



LET COMPREHENSIVE REVIEWER

Based on the
NCBTS
and
**TABLE OF SPECIFICATIONS
(TOS)**

PROFESSIONAL EDUCATION

BEEd & BSEd

Volume 2

Published by LORIMAR Publishing Inc.

**LET Comprehensive Reviewer Based on the NCBTS
and Table of Specifications (TOS)**
PROFESSIONAL EDUCATION Volume 2

Copyright © 2016

by

Dr. Allen U. Bautista
Dr. Nella G. Prieto
Dr. Violeta A. Vega
Prof. Lilibeth G. Abrogena
Dr. Jovenita A. Aragon
Dr. Aris Reynold V. Cajigal
Prof. Irol Francis L. Deus
Prof. Filomena Barbara R. Gallardo
Dr. Ronald Candy S. Lasaten
Dr. Ma. Eliza S. Lopez
Dr. Natividad E. Lorenzo

Dr. Eva B. Macugay
Prof. Aleli R. Martin
Dr. Resurreccion M. Mateo
Prof. Rose Francis E. Mina
Dr. Edna C. Nagtalon
Prof. Estrella R. Pacis
Dr. Lily Ann C. Pedro
Dr. Eliza T. Samson
Prof. Cellenie I. Sanchez
Dr. Artemio P. Seatriz

and

LORIMAR PUBLISHING, INC.

ISBN 971-685-814-3

Published by

LORIMAR PUBLISHING, INC.

776 Aurora Blvd., cor. Boston Street, Cubao, Quezon City, Metro Manila
Tel. Nos. 721-2715, 727-3386, 723-1560 Cellphone No. 0918-5375190
Fax (632) 727-3386

Cover design by Ronnie Llena Martinez.

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, mimeographing, or by any information and retrieval system, without written permission from the copyright holder.

To purchase additional copies of this Reviewer, call LORIMAR PUBLISHING, INC.
Tel. Nos. 721-2715 • 723-1560 • 727-3386 • CP No. 0918-5375190
Telefax (632) 727-3386. Ask for Julie or send e-mail to publishedbylorimar@yahoo.com

TABLE OF CONTENTS

*Page
No.*

<p>1. Teaching Profession, Social Dimensions of Education, Field Study, Practice Teaching1</p>

1.1 Determine ways and means to ensure high standards of the teacher's personal and professional development	2
1.2 Describe the roles and responsibilities of the teacher in the local and the global communities	3
1.3 Analyze the historical, economic, socio-cultural, geographical, environmental, political, and socio-psychological factors that influence the school as an agent of change and the teacher as a facilitator of learning	7
1.4 Interpret educational problems in the light of philosophical and legal foundations of education.....	14
1.5 Apply the four pillars of learning-learning to know, learning to do, learning to live together, learning to be-in responding to the aspirations of the learner and the community.....	18
1.6 Apply ethical principles in the teacher's personal life and in his/her relationship with other people.....	20
1.7 Reflect on the professional teacher's accountability to learners' performance and to the teacher's total involvement in the teaching profession.....	24

TABLE OF CONTENTS

*Page
No.*

<p>2. Principles of Teaching, Educational Technology, Curriculum Development, Developmental Reading, Field Study, Practice Teaching26</p>
--

2.1 Employ activities, teaching methods, instructional materials and technology, classroom management techniques appropriate for a chosen subject-area.....	27
2.2 Apply appropriate approaches to lesson planning and curriculum development.....	37
2.3 Apply principles in the preparation and utilization of conventional and non-conventional technologies as well as traditional and alternative teaching strategies	42
2.4 Align curriculum components to instruction and assessment.....	50
2.5 Distinguish the roles of stakeholders (students; teachers; employees; parents; and community) in the delivery of the curriculum.....	55
2.6 Use activities that enhance critical, creative, and metacognitive reading skills.....	57
2.7 Analyze extrinsic and intrinsic factors that affect reading performance.....	59

TABLE OF CONTENTS

	<i>Page No.</i>
3. Facilitating Learning, Child and Adolescent Development.....	62
3.1 Analyze the cognitive, metacognitive, motivational and socio-cultural factors that affect learning.....	63
3.2 Apply theories of learning and development to the teaching-learning process	58
3.3 Draw educational implications of research findings related to child and adolescent learning and development along with the biological, linguistic, cognitive, social and psychological dimensions.....	77
3.4 Organize a learning environment that is responsive to learner's needs and that promotes fairness among learners of various cultures, family background, and gender	83
4. Assessment of Learning, Field Study, Practice Teaching	89
4.1 Apply principles in constructing traditional and alternative/authentic forms of high quality assessment	90
4.2 Interpret assessment results	101
4.3 Utilize processed data and assessment results in reporting learners' performance to improve teaching and learning.....	105
4.4 Demonstrate skills in the use of techniques and tools in assessing affective learning	109
4.5 Assign students' marks/ ratings.....	110
References.....	116-118
Answer Key and Notes	119-131
Sample Certificate of Registration and Professional ID.....	135
Sample Answer Sheets	137-143
About the Contributors	145-146

1. TEACHING PROFESSION, SOCIAL DIMENSIONS OF EDUCATION, FIELD STUDY, PRACTICE TEACHING	20%
COMPETENCIES	
1.1 Determine ways and means to ensure high standards of the teacher's personal and professional development	2%
1.2 Describe the roles and responsibilities of the teacher in the local and the global communities	2%
1.3 Analyze the historical, economic, socio-cultural, geographical, environmental, political, and socio-psychological factors that influence the school as an agent of change and the teacher as a facilitator of learning	5%
1.4 Interpret educational problems in the light of philosophical and legal foundations of education	5%
1.5 Apply the four pillars of learning- learning to know, learning to do, learning to live together, learning to be- in responding to the aspirations of the learner and the community	3%
1.6 Apply ethical principles in the teacher's personal life and in his/her relationship with other people	3%
1.7 Reflect on the professional teacher's accountability to learners' performance and to the teacher's total involvement in the teaching profession	

1.1 Determine ways and means to ensure high standards of the teacher's personal and professional development

1. To ensure high standards of teacher's personal and professional development, one must refer to the qualification standards to the PQF? What does PQF stand for?
 - A. Philippine Quality Framework
 - B. Philippine Qualifications Framework
 - C. Philippine Qualifications Focus
 - D. Philippines Qualification Framework

2. For the continuing professional development seminar of the Bachelor of Education graduate to meet standards, the outcome/s should be in accordance with which level in the Philippine Qualifications Framework?

A. Level 4	C. Level 6
B. Level 5	D. Level 7

3. For the continuing professional development seminar of the graduate in the Masters level to meet standards, the outcome/s should be in accordance with which level in the Philippine Qualifications Framework?

A. Level 4	C. Level 6
B. Level 5	D. Level 7

4. For the continuing professional development seminar of the graduate in the doctorate level to meet standards, the outcome/s should be in accordance with which level in the Philippine Qualifications Framework?

A. Level 4	C. Level 6
B. Level 5	D. Level 8

5. Why should continuing professional development be in accordance with the Philippine Qualifications Framework (PQF)?
Because the PQF for each level of the Philippine education system
 - A. states the assessment tasks
 - B. states the qualification standards
 - C. describes the attributes of a graduate
 - D. lays down the industry requirements

6. Should the planning of continuing professional development programs consider the ASEAN Qualifications Reference Framework?
 - A. No, continuing professional development is required only in the Philippines.
 - B. Yes, for professionals to be globally competitive.
 - C. Not necessarily, it is enough that continuing professional development programs abide by PQF standards
 - D. That depends on the profession concerned

7. The Philippines has the National Competency-Based Teacher Standards. Should these be taken into consideration in the planning and conduct of professional teachers' continuing professional development programs?
 - A. Definitely, yes.
 - B. Maybe
 - C. Not necessarily
 - D. No, the PQF is the only one to be considered.

1.2 Describe the roles and responsibilities of the teacher in the local and the global communities

8. According to PRC Revised Guidelines For Continuing Professional Development (Resolution No. 2013-774, every professional teacher is required proof of _____ continuing professional development units for renewal of professional identification card every three years.

A. 36	C. 30
B. 45	D. 48

9. Which is/are a characteristic/s of quality professional development?
 - I. Sustained
 - II. Lifelong
 - III. Self-directed

A. I and II	B. II and III
C. III only	D. I, II and III

10. Which is/are teachers' responsibility/ties?
- I. Ensure that assessment always supports learning and is based on a wide range of evidence.
 - II. Plan, design and carry out assessment as an ongoing part of learning and teaching and periodically use specific assessments, tests or examinations as appropriate.
 - III. Involve learners fully in assessment and help them to understand what is expected.
- A. I, II and III
B. II and III
C. I and II
D. II only
11. Which role do teachers play when they help their colleagues by sharing instructional resources such as Web sites, readings?
- A. Subject expert
B. Community leader
C. Resource provider
D. Instructional Material custodian
12. When his fellow science teachers share their frustration with students' poorly written lab reports, Joe suggests that they invite several English teachers to recommend strategies for writing instruction. With two English teachers, the science teachers examine a number of lab reports together and identify strengths and weaknesses. The English teachers share strategies they use in their classes to improve students' writing.
- Which role do the English teachers play in this case?
- A. Curriculum specialist
B. Curriculum designer
C. Instruction specialist
D. Curriculum evaluator
13. When teachers lead other teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments, which role do they play?
- A. Curriculum specialist
B. Curriculum designer
C. Instruction specialist
D. Curriculum evaluator
14. When teachers serve as role models, acclimate new teachers to a new school, and advise new teachers about instruction, curriculum, procedure, practices, and politics. Which role do they play?
- A. Principal
B. Mentor
C. Department Head
D. Expert

