamang ang titik ng wastong sagot:

21. a. Sabado
b. sabado
k. Sebado
d. SaBado

22. a. ginoong sevilla
b. ginoong Sevilla
k. G. Sevilla
d. Gg. Sevilla

23. a. gng. cananua
b. gng. Cananua
k. Gng. cananua
d. Gng. Cananua

24. a. Pang. Aquino
b. pang. aquino
k. Pang. aquino
d. pang. Aquino

25. a. ako ay sasama.
b. Ako ay sasama.
k. Ako ay Sasama.
d. ako ay Sasama.

IKALAWANG PANAHUNANG PAGSUSULIT SA SIBIKA AT KULTURA

Name _____ Baitang at Pangkat _____ Petsa _____

I. Panuto: Basahin at piliin ang tamang sagot. Isulat ang titik ng wastong sagot sa inyong papel.

Halimbawa:

Sagot: b

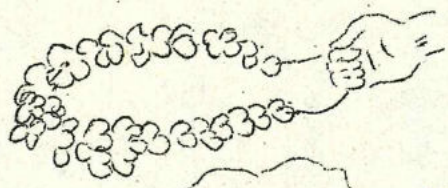
a. Santan
b. gumamela
k. ilang-ilang
d. sampaguita

Magsimula rito:

1.

a. punong kahoy
b. halamang namumulaklak
k. ibon
d. hayop

2.



a. sampaguita
b. rosal
k. santan
d. rose

3.

a. aso
b. kambing
k. pusa
d. kalabaw

4. Ang gulay ay nakukuha sa:

a. tubig
b. gubat
k. lupa
d. tao

5. Ang tao ay nagbibigay ng:

a. yantok
b. ginto
k. prutas
d. paglilingkod

6. Sa lupa nakukuha ang:

a. alimango
b. baboy-ramo
k. palay
d. isda

7. Ang prutas, gulay at niyog ay mula sa:

a. gubat
b. tao
k. tubig
d. lupa

8. Ang langis, ginto at tingga ay nakukuha sa:

a. gubat
b. tao
k. tubig
d. lupa

9. Ang gumagamit ng yeso, pambura, aklat at pisara ay:

a. magsasaka
b. pari
k. sapatero
d. guro

10. Ang gumagamit ng bangka, lambat, ilawan at bingwit ay:

a. sastre
b. magsasaka
k. pulis
d. mangingisda

11. Ang gumagamit ng gunting, aspili, karayom at makina ay:

a. mananahi
b. mangingisda
k. mekaniko
d. magsasaka

12. Pook na pinagbarilan kay Dr. Jose Rizal:

a. Luneta
b. Bundok Samat
k. Intramuros
d. Fort Santiago

13. Dito nakatayo ang Dambana ng Kagitingan:

a. Tulay Marcos
b. Luneta
k. Bundok Samat
d. Kawit, Cavite

14. Narito ang krus ng Kristiyanismo:

a. Calbayog
b. Maynila
k. Tacloban
d. Cebu

15. Ito ang bai-baitang na palayan ng mga Ifugao.

a. Bundok Arayat
b. Bundok Apo
k. Bundok Banawe
d. Bundok Samat

16. Ito ang nayong naglalarawan ng kabuuan ng ating bansa:

a. Chocolate Hills
b. Rizal Park
k. Nayong Pilipino
d. Tagaytay

17. Pag ikaw ay nasa plasa, ano ang gagawin mo sa balat ng mani?

a. Ihulog sa lupa
b. Itapon sa basurahan
k. Itapon sa halamanan
d. Itago sa mga taniman

18. May Operasyon Linis sa Paaralan. Ano ang gagawin mo?

a. magtago
b. umuwi sa bahay
k. makipaglaro
d. tumulong sa paglilinis

19. Ano ang dapat gawin sa mga tanim sa plasa?

a. sirain ito
b. ingatan ito
k. pitasin ang mga bulaklak
d. apakan ito

20. Aling pook ang dapat puntahan ng mga Pilipino?

a. Amerika
b. Tsina
k. Hapon
d. Mga Makasaysayang pook ng Pilipinas

21. Alin dito ang gagawin sa ating yaman-lupa?

a. Putulin ang mga punongkahoy.
b. Lagyan ng pataba ang lupa.
k. Gumawa ng kaingin.
d. Gumamit ng dinamita.

22. Alin ang hindi dapat gagawin?

a. Sunugin ang mga kagubatan.
b. Tamnan ang bakanting lupa.
k. Patubigan ang sakahan.
d. Putulin ang matanda nang punongkahoy.

23. Alin ang dapat gawin sa yaman-tubig?

a. Gamitan ng dinamita.
b. Magtapon ng dumi sa dagat.
k. Hulihin lamang ang malalaking isda.
d. Hulihin ang maliliit at malalaking isda.

24. Alin ang dapat gawin sa bakanteng lote?

a. Tambakan ng basura.
b. Tapunan na dumi.
k. Sampayan ng mga damit.
d. Tamnan ng mga gulay o halamang namumulaklak.

25. Alin ang dapat gawin sa mga ibon?

a. Pukulin ng bato.
b. Itali sa punongkahoy
k. Pakainin at painumin ito.
d. Barilin ito.

THIRD PERIODICAL TEST IN ENGLISH II

Name _____ Grade & Sec. _____ Date _____

I. Direction: Look at the picture and write the letter of the initial consonant.

Example :

_____aw

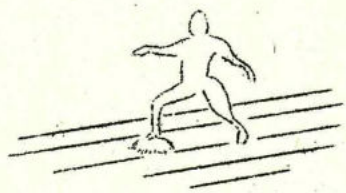
Answer b

a)

a.) skw
b.) str
c. sk
d. spr

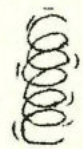
A. Begin here:

1. ____ub



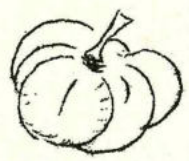
a. spr
b. skw
c. scr
d. sk

2. ____ing



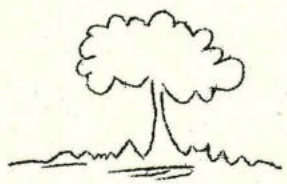
a. spr
b. skr
c. scr
d. skw

3. ____uash



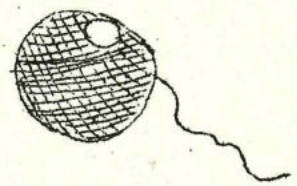
a. skw
b. spr
c. sq
d. scr

4. ____ee



a. tr
b. spr
c. thr
d. pr

5. ____ead



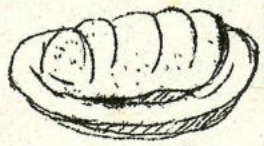
a. tr
b. thr
c. str
d. spr

B. Direction: Write the letter of the word that rhymes with the picture at the left.

6. cat

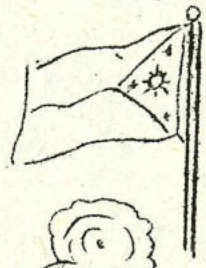
a. ball
b. mat
c. doll
d. cake

7. bread



a. hat
b. ball
c. thread
d. bat

8. flag



a. bag
b. gun
c. kite
d. hat

9. can

a. ten
b. fan
c. ear
d. mat

10. spoon

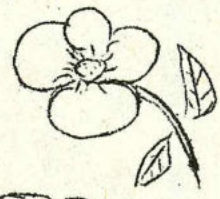
a. hen
b. sloop
c. moon
d. sun

C. Direction: Select the letter that describes the picture.

11.

a. balls
b. brooks
c. hooks
d. books

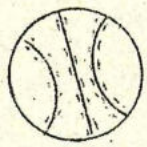
12.



a. flag
b. fruit
c. flower
d. five

13.

a. cats
b. cups
c. cross
d. glass

14. 

a. ball
b. bed
c. bee
d. bell

15. 

a. cups
b. carts
c. cats
d. cans

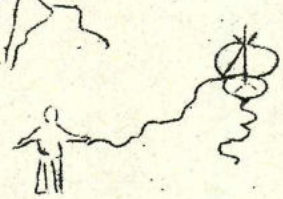
D. Direction: Write the letter that best describes the picture.

16. 

a. Nita umbrellas
b. Nita's umbrella
c. Nita's umbrellas
d. Nitas' umbrella

17. 

a. farmer's hat
b. farmer hats
c. farmer's hats
d. farmers' hat

18. 

a. boy's kites
b. boy kites
c. boys' kite
d. boy's kite

19. 

a. Fes' balls
b. Fe's ball
c. Fe's balls
d. Fe ball

20. 

a. mother's slipper
b. mother's slippers
c. mother slippers
d. mothers' slippers

II. Read the selection silently and answer the questions that follow. Write the letter of the correct answer.

It is Sunday. There are many people at the Rizal Park. The flowers are in bloom. The fish in the ponds are of many colors.

"Let's sit here," Mother said. "Let's watch the beautiful fountain."

"I don't want to sit, Mother." I want to play on the green grass." Bing said.

"Let's play with my ball." Ernesto said.

21. What day is it?

a. Sunday
b. Monday
c. Tuesday
d. Saturday

22. What are in the ponds?

a. flowers
b. fish
c. grass
d. people

23. What are in bloom?

a. fish
b. flowers
c. fountains
d. trees

24. Who wants to play?

a. father
b. mother
c. Bing
d. Ernesto

25. What does mother say to be beautiful?

a. flowers
b. fish
c. grass
d. fountain

THIRD PERIODICAL TEST IN ELEMENTARY MATHEMATICAS II

Name _____ Grade & Sec_____ Date _____

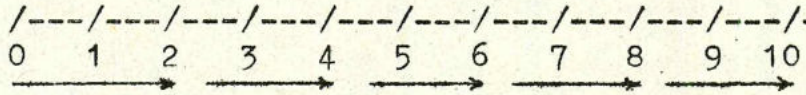
I. Direction: Write on your answer sheet the letter of the correct answer.

Example: How many 2's are there in 4?

a. 3 c. 1
Answer b b. 2 d. 4

Begin here:

1. What is the number sentence for the arrow picture?



a. 5 x 2 = 10 c. 2 x 10 = 20
b. 2 x 5 = 10 d. 6 x 2 = 12

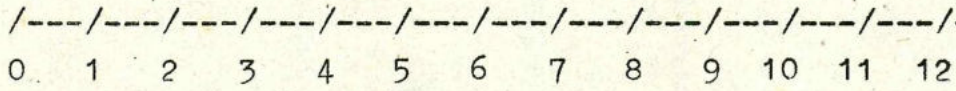
2. What is 5 x 5?

a. 24 c. 23
b. 25 d. 20

3. How many 3's are there in 12?

a. 4 c. 5
b. 6 d. 3

4. What is the division sentence for this arrow picture?



a. 12 ÷ 3 = 4 c. 12 ÷ 6 = 2
b. 12 ÷ 4 = 3 d. 12 ÷ 2 = 6

5. What is the division sentence for this array?

x x x x x
x x x x x
x x x x x
x x x x x

a. 20 ÷ 5 = 4
b. 20 ÷ 2 =10
c. 24 ÷ 4 = 6
d. 25 ÷ 5 = 5

6. In 45 ÷ 5 = 9, which is the quotient?

a. 45 c. 9
b. 5 d. 6

7. What is the missing number in the division sentence 32 ÷ 4 = ?

a. 4 c. 8
b. 6 d. 9

8. Which symbol should be in the frame?
42 ÷ 6  12 ÷ 3?

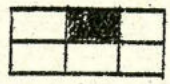
a. c.
b. d.

9. What fraction describes the shaded part 

a. 1/2 c. 1/5
b. 1/3 d. 1/4

10. The shaded part is what part of the whole set?

a. 1/5 c. 1/8
b. 1/6 d. 1/3



11. In the object  the shaded part is:

a. 1/2 c. 1/3
b. 2/1 d. 1/4

12. Which fraction is the biggest?

a. 1/8 c. 1/4
b. 1/3 d. 1/2

13. What is 1/5 of 10?

a. 4
b. 3
c. 2
d. 5

14. Which fraction is the smallest?

a. 1/8 c. 1/6
b. 1/4 d. 1/3

15. How many 4's are there in 24 marbles?

a. 4 c. 8
b. 5 d. 6

16. There were 12 atis. Mother divided them among her four children. Which number sentence will help you find how many atis each child get?

a. 12 + 4 = ☐ c. 12 − 4 = ☐
b. 12 x 4 = ☐ d. 12 ÷ 4 = ☐

17. There are 25 cookies. Five cookies are placed in a box. How many boxes are there in all?

a. 3 c. 5
b. 4 d. 2

18. There were 18 guavas in a basket. Mother got 13 guavas. How many guavas were left in the basket?

a. 5 c. 7
b. 6 d. 4

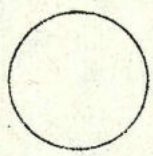
19. Maria has 4 santol. She gave 1/2 of her santol to her sister. How many santol did Maria give to her sister?

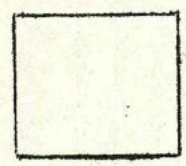
a. 1 c. 3
b. 2 d. 4

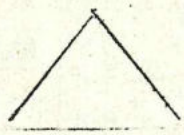
20. There are 3 dolls in a shelf. How many dolls are there in three shelves?

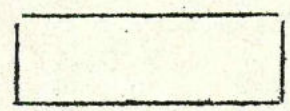
a. 6 dolls c. 12 dolls
b. 9 dolls d. 10 dolls

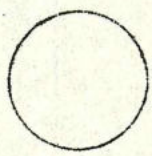
II. Divide and shade the following shape according to the given fractions:

1. 1/4 

4. 1/2 

2 2/3 

5. 1/8 

3 5/6 

IKATLONG PANAHUNANG PAGSUBOK SA FILIPINO II

Pangalan _____ Baitang at Pangkat_____Petsa_____

I. Panuto: Basahin at piliin ang tamang sagot. Isulat ang titik sa inyong papel.

Halimbawa:

Alin ang di dapat isama sa pangkat?

a. plasa k. dentista
Sagot: a b. tsuper d. barbero

Magsimula rito:

1. Alin ang dapat mauna?
   a. Agosto k. Mayo
   b. Hunyo d. Setyembre

2. Alin ang dapat mahuli?
   a. Disyembre k. Oktubre
   b. Enero d. Hulyo

3. Alin ang ngalan ng pook?
   a. barbero k. barberya
   b. tsuper d. guro

4. Alin ang ngalan ng bagay?
   a. bahay k. bukid
   b. dagat d. lapis

5. Alin ang ngalan ng tao?
   a. Rosario k. Kamya
   b. Rosas d. Maya

6. Alin ang ngalan ng hayop?
   a. pako k. palaka
   b. palakol d. payong

7. Alin ang naiiba sa pangkat?
   a. ospital k. mangga
   b. paaralan d. palengke

8. Alin ang tanging ngalan?

a. Pedro
b. piyer
k. papaya
d. lapis

9. Alin ang lugal ng magsasaka?

a. dagat
b. bukid
k. lungsod
d. pabrika

10. Alin ang sasakyan?

a. eroplano
b. lagare
k. martilyo
d. aklat

11. Halika, Lily. ____ tayo maupo sa punong ito.

a. Rito
b. Doon
k. Diyan
d. Dito

12. Saan _____ ang inyong bahay?

a. roon
b. riyan
k. diyan
d. doon

13. _____ sa tabi ko nawala ang pera.

a. Roon
b. Dito
k. Doon
d. Rito

14. Alin ang salita na may katulad na pantig sa <u>balita</u>?

a. taliba
b. pamana
k. malansa
d. balota

15. Alin ang salita na may katulad na unang pantig sa <u>itlog</u>?

a. aklat
b. kalat
k. itsa
d. okra

16. Alin ang salita na may katulad sa gitnang pantig sa <u>kumuha</u>?

a. halina
b. kumunoy
k. buhatin
d. labaha

17. Alin ang naiibang pantig sa hulihan?

a. paso
b. puso
k. pisa
d. baso

18. Alin ang naiibang salita?

a. panalo
b. pinalo
k. panalo
d. panalo

19. Alin ang gagamitan ng tuldok (.)?

a. Sino ka
b. Ang taba niya
k. Siya ay kaibigan ko
d. Kumain ka na ba

20. Alin ang gagamitan ng panaanong (?)?

a. Sino siya
b. Ang taba niya
k. Matalino ako
d. Dalhin mo ito

21. Alin ang katulad na gitnang pantig sa salitang <u>sawali</u>?

a. wakasan
b. kawali
k. palito
d. hikaw

22. Alin ang gagamitan ng tuldok (.)?

a. Umalis ka na
b. Sasama ka ba
k. Sunog sunog
d. Kailan ka aalis

23. Alin ang parihong salita sa <u>abo</u>?

a. aba
b. ubo
k. iba
d. abo

24. Alin ang gagamitan ng tandang panaanong? (?)

a. Aalis kaba
b. Darating si Lina bukas
k. Pakikuha ng ng tubig
d. Umakyat ka sa puno

25. Aling hayop ang tumatahol?

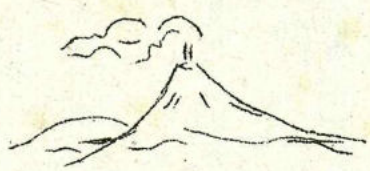
a. pusa
b. ibon
k. kalabaw
d. aso

IKATLONG PANAHUNANG PAGSUBOK SA SIBIKA AT KULTURA II

Pangalan _____ Baitang at Pangkat _____ Petsa _____

I. Panuto: Ibigay ang kahulugan ng mga panandang ito. Isulat ang titik ng tamang sagot sa inyong papel.

Halimbawa:



Sagot k

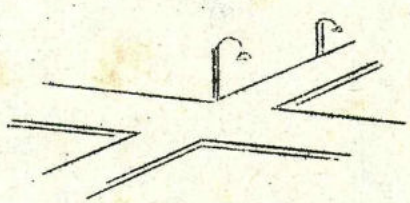
a. dagat
b. halamanan
k. bulkan
d. palengke

Magsimula rito:

1.

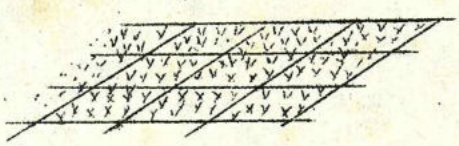
a. dagat
b. bundok
k. gubat
d. daan

2.



a. daan
b. gubat
k. palayan
d. paaralan

3.

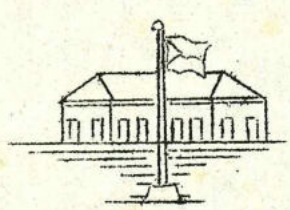


a. itlog
b. daan
k. palayan
d. dagat

4.

a. bahay
b. simbahan
k. paaralan
d. palengke

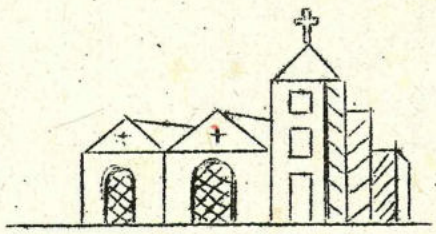
5.



a. bahay
b. plasa
k. palengke
d. paaralan

6.

a. isda
b. pananim
k. niyogan
d. palayan

7. 

a. paaralan
b. simbahan
k. bahay
d. plasa

8. 