15. Teacher A, an experienced teacher, takes a great deal of time and expertise and makes a significant contribution to the development of a new professional. Which is his role?
- A. Principal
B. Mentor
C. Department Head
D. Expert
16. DepEd A Child- and Community-Centered Education System (ACCES) describes the learner-centered education that teachers ought to provide. Which one does NOT describe learner-centered education?
- A. Culture-responsive
B. Ethnocentric
C. Environmentally safe
D. Culture-sensitive
17. In a faculty meeting, Peter expresses a concern that teachers may be treating some students differently from others. Students who come to him for extra assistance have shared their perspectives, and Peter wants teachers to know what students are saying. As his colleagues discuss reasons for low student achievement, Peter challenges them to explore data about the relationship between family socio-economic status and discipline referrals in the school. When a teacher begins to point fingers at students, he encourages them to examine how they can change his instructional practices to improve student engagement and achievement. Teacher Peter plays the role of a _____.
- A. learner
B. expert
C. curriculum designer
D. catalyst for change
18. At every team or faculty meeting, Lilian identifies something new that she tries to apply in her classroom. Her willingness to explore new strategies is infectious. Other teachers, encouraged by her willingness to discuss what works and what doesn't, begin to talk about their teaching and how it influences student learning. As a teacher, she shows that she is a/an _____.
- A. instruction expert
B. curriculum planner
C. catalyst for change
D. learner
19. Which role do teacher-leaders play?
- I. Shape the culture of their schools
 - II. Improve student learning
 - III. Influence practice among their peers
- A. I, II
B. I, II and III
C. II and III
D. II only

20. DepEd A Child- and Community-Centered Education System (ACCES) describes the learner-centered education that teachers ought to provide. Which one does NOT describe learner-centered education?

- A. Learning-focused
B. Developmental stage-appropriate
C. Gender-sensitive
D. Exclusive

21. Macrina, the 10th grade language arts team leader, facilitates a team of her colleagues as they look at the results of the most recent writing sample, a teacher-designed assessment given to all incoming 10th grade students. Macrina guides teachers as they discuss strengths and weaknesses of students' writing performance as a group, as individuals, by classrooms, and in disaggregated clusters by race, gender, and previous school. They then plan instruction on the basis of these data.

Which role does Teacher Macrina play?

- A. Principal
B. Data coach
C. Department Head
D. Expert

22. Teachers have an important role to play in peace education. How can they contribute to genuine peace education?

- I. By creating a learning environment where both teachers and students teach and learn from one another through equitable dialogue
II. By combining lessons with practical application towards societal transformation
III. By analyzing issues in a holistic way that accounts for the past, present, and future, and includes the personal, local and global levels
IV. By promoting values such as compassion, equality, interdependence, diversity, sustainability, and nonviolence

- A. I, II, III, IV
B. I, II, III
C. I, II
D. I only

23. In her report to UNESCO, *LEARNING: The Treasure Within*, Jacques Delors, strongly recommended that all education reform be conducted in the spirit and essence of sustainable development and called for the full-fledged pursuit of reorienting education to attain sustainability. Considering his/her influence on learners, which is the most fitting and significant response from a professional teacher?

- A. Integrate concepts in Education for Sustainable Development (ESD) in lessons.
B. Create a separate subject on ESD.
C. Make ESD his/her thesis/dissertation problem.
D. Serve as lecturer on ESD for all groups in the community.

24. With which kind/s of interaction is the goal of global or international education where Filipino teachers play a part?

- I. Thinking, perceiving, communicating, and behaving in new and different ways with people from many different backgrounds
II. Expecting people to think, perceive, communicate and behave in the same way that Filipinos do
III. Making people adopt Filipino beliefs and practices as these are highly positive

- A. I only
B. II only
C. III only
D. I, II and III

25. Who is a global teacher?

- A. A graduate of a degree in a university outside the country
B. Competent in the use of information and communication technology
C. Able to teach learners from diverse groups and cultures
D. Knows how to speak different foreign languages

1.3 Analyze the historical, economic, socio-cultural, geographical, environmental, political, and socio-psychological factors that influence the school as an agent of change and the teacher as a facilitator of learning

26. Which is the main objective of the Educational Service Contracting Scheme, or ESC?

- A. To decongest public secondary schools by "contracting" the excess capacities of private high schools through the provision of subsidies for students who, otherwise, would have gone to the public high schools
B. To enter into a contract with public school students to stay and complete schooling or else pay their own tuition fees
C. To fill up the private schools with students or else go bankrupt and close
D. To enter into an agreement with parents to send their children to school or else they get penalized

27. GASTPE is one proof of public-private partnership for government to give access to quality education. What does GASTPE mean?

- A. Government Assistance to Students and Teachers in Private Education
B. Government Assistance for Scholarships and Teaching in Private Education
C. Government Assistance to Students' and Teachers' Scholarships in Private Education
D. Government Assistance to Selected Students and Teachers in Private Education

28. Which is a proof of the public-private partnership for government to give access to quality secondary education?
- Mobile teacher
 - Open High School
 - Education Service Contracting Scheme
 - Itinerant teacher
29. Which does Education Service Contracting Scheme point to?
- The complementary roles of public and private institutions in the educational system
 - The sufficiency of the public schools system
 - The independence of the private school system from the public school system
 - The sufficiency of the private school system
30. What is TRUE of Alternative Delivery Modes (ADMs)?
- Address the learning needs of the marginalized pupils and those learners at risk of dropping out
 - Help learners overcome social and economic constraints in their schooling
 - Simplify curriculum for students at risk of dropping out
- I only
 - II only
 - II and III
 - I and II
31. What does e-IMPACT as an alternative delivery mode mean?
- Instructional Management by Parents, Community, and Teachers
 - Instructional Management by People, Community, and Teachers
 - Instructional Management by Parents' Cooperation with Teachers
 - Instructional Management by Parenting, Community, and Teambuilding
32. On which principles is the IMPACT system based?
- The children are active participants in the learning process.
 - Encourage and develop in the children the skill to learn independently and eventually become self- and lifelong learners.
 - Education is viewed as a socializing process and learning training. Group learning is, thus, the primary mode of learning.
- I, II and III
 - I and II
 - II and III
 - III only

33. Which modes of delivery apply to the e-IMPACT system?
- Programmed teaching
 - Peer-group learning
 - Individual study
- I, II and III
 - I and III
 - II and III
 - III only
34. Which is TRUE of Open High School Program?
- Recommended for "Students At Risk of Dropping Out" who permanently cannot attend regular classes
 - Falls under the alternative learning system
 - Falls under the informal system
 - Open to all students who are interested
- Here are some provisions of RA 10533, The Enhanced Basic Education Act of 2013. Read them then answer # 35-39.

"Make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning, including mother tongue as a learning resource."

"Basic education shall be delivered in languages understood by the learners as the language plays a strategic role in shaping the formative years of learners...."

"The curriculum shall be culture-sensitive;..."

"The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged and approval of these materials shall devolve to the regional and division education units."
35. If the school acts as an agent of change, what is it expected to do?
- Implements a curriculum that will perpetuate the entire culture of the community
 - Supplants the community culture with a new one perceived to be superior to the community culture
 - Enhances curriculum by localizing and indigenizing it with the help of community
 - Lets teachers indigenize curriculum on their own

36. Schools should be culture-sensitive. Which is an indicator of cultural sensitivity?
- Knowing that differences exist between cultures
 - Labeling cultural practice as right or wrong
 - Identifying which is better or worse cultural practice
 - Labeling cultural practice right or wrong in the light of the organizational goals
37. The aforementioned provisions of RA 10533 make clear that schools should be _____.
- | | |
|-----------------------|---------------------|
| A. community-centered | C. church-centered |
| B. LGU-centered | D. parents-centered |
38. Which is/are way/s by which schools can be learner-centered, according to the aforementioned provisions of RA 10533?
- Using Mother Tongue as language of instruction
 - By making curriculum flexible and responsive to community needs
 - By indigenizing curriculum
- | | |
|--------------|------------------|
| A. I only | C. I and II |
| B. I and III | D. I, II and III |
39. Which is/are NOT implied in the aforementioned provisions of RA 10533?
- That schools be independent of the community
 - That schools be community-centered
 - That schools be flexible
 - That community partner with schools
40. In a knowledge-based economy, schools can act as agents of changes by _____.
- engaging itself in transmissive education
 - equipping learners with lifetime skills such as knowledge retrieval, comprehension, application and utilization
 - giving the learners the latest updates in education
- | | |
|-------------|---------------|
| A. II only | C. I only |
| B. III only | D. II and III |
41. For teacher to serve as facilitator of learning, according to Kendall's and Marzano's new taxonomy, in which order should learners go through these processes?
- Cognitive
 - Self-system
 - Metacognitive
- | | |
|------------------|------------------|
| A. I, III and II | C. I, II and III |
| B. II, III and I | D. II, I and III |

42. What question does the learner ask at the self-system level processing?
- What has this lesson to do with me?
 - Why did I not learn this at first?
 - How should I do this to be sure of results?
 - What is the best way to arrive at the solution?
43. What question/s does the learner ask at the metacognitive level processing?
- What has this lesson to do with me?
 - Why did I not learn this at first?
 - How should I do this to be sure of results?
 - What is the best way to arrive at the solution?
- | | |
|-------------------|---------------|
| A. II, III and IV | C. I, II, III |
| B. B. I, III, IV | D. I only |
44. Which is a progressive approach in transforming education that holistically critiques current shortcomings, failures, and discriminatory practices in education?
- | | |
|-----------------------------|----------------------------|
| A. Transformative education | C. Multicultural education |
| B. Peace Education | D. Values education |
45. To enable learners to respond to the demands of the present world, which should schools do?
- Teach application-based, creative, critical, and innovative thinking
 - Teach information and concepts
 - Offer a fixed curriculum
 - Prepare students for the present
46. The role of a teacher changes in a learner-centered environment. Which among the following circumstances is NOT included in the paradigm shift?
- Teacher _____.
- is viewed as a support, collaborator and coach for students as they learn to gather and evaluate information for themselves
 - actively encourages individuals to use their personal knowledge and skills to create unique solutions to problems
 - is viewed as the primary source of information who continually directs it to the students
 - participates at times as one who may not know it all but desires to learn

47. Which is an offshoot of the pillar of learning to live together?
- Students learn how to care for the environment.
 - Students learn how to understand others and appreciate diversity among people.
 - Schools show concern for what happens to learners after they leave school.
 - Schools celebrate United Nations Week.
48. Which is NOT true about globalization?
- It affects all countries, some more favorably than the others in terms of economic growth, national sovereignty, and cultural identity.
 - It seeks to explain the integration of economies and societies around the world as they are knit together by travel, language, values and ideas, trade, labor and financial flows, communication and technology.
 - It is one of the most dominant forces facing education in the 21st century.
 - As advanced by the ASEAN Heads of States it has three distinct pillars: economic, socio-cultural, and political community.
49. Which of the following skills should be required of children and youth to master the greatest challenges regardless of national origin or cultural upbringing?
- Higher-order cognitive and interpersonal skills
 - Psychomotor skills
 - Social and spiritual skills
 - Emotional and leadership skills
50. What does the statement "With the advent of Information and Communication Technology, learning has become borderless" mean?
- Information acquisition and dissemination as well as delivery of education all over the globe has been made with ICT.
 - Boundaries and limitations are set in relation to acquisition of knowledge and education.
 - Teaching and learning today are expensive and unaffordable.
 - The use of internet, modern laptops, tablets, i-phones and other gadgets has borders.
51. Education plays a vital role in sustainability by _____.
- promoting gender bias
 - promoting health
 - teaching care for the environment
 - condemning cultural diversity
- I and II
 - I, II and III
 - II and III
 - II, III and IV

52. Structural violence is reflected in conditions like _____.
- great gulf between the rich and the poor
 - highly uneven distribution of wealth and resources
 - presence of hunger and poverty
- I only
 - II only
 - II and III
 - I, II and III
53. Modern functionalists believe that schools play a significant role in _____.
- maintaining a modern democratic society specially with regard to equality of opportunity for all citizens
 - providing citizens with the knowledge and to participate actively in politics
 - teaching students how to learn so that they may adapt new work roles and requirements
 - providing students with skills and dispositions to work
- I and II
 - I, III and IV
 - II and III
 - I, II, III and IV
54. In a classroom situation where students are discussing whether government efforts to establish peace in Mindanao will be beneficial to the whole country or not, which is the most appropriate strategy?
- Debate
 - Visualization exercise
 - Consensus taking
 - Conflict resolution
55. The following are attributes of a peace educator EXCEPT _____.
- a responsible global citizen and an agent of culture and peace
 - has the skills of communication and conflict resolution
 - is motivated by service but expects rewards for services
 - lifelong learner who continues to improve his/her own learning abilities
56. Which is a correct statement for Education for Sustainable Development (ESD)?
- It is economic development at the expense of the environment.
 - It concerns economic and social development and environmental protection.
 - It is social development through exclusive education.
 - It concerns only the developing countries.
57. What pedagogy should schools adopt to help learners acquire the basic skills?
- Let students perform experiments and investigatory projects.
 - Demonstrate skills needed and then let students perform the skills until mastery is achieved.
 - Do community visits and let students do a project to improve the community.
 - Let students make a webquest regarding a particular topic.

58. What particular school function is developed when students internalize the meaning of suffrage and apply it during election times?

- | | |
|-----------------------|----------------------|
| A. Political function | C. Social function |
| B. Cultural function | D. Economic function |

1.4 Interpret educational problems in the light of philosophical and legal foundations of education

59. Which are classified as bullying?

- I. Punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, and fighting using available objects as weapons
- II. Any act that causes damage to a victim's psyche and/or emotional well-being
- III. Name-calling, tormenting, and commenting negatively on victim's looks, clothes and body
- IV. Cyber-bullying or any bullying done through the use of technology or any electronic means

- | | |
|-------------------|----------------------|
| A. I and II | C. III and IV |
| B. II, III and IV | D. I, II, III and IV |

60. The mother tongue of the learner shall be the primary medium of instruction for teaching and learning in the kindergarten level EXCEPT when _____.

- I. the pupils in the kindergarten classroom have different mother tongues or when some of them speak another mother tongue
- II. the teacher does not speak the mother tongue of the learners
- III. resources, in line with the use of the mother tongue, are not yet available
- IV. teachers are not yet trained how to use the MTB-MLE program

- | | |
|------------------|----------------------|
| A. I and II | C. II and III |
| C. I, II and III | D. I, II, III and IV |

61. The Kindergarten Act states that the authority to regulate the organization, operations and/or implementation of the kindergarten education program of both public and private schools shall be vested upon the _____.

- | | |
|----------|-------------|
| A. DepEd | C. DSWD |
| B. LGU | D. Barangay |

62. Based on RA 10533, the Enhanced Basic Education Act of 2013, is a non-licensed teacher allowed to teach in the K to 12 Curriculum full time?

- A. Yes, provided he/she obtains a license within five years from the time of hiring.
- B. No, no one may teach without a license.
- C. Yes, only in TecVoc track where there is dearth of qualified teachers.
- D. That depends on the policy of the educational institution.

63. Based on R.A. 9293, may all who failed in the LET be deployed as para-teachers?

- A. No, only those with an average rating of 70 to 74.
- B. Yes.
- C. Yes, only in places where there are no applicants.
- D. That depends on teacher need of the community.

64. Which is TRUE of the Alternative Learning System?

- A. Learning system parallel to the formal system
- B. Lower than the formal system
- C. More practical than the formal system
- D. Excludes informal learning system

65. What is an integrated school?

- A. Makes use of integrative teaching
- B. Offers complete basic education in one school site and has unified instructional programs
- C. Integrates life skills in the curriculum
- D. Functions like a Senior High School

66. According to RA 9155, which is the heart of the formal educational system?

- | | |
|----------------------------|------------|
| A. Department of Education | C. school |
| B. Division | D. learner |

67. Is an alien qualified to take the Licensure Examination for Teachers?

- A. Yes, provided his/her country has reciprocity with the Philippines in the practice of the teaching profession.
- B. Yes, provided he/she is a teacher education graduate.
- C. No, because she/he is not a citizen of the Philippines.
- D. No, he/she is not a natural born citizen of the Philippines.

68. After 2002, is there another way of obtaining a professional teacher's license other than passing the LET?
- None.
 - Yes, by applying for the conversion of one's Professional Board Examination for Teachers (PBET) passing rating to a license.
 - Yes, if one has five years of teaching with very satisfactory teaching performance.
 - Yes, if one has three years of teaching and with a Master's degree
69. Can a licensed professional teacher teach after continuous five years of not practicing the teaching profession?
- Yes.
 - No, unless he/she has earned 12 units of refresher courses in education.
 - That depends on the LET rating
 - That depends on the GPA in college
70. Learners must be taught to take stand and defend the same after a thorough analysis of issues is an advice from a/an _____.
- existentialist
 - progressivist
 - rationalist
 - empiricist
71. "Don't just believe because your teacher said so. You must be able to prove with data that such conclusion is correct" is a thought that comes from a/an _____.
- rationalist
 - essentialist
 - empiricist
 - pragmatist
72. "Why waste so much time copying notes from the board when everything is in the textbook?" is a remark that comes from a _____.
- progressivist
 - empiricist
 - pragmatist
 - utilitarianist
73. When in curriculum decongestion the first subjects that are dropped are philosophy, arts, humanities and the like, on which philosophy is the curriculum decongestion anchored?
- Existentialism
 - Utilitarianism
 - Perennialism
 - Progressivism

74. "Every time you meet your students, put your first impressions about each of them within brackets and allow them to disclose themselves as they are, is a wise thing to do", is an advice from a/an _____.
- Existential phenomenologist
 - Progressivist
 - Rationalist
 - Pragmatist
75. If you are afraid to be different from the rest even if you are convinced that you are right makes you far from being a/an _____.
- existentialist
 - pragmatist
 - utilitarianist
 - rationalist
76. The reconstructionist philosophy influences classroom instruction today. Teachers act as social engineers and students learn within the classroom as a social laboratory. In line with this, teachers prepare the youth for leadership and life skills. However, mandatory volunteerism often results from this preparation due to the _____.
- increased pressure from administrative and governmental entities
 - emphasis on crediting and integration of civic education with existing curriculum
 - perceived sense of responsibility in the family and community
 - desire to get more funding from civic-oriented organizations
77. Which of the following is provided for in Article XIV of the 1987 Philippine Constitution?
- Academic freedom of teachers and students at all levels
 - Mandatory religious education in elementary and high schools
 - Protection of intellectual property rights
 - Advancement of free and compulsory secondary education
78. Which statement is not TRUE of CHED?
- It is in charge of education programs in all levels
 - It is governed by commissioners headed by a Chairperson
 - It supervises both public and private higher education institutions
 - It regulates and supervises tertiary education