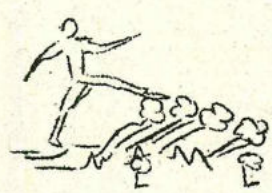
a. ilog
b. burol
k. lambak
d. gubat

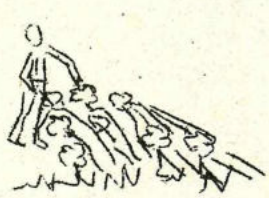
9. Ang kabundukan ay nagpapaaramdan sa atin ng:

a. kaluwalhatian
b. pagmamahal sa yaman gubat
k. pagmamahal sa yaman tubig
d. pagmamahal sa tao

10. Alin dito ang naglalarawan ng pagpapahalaga sa ating mga tanim?

a. 

k. 

b. 

d. 

II. Panuto: Piliin ang tamang sagot at isulat ang titik sa inyong papel.

11. Ang pagdiriwang parangal sa santong patron ng bayan ay:

a. Santakrusan
b. Pista ng Bayan
k. Mahal na Araw
d. Araw ng Patay

12. Ito ay pagdiriwang sa alaala ng paghihirap ni Kristo:

a. Mahal na Araw
b. Pasko
k. Bagong Taon
d. Santakrusan

13. Ito ay buwan ng pagpipigil sa pagkain ng mga Muslim:

a. Ramadam
b. Araw ng mga Patay
k. Pasko
d. Hari-Raya Puasa

14. Ito ay ginaganap bilang paggunita sa paglaya natin mula sa mga Kastila:

a. Hari-Raya Puasa
b. Araw ng Kalayaan
k. Pista ng Bayan
d. Araw ng Kagitingan

15. Ang pagsilang ni Jesus ay ipinagdiriwang sa araw ng:

a. Pasko
b. Araw ng Patay
k. Santakrusan
d. Bagong Taon

16. Ito ay Araw ng pasasalamat ng mga Muslim:

a. Ramadam
b. Mahal na Araw
k. Hari-Raya Puasa
d. Pasko

17. Ang Bagong Taon ay ipinagdiriwang tuwing:

a. Ika-1 ng Enero
b. Ika-1 ng Disyembre
k. Ika-1 ng Mayo
d. Ika-25 ng Disyembre

18. Ang Tradisyong Kristiyano at Muslim ay:

a. pagtawanan natin
b. kalimutan natin
k. panatilihin natin
d. pag-awayan natin

19. Ang pagdiriwang ng mga tradisyong ito ay:

a. nagbibigay aral sa atin
b. nagpapaduwag sa atin
k. nagpapahirap sa atin
d. nagpapatibay ng samahang Kristiyano at Muslim

20. Kung nagpiyesta sa atin bayan, ano ang ating gagawin?

a. lilipat sa ibang lugar
b. magsasara ng bahay
k. tutulong sa mga gawain ng pista
d. mamasyal lamang

III. Panuto: Basahin ang panuto at isagawa ito:

A. Gumuhit ng tatlong sagisag ng mapa at isulat ang ibig sabihin nito.

1.

2.

3.

B. Iguhit ang watawat ng Pilipinas at kulayan ito (2%)

FOURTH PERIODICAL TEST
ENGLISH II

I. Direction: Read carefully. Select the correct answer and write the letter on your paper.

Example

Answer a

a. walking
b. standing
c. sleeping
d. dancing

Begin here:

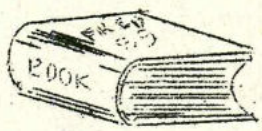
1. 

a. writing
b. reading
c. eating
d. sleeping

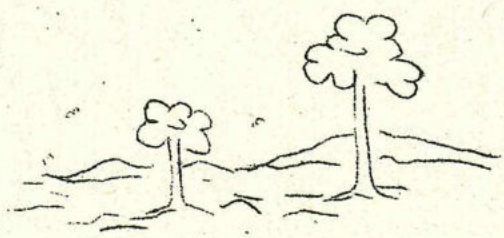
2. 

a. dancing
b. playing
c. jumping
d. singing

3. This book is ____.



a. small
b. thin
c. thick
d. pretty

4. 

The tree at the right is ____.

a. long
b. high
c. short
d. tall

5. Which word sounds the same as <u>can</u>?

a. bat
b. man
c. bag
d. moon

6.

a. thin
b. think
c. ran
d. thick

7. This morning, Mother ____ her tomato plants.

a. count
b. counted
c. counting
d. counter

8. I ____ my face every morning.

a. washes
b. wash
c. washing
d. washed

9. They ____ two kilometers yesterday.

a. walked
b. walking
c. walk
d. will walk

10. Mina is ____ now.

a. writing
b. write
c. wrote
d. written

11. Last Monday, our teacher ____ for us.

a. wait
b. waited
c. waiting
d. waiter

12. The goat can't _____.

a. eat grass
b. jump
c. walk
d. talk

13. The frog can _____.

a. speak
b. fly
c. jump
d. sing

14. We can't _____.

a. fly
b. walk
c. dance
d. read

15. Put on your _____.

a. bag
b. umbrella
c. shoes
d. pencil

16. Take off your _____.

a. book
b. umbrella
c. bag
d. hat

17. The baby is crying

a. .
b. ?
c. !
d. ,

18. Who is crying.

a. , c. !
b. ? d. .

19. Which is correct?

a. mr. rafael p. sevilla
b. Mr. Rafael P. Sevilla
c. Mr. Rafael P. sevilla
d. Mr. rafael P. sevilla

20. Write the name of your teacher.

II. Read the selection with understanding. Arrange the incidents in order as they happened. Write the letter only.

A little boy was walking to the farm. On his way he saw a tall mango tree. The boy looked up. He saw some fruit just right for eating. The boy got a bamboo pole. He tried to reach the fruit but the bamboo pole was too short. He could not reach the fruit. So, the boy gave up and continued walking.

21. ____ a. He saw a big tall mango tree

22. ____ b. A little boy was walking to the farm.

23. ____ c. He tried to readh the fruit.

24. ____ d. He got a bamboo pole.

25. ____ e. He gave up and continued walking.

FOURTH PERIODICAL TEST IN MATHEMATICS II

Name _____ Grade & Sec. _____ Date _____

I. Direction: Read the following exercises and write the letters of the correct answer.

Example: How many fours are there in 12?

a. 3 c. 5
Answer a b. 4 d. 6

Begin here:

1. What is 4 x 6?

a. 20 c. 32
b. 24 d. 14

2. What is the missing number in the division sentence 25 - 5 = ☐ ?

a. 4 c. 6
b. 5 d. 7

3. Which symbol should be in the frame?
20 - 5 ☐ 8 - 2

a. > c. =
b. < d. ≠

4. What fraction describes the shaded parts?

a. 1/4 c. 1/2
b. 1/3 d. 1/8

5. Which fraction is the biggest?

a. 1/4 c. 1/2
b. 1/3 d. 1/8

6. What is 1/2 of 10?

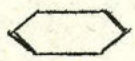
a. 4 c. 6
b. 3 d. 5

7. What is the shape of this figure  ?

a. square c. oval
b. rectangle d. circle

8. This figure is 

a. cone
b. cube
c. cylinder
d. square

9. How many corners does the figure have? 

a. 7
b. 6
c. 5
d. 3

10. What is the fifth month of the year?

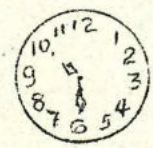
a. May
b. June
c. July
d. January

11. How many days are there in one year?

a. 310
b. 365
c. 350
d. 345

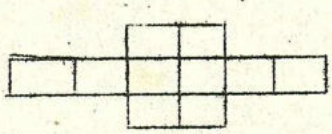
12. How many days are there in one week?

a. 7
b. 10
c. 10
d. 12

13. What is the time shown on the clock? 

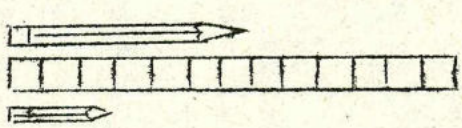
a. 10:00
b. 10:06
c. 10:30
d. 9:30

14. What is the area of this figure?



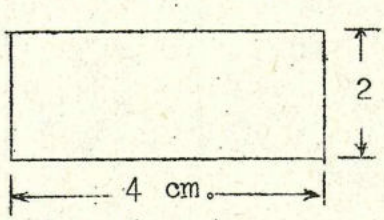
a. 9 square units
b. 10 square units
c. 14 square units
d. 8 square units

15. How much longer is one pencil than the other?



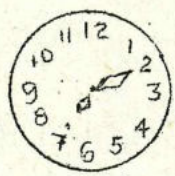
a. 3 cm.
b. 6 cm.
c. 8 cm.
d. 4 cm.

16. Find the area of this figure with the given length and width.



a. 6 square centimeters
b. 8 square centimeters
c. 10 square centimeters
d. 5 square centimeters

17. Lina arrived in school at 7:05 in the morning. Mina arrived in school at 6:40. Carda arrived at the time shown in the clock. Who was the first to arrive in school?



a. Lina
b. Carlos
c. Carda
d. Mina

18. Mang Berto has a rectangular vegetable garden. It has an area of 45 square meters. One side is 5 meters. How long is the other side?

a. 40 meters
b. 50 meters
c. 9 meters
d. 5 meters

19. Mother bought 15 candies to be divided equally among her three children. How many candies did each child receive. Which number sentence will help you find the answer?

a. 15 + 3 =
b. 15 x 3 =
c. 15 - 3 =
d. 15 - 3 =

20. There are 24 eggs in a tray. If there are 3 trays, how many eggs are there in all? To solve this problem we use:

a. addition
b. subtraction
c. division
d. multiplication

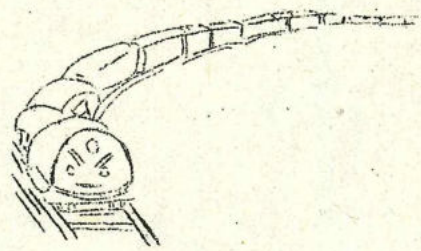
II. Draw a clock showing 7:30 (5 pts.)

IKAAPAT NA PAGSUSULIT SA FILIPINO II

Pangalan _____ Baitang at Pangkat ____ Petsa_____

I. Panuto: Tingnan ang mga larawan. Piliin ang titik ng tamang sagot at isulat sa inyong sagutang papel.

Halimbawa:

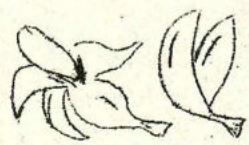


a. mataas
b. mababa
k. mahaba
d. maliit

Sagot: k

Magsimula rito:

1.



a. maasim
b. matamis
k. maalat
d. mapait

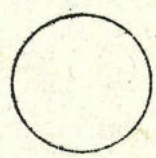
2.

a. naglalaro
b. naglalaba
k. nagwawalis
d. nagdadasal

3.

a. sumusulat
b. sumasayaw
k. kumakanta
d. natutulog

4.

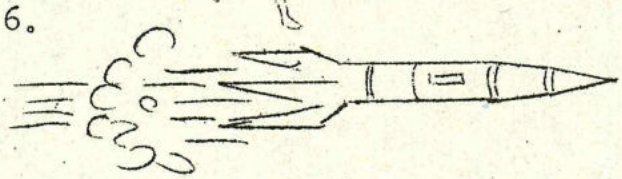


a. parisukat
b. parihaba
k. bilog
d. haba-haba

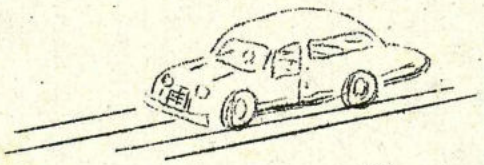
5.

a. naglalaba
b. sumasayaw
k. natutulog
d. nagsasaing

6.



a. mabagal
b. mabaho
k. matapang
d. matulin

7. 

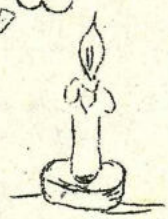
a. mabilis
b. mabagal
k. matapang
d. madilim

8. 

a. naglilinis
b. nagluluto
k. nagbabasa
d. nagtatago

9. 

a. maganda
b. maingay
k. matulin
d. masikip

10. 

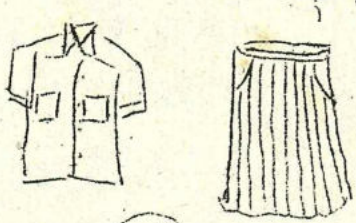
a. malamig
b. maalat
k. mainit
d. madilim

11. 

a. lumulukso
b. natutulog
k. lumalakad
d. nagwawalis

12. 

a. umaawit
b. natutulog
k. tumatakbo
d. nagtuturo

13. 

a. barot saya
b. baro't saya
k. barot' saya
d. baro saya't

14. 

a. aso't pusa
b. asot' pusa
k. asot pusa
d. aso pusa't

15. 

a. paruparot bulaklak
b. paruparo't bulaklak
k. paruparot' bulaklak
d. paruparu bulaklak'

16. Ako ay Pilipino

a. ! k. ?
b. . d. ,

17. Naku, ang laki ng sunog

a. ? k. ,
b. ! d. .

18. Ano ang pangalan mo

a. . k. ,
b. ! d. ?

19. Alin ang kasalungat ng malinis?

a. mabait k. maayos
b. marumi d. makinis

20. Alin ang kasingkahulugan ng masaya?

a. matalino k. maligaya
b. marunong d. malungkot

II. Isulat ang wastong titik ng pagkasunod-sunod ng mga pangyayaring naganap sa kuwento.

SI ROSA

Araw-araw si Rosa ay gumigising nang maaga at nagdarasal. Pagkatapos siya ay nagliligpit ng higaan. Siya ay naliligo bago magbihis. Kakain siya ng agahan at maghahanda sa pagpasok sa paaralan.

1. _____ a. nagliligpit ng higaan
2. _____ b. gumigising nang maaga
3. _____ k. maghahanda sa pagpasuk
4. _____ d. naliligo bago magbihis
5. _____ e. nagdarasal pagkagising

IKAAPAT NA PANAHUNANG PAGSUSULIT SA SIBIKA AT KULTURA II

Pangalan _____ Baitang at Pangkat _____ Petsa _____

I. Panuto: Piliin ang titik ng wastong sagot at isulat sa inyong papel.

Halimbawa: Ang pangunahing bayani ng bansa.

a. Dr. Pablo Cinco k. Manuel L. Quezon
Sagot: b b. Dr. Jose Rizal d. Marcelo H. Del Pilar

Magsimula rito:

1. Ang Dakilang Lumpo
   a. Apolinario Mabini k. Emilio Jacinto
   b. Jose Rizal d. Manuel L. Quezon

2. Ama ng Wikang Pambansa
   a. Andres Bonifacio k. Manuel L. Quezon
   b. Jose Rizal d. Apolinario Mabini

3. Ang nagtatag ng Katipunan
   a. Andres Bonifacio k. Apolinario Mabini
   b. Jose Rizal d. Gregorio del Pilar

4. Matandang babae na tumulong at nagpakain sa mga Katipuneros.
   a. Gabriela Silang k. Princesa Urduja
   b. Melchora Aquino d. Teodora Alonzo

5. Sultan ng mga Muslim na umayaw mapasailalim ng mga Kastila
   a. Gregorio del Pilar k. Sultan Omar
   b. Sultan Kudarat d. Sultan Ali

6. Ang tatlong paring Pilipino na pinugutan sa garrote.
   a. Plaridel k. Gomburza
   b. Lapu-lapu d. Dimasalang

7. Ang bayaning nagtanggol sa Tirad Pass
   a. Antonio Luna k. Marcelo del Pilar
   b. Gregorio del Pilar d. Emilio Jacinto

8. Ang kauna-unahang pangulo ng Pilipinas

a. Gregorio del Pilar
b. Emilio Aguinaldo
k. Ferdinand Marcos
d. Cory C. Aquino

9. Bantog na piyanistang Pilipino

a. Tandang Sora
b. Cecile Licad
k. Teodora Alonzo
d. Princesa Urduja

10. Ang kilalang matagumpay na pintor

a. Gabriel Flordeliz
b. Fernando Amorsolo
k. Guillermo Tolentino
d. Andres Bonifacio

11. Kampeon ng boksing sa buong mundo

a. Kid Matnog
b. Gabriel Flordeliz
k. Fighting Sammy
d. Kid Tuna

12. Ang bantog na eskultor

a. Manuel Quezon
b. Guillermo Tolentino
k. Manuel Roxas
d. Andres Bonifacio

13. Pinakamabilis na Pilipina sa takbuhan ng buong Asya

a. Gabriela Silang
b. Lydia de Vega
k. Melchora Aquino
d. Teodora Alonzo

14. Ang taga Samar na naging bantog na tagapagturo ng ballet sa Rehiyon VIII.

a. Odon Sabarre
b. Blas Santos
k. Eddie Abad
d. Pedro Arteche

15. Ang pambansang wika ay

a. Tagalog
b. Filipino
k. Bisaya
d. Ingles

II. Panuto: Basahin ang sumusunod na sitwasyon: Piliin ang titik ng wastong sagot.

16. Dumating ang kapatid ni Lita galing sa Maynila. Ano ang gagawin ng mag-anak?

a. magsasama-sama sila
b. Mag-aawayan
k. Mag-iiyakan.
d. Mag-aaral.

17. May sakit si Lola. Ano ang gagawin ni Nestor?

a. Maglalaro sa loob
b. Lalabas ng bahay
k. Aalagaan siya.
d. Iiwanan siya.

18. Marami ang baon mong pagkain. Ano ang inyong gagawin?

a. Bibigyan sila.
b. Pababayaan sila.
k. Ipagbibili ang baon
d. Ttatapon ang baon

19. Araw ng Pasko. Si Ana ay namamasko. Ano ang gagawin niya?

a. Pipiliin ang mayamang kamag-anak.
b. Mamasko sa lahat ng kamag-anak.
k. Piniliin ang mahirap na Kamag-anak.
d. Maglilinis ng bahay.

20. May kapatid na maliit si Ana. Ano ang gagawin niya?

a. Paiiyakin siya.
b. Papaluin siya.
k. Aalagaan siya.
d. Pababayaan siya

21. Maysakit ang inyong kaklase. Ano ang nararapat gawin?

a. Dadalawin siya.
b. Papasukin siya.
k. Pababasahin siya.
d. Paiiyakin siya.

22. Nasa kabilang daan ang kaibigan mo. Paano mo siya babatiin?

a. Tatakbo sa kabilang daan.
b. Ngingitian lamang.
k. Susuntukin.
d. Sisimangot.

23. Nasalubong mo ang punong-guro sa umaga. Ano ang sasabihin mo?

a. Hello, Sir.
b. Salamat, Sir.
k. Hi, Sir!
d. Magandang umaga po, Sir.

24. Pista ng Bayan. Naghahanda ang mga bahay. Paano kayo maghahanda?

a. Maghahanda nang marami
b. Maghahanda nang katamtaman.
k. Mangungutang upang makapaghanda.
d. Ipipinid ang bahay.

25. Pagkatapos magsimba, ano ang gagawin?

a. Maglalaro.
b. Magtatago.
k. Hahalik sa kamay ng magulang.
d. Matutulog agad.

APPENDIX J-1

DISTRICT OF CATBALOGAN I
Catbalogan, Samar

ACHIEVEMENT TEST IN ENGLISH II

Name _____ Grade & Sec. _____ Date _____

I. Direction: Write the letter of the correct answer on your paper.

1. Which word has a different sound?

a. paid
b. maid
c. need
d. said

2. Which word should not belong to the group?

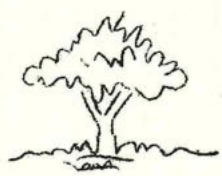
a. grass
b. green
c. brow
d. glass

What is the beginning consonant sound?