79. Which of these goals does NOT achieve global education?
- Expand early childhood care education
 - Provide free and compulsory primary education
 - Increase adult illiteracy by 50%
 - Promote life skills for young adults
80. Modesty has not practiced her teaching profession for the past five years. How many units of education courses should she take before she is allowed to teach?
- 12 units
 - 24 units
 - 15 units
 - 30 Units
81. Mr. Sanchez is always willing to work overtime as requested by his superior due to exigency of the service. What percentage of his regular remuneration after he has completed at least 6 hours of actual teaching should be paid to him as additional compensation?
- 20%
 - 25%
 - 30%
 - 35%

1.5 Apply the four pillars of learning-learning to know, learning to do, learning to live together, learning to be-in responding to the aspirations of the learner and the community

82. What is/are TRUE of learning to be?
- reflects a shift from the education goal of economic productivity to a humanistic view of education
 - emphasizes the development of the complete person
 - focuses on the development of reason only
- I only
 - III only
 - I and II
 - I, II and III
83. Which statement/s on “learning to do” is/are CORRECT?
- Learning to do calls for new types of skills, more behavioral than intellectual.
 - The material and the technology are becoming secondary to human qualities and interpersonal relationship.
 - Learning to do implies a shift from skill to competence.
- I, II and III
 - II and III
 - I and II
 - I and III

84. The classroom is very lively. There are different groups and each group is brainstorming on the topic, healthy lifestyle. Every member has his/her own role to do for the realization of one goal - to make and present a PowerPoint presentation of the topic. What pillar of education is exemplified most in the given classroom setting?
- Learning to know
 - Learning to do
 - Learning to be
 - Learning to live together
85. Which pillar of education is developed most when one prepares and does PowerPoint presentation?
- Learning to know
 - Learning to do
 - Learning to be
 - Learning to live together
86. Students in the Senior High School (Grades 11 and 12) will select their tracks, namely: academic, tech-voc and sports and arts and design. What is the main reason behind this?
- To develop the mastery of knowledge or concepts among students so they can earn their degrees
 - To develop mastery of skills among students so that they have chances of employability
 - To develop social skills among students so they will be able to adapt easily to their working environment
 - To develop their whole personality
87. The International Commission on Education for the 21st Century advocates four pillars of learning, namely – learning to know, learning to do, learning to live together, and learning to be. Since there are peace and cultural diversity problems in the world and everywhere, which of the four pillars should be given more emphasis in teaching?
- Learning to know
 - Learning to live together
 - Learning to do
 - Learning to be
88. When the teacher encourages the students to analyze issues, think critically about information given them, and help develop their skills on their own, which pillar of learning does she try to develop?
- Learning to know
 - Learning to live together
 - Learning to do
 - Learning to be

1.6 Apply ethical principles in the teacher's personal life and in his/her relationship with other people

89. Based on the Preamble, "teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional _____."
- | | |
|----------------|--------------|
| A. competence | C. expertise |
| B. proficiency | D. skills |
90. Teacher Laida is an elementary grades teacher. She is very active in community activities. Every election time she serves as a member of the election committee. Then, during one election period her uncle ran for mayor. Laida got very much involved in the campaign. Is Teacher Laida's action ethical?
- Yes, because she should support her relative.
 - Yes, because it is her role to serve the community.
 - No, because she should be non-partisan.
 - No, because serving during election time is very dangerous to life.
91. At Masigasig Elementary School, parents were requested to help during the Brigada Eskwela before the opening of classes. Mrs. Pedro, the school principal, noticed that Ms. Lizardo, a newly hired teacher, was aloof and was not interacting with parents. As the school head, what should Mrs. Pedro do?
- Ask Ms. Lizardo to do other tasks in the office until she is able to adjust.
 - Request the parents to invite Ms. Lizardo to join them.
 - Cancel the activity so Ms. Lizardo will do the Brigada herself.
 - Advise Ms. Lizardo to supervise and join the parents in their activities.
92. Miss Sanchez engaged her learners in activities where they develop writing, critical thinking, problem solving skills, and risk taking. Which of these 21st century skills does Miss Sanchez possess?
- Communication Skills
 - Learning and Innovations Skills
 - Information and Technology Skills
 - Life and Career Skills

93. After school hours, teacher Manuel leaves school in a hurry to his tutorial work. One of his tutees is a top ten student in his class. The teacher is paid Php 150.00 per hour for his services. What is wrong with Teacher Manuel's actions?
- Receiving additional compensation
 - Tutoring after school
 - Always in a hurry to leave school
 - Tutoring his own pupil for a fee
94. Teacher Carmen is a SPED teacher of children with behavioral problems. One day, she found one pupil disturbing the rest of the class. Furious of what she saw, she got her eraser and threw it to her pupil who was hit in the forehead. Do you agree with Teacher Carmen's action to discipline her pupil?
- Yes, because she has to correct the misbehavior immediately.
 - No, because she acted at the height of her anger.
 - Yes, because the pupil's behavior is disturbing the class and the teaching process.
 - No, because a more appropriate technique can be used to control the behavior.
95. Teacher Melvin is a handsome and an intelligent high school teacher. Most of the time his students have a crush on him. It so happens that one day, he got attracted to a beautiful and intelligent girl in his class. Should Teacher Melvin entertain his feelings toward his student?
- Yes, for as long as it will not affect his focus in teaching.
 - Yes, he has the right to express his feelings.
 - No, he should not take advantage of his position as a teacher.
 - No, the parents will file charges against him.
96. What does "Living with dignity in all places at all times" as provided for by RA 4670 and Article XI of the Code of Ethics include?
- Living together with someone whose marriage has not been legally annulled.
 - Judicious disbursement of funds entrusted to the teacher and/or administrator.
 - Inflicting corporal punishment to erring students whose parents consented to such use.
 - Maintaining a mini "casino" within the community to help the unemployed.

97. Which of these can Professor Santos do to uphold the highest possible standard of education?
- Buying expensive gadgets to change the poor perception of people about teachers
 - Telling people that teaching is the best profession
 - Attending seminars once a year
 - Continually improving herself/himself personally and professionally
98. Mrs. Martin was approached by a parent who had a concern about the grade received by her daughter, Mila, comparing it with the grade of Sharon her classmate. Which of these should Mrs. Martin do?
- Refuse to show the record notebook since it is her personal property.
 - Show both the record of Mila and her classmate Sharon.
 - Refuse to show any record without the written approval of the principal.
 - Show only the record of her daughter Mila.
99. According to the Professional Code of Ethics for Professional Teachers, which of these is NOT a stated quality of a professional teacher?
- Has passion for teaching
 - Duly licensed professional
 - With high moral values, technical and professional competence
 - Possesses dignity and reputation
100. Miss Mamuad can connect with her students like a magnet. Which among these is her personal quality?
- Expert in her subject
 - Skilled in the art of teaching
 - Repertoire of best teaching methods
 - Passion and humor
101. A teacher may submit to the proper authority any justifiable activities against an associate preferably in writing without violating any right of the individual concerned. Which section of the Code of Ethics is referred to in the given situation?
- Article III – Teachers and the Community
 - Article IV – Teachers and the Profession
 - Article V – Teacher and the Teaching Community
 - Article VI – Teacher and Higher Authorities

102. A good teacher has a good mastery of subject matter, writes good lesson plans, lines up exciting activities to make the lesson interesting, and assesses her students very well. What teacher qualities are these?
- Moral qualities
 - Professional qualities
 - Personal qualities
 - Social qualities
103. Matthew Arnold's ideal person is "the person whose powers are all in balance" The following have to be developed for a person to become Arnolds' ideal person EXCEPT _____.
- head, heart, hands and health
 - knowledge, skills, attitudes
 - brain, mind, reason
 - cognitive, psychomotor and affective powers
104. A person is held responsible for his action because he _____.
- is mature
 - has choice
 - has instinct
 - has reason
105. Both Muslim and Christian value marriage but the Muslim practices polygamous marriage while the Christian practices monogamous marriage. The polygamous Muslim marriage should be viewed from the viewpoint of a Muslim and not from that of a Christian. What is this called?
- Cultural relativism
 - Enculturation
 - Acculturation
 - Non-rationalism
106. The inclusion of the study of Rizal and other national heroes in the school curriculum in order to inculcate the love of country is based on which philosophy?
- Pragmatic
 - Existentialist
 - Idealist
 - Realist
107. Which philosophical thought is concerned with the strengthening of liberal education through classical literature in the curriculum?
- Rationalist
 - Hedonist
 - Humanist
 - Stoics

1.7 Reflect on the professional teacher's accountability to learners' performance and to the teacher's total involvement in the teaching profession

108. Which is the best way of communicating students' performance to parents?
- Telephone conversation
 - Home visits
 - Formal written communication
 - Parent-teacher conference
109. Which domain in the National Competency-Based Teacher Standards focuses on the idea that teachers serve as positive and powerful role models?
- Learning Environment
 - Personal Growth & Professional Development
 - Social Regard for Learning
 - Diversity of Learners
110. Mr. Antonio focuses on the importance of providing for a social, psychological and physical environment where all students can engage in the different learning activities and towards attaining high standards of learning. Which domain in the NCBS did Mr. Antonio satisfy?
- Social Regard for Learning
 - Learning Environment.
 - Diversity of Learners
 - Curriculum
111. A student passes a book report poorly written but ornately presented in a folder to make up for the poor quality of book report content. Which Filipino traits does this practice prove?
- "Porma" over substance
 - Arts over academics
 - Substance over "Porma"
 - Art over Science
112. By which process do children become participating and functioning members of society by fitting into an organized way of life?
- Assimilation
 - Acculturation
 - Accommodation
 - Socialization
113. When the teacher is convinced that it is best to teach students the skill to adapt to change since change is the only thing permanent in this world, he/she subscribes to which philosophy?
- Realism
 - Existentialism
 - Pragmatist
 - Idealism

114. Approach every pupil as he/she is without allowing yourself to be influenced by your knowledge of his/her background" is an advice from a/an _____.
- rationalist
 - positivist
 - existentialist-phenomenologist
 - existentialist
115. Which of the following best describes the role of a teacher from a perennialist perspective?
- To expose the learner to up-to-date information about Science and Math
 - To reveal the wisdom of the ages such as those contained in the bible/ Koran
 - To assist the learner to clarify his/her value priorities through self-analysis
 - To give, interpret or analyze complete information to the student
116. What recent educational development relates with perennialism?
- Exercising the students' Higher Order Thinking Skills (HOTS)
 - Having drills and rote activities that develop learning habits
 - Suiting the strategies to the students learning styles
 - Uses his/her skill and capital to generate jobs in the countryside
117. The teacher believes that it is better to use the old and traditional methods than to experiment with new techniques in classroom teaching. She is a/an _____.
- naturalist
 - existentialist
 - progressivist
 - essentialist
118. Which idea does the pragmatic teacher reject?
- What works best is true.
 - The world is in constant change.
 - Knowledge is produced by a "transaction between man and his environment".
 - Values are objective.

2. PRINCIPLES OF TEACHING, EDUCATIONAL TECHNOLOGY, CURRICULUM DEVELOPMENT, DEVELOPMENTAL READING, FIELD STUDY, PRACTICE TEACHING		35%
COMPETENCIES		
2.1	Employ activities, teaching methods, instructional materials and technology, classroom management techniques appropriate for a chosen subject-area	10%
2.2	Apply appropriate approaches to lesson planning and curriculum development	6%
2.3	Apply principles in the preparation and utilization of the conventional and non-conventional technology as well as traditional and alternative teaching strategies	5%
2.4	Align curriculum components to instruction and assessment	5%
2.5	Distinguish the roles of stakeholders (students; teachers; employers; parents; and community) in the delivery of the curriculum	1%
2.6	Use activities that enhance critical, creative, and metacognitive reading skills	5%
2.7	Analyze extrinsic and intrinsic factors that affect reading performance	3%

2.1 Employ activities, teaching methods, instructional materials and technology, classroom management techniques appropriate for a chosen subject-area

119. In problem-based learning, which kind of problem should teacher give?
- I. With one answer
 - II. With many possible answers
 - III. With one solution
- A. II
B. I and III
C. I
D. II and III
120. Problem-based learning makes use of which type of problem?
- A. No clear cut answer
B. With single solution
C. With fixed solution
D. With no solution
121. Cooperative learning ends with _____.
- A. members giving the finishing touches to their work
 - B. members reflecting on the cooperative process they went through
 - C. leader presenting and members assisting
 - D. members discussing next steps
122. The following are elements of cooperative learning: Positive interdependence, individual and group accountability, interpersonal and small group skills and face-to-face promotive interaction. Which is a missing element of cooperative learning?
- A. Assessment
 - B. Group presentation
 - C. Group processing
 - D. Group goal sharing
123. Which indicate/s positive interdependence?
- I. Group has a clear task or goal so everyone knows he/she sinks or swims together with the group.
 - II. The efforts of each person benefit not only the individual, but also everyone else in the group.
 - III. Each member commits to personal success as well as the success of every member of the group.
- A. I only
B. II and III
C. I and III
D. I, II and III

124. How can one say the cooperative learning group observes individual and group accountability?
- The group is accountable for achieving its goals.
 - Each member must be accountable for contributing a fair share of the work toward the group goal.
 - The performance of each individual must be assessed and the results given back to the group.
- A. I and II
B. I and III
C. II and III
D. I, II and III
125. Which can be done to ensure positive interdependence?
- The group has only one pencil, paper, book, or other resource.
 - One paper is written by the group.
 - A task is divided into jobs and cannot be finished unless everyone help.
 - Pass one paper around the group on which each member must write a section.
 - Each person learns a topic and then teaches it to the group.
- A. I, II, III, IV and V
B. A. I, II, III and IV
C. I, II, III and V
D. II, III, IV and V
126. Prof. B presented a lesson on the agreement of the subject and the verb. After the developmental activity, he led the class to arrive at a rule. How did the teacher proceed?
- Inductively
 - Deductively
 - Deductively then inductively
 - Inductively then deductively
127. Which part of lesson development is concerned with mood setting?
- Application
 - Motivation
 - Deepening
 - Generalization
128. In which situation is a learner-centered approach to curriculum designing utilized?
- The focus of learning is mastery in terms of content.
 - Teacher considers learners' entry knowledge and skills.
 - The class activity revolves around finding solutions to problems.
 - Memorization and drill are important learning skills.

129. Which level of knowledge is manifested when a learner is able to answer the question, "What was most confusing to me about the material explored in class today?"
- Factual knowledge
 - Conceptual knowledge
 - Procedural knowledge
 - Metacognitive knowledge
130. You wanted your students to learn the different bodies of water as a part of your lesson. Which of these objectives is NOT appropriate for your lesson?
- Name the different kinds of bodies of water.
 - Name ways by which we can protect the bodies of water.
 - Draw the different kinds of bodies of water.
 - Go on a field trip to study all the kinds of bodies of water.
131. Mrs. Martinez observes that her students answer even when not called, shout "Ma'am" to get her attention, and laugh when someone commits mistakes. What should she do?
- Set the rules for the class to observe.
 - Send misbehaving students to the guidance counselor.
 - Involve the whole class in setting rules of conduct for the whole class.
 - Send a report/letter to the parents about their child's misbehavior in class.
132. Teacher Raymond, a Social Studies teacher, wants his Grade 7 students to express their opinions, sentiments, and ideas regarding a certain government issue in the national level. Which of the following can he BEST use to facilitate such?
- Forum
 - Blog
 - E-mail
 - Group messaging
133. Which of the following situations illustrates the best way of maintaining an atmosphere conducive to learning during the experiment period?
- Handling, distributing and collecting of materials or equipment are routinized.
 - Experiment tables and chairs are arranged in rows facing the teacher's table and chair.
 - Learners carry on class experiments following the procedure quietly and systematically.
 - Materials needed for experiments are to be bought just before using them to avoid wastage.

134. Miss Able wants to let her class learn that in the formation of ice cubes, the surrounding surface of the water freezes first before the others and to show that water expands rather than contracts when frozen. Which of the following is the most appropriate teaching strategy for her to use?
- A. Problem solving
B. Laboratory activity
C. Investigatory activity
D. Teacher demonstration
135. Good discipline is characterized by _____.
- A. self-direction
B. giving command
C. unquestioning docility and conformity
D. coercion and punishment
136. To understand better the meaning of sweet, Teacher Arabella gives examples of phrases like sugar is sweet; chocolates are sweet, ripe mangoes are sweet. Teacher Arabella is trying to develop the learners' ability to derive the meaning of words co-occurring with the unknown word, by making use of which clues?
- A. Context
B. Semantic
C. Syntactic
D. Presentation
137. Teacher Marie designed a lesson where she wanted her students to design an activity on the effect of changing the temperature of water on the dissolving rate of sugar. Which teaching method is most appropriate for Teacher Marie to use?
- A. Direct instruction
B. Demonstration
C. Inquiry
D. Lecture method
138. Which of the following strategies belong to both expository and exploratory approach?
- A. Inductive and inquiry
B. Deductive and cooperative
C. Laboratory and problem-solving
D. Lecture discussion and direct instruction
139. Mrs. Alonzo, the principal of Mabuhay Elementary School, firmly supports the idea that students have an active role in constructing their own knowledge. Thus, she encouraged her teachers to employ student-centered activities in their classes. What theory of learning does Mrs. Alonzo adhere to?
- A. Experiential
B. Constructivism
C. Meta-cognition
D. Problem-based

140. Mrs. Rivera wants to help her students retain new information learned from their lesson in Earth Science. Which of the following strategies should she best apply?
- A. Dramatization
B. Discussion
C. Mnemonics
D. Games
141. Teacher Liza wants to develop interaction among her students in her Math class. Which of the following teaching methods would she use to yield greater interaction?
- A. Modeling
B. Problem Solving
C. Concept Teaching
D. Discussion
142. Which of the following is NOT a learning benefit gained from Cooperative Learning Approach?
- A. Students gain from each other's effort.
B. All members in a group share a common fate; they either sink or swim together.
C. Students feel proud when a group member is recognized for his/her achievement.
D. Each member has the tendency to compete with the other members in the group.
143. Which of the following teacher actions exemplifies the generative approach of instruction? The teacher _____.
- A. provides explicit directions and explanations on how to do a task
B. provides opportunities to students to make own linkages to prior knowledge
C. assumes responsibility for linking information with students' prior knowledge
D. presents information in an ordered sequence in which component subskills are taught directly
144. Which technique of disciplining is least professional?
- A. Personal indignities
B. Demerits
C. Depriving privileges
D. Giving low scores
145. A student is late to school every morning. It would be best for the teachers to _____.
- A. punish the student for non-punctuality
B. send the child to the guidance office
C. ask the child for an excuse slip from his parents.
D. investigate the student's home condition