3. ___oss

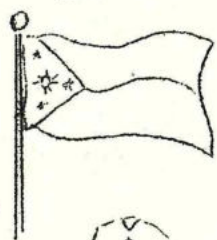
a. cr
b. dr
c. tr
d. pr

4. ___ee



a. pr
b. tr
c. dr
d. cr

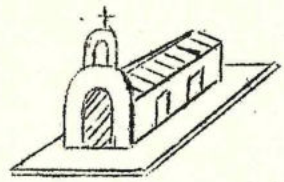
5. ___ag



a. cl
b. bl
c. gl
d. fl

6. ___ess

a. fr
b. br
c. gr
d. dr

7. ___urch 

a. sh
b. ch
c. sl
d. br

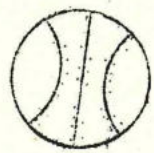
Which word best describes the picture?

8. ____ 

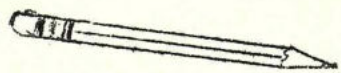
a. glass
b. cup
c. plate
d. spoon

9. ____ 

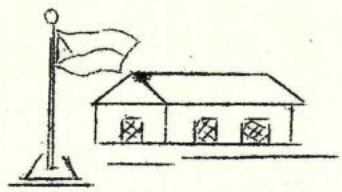
a. leaves
b. roots
c. flowers
d. branches

10. ____ 

a. doll
b. bell
c. top
d. ball

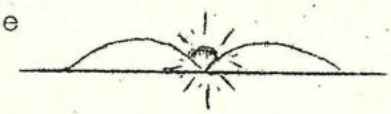
11. ____ 

a. pencil
b. book
c. paper
d. crayon

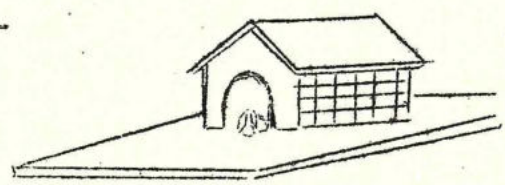
12. ____ 

a. church
b. market
c. school
d. hospital

What word makes the compound word?

13. ____ rise 

a. pen
b. moon
c. sun
d. ball

14. ____ 

a. dog
b. goat
c. pig
d. bird

15. ____ brush 

a. pen
b. tooth
c. hand
d. eye

16. Which is not a compound word?

a. playground
b. blackboard
c. toyhouse
d. bluebird

17. Mario _____ the plants everyday.

a. waters
b. water
c. watering
d. watered

18. The bird can't ____.

a. fly
b. read
c. jump
d. eat

19. The girls are _____ in the plaza.

a. play
b. playing
c. played
d. plays

20. The little boy lost his money in his bag. Who lost the money?

a. little girl
b. little boy
c. old woman
d. old man

II. Read the story carefully and answer the questions. Write the letters only.

Last Sunday, Lito and his friends went to the beach. His mother cooked food for them. Lito's brother brought radio with him. Others brought plastic balls. They all had fun in the beach.

21. Where did Lito and his friends go?

a. beach
b. church
c. plasa
d. farm

22. When did they go to the beach?

a. Saturday
b. Wednesday
c. Monday
d. Sunday

23. Who cooked food for them?

a. Father
b. Mother
c. Brother
d. Lito

24. What did Lito's brother bring with him?

a. ball
b. radio
c. guitar
d. basket

25. What are the other things they brought to the beach?

a. bathing suit
b. dogs
c. plastic ballrooms
d. plastic balls

Which is the correct punctuation mark?

26. The boy is sleeping

a. ?
b. .
c. ,
d. !

27. What is your name

a. .
b. !
c. ?
d. ,

28. Which is correct?

a. mr. rafael p. sevilla
b. Mr. Rafael P. Sevilla
c. Mr. Rafael P. sevilla
d. mr. rafael P. Sevilla

29. Write the name of your school

_____

30. Write your Teacher's name in manuscript.

_____

ACHIEVEMENT TEST IN ELEMENTARY MATHEMATICS II

Name _____ Grade & Sec. _____ Date _____

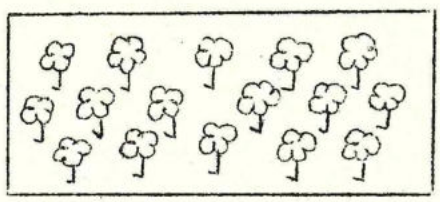
I. Direction: Select the correct answer and write only the letter on your answer sheet.

Example: 4 + 5 = ____

a. 5
b. 7
c. 8
d. 9

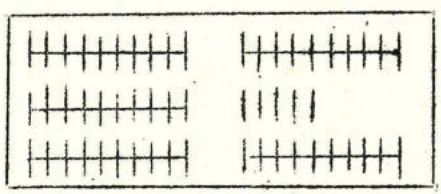
Answer: d

1. How many flowers are inside the box?



a. 15
b. 16
c. 17
d. 18

2. How many sticks are inside the box?



a. 46
b. 55
c. 56
d. 65

3. Write the missing number. 10, 12, 14, ___, 18, 20.

a. 11
b. 13
c. 15
d. 16

4. Write the missing number. 20, 24, 28, ___, 36, 40.

a. 30
b. 32
c. 33
d. 34

5. How is this number name written? Three hundred twenty

a. 320
b. 220
c. 120
d. 420

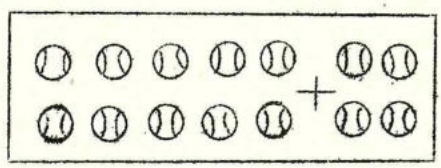
6. Select the number symbol of this amount . . . Two pesos and Fifty Centavos

a. ₱2.00
b. ₱2.60
c. ₱2.75
d. ₱2.50

7. Which is the greatest number in the group?

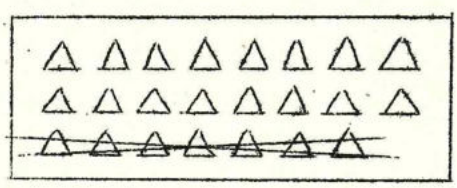
a. 907
b. 790
c. 917
d. 970

8. Select the correct number sentence.



a. 10 + 3
b. 10 + 4
c. 15 + 3
d. 15 + 4

9. Which shows the number story of the picture?



a. 23 - 10
b. 23 - 17
c. 23 - 20
d. 23 - 7

10. Solve the following: Add -

207
+ 362
_____

a. 509
b. 569
c. 596
d. 567

11. Subtract -

179
- 61
_____

a. 108
b. 128
c. 118
d. 117

12. Multiply -

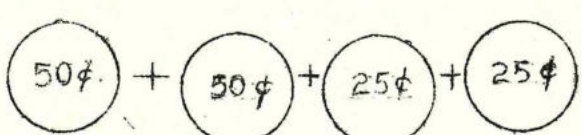
8 x 3 = ____

a. 24
b. 25
c. 32
d. 36

13. Divide - 18 ÷ 2 = ____

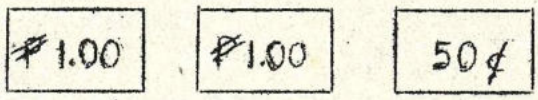
a. 5
b. 7
c. 8
d. 9

14. What is the sum of all the coins inside the circles?



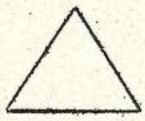
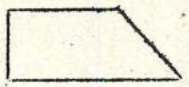
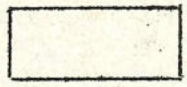
a. ₱1.50
b. ₱1.75
c. ₱1.85
d. ₱2.25

15. How much money is inside the boxes?

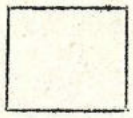
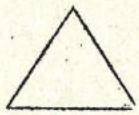
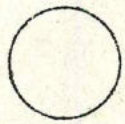
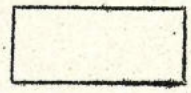


a. ₱2.00
b. ₱2.50
c. ₱3.00
d. ₱3.50

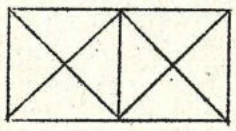
16. Which is a rectangle?

a.  b.  c.  d. 

17. Which is a triangle?

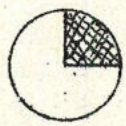
a.  b.  c.  d. 

18. How many triangles are there?

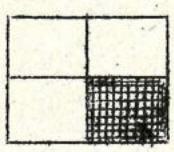


a. 7
b. 8
c. 9
d. 10

19. Which picture shows 1/3 of a cake?

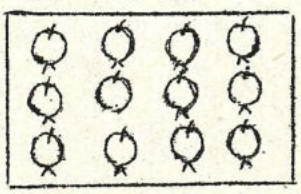
a.  b.  c.  d. 

20. Tell what part is shaded?



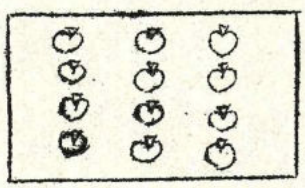
a. 1/5
b. 1/4
c. 1/3
d. 1/2

21. 1/3 of 12 is



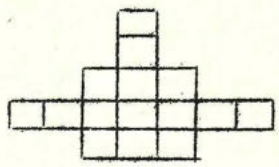
a. 4
b. 3
c. 6
d. 5

22. 1/2 of 12 is



a. 4
b. 6
c. 3
d. 5

23. What is the area in square unit of this shape?

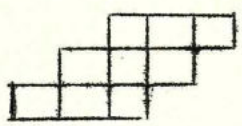


a. 10
b. 12
c. 14
d. 15

24. How many days are there in one week?

a. 7 days
b. 10 days
c. 12 days
d. 5 days

25. How many square units are there in this shape?

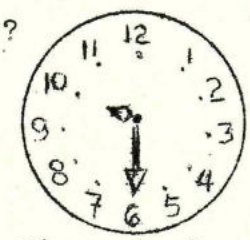


a. 6
b. 7
c. 8
d. 9

26. How many days are there in one year?

a. 365 days
bb. 353 days
c. 563 days
d. 356 days

27. What time is it?



a. 6:30
b. 10:30
c. 10:00
d. 6:10

28. Ben went to the store to buy a notebook which costs ₱3.20. If he gave the storekeeper ₱5.00, how much will be his change?

a. ₱1.50
b. ₱1.60
c. ₱1.30
d. ₱1.80

29. Mother gathered 40 guavas in the garden. She divided the guavas to her 5 children. How many will each child get?

a. 6 guavas
b. 7 guavas
c. 8 guavas
d. 9 guavas

30. There were 85 children inside the room, 40 of them were boys. How many were girls?

a. 35
b. 40
c. 45
d. 50

ACHIEVEMENT TEST IN FILIPINO II

Pangalan _____ Baitang at Pangkat____ Petsa____

I. Panuto: Piliin ang titik nang wastong sagot at isulat sa inyong sagutang papel.

1. Alin sa sumusunod ang may magalang na pananalita?
   a. Umalis ka. k. Umalis ka riyan.
   b. Umalis po kayo riyan. d. Umalis.

2. Alin ang huni ng ibon?
   a. kra! kra! k. kokak! kokak!
   b. Tuwit! tuwit! d. ngiyaw-ngiyaw!

3. Alin ang naiiba na salita?
   a. tubo k. buto
   b. tubo d. tubo

4. Alin ang salita na katulad ang unang titik ng <u>duyan</u>?
   a. pakwan k. damit
   b. bangka d. tasa

5. Alin ang salitang may kambal-katinig?
   a. grasa k. gasa
   b. gansa d. gatas

6. Alin ang kasing tunog ng salitang <u>pabo</u>?
   a. aba k. pala
   b. tabo d. tasa

7. Alin ang salita na kasalungat ng <u>malinis</u>?
   a. mabigat k. marumi
   b. maganda d. mabinat

8. Alin ang kasingkahulugan ng <u>matalino</u>?
   a. marunong k. mabait
   b. matapang d. magalang

9. Alin ang kumukokak?
   a. ibon k. aso
   b. palaka d. kambing

10. Alin ang nagsasabi ng "moo"?

a. kalabaw
b. baka
k. kabayo
d. aso

11. Alin ang tumatahol?

a. ibon
b. pusa
k. aso
d. kalabaw

12. Alin ang mabilis tumakas?

a. kabayo
b. pagong
k. pusa
d. aso

13. Alin ang maamo na hayop?

a. leon
b. tupa
k. tigre
d. baboy-ramo

14. Alin ang lumalangoy?

a. daga
b. kambing
k. isda
d. pusa

15. Ang unang araw ng pasukan sa paaralan ay

a. Linggo
b. Biyernes
k. Lunes
d. Martes

16. Alin ang panghalip na salita?

a. aso
b. ako
k. abo
d. laso

17. Alin ang pangalan ng bayan?

a. Catbalogan
b. Samar
k. Amerika
d. Guinsorongan

18. Ang salitang kinuha sa mahabang salitang palayan ay

a. palay
b. pula
k. palayok
d. pabo

19. Alin ang tambalang salita?

a. isa-isa
b. sama-sama
k. takipsilim
d. ibat-iba

20. Alin ang dinaglat na salitang <u>binibini</u>?

a. Gng.
b. Bb.
k. Dra.
d. G.

21. Ang salitang kilos na ginawa na ay

a. lulukso
b. lumulukso
k. lumukso
d. lukso

22. Alin ang salitang naglalarawan?

a. maganda
b. gumanda
k. nagpaganda
d. ganda

23. Alin ang salitang may katulad na mga pantig sa balita?

a. taliba
b. talaba
k. balata
d. bahala

24. Si Nene ay naglalaro. ____ ay malusog na bata.

a. Siya
b. Sila
k. Si
d. Tayo

25. Malayo ang bahay namin. ____ sa itaas ng bundok nakatayo ito.

a. Roon
b. Diyan
k. Doon
d. Dito

II. Panuto: Basahin ang talata at sagutin ang mga tanong. Isulat ang titik.

Ang mag-anak ni Nely ay masisipag. Sila ay may ginawa sa bakuran. Nakita ni Nely ang Nanay na naglalaba sa tabi ng balon. Nagsisiga ang Tatay sa likod ng bahay. Nagwawalis si Kuya ng mga tuyong dahon sa loob ng bakuran. Nagdidilig si Ate sa labas ng bakuran. Nagpapakahig ng manok si Lolo sa ilalim ng puno. Nagpipili ng bigas si Lola sa ibabaw ng bangko.

26. Saan naglalaba ang Nanay?

a. Sa likod ng bahay
b. Sa ibabaw ng bangko
k. Sa tabi ng balon
d. Sa batis

27. Sino ang nagdidilig sa labas ng bakuran?

a. Nanay
b. Kuya
k. Tatay
d. Ate

28. Saan nagpapakahig ng manok ang Lolo?

a. Sa tabi ng balon
b. Sa labas ng bakuran
k. Sa ilalim ng puno
d. Sa loob ng bahay

29. Ano ang winawalis ni Kuya sa bakuran?

a. Mga patay na daga
b. Mga dumi ng itik
k. Mga tuyong dahon
d. Mga papel

30. Anong uri ng mag-anak mayroon si Nely?

a. Mga tamad
b. Matatapang
k. Masisipag
d. Maiingay

ACHIEVEMENT TEST IN
SIBIKA AT KULTURA II

Pangalan_____ Baitang at Pangkat_____ Petsa_____

Panuto: Piliin ang titik ng wastong sagot at isulat sa inyong papel.

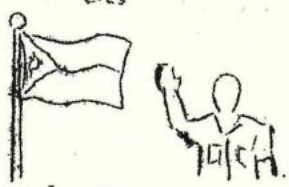
Halimbawa: Ang paghalik sa kamay ng magulang ay tanda ng pagiging:

a. masipag k. matapang
Sagot: b b. magalang d. matulungin

Magsimula rito:

1. 

a. magalang
b. matapang
k. matulungin
d. matapat

2. 

a. makabayan
b. masipag
k. matipid
d. matulungin

3. Pambansang hayop

a. kalabaw k. aso
b. kambing d. baka

4. Pambansang sagisag

a. bulaklak k. bandila
b. dahon d. bayani

5. Pambansang bahay

a. bahay kubo k. palasyo
b. bungalow d. mansyon

6. Ang mataas na bahagi ng lupa

a. lawa k. lambak
b. bundok d. kapatagan

7. Ito ang pinakamalaking anyong tubig

a. dagat k. batis
b. lawa d. ilog

8. Ang gagawin sa ating basura

a. ibabaon sa lupa
b. itatapon sa dagat
k. itatambak sa daan
d. ikakalat sa daan

9. Ang maayos na pagdakip ng isda

a. paggamit ng lambat
b. paggamit ng lason
k. paggamit ng dinamita
d. paggamit ng baril

10. Ang nakukuha sa yamang-lupa

a. isda
b. palay
k. pari
d. ibon

11. Ang mula sa yamang-tubig

a. magsasaka
b. isda
k. palay
d. troso

12. Ang tao ay nagbibigay ng

a. pagkain
b. damit
k. paglilingkod
d. tirahan

13. Ang pinagbarilan kay Dr. Jose P. Rizal

a. Bundok Samat
b. Luneta
k. Tacloban
d. Hagdang Palayan

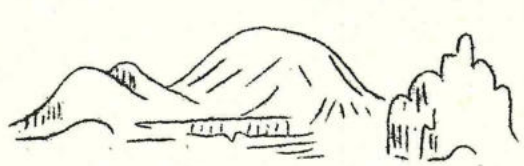
14. Ang Krus ng Kristiyanismo ay nasa pook ng

a. Cebu
b. Samar
k. Leyte
d. Bohol

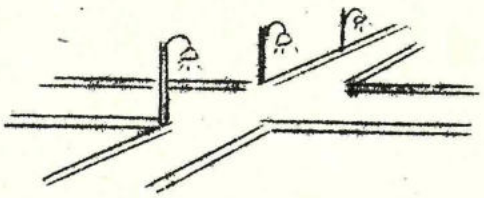
15. Ang pook na libingan ng mga sundalong Pilipino-Amerikano

a. Dambana ng kalungkutan
b. Dambana ng Kagitingan
k. Dambana ng Kalayaan
d. Dambana ng Pag-asa

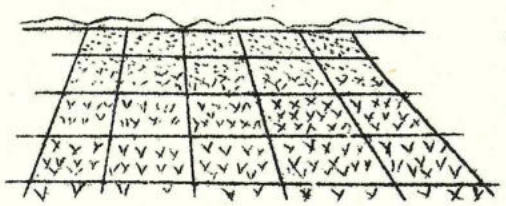
16. Ang kahulugan ng nanandang ito



a. dagat
b. bundok
k. gubat
d. paaralan

17. 

a. palayan
b. dagat
k. daan
d. bahay

18. 

a. ilog
b. daan
k. palayan
d. gubat

19. Pagdiriwang sa alaala ng paghihirap ni Kristo

a. Mahal na Araw
b. Pista ng Bayan
k. Bagong Taon
d. Santakrusan

20. Ang pagpipigil sa pagkain ng mga Muslim

a. Ramadam
b. Hari-Raya Puasa
k. Pasko
d. Pista ng mga Patay

21. Kung Pista ng Bayan, tayo ay

a. maghanda ng katamtaman
b. maghanda ng marami
k. mangungutang
d. magpipinid ng bahay

22. Ang tradisyong Kristiyano at Muslim ay

a. pananatilihin
b. pagtawanan
k. kalimutan
d. pag-awayan

23. Ang gagawin pagkatapos magsimba

a. hahalik sa kamay ng magulang
b. maglalaro sa daan
k. magtatago sa bahay
d. matutulog agad

24. Ang pangunahing bayani ng bansa

a. Jose Rizal
b. Antonio Luna
k. Manuel L. Quezon
d. Apolinario Mabini

25. Ama ng Wikang Pilipino

a. Andres Bonifacio
b. Manuel L. Quezon
k. Apolinario Mabini
d. Jose P. Rizal

26. Ang sultan ng mga Muslim na tumangging pasakop sa mga Kastila

a. Sultan Omar
b. Sultan Ali
k. Sultan Kudarat
d. Gregorio del Pilar

27. Ang Pilipinong Kampeon ng boksing sa buong mundo

a. Kid Matnog
b. Fighting Sammy
k. Gabriel Flordе
d. Kid Luna

28. Ang Pilipinang pinakamabilis tumakbo sa buong Asya

a. Gabriela Silang
b. Melchora Aquino
k. Lydia de Vega
d. Teodora Alonzo

29. Matagumpay na Pilipinong Pintor

a. Gabriel "Flash" Flordе
b. Guillermo Tolentino
k. Fernando Amorsolo
d. Andres Bonifacio

30. Ang bantog na piyanistang Pilipino

a. Cecile Licad
b. Melchora Aquino
k. Teodora Alonzo
d. Carmen Rosales

APPENDIX J-2

Republic of the Philippines
MECS Region VIII
DIVISION OF SAMAR

ACHIEVEMENT TEST IN
COMMUNICATION ARTS
Grade II

Directions:

1. On a separate piece of paper, write your name, grade, name of your school and the date today. Then number your paper from 1 - 30.

2. Read the questions carefully. Then select your answer from the group of words, phrase or sentences that follow, write only the letter of your chosen answer.

Begin here:

Which of the following words is pronounced differently?

1.	a. ball	b. bell	c. ball	d. bell
2.	a. bed	b. red	c. red	d. red
3.	a. tell	b. tall	c. tell	d. tell
4.	a. get	b. get	c. get	d. got
5.	a. boat	b. boat	c. beat	d. boat

Select the word that is the same as the word in the box.

6.	box	a. fox	b. tax	c. box	d. lax
7.	dig	a. dig	b. dog	c. dog	d. dog
8.	well	a. weal	b. well	c. sell	d. tell
9.	meat	a. mat	b. meat	c. mitt	d. heat
10.	house	b. mouse	b. horse	c. house	d. blouse

Select the name for each group of words below from these.

a. clothes b. toys c. fruits d. animals d. flowers

11. ball, kite, marble, top.

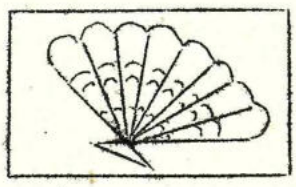
12. blouse, skirt, shirt, pants.

13. carabao, cats, cow, dog.

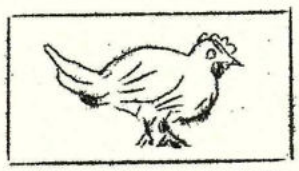
14. kalachuchi, gumamela, adelfa, rosal.

15. avocado, banana, caimito, mango.

Name the picture inside the box.

16. 

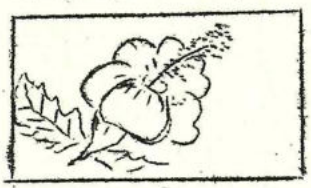
a. can
b. fan
c. man
d. tan

17. 

a. hen
b. pen
c. men
d. den

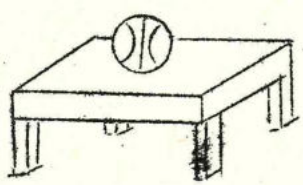
18. 

a. market
b. locket
c. basket
d. rocket

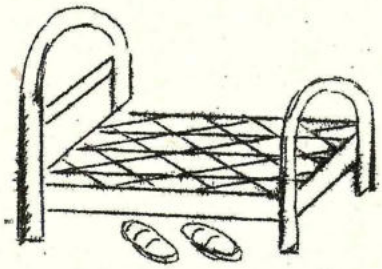
19. 

a. flour
b. flower
c. shower
d. blower

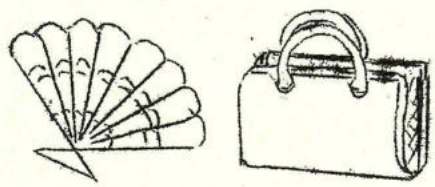
Select the phrase that tells about the picture.

20. 

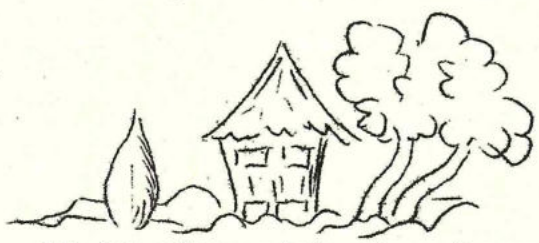
a. in the table
b. on the table
c. under the table
d. over the table

21. 

a. on the bed
b. in the bed
c. under the bed
d. at the bed

22. 

a. a cat and a rat
b. a fan and a bag
c. a hat and a cap
d. a man with a fan

23. 

a. a house and a tree
b. a ball and a bat
c. a drum and a stick
d. a house & a blouse

24. It is nine o'clock. A woman enters the classtoom. We must greet her by saying:

a. Good afternoon, Madam.
b. Good evening, Madam.
c. Good morning, Madam.
d. Good noon, Madam.

25. Nilo, a classmate, gives you a piece of paper that you badly need. What will you say?

a. Give me some more.
b. Than you, Nilo.
c. I like you, Nilo.
d. I'm happy, Nilo.

Read this story, then answer the questions that follow:

Nena and Carmen are friends. But Pilar is Nena's best friend. They always play in Pilar's house. They play Pilar's dolls. Nena, Carmen and Pilar love to go to school together.

26. Who are Nena's friends?

a. Nena and Carmen
b. Carmen and Pilar
c. Nena and Pilar
d. Pepe and Pilar

27. Who is Nena's best friend?

a. Carmen
b. Pilar
c. Pilar's doll
d. Pepe

28. Where do they always play?

a. in Nena's house
b. in Carmen's house
c. In Pilar's house
d. in the doll's house

29. What do the three friends love to go together?

a. play dolls
b. play swing
c. go to school
d. go swimming

30. What is the best title for the story?

a. Nena's dolls
b. Nena's Games
c. Nena and her friends
d. Nena and Carmen

ACHIEVEMENT TEST IN ELEMENTARY MATHEMATICS
Grade II

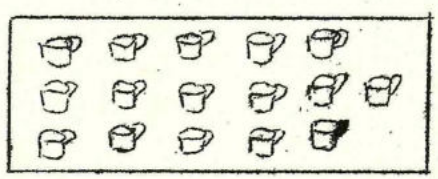
Name _____ Grade & Sec. _____ Date _____

Direction: Select the correct answer and write only the letter on your answer sheet.

Exa Example: 4 + 5 = ___ a. 6 c. 8
b. 7 d. 9

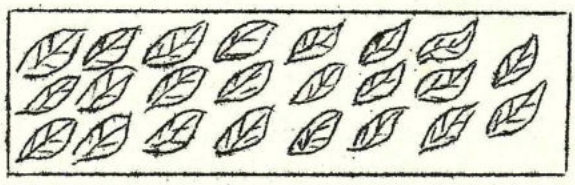
Answer : d

1. How many cups are inside the box?



a. 15
b. 16
c. 17
d. 18

2. How many leaves are inside the box?



a. 23
b. 24
c. 25
d. 26

3. Write the missing number... 10, 12, 14, 16, ___, 20, 22.

a. 13 c. 18
b. 15 d. 19

4. What is the missing number... 20, 24, 28, 32, ___, 40.

a. 32 c. 36
b. 34 d. 38

5. What is the greatest number in the group?

a. 907 c. 917
b. 790 d. 970

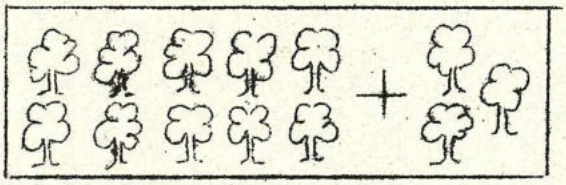
6. How is this number written? THREE HUNDRED THREE

a. 303 c. 323
b. 203 d. 233

7. Select the number symbol of this amount. TWO PESOS AND SIXTY CENTAVOS.

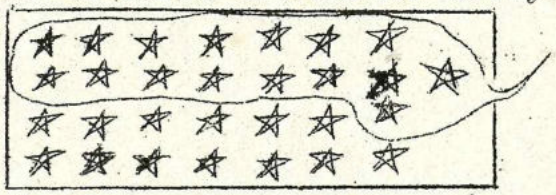
a. ₱2.50
b. ₱2.60
c. ₱2.06
d. ₱2.66

8. Select the correct number sentence.



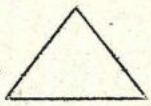
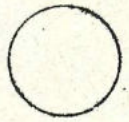
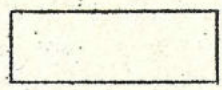
a. 10 + 3
b. 15 +13
c. 10 + 4
d. 15 + 3

9. Which shows the number story of the picture?

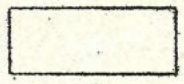
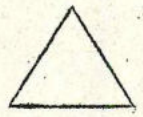
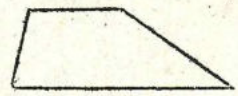


a. 29 - 10
b. 29 - 13
c. 29 - 16
d. 29 - 20

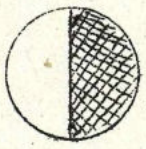
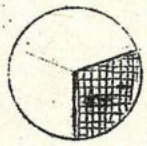
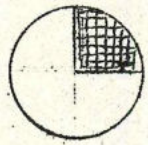
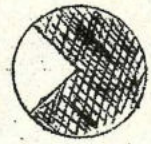
10. Which is a triangle?

a.  b.  c.  d. 

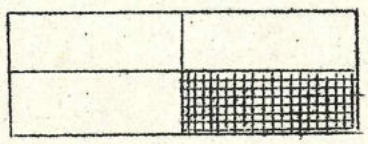
11. Which is a rectangle?

a.  b.  c.  d. 

12. Which picture shows 1/3 of a cake?

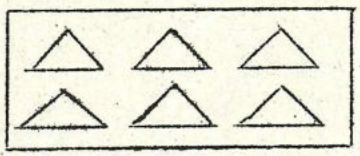
a.  b.  c.  d. 

13. Tell what part is shaded?



a. 1/4
b. 1/3
c. 1/2
d. 1/5

14. How many triangles are there?



a. 6
b. 8
c. 10
d. 12

15. Solve the following:

Add: $\begin{array}{r} 262 \\ +\ 307 \\ \hline \end{array}$

a. 567
b. 596
c. 569
d. 509

16. Subtract:

$\begin{array}{r} 197 \\ -\ 61 \\ \hline \end{array}$

a. 136
b. 126
c. 156
d. 146

17. Multiply:

$\begin{array}{r} 9 \\ \times\ 4 \\ \hline \end{array}$

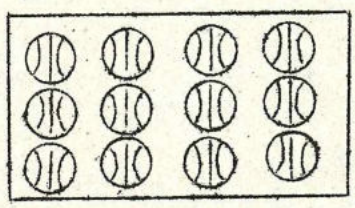
a. 24
b. 28
c. 32
d. 36

18. Divide

$2\overline{)18}$

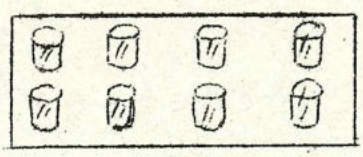
a. 6
b. 8
c. 9
d. 7

19. 1/3 of



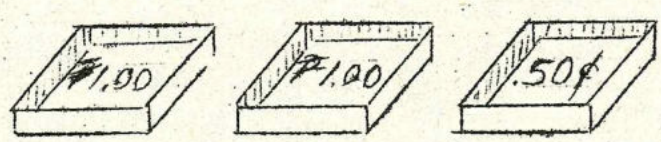
a. 4
b. 5
c. 3
d. 6

20. 1/2 of



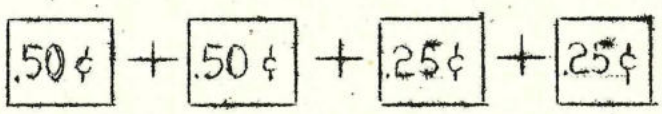
a. 6
b. 5
c. 4
d. 3

21. How much money is inside the box?



a. ₱2.00
b. ₱2.50
c. ₱3.00
d. ₱3.50

22. What is the sum of all the coins inside the box?



a. ₱1.50
b. ₱1.75
c. ₱1.85
d. ₱2.25

23. How many eggs are there in one dozen?

a. 6 eggs
b. 10 eggs
c. 12 eggs
d. 15 eggs

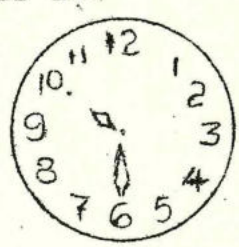
24. How many days are there in one week?

a. 7
b. 10
c. 12
d. 30

25. Nonoy went to the store to buy a notebook which costs ₱3.50. If he gives the storekeeper ₱5.00, how much will be his change?

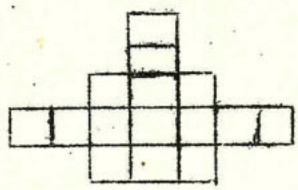
a. ₱1.50
b. ₱1.30
c. ₱1.80
d. ₱1.60

26. What time is it?



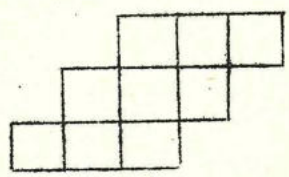
a. 6:30
b. 10:30
c. 10:00
d. 6:10

27. What is the area in square unit of this shape?



a. 10
b. 12
c. 14
d. 15

28. How many square units are there in this shape?



a. 6
b. 7
c. 8
d. 9

29. There were 90 children inside the room. 45 of them were boys. How many were girls?

a. 35 girls
b. 40 girls
c. 45 girls
d. 50 girls

30. Mother gathered 40 guavas in the garden. She divided the guavas to her 5 children. How many will each child get?

a. 8 guavas
b. 9 guavas
c. 7 guavas
d. 6 guavas

PANSANGAY NA PAGSUBOK SA FILIPINO
Ikalawang Baitang

Pangalan _____ Baitang at Pangkat _____ Petsa _____

Panuto: Basahin nang tahimik ang sumusunod na mga tanong. Piliin ang titik ng tamang sagot at isulat sa sagutang papel.

1. Alin sa mga sumusunod ang pangungusap?
   a. Ang nanalo
   b. Pumunta sa kanila
   k. Namingwit kami sa bukid
   d. Dalagang bukid na nakita

2. Alin sa mga sumusunod ang may kaugnayan sa salitang "Buto"?
   a. Panlinis
   b. Pantanim
   k. Panulat
   d. Panhugas

3. Bakit dapat tayong magtanim ng mga gulay sa ating bakuran?
   a. Para sa kagandahan ng bakuran
   b. Para ipagbili sa palengke
   k. Para sa iba
   d. Para sa pansariling pagkain at kalusugan

4. Alin sa mga sumusunod ang ugong ng isang bumbero?
   a. Klang! klang! klang!
   b. Tak-tak! Tak-tak!
   k. Bru-u-um! Pak! Pak!
   d. Bang! Bang!

5. Alin sa mga sumusunod ang huni ng naririnig sa isang unggoy?
   a. Ngiyaw! Ngiyaw!
   b. Tak-ta-laok!
   k. Me-ee-e-e!
   d. Kra! kra! kra!

6. Alin sa mga sumusunod ang pangungusap na nakikiusap?
   a. Umigib ka nga.
   b. Ipakiayos ninyo ang mesa.
   k. Magdala ka rito ng bigas.
   d. Kunin mo ang payong.

7. Huwag kayong maingay at baka mabulabog ang mga isda sa sapa. Ano ang kahulugan ng salitang "mabulabog"?

a. matamaan
b. mabugaw
k. magalit
d. madamay

8. Alin sa mga sumusunod ang pangungusap na patanong?

a. Ipakikuha mo ang bola.
b. Ano ang kinuha niya?
k. Tayo nang maglibang.
d. Sunog! Sunog!

9. Anong damdamin ang ipinahahayag ng pangungusap na ito? "Naku! Ang dilim dito!"

a. namangha
b. natuwa
k. nagulat
d. natakot

10. Ano ang nakapagpapalipad sa saranggola?

a. hihip ng hangin
b. init ng panahon
k. sikat ng araw
d. alapaap sa langit

11. Alin sa sumusunod na mga salitang magkatambal ang magkatugma?

a. ulap - kawayan
b. ibon - isda
k. bukas - landas
d. gulay - kahoy

12. Alin sa mga sumusunod ang isang halimbawa ng pamuhatan?

a. nagmamahal
b. Catbalogan, Samar
Hulyo 1, 1986.
k. Mahal kong inay
d. Rosa

13. Alin sa mga sumusunod na mga salitang magkatambal ang magkasalungat?

a. botohan-eleksyon
b. palagian-minsan
k. masikap-matiyaga
d. iboto-ihalal

14. Alin sa mga sumusunod ang pangangalang pantangi?

a. Bayan
b. Buwan
k. Babae
d. Jose Rizal

15. Alin sa mga sumusunod ang wastong daglat sa <u>Ginang</u>?

a. Gng.
b. G.
k. Gn.
d. Gg.

16. Ano ang ipinagdiriwang natin na kasabay ng kapanganakan ni Manuel L. Quezon?

a. Linggo ng Aklat
b. Linggo ng Wika
k. Linggo ng mga Bayani
d. Linggo ng Kalinisan

17. Pinakamahalagang sagisag ng Pasko ang _____.

a. Aginaldo
b. Belen
k. Ponsetya
d. Krismas Tri

18. Anong uri ng pagkain ang kailangan natin?

a. mura ngunit masustansiya
b. maraming kanin
k. mamahaling pagkain
d. maraming ulam

19. Tingnan ninyo ang hawak kong bag. ____ ay yari sa Water Lily.

a. Ito
b. Iyan
k. Iyon
d. Iyo

20. Malayo ang bahay namin. ____ pa sa dulo ng daan.

a. Dito
b. Doon
k. Diyan
d. Rito

21. [illegible] ay magliliinis ng bakuran. Wawalisan ____ ang paligid.

a. natin
b. tayo
k. kami
d. namin

22. Isa ka sa miyembro o kasapi ng pangkat. Ikaw ay ____ dito.

a. kasalungat
b. kaaway
k. kapangkat
d. kasapi

23. Bakit mahalaga ang suso, kapis at kabibe?

a. bilang palamuti
b. bilang panggamot
k. bilang panahi
d. bilang pagkain

24. Apoy ay mahalaga sa mga tahanan kaya't ____ isang kaibigan.

a. nasasabing
b. masasabing
k. nasabing
d. masabing

25. Sa palagay ninyo anong magandang kaugalian ang ipinamalas ng mga taong tahimik na pumipila sa pagbili ng tiket?

a. pagbibigayan
b. pagtutulungan
k. pagpupunyagi
d. pagpapasalamat

26. Pakibigay ng papel na ito sa ____.

a. ko
b. mo
k. niyan
d. kanya

27. Mapanganib ang magtapon ng balat ng saging sa daan sapagkat _____.

a. nakadudulas pagnatatapakan
b. dapat ito'y sa basurahan itapon
k. magagalit ang pulis
d. matutuwa ang kaibigan

28. Kailan sinasabing ang apoy ay isang kaaway?

a. kung ito'y tumutulong sa maybahay
b. kung ito'y hindi ginagamit
k. kung ito'y nagsisimula ng sunog
d. kung ito'y nakapagluluto ng pagkain

29. Paano tumutulong ang paruparo sa halaman?

a. nagbibigay sigla sa halaman
b. nagbibigay ng aliw sa halaman
k. nagpapalusog sa halaman
d. nagpaparami ng halaman

30. Alin sa mga sumusunod ang salitang may kambal-katinig?

a. krus
b. abaka
k. dahon
d. bahay

ACHIEVEMENT TEST IN
SIBIKA AT KULTURA
Grade II

Pangalan _____ Baitang at Pangkat _____ Petsa_____

Panuto: Piliin ang wastong sagot sa mga sumusunod. Tsulat ang titik ng wastong sagot sa inyong sagutang papel.