146. A bright student asks the teacher a difficult question that the latter cannot answer. The teacher should _____.
- tell the student frankly that she does not know
 - answer the question as best she can
 - tell the student to look up the question and report the answer to the class
 - promise to answer the question at the next session
147. How can a slow learner completely learn a particular skill in school?
- Present to him the lesson once.
 - Present to him the lesson twice using the same technique.
 - Present to him the lesson thrice or more in varied forms.
 - Keep on repeating the lesson for a month.
148. Which of the following activities must the teacher consider in guiding assignments?
- The teacher motivates students on the difficult portions of the assigned lessons.
 - The method of attacking the assignment is explained.
 - The teacher requires that the assignment be properly recorded.
- II only
 - II and III
 - I only
 - I, II and III
149. Why may a technique be successful in one situation but may fail in another?
- Principles vary.
 - Techniques depend on principle.
 - Instructional situations vary.
 - Principles depend on techniques.
150. What may cause a poor classroom instruction?
- Adverse community influence
 - Substandard teaching competence of teachers
 - Wholesome physical conditions of the classroom
 - Over supply of teaching-learning aids
151. How may teachers manifest good time management in school?
- By spending their free time in leisure activities
 - By devoting their time in instructional activities
 - By engaging in income generating activities
 - By socializing with other teachers in the department

152. There is a district Math contest. What is the best way of selecting the representatives to showcase the human/social functions of school?
- The teacher appoints students to participate.
 - The teacher conducts competitive exams in Math to determine the best representative.
 - Select Joshua who comes from a poor family yet endowed with mathematical skills.
 - Select Mark Dave who ranks second but has the financial capability to pay for tutors.
153. Which of the following is the correct practice in handling students' records?
- Records are kept for safekeeping in filing cabinets.
 - Feedbacks about children's performance are given to parents.
 - Permanent records are brought home for teachers to accomplish.
 - Records are accessible to any interested person to show transparency.
- I and II
 - I and III
 - III and IV
 - I and IV
154. What may be best to do when the lesson is done ahead of time allotment?
- Dismiss the class
 - Provide filler activities
 - Give pupils homework
 - Send students to the library
155. A teacher who says "Girls are emotional and very sensitive while boys are not" is practicing gender _____.
- bias
 - stereotyping
 - sensitivity
 - discrimination
156. Teacher X is discussing about suffrage. One of the students asks if it is all right not to exercise it. Select the best option for Teacher X to facilitate the internalization of that concept.
- Teacher X discusses through PowerPoint presentation all about suffrage.
 - Teacher X lets students simulate the election process then discuss the activity.
 - Teacher X lets students conduct needs assessment of a community.
 - Teacher X lets students make a concept map.
157. Teacher A starts with concrete examples of sentences as contrasted with sentence fragments then asks the class to differentiate sentence fragments from sentences. Which method does Teacher A apply?
- Inductive
 - Integrative
 - Deductive
 - Reflective

158. The goal of schools is to make students to become globally competitive. Which of the following school practices may be considered the best in terms of globalization?
- Increase the number of required general education subjects.
 - Expose students to different places through field visits.
 - Apply collaborative approaches in teaching.
 - Let students solve a problem collaboratively then present their solutions.
159. Samantha belongs to a poor family but she is endowed with talents and skills. During written examinations she gets very high scores but during recitations she has inferiority complex. Which is the best way of developing her potential?
- Make her a leader and presenter in group activities.
 - Develop her self-confidence by forcing her to recite.
 - Make her a representative in school activities.
 - Inspire her by showcasing success stories.
160. Which of the following is a correct example of the deductive method of teaching?
- The teacher starts by defining a term then gives examples.
 - The lesson starts with the study of specific cases and ends with a generalization.
 - The students ask questions to the teacher at the end of every discussion.
 - The teacher asks the students to narrate their unforgettable experiences then share their observations after.
161. When would demonstration method be most appropriate?
- There is an oversupply of instructional materials.
 - There are observers and want to find out the methods and strategies you use.
 - You teach a complicated procedure.
 - You would like your students to be actively involved.
162. The teacher of the class attended an emergency meeting so the student teacher took over. The students were very noisy and some groups were quarreling. She talked to them and called their attention but they did not listen. She could no longer control the whole class, what should have been done by the student teacher?
- Walk out and tell the teacher at the other room of what is going on.
 - Give them test in order for them to stop.
 - Get their attention by telling a story.
 - Give them some group works to present.

163. ASEAN integration catalyzes the mobility of students. Foreign students come to our universities to develop their knowledge, skills, and attitudes so that after their academic program, they will become part of their countries' work force. What specific function of school is addressed in this situation?
- Political
 - Technical - economic
 - Human/ social
 - Geographical - environmental
164. Teacher's management style allows students to formulate classroom rules with him/her but makes clear that there are matters which only teacher can make decisions on. Which classroom management style is described?
- Democratic
 - Autocratic
 - Consultative
 - Assertive
165. Teacher A consults students and parents but she makes the decision. Which classroom management style does Teacher A observe?
- Consultative
 - Democratic
 - Laizzes faire
 - Assertive
166. A democratic teacher will allow the group to make the decision together. Is this CORRECT?
- No.
 - Sometimes
 - Yes.
 - Somewhat
167. In a number of researches on classroom management, of all the variables, classroom management has the largest effect on student achievement. Which can be inferred from the finding regarding classroom management?
- Students cannot learn in a chaotic, poorly managed classroom.
 - Teacher is the single most important factor in the learning of a child.
 - The classroom atmosphere is mainly teacher's creation.
 - The effect of classroom atmosphere on the learner is dependent on the learner.

168. Many researches have identified important components of classroom management, including beginning the school year with a positive emphasis on management; arranging the room in a way conducive to effective management; and identifying and implementing rules and operating procedures. How may these components of classroom management be described?
- I. reactive
 - II. preventive
 - III. proactive
- A. II and III
 - B. I only
 - C. I, II and III
 - D. II only
169. Research indicates that on the average, teachers who have high-quality relationships with their students have 31 percent fewer discipline problems, rule violations, and related problems over a year's time than did teachers who did not have high-quality relationships with their students. What does this imply?
- A. Students contribute most to the classroom atmosphere.
 - B. The quality of teacher-student relationships is the keystone for all other aspects of classroom management.
 - C. Teachers who give way to students' demands are better in classroom management than those who are stern.
 - D. Teachers who are business-like are not good classroom managers.
170. Which is/are example/s of positive classroom behaviors?
- I. Make eye contact with each student.
 - II. Deliberately move toward and stand close to each student during the class period.
 - III. Attribute the ownership of ideas to the students who initiated them.
 - IV. Call on students who do not commonly participate, not just those who respond most frequently.
 - V. Provide appropriate wait time for all students to respond to questions, regardless of their past performance or your perception of their abilities.
- A. I, II and III
 - B. I, III and IV
 - C. II, III, V
 - D. I, II, III, IV and V

171. How can teachers build strong relationships with passive students due to fear relationships and fear of failure?
- I. Refrain from criticism
 - II. Reward small successes
 - III. Create classroom climate in which students feel safe from aggressive people
- A. I only
 - B. I and II
 - C. II and III
 - D. I, II and III
172. Continuously scanning the classroom even when Teacher is working with small groups illustrates Robert Kounin's _____.
- A. withitness
 - B. diligence
 - C. aggressiveness
 - D. sensitiveness
173. A child who is having difficulty containing himself is asked to do an errand. By the time he comes back, the rest of the class has calmed down. Which classroom management technique was employed?
- A. Proximity control
 - B. Antiseptic bouncing
 - C. Signal interference
 - D. Walking around

2.2 Apply appropriate approaches to lesson planning and curriculum development

174. Which question could NOT be answered when curricularists do curriculum mapping?
- A. Do my co-teachers who handle the same subject cover the same content? achieve the same outcomes? use similar strategies?
 - B. How can I help my students understand the connections between my subject within the year?
 - C. Could designing curriculum maps build a community of learners?
 - D. Are my students learning?

175. Mrs Rodriguez, the mother of Juanita commended the teacher of her daughter Mr. Soriano, because it is in his class where her daughter learned how to co-operate with others and also learned how to manage time well. Which type of curriculum caused this learning?
- A. Explicit curriculum
B. Null curriculum
C. Overt curriculum
D. Hidden curriculum
176. Which stakeholder of the curriculum will say " I keep in mind, how I can sustain the interest of the learners?"
- A. Teacher
B. Head teacher
C. Principal
D. Parent
177. Which condition most likely could help in the fast and smooth implementation of the K to 12 curriculum in schools of the Philippines?
- A. Decrease the driving forces.
B. Increase the driving forces
C. Decrease the restraining forces
D. Increase the restraining forces
178. Which of the following will best take care of individual differences in the classroom?
- A. A sound acceleration and promotional policy
B. A flexible program geared to individual needs
C. An instructional program geared to the level of the lowest quarter of the class
D. A well-prepared classroom for the students
179. Which of the following statements gives the real value of lesson-planning?
- I. It helps the teacher to be orderly.
II. It helps the teacher recall the subject – matter previously taken.
III. It helps the teacher organize his activities.
- A. II only
B. II and III
C. I only
D. I, II and III
180. With which does an outcomes-based approach to lesson planning begin?
- A. Outcomes
B. Content
C. Assessment task
D. Teaching-learning activities

181. Which are supposed to be aligned in an outcomes-based course syllabus?
- I. learning outcomes
II. teaching-learning activities
III. assessment tasks
IV. teacher qualifications
- A. I and III
B. I, II and III
C. II and III
D. II and IV
182. What does constructive alignment mean in outcomes –based lesson planning?
- A. The learning outcomes are the bases of teaching-learning activities and assessment tasks.
B. The content is the basis for assessment tasks.
C. The content is the basis for teaching methodology and assessment tasks.
D. The assessment task is the basis of teaching methodology.
183. Teacher M wants to treat a particular lesson from the point of view of different subjects. Which lesson planning does he observe?
- A. Thematic
B. Constructivist
C. Experiential
D. Metacognitive

Read the following then answer questions # 2-6.