1. Kung ang Amerika ay para sa mga Amerikano ang Pilipinas ay para sa mga
   a. Hapon k. Intsik
   b. Indones d. Pilipino

2. Sa pakikipag-usap, ang paggamit ng salitang "po" at "opo" ay tanda ng
   a. pag-ibig k. pagkamuhi
   b. paggalang d. pakikipagkaibigan

3. Ito ang nagbibigay daan sa pagkakaroon ng iba't-ibang industriya sa bansa
   a. karagatan k. kagubatan
   b. pinagkukunan yaman d. lupa

4. Ang pangunahing sagisag ng bansa ay ang
   a. watawat k. bulaklak
   b. awit d. kasuotan

5. Dito unang isinigaw ni Bonifacio at iba pang Pilipino ang kanilang paglaban sa mga Kastila.
   a. Pasong Tirad k. Cavite
   b. Pugadlawin d. Bataan

6. Siya ang kauna-unahang Pilipino na tumangging pasakop sa mga Kastila
   a. Bonifacio k. Lapu-lapu
   b. Aguinaldo d. Rizal

7. Ito ay nagpapakita ng ilang bahagi ng mundo gaya ng lupa at tubig
   a. mapa k. larawan
   b. globo d. wala sa nabanggit

8. Ipinagdiriwang ng bansa taun-taon ang petsang ito bilang "Araw ng Kalayaan" sa mga Kastila.

a. Hulyo 4
b. Hulyo 14
k. Hunyo 12
d. Hunyo 4

9. Tinatawag natin ang Pasko na

a. kaugalian
b. tradisyon
k. selebrasyon
d. kultura

10. Siya ang tinaguriang "Dakilang Lumpo"

a. Mabini
b. Bonifacio
k. Rizal
d. Aguinaldo

11. Saang larangan napatanyag si Guillermo Tolentino?

a. isports
b. Musika
k. sayaw
d. iskultor

12. Nasalubong mo isang gabi ang inyong Lola. Alin sa mga ito ang iyong sasabihin?

a. Hay, Lola!
b. Saan ka pupunta?
k. Mano po, Lola.
d. Wala sa nabanggit

13. Alin sa mga ito ang magandang katangian ng mga Pilipino?

a. magalang
b. mahuting tumanggap ng panauhin
k. matulungin
d. lahat ng nabanggit

14. May baon ka sa rises. Ang katabi mo ay walang baon. Ano ang mabuti mong gagawin?

a. Lalayo ako sa kanya.
b. Hahatian ko siya ng baon ko.
k. Iinggitin ko siya ng baon ko.
d. Paaalisin ko siya

15. Alin sa mga ito ang kulay ng ating watawat?

a. pula, puti at dilaw
b. pula, dilaw at bughaw
k. pula, puti at bughaw
d. puti, dilaw at bughaw

16. Sino sa kanila ang ating pambansang bayani?

a. Dr. Jose Rizal
b. Julian Felipe
k. Jose Palma
d. Andres Bonifacio

17. Kung tinutugtog sa loob ng sinehan ang "Lupang Hinirang" ano ang inyong gagawin?

a. lalabas muna
b. mananatiling nakaupo
k. maglalaro at magsasayaw
d. tatayo nang tuwid at sasabay

18. Inianagbawal ng kapitan ng barangay ang pagtatapon ng basura sa ilog. Alin sa mga ito ang inyong gagawin?

a. patuloy na magtatapon ng basura
b. hahayaan dumani ang basura sa ilog
k. tutulong sa layunin ng barangay kapitan
d. hindi makikialam sa layunin ng kapitan

19. Alin sa mga ito ang iyong gagawin upang makatulong sa pagpaparami at pangangalaga ng mga ibon at hayop?

a. huhulihin ang mga ibon at hayop
b. gawing pagkain ang mga nahuling ibon at hayop
k. huliin ang taong namamaril ng mga ibon at hayop
d. barilin lahat ang mga ibon at hayop

20. Alin sa mga ito ang iyong gagawin upang maipakita ang maayos na paraan sa paggamit ng yamang tubig?

a. huhulihin ang maliliit na isda
b. gumamit ng dinamita sa panghuli ng isda
k. itapon lahat ang basura sa dagat
d. hindi ko gagawin ang alin mang nabanggit sa itaas

21. Sa araw na ito ginugunita natin ang mga sundalong Pilipino at Amerikano na nagtiis at namatay sa Corrigidor at Bataan noong digmaan laban sa mga Hapones.

a. Araw ng Kalayaan
b. Araw ng Kagitingan
k. Araw ng mga Patay
d. Mahal na Araw

22. Kinikilala siyang pinakamahusay na pintor ng mga tanawin sa kabukiran at mga gawain ng mga Pilipino.

a. Fernando Amorsolo
b. Cecile Licad
k. Guillermo Tolentino
d. Gabriel Flordeliz

23. Ang pambansang wika nating mga Pilipino ay tinatawag natin

a. Tagalog
b. Bisaya
k. Filipino
d. Pilipino

24. Ang bansa nating mga Pilipino ay kilala sa tawag na:

a. Samar
b. Metro Manila
k. Catbalogan
d. Pilipinas

25. Saang pulo sa Bisayas unang nangyari ang paglalaban ng Pilipinas sa mga Kastila?

a. Limasawa
b. Mactan
k. Homonhon
d. Cebu

26. Ipinababasa sa iyo ang kuwentong tungkol sa isang makasaysayang pook. Ano ang pinakamagandang isasagot mo sa iyong guro?

a. Ayaw ko pong basahin
b. Gusto ko pong basahin
k. Ayaw na ayaw ko pong basahin
d. Gustong-gusto ko pong basahin

27. Ilang pangunahing direksiyon mayroon ang mapa?

a. isa
b. dalawa
k. tatlo
d. apat

28. May nakita kang bata ng pumitas ng bulaklak sa halamanan ng plasa. Alam mong bawal ito. Ano ang gagawin?

a. Sisigawan ko siya
b. Pababayaan ko siya
k. Ipaaalala ko sa kanya na bawal
d. Tutulungan ko siya

29. Sino ang bagong "Superintendent" ng Sangay ng Samar, MECS Rehiyon VIII?

a. Antonio Bolastig
b. Ernesto Arcales
k. Levi T. Rejuso, Sr.
d. Ardaio Cuenco

30. Sino sa kanila ang tinaguriang Ama ng Wikang Pambansa.

a. Manuel L. Quezon
b. Julian Felipe
k. Jose Palma
d. Manuel Rojas

APPENDIX K

FIRST PERIODICAL TEST RESULTS IN ENGLISH AND ELEMENTARY MATHEMATICS
Grade Two SY 1986-1987
Catbalogan I Central Elementary School Tests
(Consolidated Report)

Grade & Section	ENGLISH No. of Items	N	HS	LS	M	SD	MPS	ELEM. MATH. No. of Items	N	HS	LS	M	SD	MPS
II-1	25	40	25	19	22.23	2.42	88.92	25	40	25	15	21.79	3.49	87.16
II-2	25	38	25	18	22.24	1.78	88.96	25	37	25	14	20.19	2.52	86.76
II-3	25	34	25	15	21.94	3.16	87.76	25	34	25	15	22.24	2.83	88.96
II-4	25	29	24	12	16.86	3.12	67.44	25	29	20	12	15.41	2.17	61.64
II-5	25	30	25	7	16.70	4.72	66.80	25	35	25	6	14.48	4.30	57.92
II-6	25	29	25	7	14.03	4.02	56.12	25	32	19	9	14.56	2.51	58.24
II-7	25	30	18	5	9.90	3.71	39.60	25	30	20	3	13.06	4.23	52.24
II-8	25	24	18	6	10.54	3.54	42.32	25	26	15	5	9.54	2.37	38.16
II-9	25	29	24	3	11.55	5.76	46.20	25	29	21	2	12.38	5.24	49.52
Grand Sum							584.04							575.60
Grand MPS							64.95							63.96

FIRST PERIODICAL TEST RESULTS IN FILIPINO AND SIBIKA AT KULTURA
Grade Two SY 1986-1987
Catbalogan I Central Elementary School Tests
(Consolidated Report)

Grade & Section	FILIPINO							SIBIKA AT KULTURA						
	No. of Items	N	HS	LS	M	SD	MPS	No. of Items	N	HS	LS	M	SD	MPS
II-1	25	40	25	16	22.89	2.46	91.56	25	40	25	13	21.62	3.38	86.48
II-2	25	38	25	13	22.42	2.88	89.68	25	38	25	12	21.79	3.58	87.16
II-3	25	34	25	15	22.47	2.84	89.88	25	34	25	15	21.15	2.98	84.60
II-4	25	28	21	10	16.57	3.13	66.28	25	30	19	13	15.67	1.90	62.68
II-5	25	32	25	7	18.44	4.37	73.76	25	33	25	9	17.12	3.26	68.48
II-6	25	31	25	1	13.22	5.93	52.88	25	29	21	3	13.10	5.81	52.40
II-7	25	29	23	1	11.62	5.54	46.48	25	28	21	4	11.60	4.62	46.40
II-8	25	18	14	2	8.06	2.47	32.24	25	26	16	6	11.27	2.91	45.08
II-9	25	25	18	0	8.84	4.91	35.36	25	29	17	6	11.41	3.14	45.64
Grand Sum							576.81							579.50
Grand MPS							64.09							64.39

SECOND PERIODICAL TEST RESULTS IN ENGLISH AND ELEMENTARY MATHEMATICS
Grade Two SY 1986-1987
Catbalogan I Central Elementary School Tests
(Consolidated Report)

Grade & Section	ENGLISH No.of Items	N	HS	LS	M	SD	MPS	ELEM. MATH. No.of Items	N	HS	LS	M	SD	MPS
II-1	25	38	25	19	22.26	2.36	89.04	25	38	25	18	21.86	3.24	87.44
II-2	25	32	25	8	18.69	3.51	74.76	25	36	25	12	21.42	3.30	85.68
II-3	25	34	25	14	20.91	2.89	83.64	25	34	25	13	19.53	4.12	78.12
II-4	25	30	25	13	18.17	2.38	72.68	25	29	21	12	16.52	2.58	66.08
II-5	25	35	25	10	20.00	4.32	80.00	25	37	25	6	16.58	4.90	66.32
II-6	25	29	23	7	13.83	6.74	55.32	25	30	24	8	14.83	5.36	59.32
II-7	25	30	23	7	15.75	4.88	61.88	25	29	24	4	12.38	5.88	49.52
II-8	25	28	13	3	8.43	2.70	33.72	25	28	18	3	9.25	3.33	37.00
II-9	25	30	22	1	11.63	5.23	46.52	25	30	23	3	12.33	5.88	49.32
Grand Sum							597.48							579.22
Grand MPS							66.39							64.36

SECOND PERIODICAL TEST RESULTS IN FILIPINO AND SIBIKA AT KULTURA
Grade Two SY 1986-1987
Catbalogan I Central Elementary School Tests
(Consolidated Report)

Grade & Section	FILIPINO No. of Items	N	HS	LS	M	SD	MPS	SIBIKA AT KULTURA No. of Items	N	HS	LS	M	SD	MPS
II-1	25	38	25	18	22.91	2.76	91.64	25	38	25	16	22.18	2.38	88.72
II-2	25	34	25	14	21.65	2.70	86.60	25	47	25	13	21.73	2.73	86.92
II-3	25	34	25	14	21.86	2.95	86.24	25	34	25	13	20.71	3.94	82.84
II-4	25	30	24	14	18.58	2.67	74.72	25	30	20	12	15.93	2.38	63.72
II-5	25	36	25	6	17.61	4.11	70.44	25	37	25	7	17.08	4.69	68.32
II-6	25	27	24	8	17.11	7.70	68.44	25	29	24	7	15.48	5.94	61.92
II-7	25	27	20	5	11.78	5.78	47.12	25	29	24	6	14.24	7.22	56.96
II-8	25	28	17	3	11.75	3.70	47.00	25	28	15	3	8.64	2.66	34.56
II-9	25	30	20	3	11.63	4.89	46.52	25	30	20	2	12.87	4.59	57.48
Grand Sum							616.62							595.99
Grand MPS							68.51							66.32

THIRD PERIODICAL TEST RESULTS IN ENGLISH AND ELEMENTARY MATHEMATICS
Grade Two SY 1986-1987
Catbalogan I Central Elementary School Tests
(Consolidated Report)

Grade & Section	ENGLISH No.of Items	N	HS	LS	M	SD	MPS	ELEM. MATH. No.of Items	N	HS	LS	M	SD	MPS
II-1	25	38	25	16	21.46	3.36	85.84	25	38	25	15	22.03	2.46	88.12
II-2	25	34	25	16	20.00	2.85	80.00	25	34	24	14	19.62	2.49	78.48
II-3	25	33	25	15	21.91	3.01	87.64	25	33	25	16	21.42	2.23	85.68
II-4	25	29	23	13	17.76	2.42	71.04	25	29	22	12	16.49	2.70	65.96
II-5	25	34	24	7	14.50	4.02	58.00	25	37	24	6	14.05	4.77	56.21
II-6	25	30	22	5	15.77	4.58	63.08	25	28	20	11	13.86	2.55	55.44
II-7	25	27	19	6	12.85	3.78	51.40	25	25	20	7	12.68	3.22	50.72
II-8	25	28	16	3	8.82	4.10	35.28	25	28	18	3	11.68	5.09	46.72
II-9	25	31	17	2	10.38	3.08	41.52	25	31	17	6	11.19	2.17	44.76
Grand Sum							553.59							593.53
Grand MPS							61.51							65.95

THIRD PERIODICAL TEST RESULTS IN FILIPINO AND SIBIKA AT KULTURA ℙ
Grade Two SY 1986-1987
Catbalogan I Central Elementary School Tests
(Consolidated Report)

Grade & Section	FILIPINO No. of Items	N	HS	LS	M	SD	MPS	SIBIKA AT KULTURA No. of Items	N	HS	LS	M	SD	MPS
II-1	25	38	14	14	21.86	3.28	87.44	25	38	25	14	22.29	2.86	89.16
II-2	25	34	25	6	20.29	3.83	81.16	25	34	24	16	20.50	2.30	82.00
II-3	25	33	25	17	20.85	1.94	83.40	25	33	25	18	22.85	1.81	91.40
II-4	25	29	20	12	17.59	1.97	70.36	25	29	20	10	14.87	2.85	59.48
II-5	25	36	21	7	14.67	3.51	58.68	25	35	24	8	15.54	2.93	62.16
II-6	25	28	24	8	14.93	4.57	59.72	25	30	21	9	16.50	3.68	66.00
II-7	25	29	20	4	12.97	4.59	51.88	25	29	18	6	13.24	3.52	52.96
II-8	25	28	21	3	12.54	6.16	50.16	25	28	21	3	10.86	5.37	43.44
II-9	25	31	20	3	11.35	3.36	45.40	25	31	22	5	13.06	3.46	52.24
Grand Sum							597.52							611.81
Grand MPS							66.39							67.98

FOURTH PERIODICAL TEST RESULTS IN ENGLISH AND ELEMENTARY MATHEMATICS

Grade Two SY 1986-1987
Catbalogan I Central Elementary School Tests
- (Consolidated Report)

Grade & Section	ENGLISH No.of Items	N	HS	LS	M	SD	MPS	ELEM. MATH. No.of Items	N	HS	LS	M	SD	MPS
II-1	25	38	25	18	22.59	1.63	90.36	25	38	25	16	21.84	2.41	87.36
II-2	25	35	24	12	18.97	2.75	75.88	25	36	24	15	20.47	2.42	81.88
II-3	25	33	25	17	21.36	2.23	85.44	25	33	25	15	21.45	2.36	85.80
II-4	25	29	23	13	17.76	2.42	71.04	25	29	22	12	16.99	2.70	65.96
II-5	25	34	19	8	12.32	3.43	49.28	25	30	22	10	17.54	3.23	70.16
II-6	25	30	18	8	12.40	2.99	49.60	25	28	16	7	11.11	2.61	44.44
II-7	25	29	25	6	14.62	4.99	58.48	25	30	25	5	13.57	5.49	54.68
II-8	25	23	13	2	7.30	3.53	29.20	25	23	17	2	6.86	3.62	27.44
II-9	25	31	17	2	10.38	3.08	41.52	25	31	17	0	11.19	2.17	44.76
Grand Sum							561.23							572.50
Grand MPS							62.36							63.64

FOURTH PERIODICAL TEST RESULTS IN FILIPINO AND SIBIKA AT KULTURA
Grade Two SY 1986-1987
Catbalogan I Central Elementary School Tests
(Consolidated Report)

Grade & Section	FILIPINO No.of Items	N	HS	LS	M	SD	MPS	SIBIKA AT KULTURA No.of Items	N	HS	LS	M	SD	MPS
II-1	25	38	25	17	22.34	2.37	89.36	25	38	25	17	22.45	1.96	89.80
II-2	25	36	24	11	20.11	2.88	80.44	25	35	24	9	17.40	3.88	69.60
II-3	25	33	25	16	22.06	2.42	88.24	25	33	25	18	21.67	1.79	86.68
II-4	25	29	20	12	17.59	1.97	70.36	25	29	20	10	14.87	2.85	59.48
II-5	25	38	22	8	15.21	4.33	60.84	25	34	20	8	13.00	3.78	52.00
II-6	25	31	21	5	13.26	4.22	53.04	25	30	18	8	12.40	2.99	49.60
II-7	25	28	25	9	15.04	4.14	60.16	25	28	25	7	14.61	5.07	58.44
II-8	25	23	18	3	9.78	4.98	39.12	25	21	18	6	12.90	4.38	51.60
II-9	25	31	20	3	11.35	3.36	45.40	25	31	22	5	13.06	3.46	52.24
Grand Sum							596.69							582.17
Grand MPS							66.30							64.68

APPENDIX K-1

DISTRICT ACHIEVEMENT TEST RESULTS
Grade Two SY 1986-1987
Catbalogan I Central Elementary School
(Consolidated Report)

Grade & Section	ENGLISH No.of Items	N	HS	LS	M	SD	MPS	ELEM. MATH No.of Items	N	HS	LS	M	SD	MPS
II-1	30	38	25	18	22.59	1.63	75.30	30	38	30	19	25.97	3.26	86.57
II-2	30	35	29	17	24.20	3.51	80.67	30	34	28	12	21.76	3.71	72.53
II-3	30	33	30	19	25.55	2.57	85.17	30	33	30	13	23.88	3.55	79.60
II-4	30	27	29	14	21.26	4.17	70.87	30	29	27	6	15.25	4.91	50.83
II-5	30	32	28	11	19.13	3.58	63.77	30	31	30	8	19.13	5.96	53.77
II-6	30	26	23	8	15.77	4.07	52.57	30	27	23	6	12.96	3.58	43.20
II-7	30	24	30	11	19.00	5.68	63.33	30	30	30	12	20.03	5.15	66.77
II-8	30	23	12	5	8.57	1.79	28.57	30	23	14	4	8.52	2.81	28.40
II-9	30	27	22	4	11.37	4.61	37.90	30	27	21	4	12.07	4.49	40.23
Grand Sum							628.87							582.74
Grand MPS							69.87							64.75

DISTRICT ACHIEVEMENT TEST RESULTS
Grade Two SY 1986-1987
Catbalogan I Central Elementary School
(Consolidated Report)

Grade & Section	FILIPINO No.of Items	N	HS	LS	M	SD	MPS	SIBIKA AT KULTURA No.of Items	N	HS	LS	M	SD	MPS
II-1	30	38	30	20	27.16	2.44	90.53	30	38	30	21	17.16	2.29	90.53
II-2	30	33	27	9	20.33	3.84	67.77	30	35	28	12	21.57	3.99	71.90
II-3	30	33	30	20	26.64	3.03	88.80	30	33	30	21	25.91	2.83	86.37
II-4	30	29	26	7	18.71	4.13	62.37	30	29	29	7	18.03	4.69	60.10
II-5	30	35	26	6	17.06	4.96	52.87	30	37	28	6	16.57	5.01	55.23
II-6	30	27	22	7	12.89	4.48	42.97	30	27	26	6	15.41	6.69	51.37
II-7	30	27	30	9	16.59	5.64	52.30	30	29	28	8	16.01	4.80	53.37
II-8	30	24	15	5	10.36	2.33	34.53	30	24	15	4	9.63	2.87	32.10
II-9	30	26	20	2	10.38	4.72	34.60	30	27	22	4	11.37	4.61	37.90
Grand Sum							582.17							566.54
Grand MPS							64.68							62.95

APPENDIX K-2

DIVISION ACHIEVEMENT TEST RESULTS
District of Catbalogan I
CATBALOGAN I CENTRAL ELEMENTARY SCHOOL
SY 1986-1987
Grade Two

Grade and Section	ENGLISH No. of Items	N	M	MPS	ELEM. MATH. No. of Items	N	M	MPS
II-1	30	4	25.75	85.83	30	4	23.75	79.17
II-2	30	4	25.00	83.33	30	4	22.50	75.00
II-3	30	4	25.25	84.17	30	4	23.25	77.50
II-4	30	3	23.33	77.77	30	3	18.67	62.23
II-5	30	3	23.66	78.87	30	3	17.33	57.77
II-6	30	3	20.33	67.77	30	3	16.67	55.57
II-7	30	3	19.66	65.53	30	3	15.67	52.23
II-8	30	3	17.33	57.77	30	3	11.00	36.67
II-9	30	3	18.09	60.30	30	3	11.55	38.50
Grand Sum		30	198.40	661.34		30	160.39	534.64
Average			22.04	73.48			17.82	59.40

DIVISION ACHIEVEMENT TEST RESULTS
District of Catbalogan I
CATBALOGAN I CENTRAL ELEMENTARY SCHOOL
SY 1986-1987
Grade Two

Grade and Section	FILIPINO				SIBIKA AT KULTURA			
	No. of Items	N	M	MPS	No. of Items	N	M	MPS
II-1	30	4	21.67	72.23	30	4	16.25	54.17
II-2	30	4	19.67	65.59	30	4	13.00	43.33
II-3	30	4	20.50	68.33	30	4	18.25	60.83
II-4	30	3	19.00	63.33	30	3	12.00	40.00
II-5	30	3	16.67	55.57	30	3	10.69	35.63
II-6	30	3	16.00	53.33	30	3	9.09	30.30
II-7	30	3	10.33	34.43	30	3	6.67	22.23
II-8	30	3	7.67	25.57	30	3	6.67	22.23
II-9	30	3	9.00	30.00	30	3	5.39	17.97
Grand Sum			140.51	468.38			98.01	326.69
Average			15.61	52.04			10.89	36.30

APPENDIX L

Pupils' Actual MPS in the School, District and Division Achievement Tests in English

Grade & Section	School Achievement MPS		District Achievement MPS		Division Achievement MPS	
II-1	88.54 - 7839.33		75.30 - 5670.09		85.83 - 7366.79	
II-2	79.90 - 6384.01		80.67 - 6507.65		83.33 - 6943.89	
II-3	86.12 - 7416.65		85.17 - 7253.93		84.17 - 7084.59	
II-4	70.55 - 4977.30		70.87 - 5022.56		77.77 - 6084.17	
II-5	63.52 - 4034.79		63.77 - 4066.61		78.87 - 6220.48	
II-6	56.03 - 3139.36		52.57 - 2763.60		67.77 - 4592.77	
II-7	52.84 - 2792.06		63.33 - 4010.69		65.53 - 4294.18	
II-8	35.13 - 1234.12		28.57 - 816.24		57.77 - 3337.37	
II-9	43.94 - 1930.72		37.90 - 1436.41		60.30 - 3636.09	
GS =	576.57	39748.34	588.15	37547.78	661.34	49524.33
G-MPS =	64.06		62.02		73.48	

1. $C = \frac{1796.06^2}{27}$

$= \frac{3225831.50}{27}$

$= 119475.24$

$TSS = \left[39748.34 + 37547.78 + 49524.33\right] - 119475.24$

$= 126820.45 - 119475.24$

$= 7345.21$

$SSM = \left[\frac{576.27^2 + 558.15^2 + 661.34^2}{9}\right] - 119475.24$

$= \left[\frac{332432.96 + 311531.42 + 437370.59}{9}\right] - 119475.24$

$= \frac{1081334.90}{9} - 119475.24$

$= 120148.32 - 119475.24$

$= 673.08$

$SSC = TSS - SSM$

$= 7345.21 - 673.08$

$= 6672.13$

Analysis of Variance on the Pupils' Actual MPS on the School, District, and Division Achievement Tests in English

Sources of Variation	d-f	Sums of Squares	Mean of Squares	Computed F- Value	Table Value .05
Among the means of condition	(K-1) 2	673.08	336.54		
Within Condition	(N-K) 24	6672.13	278.01	1.21	3.40
T o t a l	(N-1)	7345.21			

F-computed 1.21 is less than the tabular value of 3.40 at .05 level of significance, hence the null hypothesis is accepted. There is no significant difference in the performance of the Grade two pupils in the actual school, district and division MPS in English.

APPENDIX L-1

Pupils' Actual MPS in the School, District and Division Achievement Tests in Mathematics

Grade & Section	School Achievement MPS	District Achievement MPS	Division Achievement MPS
II-1	87.52 - 7659.75	86.57 - 7494.36	79.17 - 6267.89
II-2	81.70 - 6674.89	72.53 - 5260.60	75.00 - 5625.00
II-3	84.64 - 7163.93	79.60 - 6336.16	77.50 - 6006.25
II-4	64.91 - 4213.31	50.83 - 2583.69	62.23 - 3872.57
II-5	62.65 - 3925.02	63.77 - 4066.61	57.77 - 3337.37
II-6	54.36 - 2955.01	43.20 - 1866.24	55.57 - 3088.02
II-7	51.79 - 2682.20	66.77 - 4458.23	52.23 - 2727.97
II-8	37.33 - 1393.53	28.40 - 806.56	36.67 - 1344.69
II-9	47.09 - 2217.47	40.23 - 1618.45	38.50 - 1482.25
GS =	571.99 -38885.11	531.90 -34490.90	534.64 -33752.01
G-MPS =	63.55	59.10	59.40

1. $C = \frac{GS^2}{N}$

$= \frac{1638.53^2}{27}$

$= \frac{2684780.50}{27}$

$= 99436.314$

2. $TSS = \left[38885.11 + 34490.90 + 33752.01\right] - 99436.314$

$= 107128.02 - 99436.314$

$= 7691.71$

3. $SSM = \left[\frac{571.99^2 + 531.90^2 + 534.64^2}{9}\right] - 99436.314$

$= \left[\frac{327172.56 + 282917.61 + 285839.92}{9}\right] - 99436.314$

$= 99547.787 - 99436.314$

$= 111.47$

4. $SSC = TSS - SSM$

$= 7691.71 - 111.47$

$= 7580.24$

Analysis of Variance on the Pupils' Actual MPS in the School, District, and Division Achievement Tests in Mathematics

Sources of Variation	d f	Sums of Squares	Mean of Squares	Computed F- Value	Table Value .05
Among the means of condition	(K-1) 2	111.47	55.74		
Within Conditions	(N-k) 24	7580.24	315.84	.18	3.40
T o t a l	(N-1) 26	7691.71			

F-computed 0.18 is less than the tabular value of 3.40 at .05 level of significance. Null hypothesis is therefore accepted. There is no significant difference in the pupils' actual performance in the school, district, and division MPS in Mathematics.

APPENDIX L-2

Pupils' Actual MPS in the School, District and Division Achievement Tests in Filipino

Grade & Section	School Achievement MPS	District Achievement MPS	Division Achievement MPS
II-1	90.00 - 8100.00	90.53 - 8195.68	72.23 - 5217.17
II-2	84.47 - 7135.18	67.77 - 4592.77	65.57 - 4299.42
II-3	86.94 - 7558.56	88.80 - 7885.44	68.33 - 4668.99
II-4	70.43 - 4960.38	62.37 - 3890.02	63.33 - 4010.69
II-5	65.93 - 4346.76	56.87 - 3234.20	55.57 - 3088.02
II-6	58.52 - 3424.59	42.97 - 1846.42	53.33 - 2844.09
II-7	51.41 - 2642.99	52.30 - 2735.29	34.43 - 1185.42
II-8	42.13 - 1774.94	34.53 - 1192.32	25.57 - 653.82
II-9	43.17 - 1863.65	34.60 - 1197.16	30.00 - 900.00
GS =	593.00 41807.05	530.74 34769.30	468.36 26867.62
G-MPS =	65.89	58.97	52.04

1. $C = \frac{GS^2}{N}$

$= \frac{1592.10^2}{27}$

$= \frac{2534782.40}{27}$

$= 93880.83$

2. $TSS = \left[41807.05 + 34769.30 + 26867.62\right] - 93880.83$

$= 103443.97 - 93880.83$

$= 9563.14$

3. $SSM = \left[\frac{593.00^2 + 530.74^2 + 468.36^2}{9}\right] - 93880.83$

$= \left[\frac{351649.00 + 281684.94 + 219361.08}{9}\right] - 93880.83$

$= 94743.89 - 93880.83$

$= 863.06$

4. $SSC = TSS - SSM$

$= 9563.14 - 863.06$

$= 8700.08$

Analysis of Variance on the Pupils' Actual MPS in the School, District and Division Achievement Tests in Filipino

Sources of Variation	d f	Sums of Squares	Mean of Squares	Computed F- Value	Table Value .05
Among the means of conditions	$(K_2 1)$	863.06	431.53		
Within conditions	(N-k)	8700.08	362.50	1.19	3.40
T o t a l	(N-1) 26	9563.14			

F-computed 1.19 is less than the tabular value of 3.40 at .05 level of significance. Null hypothesis is therefore accepted. There is no significant difference in the pupils' actual performance in the school, district and division MPS in Filipino.

APPENDIX L-3

Pupils' Actual MPS in the School, District and Division Achievement Tests in Sibika at Kultura

Grade & Section	School Achievement MPS	District Achievement MPS	Division Achievement MPS
II-1	88.54 - 7839.33	90.53 - 8195.68	54.17 - 2934.39
II-2	81.42 - 6629.22	71.90 - 5169.61	43.33 - 1877.49
II-3	86.38 - 7461.50	86.37 - 7459.78	60.83 - 3700.29
II-4	61.34 - 3762.60	60.10 - 3612.01	40.00 - 1600.00
II-5	62.74 - 3936.31	55.23 - 3050.35	35.63 - 1269.50
II-6	57.48 - 3303.95	51.37 - 2638.88	30.30 - 918.09
II-7	53.56 - 2868.67	53.37 - 2848.36	22.23 - 494.17
II-8	43.67 - 1907.07	32.10 - 1030.41	22.23 - 494.17
II-9	50.40 - 2540.16	27.90 - 1436.41	17.97 - 322.92
GS =	585.53 40248.81	538.87 35441.49	326.69 13611.02
G-MPS =	65.06	59.87	36.30

1. $C = \frac{GS^2}{N}$

$= \frac{1451.09^2}{27}$

$= \frac{2105662.10}{27}$

$= 77987.48$

2. $TSS = \left[40248.81 + 35441.49 + 13611.02\right] - 77987.48$

$= 893031.32 - 77987.48$

$= 11313.84$

3. $SSM = \left[\frac{585.53^2 + 538.87^2 + 326.69^2}{9}\right] - 77987.48$

$= \left[\frac{342845.38 + 290380.87 + 106726.35}{9}\right] - 77987.48$

$= 82216.955 - 77987.48$

$= 4229.48$

4. $SSC = TSS - SSM$

$= 11313.84 - 4229.48$

$= 7084.36$

Analysis of Variance on the Pupils' Actual MPS in the School, District and Division Achievement Tests in Sibika at Kultura

Sources of Variation	d f	Sum of Squares	Mean of Squares	Computed F- Value	Table Value .05
Among the means of conditions	(K-1)	4229.48	2114.74		
Within conditions	(N-k) 24	7084.36	295.18	7.16	3.40
T o t a l	(N-1) 26	11313.84			

F-computed 7.16 is greater than the table value of 3.40 at .05 level of significance, Hence the null hypothesis is rejected. There is a significant difference in the actual school, district and division MPS in Sibika at Kultura.

Comparison of Achievement Means on the Pupils' Performance Level in School, District, and Division Achievement Test in Sibika at Kultura

Level of Tests	Achievement Means	Mean Difference	Interpretation
$\bar{X}_1$ - $\bar{X}_2$	65.06 - 36.30	28.76	$\bar{X}_1$ is significantly higher than $\bar{X}_3$.
$\bar{X}_1$ - $\bar{X}_2$	65.06 - 59.87	5.19	$\bar{X}_1$ does not significantly differ from $\bar{X}_2$.
$\bar{X}_2$ - $\bar{X}_3$	59.87 - 36.30	23.57	$\bar{X}_2$ is significantly higher than $\bar{X}_3$.

APPENDIX L-4

Expected and Actual MPS of the Grade Two Pupils in the School Achievement Test in English

Grade & Section	Expected (X_1)	Actual (X)	D	D^2
II-1	67.71	88.54	20.83	433.89
II-2	67.71	79.90	12.19	148.60
II-3	67.71	86.12	18.41	338.93
II-4	67.71	70.55	2.84	8.06
II-5	67.71	63.52	- 4.19	17.56
II-6	67.71	56.03	-11.68	136.42
II-7	67.71	52.84	-14.87	221.12
II-8	67.71	35.13	-32.58	1061.46
II-9	67.71	43.94	-23.77	565.01
Grand Sum	EX_1=609.39	EX_2= 576.57	ED= -32.81	ED^2=2931.05
Grand MPS	67.71	64.06	$\overline{D}$= - 3.65	

$$\overline{D} = \frac{ED}{N}$$

$$= \frac{-32.82}{9}$$

$$= - 3.65$$

$$t = \frac{\overline{D}}{\sqrt{\frac{ED^2 - \frac{(E\,D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{-3.65}{\sqrt{\frac{2931.05 - \frac{(32.82)^2}{9}}{9\,(9-1)}}}$$

$$= \frac{-3.65}{\sqrt{\frac{2931.05 - \frac{1077.15}{9}}{9\,(8)}}}$$

$$= \frac{-3.65}{\sqrt{\frac{2931.05 - 119.68}{72}}}$$

$$= \frac{-3.65}{\sqrt{39.05}}$$

$$= \frac{-3.65}{\sqrt{39.05}}$$

$$= \frac{-3.65}{6.25}$$

$$t = -0.58$$

$$t_{v\ .05} = 2.31$$

Since the computed value of t is -0.58 and is less than the table value of 2.31, the null hypothesis is accepted. There is no significant difference in the expected and actual MPS of the Grade two pupils in the School Achievement Test in English.

APPENDIX L-5

Expected and Actual MPS of the Grade Two Pupils in the School Achievement Test in Mathematics

Grade & Section	Expected (X_1)	Actual (X_2)	D	D^2
II-1	59.06	87.52	28.46	809.97
II-2	59.06	81.70	22.64	512.60
II-3	59.06	84.64	25.58	654.34
II-4	59.06	64.91	5.85	34.22
II-5	59.06	62.65	3.59	12.89
II-6	59.06	54.36	- 4.70	22.09
II-7	59.06	51.79	- 7.27	52.85
II-8	59.06	37.33	-21.73	472.19
II-9	59.06	47.09	-11.97	143.28
Grand Sum	EX_1=531.54	EX_2=571.99	ED=40.45	ED^2=2714.43
Grand MPS	59.06	63.55	$\overline{D}$= 4.49	

$$\overline{D} = \frac{ED}{N}$$

$$= \frac{40.45}{9}$$

$$= 4.49$$

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(E\,D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{4.49}{\sqrt{\frac{2714.43 - \frac{(40.45)^2}{9}}{9\,(9-1)}}}$$

$$= \frac{4.49}{\sqrt{\frac{2714.43 - \frac{1636.20}{9}}{9\,(8)}}}$$

$$= \frac{4.49}{\sqrt{\frac{2714.43 - 181.80}{72}}}$$

$$= \frac{4.49}{\sqrt{\frac{2532.63}{72}}}$$

$$= \frac{4.49}{\sqrt{35.18}}$$

$$= \frac{4.49}{5.93}$$

$t = -0.76$

$t_{v\,.05} = 2.31$

Since the computed t-value of -0.76 is less than the tabular value of 2.31, the null hypothesis is accepted. There is no significant difference in the expected and actual MPS of the Grade two pupils in the School Achievement Test in Mathematics.

APPENDIX L-6

Expected and Actual MPS of the Grade Two Pupils in the School Achievement Test in Filipino

Grade & Section	Expected (X_1)	Actual (X_2)	D	D^2
II-1	58.98	90.00	31.02	962.24
II-2	58.98	84.47	25.49	649.74
II-3	58.98	86.94	27.96	781.76
II-4	58.98	70.43	11.45	131.10
II-5	58.98	65.93	6.95	48.30
II-6	58.98	58.52	- 0.46	0.21
II-7	58.98	51.41	- 7.57	57.30
II-8	58.98	42.13	-16.85	283.92
II-9	58.98	43.17	-15.81	249.96
Grand Sum	EX_1=530.82	EX_2=593.00	ED= 62.18	ED^2=3164.53
Grand MPS	58.98	65.89	$\overline{D}$ = 6.91	

$$\overline{D} = \frac{ED}{N}$$

$$= \frac{62.18}{9}$$

$$= 6.91$$

$$t = \frac{\overline{D}}{\sqrt{\frac{ED^2 - \frac{(E\,D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{6.91}{\sqrt{\frac{3164.53 - \frac{(62.18)^2}{9}}{9\,(9-1)}}}$$

$$= \frac{6.91}{\sqrt{\frac{3164.53 - \frac{3866.35}{9}}{9\,(8)}}}$$

$$= \frac{6.91}{\sqrt{\frac{3164.53 - 429.59}{72}}}$$

$$= \frac{6.91}{\sqrt{\frac{2734.94}{72}}}$$

$$= \frac{6.91}{\sqrt{37.98}}$$

$$= \frac{6.91}{6.16}$$

$t = 1.12$

$t_{v\ .05} = 2.31$

The computed t-value of 1.12 is less than the table value of 2.31, hence the acceptance of the null hypothesis. There is no significant difference between the expected and actual MPS of the subject pupils in the School Achievement Test in Filipino.