Here is a description of steps of lesson planning:

- | | |
|-----------------------------|-------------------|
| 1. Preparation | 4. Generalization |
| 2. Presentation/Development | 5. Application |
| 3. Association/Comparison | 6. Evaluation |

184. Based on the 6 steps how does this planning proceed?
- A. Inductively
B. Experientially
C. Deductively
D. Metacognitively
185. What happens at the association/comparison phase?
- A. Lesson is linked to daily life.
B. Learners are compared on how/where they are in terms of learning.
C. Learners compare themselves to set standards of success.
D. Teacher asks questions on comparison.

186. In which phase/s of the lesson would a teacher know if the student really learned what was intended for him to learn?
- | | |
|-----------------------------------|-----------------------------------|
| A. Comparison and association | C. Association and generalization |
| B. Generalization and application | D. Application and evaluation |
187. In a backward design approach to curriculum and lesson planning, which comes ahead?
- Identifying results desired
 - Determining acceptable level of evidence that the intended results were realized
 - Designing activities that will make desired results happen
 - Clarifying content
188. In Understanding by Design (UbD), does developing instructional plan come right after identifying desired results?
- Yes.
 - No.
 - It's the choice of the teacher applying UbD.
 - Yes, provided the instructional plan includes an evaluation part.
189. Why does UbD insist on identifying assessment evidence of learning right after identifying desired learning results?
- Teaching is faster that way.
 - Teaching-learning is more interesting.
 - Teaching-learning becomes more focused and organized.
 - It leads to a more comprehensive understanding of content.
190. Teacher has been constructivist in his approach to lesson planning. What must be the features of his lessons?
- Students are engaged in learning.
 - Students guide their own learning and meaning-making.
 - Students keep the learning to themselves.
 - Students are not encouraged to share their thoughts about a new concept for that calls for much time.
- | | |
|--------------|---------------|
| A. I and III | C. I and II |
| B. II and IV | D. III and IV |

191. Which holds TRUE of a constructivist lesson planning approach?
- Students building their own understanding
 - Students not encouraged to venture into sharing thoughts when not sure
 - Raising questions when lesson is not clear since students should research on their own
 - Students doing all the teaching-learning process in the presence of a teacher
192. In a constructivist lesson planning approach, which is UNACCEPTABLE?
- Learners are helped to construct understanding based on what they already know.
 - Learners confront their understanding in the light of new learning.
 - Learners accommodate change in their understanding as a result of new understanding.
 - Learners accept blindly what teacher teaches because she is an authority on the subject.
193. If curriculum is planned following the behavioral approach, which sequence is CORRECT?
- Ends with implementing the planned curriculum.
 - Start with the setting of objectives and goals.
 - Learning outcomes are evaluated along goals and objectives set at the start.
 - Change in behavior indicates the measure of the accomplishments.
- | | |
|---------------|-------------------|
| A. I and II | C. II and IV |
| B. II and III | D. II, III and IV |
194. If curriculum is planned following the humanistic approach, which feature applies?
- Very child-centered
 - Excludes the hidden curriculum
 - Downplays the significance of the informal curriculum
 - Emphasizes on the child's cognitive development
195. A humanistic approach to curriculum planning has the following features, EXCEPT _____.
- recognizes the significance of the hidden and informal curriculum
 - very progressivist because it is child-centered
 - subject matter is not necessary in curriculum planning
 - emphasizes on the child's holistic development

196. When a school applies the systems approach to curriculum planning, what is expected?
- The parts of the school system are considered in terms of how they relate to each other.
 - Curriculum, instruction and evaluation are the only things that matter in curriculum planning.
 - The school's external environment is not taken into consideration.
 - Only the internal stakeholders are consulted for curriculum planning purposes.
197. In a systems approach to curriculum planning, should external stakeholders be a part?
- No, they are not curricularists.
 - Yes, they are part of the school system.
 - Yes, if they are willing.
 - That depends on the educational attainment of the external stakeholders.
198. When one wants children to develop positive attitude toward life and life problems, which approach in curriculum planning is most appropriate?
- Problem-centered approach
 - Humanistic approach
 - Systems approach
 - Child-centered approach

2.3 Apply principles in the preparation and utilization of the conventional and non-conventional technologies as well as traditional and alternative teaching strategies

199. E-learning may either be synchronous or asynchronous? Which apply/ies to synchronous learning?
- It is self-paced.
 - Participants engage in exchange of ideas or information without being dependent on other participant.
 - All participants interact at the same time.
 - It uses technologies such as email, blogs, wikipeidias.
200. Which applies to asynchronous learning?
- It is beneficial to students with health representatives.
 - It is all participants interact at the same time.
 - It is self-paced.
 - It occurs in real time.

201. Teacher Mila's lesson is on the human digestive system. Which is closest to direct purposeful experience?
- Drawing of the human digestive system
 - Video of the human digestive system
 - Model of the human digestive system
 - Diagram of the human digestive system
202. Mr. Ruiz wants to use video presentation to show how seed germination takes place. However, he cannot because he teaches in a far flung school without electricity. What is/are the most concrete way/s of showing the process of seed germination?
- Write notes on the board.
 - Use drawing of the stages of seed determination
 - Describe how germination takes place.
- II only
 - II and III
 - I only
 - III only
203. Mrs. Raquel believes in the benefits and importance of using instructional aids to facilitate student learning. Which must she primarily consider when choosing instructional aids for her class?
- Must induce the element of surprise
 - Must be suited to the lesson objective
 - Must encourage and sustain student interest
 - Must be original and appropriate to the context
204. Mr. De Castro is planning to integrate technology in his English class. Which of the following would be the logical steps in doing this?
- Set the objectives
 - Analyze the learners
 - Utilize the materials with showmanship
 - Evaluate the performance of the students
- I-II-III-IV
 - II-I-III-IV
 - I-II-IV-III
 - II-I-IV-III

205. Mrs. Rosario, a Science teacher, would like to make a slide presentation for her lesson on the parts of a cell. Which among the tools should she use to make his presentation effective?
- Situating tool
 - Communicative tool
 - Informative tool
 - Productivity tool
206. Mr. Alejandro is planning to select and evaluate the content of an educational technology tool that he will use in his English class. Which of the following questions should he consider the LEAST?
- Does it match with the content?
 - Will it encourage and sustain interest?
 - Is there a manifestation of its efficiency?
 - Can it be easily dismantled and handled?
207. The following are general rules in creating PowerPoint presentations, EXCEPT what?
- Use graphics and illustrations to reinforce ideas.
 - Use animations extensively to catch the students' attention.
 - Use bold and italics for emphasis, but don't overuse them.
 - Use color, audio and music to stimulate but not to overpower the senses.
208. Teacher Tacing wants to develop the higher order thinking skills among the learners; therefore, she must incorporate what skills?
- Using structural analysis
 - Classifying and organizing facts
 - Using phonetic analysis
 - Recognizing basic sight words
209. While letting her pupils read on the blackboard, Mrs. Pacis, a Grade I teacher, uses a piece of illustration board to cover the succeeding lines of a passage so that the children focus only on the line being read and then uncovers the next line once they are through reading the first line. Which accurate eye movement does the teacher try to develop?
- Fixation
 - Regression
 - Return sweep
 - Interfixation

210. How do you write on the chalkboard while busy discussing your lesson in front of the class?
- Face the board while writing and talking
 - Right side view as you talk
 - Face the class while writing and discussing
 - Pause and write on the board
211. In preparing instructional materials, which kind of graphics is effective on computer screens?
- Graphics with blinking effects
 - Graphics with complicated designs
 - Simple graphics with corresponding text
 - Graphics with light colors
212. Which combination promotes legibility on projected materials?
- Light letters against dark background
 - Dark letters against light background
 - Light letters against light background
 - Dark letters against dark background
213. What kind of stimuli would help increase the probability that the learner will remember and can produce what was presented in the instructional materials utilized in the classroom?
- Pleasing and simple designs
 - Designs with crude details
 - Designs with complex ideas
 - Designs with rainbow colors
214. Which is the main reason for leaving a silent space around the edge of a chart?
- Aesthetic purposes
 - To increase readability
 - To emphasize the content
 - It is a rule
215. What is the main purpose of using audio-visual aids in teaching?
- To improve the understanding of learners
 - To make learning more functional
 - To promote the participation of learners
 - To get the interest and hold the attention of the learners
216. Which part of the screen of a computer has a strong influence among learners?
- Left half of the screen
 - Right half of the screen
 - Center of the screen
 - Corners of the screen

217. Learners learn better when all their senses are involved. Which activity is classified under direct purposeful experience?
- A. Tracing places on a map
B. Setting the table
C. Performing shadow puppets
D. Watching Sineskwela
218. Which is the purpose of music in a media presentation?
- A. Provides continuity
B. Gives a good background
C. To keep the learners alert
D. To avoid boredom
219. To increase the readability of printed media, what kind of letters should be used in long statements or paragraphs?
- A. Uppercase letters
B. Lowercase letters
C. Toggle case letters
D. Combination of upper and lower case letters
220. A fourth grade teacher wanted to show the parts of the heart using a large rubber visual material with all the different parts inside as a heart actually looks. Under which category is this visual aid classified?
- A. Realia
B. Mock-up
C. Model
D. Picture
221. What does a teacher use to show the functioning of a part of a whole?
- A. Model
B. Drawing
C. Mock up
D. Realia
222. Clutter is the enemy of comprehension. How is this applied in PowerPoint presentation?
- I. Have clear space
II. Keep number of words to the minimum
III. Use large fonts and headlines
IV. Use bullets not words
- A. I and II
B. I, II and IV
C. II and III
D. I, II and III