APPENDIX L-7

Expected and Actual MPS of the Grade Two Pupils in the School Achievement Test in Sibika at Kultura

Grade & Section	Expected (X_1)	Actual (X_2)	D	D^2
II-1	52.34	88.54	36.20	1310.44
II-2	52.34	81.42	29.08	845.65
II-3	52.34	86.38	34.04	1158.72
II-4	52.34	61.34	9.00	81.00
II-5	52.34	62.74	10.40	108.16
II-6	52.34	57.48	5.14	26.42
II-7	52.34	53.56	1.22	1.49
II-8	52.34	43.67	- 8.67	75.17
II-9	52.34	50.40	- 1.94	3.76
Grand Sum	EX_1=471.06	EX_2=585.53	ED= 114.47	ED^2=3610.81
Grand MPS	52.34	65.06	$\bar{D}$ = 12.72	

$$\bar{D} = \frac{ED}{N}$$

$$= \frac{114.47}{9}$$

$$= 12.72$$

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(E\,D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{12.72}{\sqrt{\frac{3610.81 - \frac{(114.47)^2}{9}}{9\,(9-1)}}}$$

$$= \frac{12.72}{\sqrt{\frac{3610.81 - \frac{13103.38}{9}}{9\,(8)}}}$$

$$= \frac{12.72}{\sqrt{\frac{3610.81 - 1455.93}{72}}}$$

$$= \frac{12.72}{\sqrt{\frac{2154.88}{72}}}$$

$$= \frac{12.72}{\sqrt{5.47}}$$

$$= \frac{12.72}{5.47}$$

$t = 2.32$

$t_{v\ .05} = 2.31$

The computed t-value of 2.32 is greater than the table value of 2.31 at .05 level of significance and 8 degrees of freedom. Hence the null hypothesis is rejected. There is a significant difference between the expected and the actual MPS of the Grade two pupils in the School Achievement test in Sibika at Kultura.

APPENDIX L-8

Expected and Actual MPS of the Grade Two Pupils in the District Achievement Test in English

Grade & Section	Expected (X_1)	Actual (X_2)	D	D^2
II-1	61.35	75.30	13.95	194.16
II-2	61.35	80.67	19.32	373.26
II-3	61.35	85.17	23.82	567.39
II-4	61.35	70.87	9.52	90.63
II-5	61.35	63.77	2.42	5.86
II-6	61.35	52.57	- 8.78	77.09
II-7	61.35	63.33	1.98	3.92
II-8	61.35	28.57	-32.78	1074.53
II-9	61.35	37.90	-23.45	549.90
Grand Sum	EX_1=552.15	EX_2=558.15	ED = 6.00	ED^2=2937.18
Grand MPS	61.35	62.02	$\overline{D}$ = 0.67	

$$\overline{D} = \frac{ED}{N}$$

$$= \frac{6}{9}$$

$$= .67$$

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(E\,D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{0.67}{\sqrt{\frac{2937.18 - \frac{(6)^2}{9}}{9\,(9-1)}}}$$

$$= \frac{0.67}{\sqrt{\frac{2937.18 - \frac{36}{9}}{9\,(8)}}}$$

$$= \frac{0.67}{\sqrt{\frac{2937.18 - 4}{72}}}$$

$$= \frac{0.67}{\sqrt{\frac{2933.18}{72}}}$$

$$= \frac{0.67}{\sqrt{40.74}}$$

$$= \frac{0.67}{6.38}$$

$t = 0.11$

$t_{v\ .05} = 2.31$

t-computed 0.11 is less than the table value of 2.31 at .05 level and eight degrees of freedom. There is no significant difference between the expected and actual performance of the Grade two pupils of Catbalogan I Central Elementary School in the District Achievement Test in English.

APPENDIX L-9

Expected and Actual MPS of the Grade Two Pupils in the District Achievement Test in Mathematics

Grade & Section	Expected (X_1)	Actual (X_2)	D	D^2
II-1	52.20	86.57	34.37	1181.30
II-2	52.20	72.53	20.33	413.31
II-3	52.20	79.60	27.40	750.76
II-4	52.20	50.83	- 1.37	1.88
II-5	52.20	63.77	11.57	133.86
II-6	52.20	43.20	- 9.0	81.00
II-7	52.20	66.77	14.57	212.28
II-8	52.20	28.40	-23.80	566.44
II-9	52.20	40.23	-11.97	143.28
Grand Sum	EX_1=469.80	EX_2=531.90	ED=62.1	ED^2=3483.11
Grand MPS	52.20	59.10	$\overline{D}$ = 6.9	

$$\overline{D} = \frac{ED}{N}$$

$$= \frac{62.1}{9}$$

$$= 6.9$$

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(E\,D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{6.9}{\sqrt{\frac{3484.11 - \frac{(62.1)^2}{9}}{9\,(9-1)}}}$$

$$= \frac{6.9}{\sqrt{\frac{3484.11 - \frac{3856.41}{9}}{9\,(8)}}}$$

$$= \frac{6.9}{\sqrt{\frac{3484.11 - 428.49}{72}}}$$

$$= \frac{6.9}{\sqrt{\frac{3055.62}{72}}}$$

$$= \frac{6.9}{\sqrt{42.44}}$$

$$= \frac{6.9}{6.51}$$

$$t = 1.06$$

$$t_{v\ .05} = 2.31$$

t-computed value 1.06 is less than the table value of 2.31 at .05 level of significance. Hence the null hypothesis is accepted. There is no significant difference between the expected and actual MPS of the Grade two pupils or Catbalogan I Central Elementary School in the District Achievement Test in Mathematics.

APPENDIX L-10

Expected and Actual MPS of the Grade Two Pupils in the District Achievement Test in Filipino

Grade & Section	Expected (X_1)	Actual (X_2)	D	D^2
II-1	52.53	90.53	38.00	1444.00
II-2	52.53	67.77	15.24	232.26
II-3	52.53	88.80	36.27	1315.51
II-4	52.53	62.37	9.84	96.82
II-5	52.53	56.87	4.34	18.84
II-6	52.53	42.97	- 9.56	91.39
II-7	52.53	52.30	- 0.23	0.05
II-8	52.53	34.53	-18.00	324.00
II-9	52.53	34.60	-17.93	321.48
Grand Sum	EX_1=472.77	EX_2=530.74	ED=57.97	ED^2=3844.35
Grand MPS	52.53	58.97	$\overline{D}$ = 6.44	

$$\overline{D} = \frac{ED}{N}$$

$$= \frac{57.97}{9}$$

$$= 6.44$$

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(E\,D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{6.44}{\sqrt{\frac{3844.35 - \frac{(57.97)^2}{9}}{9\,(9-1)}}}$$

$$= \frac{6.44}{\sqrt{\frac{3844.35 - 373.39}{72}}}$$

$$= \frac{6.44}{\sqrt{\frac{3470.96}{72}}}$$

$$= \frac{6.44}{\sqrt{48.21}}$$

$$= \frac{6.44}{6.94}$$

$$= \frac{6.44}{6.94}$$

$t = 0.93$

$t_{v\ .05} = 2.31$

t-computed 0.93 is less than the critical value of 2.31 at .05 level. Hence, the null hypothesis is accepted. There is no significant difference between the expected and actual performance of the Grade two pupils of Catbalogan I Central Elementary School in the District Achievement Test in Filipino.

APPENDIX L-11

Expected and Actual MPS of the Grade Two Pupils in the District Achievement Test in Sibika at Kultura

Grade & Section	Expected (X_1)	Actual (X_2)	D	D^2
II-1	44.85	90.53	45.68	2086.66
II-2	44.85	71.90	27.05	731.70
II-3	44.85	86.37	41.52	1723.91
II-4	44.85	60.10	15.25	232.56
II-5	44.85	55.23	10.38	107.74
II-6	44.85	51.37	6.52	42.51
II-7	44.85	53.37	8.52	72.59
II-8	44.85	32.10	-12.75	162.56
II-9	44.85	37.90	- 6.95	48.30
Grand Sum	EX_1=403.65	EX_2=538.87	ED=135.22	ED^2=5208.53
Grand MPS	44.85	59.87	$\overline{D}$ = 15.02	

$$\overline{D} = \frac{ED}{N}$$

$$= \frac{135.22}{9}$$

$$= 15.02$$

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(E\,D)^2}{N}}{N - (N - 1)}}}$$

$$= \frac{15.02}{\sqrt{\frac{5208.53 - \frac{(135.22)^2}{9}}{9\,(9 - 1)}}}$$

$$= \frac{15.02}{\sqrt{\frac{5208.53 - \frac{18284.45}{9}}{9\,(8)}}}$$

$$= \frac{15.02}{\sqrt{\frac{5208.53 - 2031.61}{72}}}$$

$$= \frac{15.02}{\sqrt{\frac{3176.92}{72}}}$$

$$= \frac{15.02}{\sqrt{44.12}}$$

$$= \frac{15.02}{6.64}$$

$t = 2.26$

$t_{v\ .05} = 2.31$

The computed t-value of 2.26 is less than the tabled value of 2.31 at .05 level of significance. Therefore the null hypothesis is accepted. There is no significant difference between the expected and actual performance of the Grade two pupils of Catbalogan I Central Elementary School in the District Achievement Test in Sibika at Kultura

APPENDIX L-12

Expected and Actual MPS of the Grade Two Pupils in the Division Achievement Test in English

Grade & Section	Expected (X_1)	Actual (X_2)	D	D^2
II-1	74.06	85.83	11.77	238.53
II-2	74.06	83.33	9.27	85.93
II-3	74.06	84.17	10.11	102.21
II-4	74.06	77.77	3.71	13.76
II-5	74.06	78.87	4.81	23.14
II-6	74.06	67.77	- 6.29	39.56
II-7	74.06	65.53	- 8.53	72.76
II-8	74.06	57.77	-16.29	265.36
II-9	74.06	60.30	-13.76	189.34
Grand Sum	EX_1=666.54	EX_2=661.34	ED = -5.2	ED^2=930.59
Grand MPS	74.06	73.48	$\overline{D}$ = -0.58	

$$\overline{D} = \frac{ED}{N}$$

$$= \frac{-5.2}{9}$$

$$= -0.58$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$= \frac{-0.58}{\sqrt{\frac{930.59 - \frac{(-5.2)^2}{9}}{9(9-1)}}}$$

$$= \frac{-0.58}{\sqrt{\frac{930.59 - \frac{(27.04)}{9}}{9(8)}}}$$

$$= \frac{-0.58}{\sqrt{\frac{930.59 - 3.00}{72}}}$$

$$= \frac{-0.58}{\sqrt{\frac{927.59}{72}}}$$

$$= \frac{-0.58}{\sqrt{12.88}}$$

$$= \frac{-0.58}{3.59}$$

$$t = -0.16$$

$$t_{v\ .05} = 2.31$$

t computed -0.16 is less than the tabled value of 2.31 at .05 level of significance. Hence, the null hypothesis is accepted. There is no significant difference between the expected and actual performance of the Grade two pupils in the Division Achievement Test in English.

APPENDIX L-13

Expected and Actual MPS of the Grade Two Pupils in the Division Achievement Test in Mathematics

Grade & Section	Expected (X_1)	Actual (X_2)	D	D^2
II-1	65.91	79.17	13.26	175.83
II-2	65.91	75.00	9.09	82.63
II-3	65.91	77.50	11.59	134.33
II-4	65.91	62.23	- 3.68	13.54
II-5	65.91	57.77	- 8.14	66.26
II-6	65.91	55.57	-10.34	106.92
II-7	65.91	52.23	-13.68	187.14
II-8	65.91	36.67	-29.24	854.98
II-9	65.91	38.50	-27.41	751.31
Grand Sum	EX_1=593.19	EX_2=534.64	ED=-58.55	ED^2=2372.94
Grand MPS	65.91	59.40	$\bar{D}$= -6.51	

$$\bar{D} = \frac{ED}{N}$$

$$= \frac{-58.55}{9}$$

$$= -6.51$$

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(E\,D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{-6.51}{\sqrt{\frac{2372.94 - \frac{(-58.55)^2}{9}}{9\,(9-1)}}}$$

$$= \frac{-6.51}{\sqrt{\frac{2372.94 - \frac{(3428.10)}{9}}{9\,(8)}}}$$

$$= \frac{-6.51}{\sqrt{\frac{2372.94 - 380.90}{72}}}$$

$$= \frac{-6.51}{\sqrt{\frac{1992.04}{72}}}$$

$$= \frac{-6.51}{\sqrt{27.67}}$$

$$= \frac{-6.51}{5.26}$$

$$t = -1.24$$

$$tv_{.05} = 2.31$$

t-computed 1.24 is less than the table value of 2.31 at .05 level of significance. Therefore, the null hypothesis is accepted. There is no significant difference between the expected and the actual performance of the subject pupils in the Division Achievement Test in Mathematics.

APPENDIX L-14

Expected and Actual MPS of the Grade Two Pupils in the Division Achievement Test in Filipino

Grade & Section	Expected (X_1)	Actual (X_2)	D	D^2
II-1	65.42	72.23	6.81	46.38
II-2	65.42	65.57	0.15	0.02
II-3	65.42	68.35	2.91	8.47
II-4	65.42	63.33	- 2.09	4.37
II-5	65.42	55.57	- 9.85	97.02
II-6	65.42	53.33	-12.09	146.17
II-7	65.42	34.43	-30.99	960.38
II-8	65.42	25.57	-39.85	1588.02
II-9	65.42	30.00	-35.42	1254.58
Grand Sum	EX_1=588.78	EX_2=568.36	ED=-120.42	ED^2=4105.41
Grand MPS	65.42	52.04	$\overline{D}$= -13.38	

$$\overline{D} = \frac{ED}{N}$$

$$= \frac{-120.42}{9}$$

$$= -13.38$$

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(E\,D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{-13.38}{\sqrt{\frac{4105.41 - \frac{(120.42)^2}{9}}{9\,(9-1)}}}$$

$$= \frac{-13.38}{\sqrt{\frac{4105.41 - \frac{14500.98}{9}}{9\,(8)}}}$$

$$= \frac{-13.38}{\sqrt{\frac{4105.41 - 1611.22}{72}}}$$

$$= \frac{-13.38}{\sqrt{\frac{2494.19}{72}}}$$

$$= \frac{-13.38}{\sqrt{34.64}}$$

$$= \frac{-13.38}{5.89}$$

$$t = -2.27$$

$$tv = 2.31$$

t-computed -2.27 is less than the critical value of 2.31 at .05 level of significance. Hence, the null hypothesis is accepted. There is no significant difference between the expected and actual performance of the Grade two pupils in the Division Achievement Test in Filipino.

APPENDIX L-15

Expected and Actual MPS of the Grade Two Pupils in the Division Achievement Test in Sibika at Kultura

Grade & Section	Expected (X_1)	Actual (X_2)	D	D^2
II-1	59.81	54.17	- 5.64	31.81
II-2	59.81	43.33	-16.48	271.59
II-3	59.81	60.83	1.02	1.04
II-4	59.81	40.00	-19.81	392.44
II-5	59.81	35.63	-24.18	584.67
II-6	59.81	30.30	-29.51	870.84
II-7	59.81	22.23	-37.58	1412.26
II-8	59.81	22.23	-37.58	1412.26
II-9	59.81	17.97	-14.84	1750.58
Grand Sum	EX_1=538.29	EX_2=526.29	ED=-211.62	ED^2=6727.49
Grand MPS	59.81	36.30	$\bar{D}$ = -23.51	

$$D = \frac{ED}{N}$$

$$= \frac{211.62}{9}$$

$$= -23.51$$

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(E\,D)^2}{N}}{N(N-1)}}}$$

$$= \frac{-23.51}{\sqrt{\frac{6727.49 - \frac{(-211.6)^2}{9}}{9\,(9-1)}}}$$

$$= \frac{-23.51}{\sqrt{\frac{6727.49 - \frac{44774.56}{9}}{9\,(8)}}}$$

$$= \frac{-23.51}{\sqrt{\frac{6727.49 - 4974.95}{72}}}$$

$$= \frac{-23.51}{\sqrt{\frac{1752.54}{72}}}$$

$$= \frac{-23.51}{\sqrt{24.34}}$$

$$= \frac{-23.51}{4.93}$$

$$t = -4.77$$

$$t_{v\ .05} = 2.31$$

t-computed -4.77 is greater than the tabled value of 2.31 at .05 level of significance. Hence, the null hypothesis is rejected. There is significant difference between the expected and actual performance of the Grade two pupils in the Division Achievement Tests in Sibika at Kultura.

APPENDIX L-16

Pupils' Expected and Actual General Performance in All Subjects per School Achievement Test

Subject	Expected (X_1)	Actual (X_2)	D	D^2
English	67.71	64.06	- 3.65	13.32
Mathematics	59.06	63.55	4.49	20.16
Filipino	58.98	65.89	6.91	47.75
Sibika at Kultura	52.34	65.06	12.72	161.80
Grand Sum	EX_1=238.09	EX_2=258.56	ED=20.47	ED^2=243.03
Grand MPS	59.52	64.04	$\overline{D}$= 5.12	

$$\overline{D} = \frac{E\,D}{N}$$

$$= \frac{20.47}{4}$$

$$= 5.12$$

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - \frac{(E\,D)^2}{N}}{N\,(N-1)}}}$$

$$= \frac{5.12}{\sqrt{\frac{243.03 - \frac{(20.47)^2}{4}}{4\,(4-1)}}}$$

$$= \frac{5.12}{\sqrt{\frac{243.03 - \frac{419.02}{4}}{4\,(3)}}}$$

$$= \frac{5.12}{\sqrt{\frac{243.03 - 104.76}{12}}}$$

$$= \frac{5.12}{\sqrt{\frac{138.27}{12}}}$$

$$= \frac{5.12}{\sqrt{11.52}}$$

$$= \frac{5.12}{3.39}$$

$t = 1.51$

$tv = 3.18$

t-computed 1.51 is less than the tabular value at .05 level of significance so the null hypothesis is accepted. There is no significant difference between the expected and actual general performance of the Grade two pupils in Catbalogan I Central Elementary School in all subjects per School Achievement Tests.

APPENDIX L-17

Pupils' Expected and Actual General Performance in All Subjects in the District Achievement Test

Subject	Expected (X_1)	Actual (X_2)	D	D^2
English	61.35	62.02	0.67	0.45
Mathematics	52.20	59.10	6.90	47.61
Filipino	52.53	58.97	6.44	41.47
Sibika at Kultura	44.84	59.87	15.02	225.60
Grand Sum	EX_1=210.93	EX_2=239.96	ED=29.03	ED^2=315.13
Grand MPS	52.73	59.99	$\overline{D}$= 7.26	

$$\overline{D} = \frac{E\,D}{N}$$

$$= \frac{29.03}{4}$$

$$= 7.26$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$= \frac{7.26}{\sqrt{\frac{315.13 - \frac{(29.03)^2}{4}}{4(4-1)}}}$$

$$= \frac{7.26}{\sqrt{\frac{315.13 - \frac{842.74}{4}}{4(3)}}}$$

$$= \frac{7.26}{\sqrt{\frac{315.13 - 210.68}{12}}}$$

$$= \frac{7.26}{\sqrt{\frac{104.45}{12}}}$$

$$= \frac{7.26}{\sqrt{8.70}}$$

$$= \frac{7.26}{2.95}$$

$t = 2.46$

$t_{v_{.05}} = 3.18$

The computed t-value of 2.46 is less than the table value of 3.18 at .05 level of significance, hence the null hypothesis is accepted. There is no significant difference between the expected and actual general performance of the subject pupils in all subjects per District Achievement Tests.

APPENDIX L-18

Pupils' Expected and Actual General Performance In All Subjects in the Division Achievement Test

Subject	Expected (X_1)	Actual (X_2)	D	D^2
English	74.06	73.48	- 0.58	0.34
Mathematics	65.91	59.40	- 6.51	42.38
Filipino	65.42	52.04	-13.38	179.02
Sibika at Kultura	59.81	36.30	-23.51	552.72
Grand Sum	EX_1=265.20	EX_2=221.22	ED=-43.98	ED^2=744.46
Grand MPS	66.30	55.31	$\bar{D}$=-11.00	

$$\bar{D} = \frac{E\,D}{N}$$

$$= \frac{-43.98}{4}$$

$$= -11.00$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$= \frac{-11.00}{\sqrt{\frac{774.46 - \frac{(-43.98)^2}{4}}{4(4-1)}}}$$

$$= \frac{-11.00}{\sqrt{\frac{774.46 - \frac{(1034.24)}{4}}{4(3)}}}$$

$$= \frac{-11.00}{\sqrt{\frac{774.46 - 483.56}{12}}}$$

$$= \frac{-11.00}{\sqrt{\frac{290.90}{12}}}$$

$$= \frac{-11.00}{\sqrt{24.24}}$$

$$= \frac{-11.00}{4.92}$$

$$t = -2.24$$

$$t_{v\ .05} = 3.18$$

The t-computed value of -2.24 is less than the table value of 3.18 at .05 level and 3 degrees of freedom. Hence the null hypothesis is accepted. There is no significant difference between the expected and actual general performance of the pupils in all subjects per Division Achievement Tests.

APPENDIX M

F-Ratios of .05 and .01 Levels of Significance

Degrees of freedom for smaller mean square	Degrees of Freedom for Greater Mean Squares									
	1	2	3	4	5	6	8	12	24	oo
1	161.45 4052.10	199.50 4999.03	215.72 5403.49	224.57 5625.14	230.17 5764.08	233.97 5859.39	238.89 5981.34	243.91 6105.83	249.04 6234.16	254.32 6366.48
2	18.51 98.49	19.00 99.01	19.16 99.17	19.25 99.25	19.30 99.30	19.33 99.33	19.37 99.36	19.41 99.42	19.45 99.46	19.50 99.50
3	10.13 34.12	9.55 30.81	9.28 29.46	9.12 28.71	9.01 28.24	8.94 27.91	8.84 27.49	8.74 27.05	8.64 26.60	8.53 26.12
4	7.71 21.20	6.94 18.00	6.59 16.69	6.39 15.98	6.26 15.52	6.16 15.21	6.04 14.80	5.91 14.37	5.77 13.93	5.63 13.46
5	6.61 16.26	5.79 13.27	5.41 12.06	5.19 11.39	5.05 10.97	4.95 10.67	4.82 10.27	4.68 9.89	4.53 9.47	4.36 9.02
6	5.99 13.74	5.14 10.92	4.76 9.78	4.53 9.15	4.39 8.75	4.28 8.47	4.15 8.10	4.00 7.72	3.84 7.31	3.67 6.88
7	5.59 12.25	4.74 9.55	4.35 8.45	4.12 7.85	3.97 7.46	3.87 7.19	3.73 6.84	3.57 6.47	3.41 6.07	3.23 5.65
8	5.32 11.26	4.46 8.65	4.07 7.59	3.84 7.01	3.69 6.63	3.58 6.37	3.44 6.03	3.28 5.67	3.12 5.28	2.93 4.86

APPENDIX M—(Continued)

Degrees of freedom for smaller mean square	Degrees of Freedom for Greater Mean Squares									
	1	2	3	4	5	6	8	12	24	oo
9	5.12 10.56	4.26 8.02	3.86 6.99	3.63 6.42	3.48 6.06	3.37 5.80	3.23 5.47	3.07 5.11	2.90 4.73	2.71 4.31
10	4.96 10.04	4.10 7.56	3.71 6.55	3.48 5.99	3.33 5.64	3.22 5.39	3.07 5.06	2.91 4.71	2.74 4.33	2.54 3.91
11	4.84 9.65	3.98 7.20	3.59 6.22	3.36 5.67	3.20 5.32	3.09 5.07	2.95 4.74	2.79 4.40	2.61 4.02	2.40 3.60
12	4.75 9.33	3.88 6.93	3.49 5.95	3.26 5.41	3.11 5.06	3.00 4.82	2.85 4.50	2.69 4.16	2.50 3.78	2.30 3.36
13	4.67 9.07	3.80 6.70	3.41 5.74	3.18 5.20	3.02 4.86	2.92 4.62	2.77 4.30	2.60 3.96	2.42 3.59	2.21 3.16
14	4.60 8.86	3.74 6.51	3.34 5.56	3.11 5.03	2.96 4.69	2.85 4.46	2.70 4.14	2.53 3.80	2.35 3.43	2.13 3.00
15	4.54 8.68	3.68 6.36	3.29 5.42	3.06 4.89	2.90 4.56	2.79 4.32	2.64 4.00	2.48 3.67	2.29 3.29	2.07 2.87
16	4.49 8.53	3.63 6.23	3.24 5.29	3.01 4.77	2.85 4.44	2.74 4.20	2.59 3.89	2.42 3.55	2.24 3.18	2.01 2.75
17	4.45 8.40	3.59 6.11	3.20 5.18	2.96 4.67	2.81 4.34	2.70 4.10	2.55 3.79	2.38 3.45	2.19 3.08	1.96 2.65

APPENDIX M—(Continued)

Degrees of freedom for smaller mean square	Degrees of Freedom For Greater Mean Square									
	1	2	3	4	5	6	8	12	24	oo
18	4.41 8.28	3.55 6.01	3.16 5.09	2.93 4.58	2.77 4.25	2.66 4.01	2.51 3.71	2.34 3.37	2.15 3.01	1.92 2.57
19	4.38 8.18	3.52 5.93	3.13 5.01	2.90 4.50	2.74 4.17	2.63 3.94	2.48 3.63	2.31 3.13	2.11 2.92	1.88 2.49
20	4.35 8.10	3.49 5.85	3.10 4.94	2.87 4.43	2.71 4.10	2.60 3.87	2.45 3.56	2.28 3.23	2.08 2.86	1.84 2.42
21	4.32 8.02	3.47 5.78	3.07 4.87	2.84 4.37	2.68 4.04	2.57 3.81	2.42 3.51	2.25 3.17	2.05 2.80	1.81 2.36
22	4.30 7.94	3.44 5.72	3.05 4.82	2.82 4.31	2.66 3.99	2.55 3.75	2.40 3.45	2.23 3.12	2.03 2.75	1.78 2.30
23	4.28 7.88	3.42 5.66	3.03 4.76	2.80 4.26	2.64 3.94	2.53 3.71	2.38 3.41	2.20 3.07	2.00 2.70	1.76 2.26
24	4.26 7.82	3.40 5.61	3.01 4.72	2.78 4.22	2.62 3.90	2.51 3.67	2.36 3.36	2.18 3.03	1.98 2.66	1.73 2.21
25	4.24 7.77	3.38 5.57	2.99 4.68	2.76 4.18	2.60 3.86	2.49 3.63	2.34 3.32	2.16 2.99	1.96 2.62	1.71 2.17
26	4.22 7.72	3.37 5.53	2.98 4.64	2.74 4.14	2.59 3.82	2.47 3.59	2.32 3.29	2.15 2.96	1.95 2.58	1.69 2.13

Least-Significant Studentized Ranges r_p
0.05 Level

v	p = 2	3	4	5	6	7	8	9	10
1	17.97	17.97	17.97	17.97	17.97	17.97	17.97	17.97	17.97
2	6.085	6.085	6.085	6.085	6.085	6.085	6.085	6.085	6.085
3	4.501	4.516	4.516	4.516	4.516	4.516	4.516	4.516	4.516
4	3.927	4.013	4.033	4.033	4.033	4.033	4.033	4.033	4.033
5	3.635	3.749	3.797	3.814	3.814	3.814	3.814	3.814	3.814
6	3.461	3.587	3.649	3.680	3.694	3.697	3.697	3.697	3.697
7	3.344	3.477	3.548	3.588	3.611	3.622	3.626	3.626	3.626
8	3.261	3.399	3.475	3.521	3.549	3.566	3.575	3.579	3.579
9	3.199	3.339	3.420	3.470	3.502	3.523	3.536	3.544	3.547
10	3.151	3.293	3.376	3.430	3.465	3.489	3.505	3.516	3.522
11	3.113	3.256	3.342	3.397	3.435	3.462	3.480	3.493	3.501
12	3.082	3.225	3.313	3.370	3.410	3.439	3.459	3.474	3.484
13	3.055	3.200	3.289	3.348	3.389	3.419	3.442	3.458	3.470
14	3.033	3.178	3.268	3.329	3.372	3.403	3.426	3.444	3.457
15	3.014	3.160	3.250	3.312	3.356	3.389	3.413	3.432	3.446
16	2.998	3.144	3.235	3.298	3.343	3.376	3.402	3.422	3.437
17	2.984	3.130	3.222	3.285	3.331	3.366	3.392	3.412	3.429
18	2.971	3.118	3.210	3.274	3.321	3.356	3.383	3.405	3.421
19	2.960	3.107	3.199	3.264	3.311	3.347	3.375	3.397	3.415
20	2.950	3.097	3.190	3.255	3.303	3.339	3.368	3.391	3.409
24	2.919	3.066	3.160	3.226	3.276	3.315	3.345	3.370	3.390
30	2.888	3.035	3.131	3.199	3.250	3.290	3.322	3.349	3.371
40	2.868	3.006	3.102	3.171	3.224	3.266	3.300	3.328	3.352
60	2.829	2.976	3.073	3.143	3.198	3.241	3.277	3.307	3.333
120	2.800	2.947	3.045	3.116	3.172	3.217	3.254	3.287	3.314
∞	2.772	2.918	3.017	3.089	3.146	3.193	3.232	3.265	3.294

*Abridged from H.L. Harter, "Critical values for Duncan's new multiple range test," Biometrics, Vol. 16, no. 4 (1960), by permission of the author and the editor.

Least Significant Studentized Ranges r_p
0.01 Level

v	p = 2	3	4	5	6	7	8	9	10
1	90.03	90.03	90.03	90.03	90.03	90.03	90.03	90.03	90.03
2	14.04	14.04	14.04	14.04	14.04	14.04	14.04	14.04	14.04
3	8.261	8.321	8.321	8.321	8.321	8.321	8.321	8.321	8.321
4	6.512	6.677	6.740	6.756	6.756	6.756	6.756	6.756	6.756
5	5.702	5.893	5.989	6.040	6.065	6.074	6.074	6.074	6.074
6	5.243	5.439	5.549	5.614	5.655	5.680	5.694	5.701	5.703
7	4.949	5.145	5.260	5.334	5.383	5.416	5.439	5.454	5.464
8	4.746	4.939	5.057	5.135	5.189	5.227	5.256	5.276	5.294
9	4.596	4.787	4.906	4.986	5.043	5.086	5.118	5.142	5.160
10	4.482	4.671	4.790	4.871	4.931	4.975	5.010	5.037	5.058
11	4.392	4.579	4.697	4.780	4.841	4.887	4.924	4.952	4.975
12	4.320	4.504	4.622	4.706	4.767	4.815	4.852	4.883	4.907
13	4.260	4.442	4.560	4.644	4.706	4.755	4.793	4.824	4.850
14	4.210	4.391	4.508	4.591	4.654	4.704	4.743	4.775	4.802
15	4.168	4.347	4.463	4.547	4.610	4.660	4.700	4.733	4.760
16	4.131	4.309	4.425	4.509	4.572	4.622	4.663	4.696	4.724
17	4.099	4.275	4.391	4.475	4.539	4.589	4.630	4.664	4.693
18	4.071	4.246	4.362	4.445	4.509	4.560	4.601	4.635	4.664
19	4.046	4.220	4.335	4.419	4.483	4.534	4.575	4.610	4.639
20	4.024	4.197	4.312	4.395	4.459	4.510	4.552	4.587	4.617
24	3.956	4.126	4.239	4.322	4.386	4.437	4.480	4.516	4.546
30	3.889	4.056	4.168	4.250	4.314	4.366	4.409	4.445	4.477
40	3.825	3.988	4.098	4.180	4.244	4.296	4.339	4.376	4.408
60	3.762	3.922	4.031	4.111	4.174	4.226	4.270	4.307	4.340
120	3.702	3.858	3.965	4.044	4.107	4.158	4.202	4.239	4.272
oo	3.643	3.796	3.900	3.978	4.040	4.091	4.135	4.172	4.205

APPENDIX O

Table of Critical Value of t

df	Level of Significance for One Tailed Test				
	.005	.01	.02	.05	.10
	Level of Significance for Two-Tailed Test				
	.01	.02	.05	.10	.20
1	63.66	31.82	12.71	6.31	3.08
2	9.92	6.69	4.30	2.92	1.89
3	5.84	4.54	3.18	2.35	1.64
4	4.60	3.75	2.78	2.13	1.53
5	4.03	3.30	2.57	2.02	1.48
6	3.71	3.14	2.45	1.94	1.44
7	3.50	3.00	2.36	1.90	1.42
8	3.36	2.90	2.31	1.86	1.40
9	3.25	2.82	2.26	1.83	1.38
10	3.17	2.76	2.23	1.81	1.37
11	3.11	2.72	2.20	1.80	1.36
12	3.06	2.68	2.18	1.78	1.26
13	3.01	2.65	2.16	1.77	1.35
14	2.98	2.62	2.14	1.76	1.34
15	2.95	2.60	2.13	1.75	1.34
16	2.92	2.58	2.12	1.75	1.34
17	2.90	2.57	2.11	1.74	1.33
18	2.88	2.55	2.10	1.73	1.33
19.	2.86	2.54	2.09	1.73	1.33
20	2.84	2.53	2.09	1.72	1.32
21	2.83	2.52	2.08	1.72	1.32
22	2.82	2.51	2.07	1.72	1.32
23	2.81	2.50	2.07	1.71	1.32
24	2.80	2.49	2.06	1.71	1.32
25	2.79	2.48	2.06	1.71	1.32

Source: Henry E. Garret, 1966.

CURRICULUM VITAE

NAME	: SYLVIA MAASIN CANANUA
ADDRESS	: Brgy. 10, Patag District Catbalogan, Samar
DATE OF BIRTH	: November 1, 1942
PLACE OF BIRTH	: Culaba, Leyte
PRESENT POSITION	: Elementary Grades Teacher
STATION	: Catbalogan I Central School Catbalogan, Samar
CIVIL STATUS	: Married

EDUCATIONAL BACKGROUND

Elementary.	Catbalogan Central Elementary School, Catbalogan, Samar 1950-1957
Secondary	Samar Trade School Catbalogan, Samar 1957-1960
College	Samar College Catbalogan, Samar 1960-1963
Graduate Studies	Divine Word University Tacloban City Summers 1966 & 1967
	Samar State Polytechnic College Catbalogan, Samar 1984-1988
Curriculum Pursued. . . .	Master of Education
Major	Administration & Supervision

CIVIL SERVICE ELIGIBILITY

Teacher (Elementary) Examination, December 29, 1965, Catbalogan, Samar.

POSITIONS HELD

Elementary Grades Teacher. .1963 to the present

HONORS AND AWARDS RECEIVED

Second Honors	Grade VI Catbalogan Central Elementary School, Catbalogan, Samar 1957
First Honorable Mention .	Fourth Year High School Samar Trade School Catbalogan, Samar 1960
Second Placer	Teachers' Competitive Examination 1964
Division Award as SPED. Teacher on Handling Slow Learners	Catbalogan I Central School Catbalogan, Samar SY 1983-1984 & SY 1984-1985
Certificate of Recognition	For Loyalty and Invaluable Support in the pursuit of the objectives of the SSPC-Alumni Association '86
Certificate of Recognition	For Upholding the Standards of Girl Scouting, GSP Samar Council, Catbalogan, Samar SY 1986-1987 & 1987-1988

SCHOLARSHIP GRANTS

Magna Carta for Teachers (RA 4670) Samar State Polytechnic College, Catbalogan, Samar, SY 1987-1988.

TRAINNINGS, SEMINARS AND WORKSHOPS

Level 3 Mass Training Program for Grade I & II Teachers April 25 to May 6, 1977, Basey, Samar.

Level IV CSC-DEC Teacher Development Institute, June 25 to September 17, 1977, Basey, Samar.

GSP Training Workshop in Badgework, April 25-27, 1982, Catbalogan, Samar.

Pampurok na Seminar sa Pilipino sa Mabisang Pagpaphayag, Marso 1-4, 1982, Catbalogan, Samar.

Pampurok na Seminar sa Pilipino sa Kagalingan Akademiko sa Pamamagitan ng Edukasyong Bilinggwal, Paaralang Sentral ng Catbalogan I, Oktubre 13-16, 1982.

GSP Troop Leadership Course, Catbalogan, Samar, September 28 to October 2, 1983.

Division Seminar Workshop on Project URS, Samar National School, Catbalogan, Samar, July 31 to August 6, 1983.

PRODED Training, (Residential and non-residential) Cawaksi, Tacloban City and Catbalogan, Samar, May 26 to June 8, 1984.

MECS-SSPC Summer Institute on Communication Skills, Samar State Polytechnic College, Catbalogan, Samar, April 22 to June 1, 1985.

CO-CURRICULAR ACTIVITIES

President	Grade II PRODED LAC Sessions Catbalogan I District 1985-1986
Vice President	Girl Scout Leaders Association Catbalogan I District Catbalogan, Samar 1985-1988
Vice President	Regional Summer Institute on Linguistics, Catbalogan, Samar Summer 1985

Purok Adviser.	Barangay II, Patag Catbalogan, Samar 1985 to the present
Member	Board of Directors SSPC General Alumni Association, 1985 to present
Member	Philippine Association of Graduate Education, Region VIII Tacloban City 1987 to present
Leader	Girl Scout Star Troop No. 86 Catbalogan I Central School Catbalogan, Samar 1986 to present
Assistant LAC Leader . .	PRODED Training District of Catbalogan I Catbalogan, Samar 1985-1986
Coordinator	PRODED Training at Cawaksi, San Jose, Tacloban City 1984.
Examiner	NCEE and Career Examinations Catbalogan, Samar 1983 to present
District Chairman. . . .	Grade Two PRODED LAC Training District of Catbalogan I SY 1985-1986
District Chairman . . .	Grade Two Test Preparation Catbalogan I Central School SY 1984-1985
Grade Two Chairman . . .	Catbalogan I Central School Catbalogan, Samar SY 1984-1985
Chairman	Project Lumahok '84 Catbalogan I Central School 1984

Rapporteur	Division and District Seminar on Project UPS, Catbalogan, Samar
Secretary	Class 1960 Alumni Association Samar State Polytechnic College Catbalogan, Samar 1981 to present
P. I. O.	Summer Supreme Student Council Samar State Polytechnic College Catbalogan, Samar Summer 1985
Writer	"The Tradesman" and "Class 1960 Souvenir Program"

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