223. Teacher B wants to make use of simulated life condition suitable for animals and plants living on land. Which does she use?
- A. Terrarium
B. Model
C. Aquarium
D. Poster
224. KISS (Keep it Straight and Simple) rule should apply in preparing for PowerPoint presentation. How is this principle observed?
- I. Keywords only
II. No sentences
III. Never read your slides. Talk freely.
IV. If you use sentences, end with a period.
- A. I and II
B. II and III
C. II and IV
D. I, II and III
225. Images are key elements of a PowerPoint presentation. However, which should be your reason for not using them?
- A. Images to reinforce or complement your message.
B. More images than text in your slide.
C. Use images to decorate.
D. Use images to visualize and explain.
226. If one wants to make use of animation in his PowerPoint presentation, which one/s should he remember?
- I. Make use of good animation to improve understanding.
II. Use animations sparingly.
III. Use animation to make the message stick with your audience.
- A. I only
B. II and III
C. III only
D. I, II and III
227. Teacher N wants to lecture with the help of a PowerPoint presentation. For effectiveness, which should he consider?
- I. Audience
II. The Intended Outcomes of his lecture
III. Principles in PowerPoint presentation
IV. Time of presentation (early morning or early afternoon)
- A. III and IV
B. I, II and III
C. I and III
D. I, II, III and IV

228. What does the 6-6 principle in PowerPoint presentation mean?
- I. 6 lines only or less
 - II. 6 words only
 - III. 6 lines only
 - IV. 6 words only or less
- A. II
 - B. III
 - C. II and III
 - D. I and IV
229. Which principles should be observed to get the most out of games in the classroom?
- I. Clarify intended learning outcome with the use of a game
 - II. By all means emphasize winning so there is excitement
 - III. Do away with rewards, prizes
 - IV. Motivate students to accept failure to succeed
- A. I and IV
 - B. IV only
 - C. I only
 - D. III and IV
230. The more senses that are involved, the better the learning. What does this imply?
- A. Use visual aids.
 - B. Use audio aids.
 - C. Use audio-visual aids.
 - D. Use multi-sensory aids.
231. Which does Edgar Dale advocate about his Cone of Experience?
- A. Stick to one learning material one at a time.
 - B. If direct experience is not applicable, make use of verbal symbol as substitute.
 - C. Begin your lesson by using concrete experience then bring the students to the level of the abstract.
 - D. Don't commit the error of using two or more learning materials for one lesson.

232. In using video for teaching, which activity/ies are a “No–No” to enhance the effectiveness of its use?
- I. Keep lights off.
 - II. In between, stop the video and ask stimulating questions for discussion.
 - III. Leave the students to watch the video by themselves.
 - IV. Watch the video with your students.
- A. III
 - B. IV
 - C. I and III
 - D. I and II
233. To ensure effective use of video in the classroom, which appropriate sequence should teachers observe?
- I. See to it that lights are on during viewing.
 - II. Provide a focus for interaction.
 - III. Preview program to determine suitability.
 - IV. Conduct introductory and culminating activities.
- A. I, II, III and IV
 - B. II, III and IV
 - C. I and II
 - D. I, II and III
234. For maximum learning, Teacher wants to introduce extension activities after video viewing. Which are examples of extension activities?
- I. Viewing a second film
 - II. Creative writing
 - III. Long-term projects
 - IV. Video-production
- A. I and III
 - B. I, II and III
 - C. III and IV
 - D. I, II, III and IV
235. A cluttered chalkboard may confuse your students. Which teacher's action should follow this thought?
- A. Write every word.
 - B. Don't write too much.
 - C. Avoid writing, if you can.
 - D. Use the board only for illustration and drawing purposes.

2.4 Align curriculum components to instruction and assessment

236. All situations refer to the concepts of curriculum, instruction, and assessment. In which case are the three not aligned?

Curriculum	Instruction	Assessment
A. To identify the different animals found in the garden.	The teacher brought all the children to the school garden to observe and list down all animals that they saw.	
B. To write an essay on the importance of eating healthy food.		Each student was made to submit a one-paragraph essay on the importance of eating healthy food and a rubric was used to rate it.
C. To differentiate a metamorphic rock from an igneous rock.	The teacher asked the students to go to the garden and collect samples of rock for closer identification and classification.	
D. To name the different kinds of bodies of water.	The teacher presented a video clip of different bodies of water and asked the students to identify them.	

237. The value of imported goods that entered the country in February 2015 reached \$5.326 billion—up 11.2 percent from the \$4.788-billion reported in the same month last year. According to the Philippine Statistics Authority, the growth in imports last February was the fastest in 13 months, even though the value of shipments in the first two months of 2015 slightly declined year-on-year.

What is the purpose of the paragraph?

- A. To explain
- B. To convince
- C. To entertain
- D. To inform

238. Miss Rosario wrote a learning objective in the affective domain. Which did she write?

- A. Express a sense of gratitude for one’s strengths and determination to improve on one’s weaknesses
- B. Retell your most unforgettable experience
- C. Discuss trends and issues confronting the government
- D. Enumerate Filipinos whom you consider great heroes

239. In the learning situation described before this item, which would be the best assessment type that Teacher Marie may employ?

- A. Select-response type
- B. Construct-response type
- C. Performance-based type
- D. Product-based type

240. After discussing a lesson, the teacher gave a 20 item test to determine if the students understood the lesson or not. But only 20% of the students got a passing score and 80% are at the bottom. What should the teacher do?

- A. Proceed to the next topic regardless of the results of the test.
- B. Re-evaluate the test to figure out what might be the problem.
- C. Tell the students of the risk of not listening during the discussion.
- D. Explain the lesson again from the beginning.

241-247. Read the learning outcome then choose the test item that is aligned to each learning outcome.

241. Learning outcome: distinguish between plant and animal cell. Which test item is aligned?

- A. Draw a plant and an animal cell. Label each part.
- B. Distinguish between a plant and an animal cell.
- C. By means of a Venn diagram, compare plant and animal cell
- D. Describe a plant and an animal cell.

242. Learning outcome: Dance tango to the tune of “La Cumparsita”. Which test item is aligned?

- A. Dance tango as the music, “La Cumparista” is played.
- B. Enumerate the steps of tango in order.
- C. Trace the history of tango.
- D. Do you like tango? Why or why not?

243. Learning outcome: Construct valid test item. Which test item is aligned?

- A. Formulate a valid test item for this learning outcome: “the students must be able to supply the correct end or tag question”.
- B. Is this test item valid for the learning outcome, “the students must be able to supply the correct end or tag question”?
- C. What is meant by a valid test item? Give an example.
- D. Is a valid test item reliable? Why or why not?

244. Learning outcome: Use the correct tense of verb in sentences
Which test item is aligned?
- I (am going, go) to school everyday.
 - Conjugate the verb "lie".
 - Is the verb used in this sentence correct? The criminal alluded the police.
 - Birds (fly, flies).
245. Learning outcome: Draw conclusion from observations.
Which test item is aligned?
- Do you have adequate observations for you to be able to draw a conclusion?
Why or why not?
 - What conclusion can you draw on the basis of your observations?
 - Is your conclusion valid? Why or why not?
 - Can one do observation without drawing a conclusion? Explain your answer.
246. Learning outcome: Take a stand on the issue on same sex marriage and defend the same. Which test item is aligned?
- Do you favor same sex marriage? Why or why not?
 - Is same sex marriage according to the Bible?
 - Is there any advantage of same sex marriage?
 - Why was same sex marriage introduced?
247. Learning outcome: Draw implications of research findings on lifestyle diseases.
Which test is aligned?
- What may be inferred from the research findings presented?
 - Are the research findings conclusive? Why or why not?
 - What are lifestyle diseases? Do they affect people at a young age
 - What does research say about lifestyle diseases? Do you agree?
Why or why not?
248. Teacher C wants to develop in her students the skill to draw generalization from a given data, how will Teacher C proceed?
- Inductively
 - Deductively
 - Intuitively
 - Reflectively

249. Teacher D wants to develop in his students the skill to derive rule on subject-verb agreement from given examples. With which will he start his lesson?
- State the rule.
 - Define subject and verb.
 - Identify the subject and the verb in sentences.
 - Give at least 10 examples of sentences that show subject-verb agreement.
250. Teacher wants to show the TLE students how to use the sewing machine.
Which teaching method will he employ?
- Inductive
 - Demonstration
 - Lecture
 - Inquiry
251. In Section 2, Declaration of Policy, of RA 10533, it is said that the "State shall broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports, and entrepreneurial employment. Is the the K to 12 aligned to this goal?
- Yes, it offers academic track, sports, arts and design, tech-voc and livelihood tracks.
 - No, it lacks entrepreneurial track.
 - It depends on which track a student will pursue.
 - Partly
252. Section 3 of RA 10533 states that "basic education shall be delivered in languages understood by the learners ..." How is this implemented in the K to 12 Curriculum?
Mother Tongue is used as medium of instruction from _____.
- Grades 1 to 3
 - Grades 1 to 4
 - Grades 1 to 5
 - Grades 1 to 6
253. Section 5 of RA 10533 states that " the curriculum shall be contextualized and global". How is this implemented?
- Encouragement of schools to produce learning materials locally
 - Inclusion of 21st century skills
 - Allowing schools to localize and indigenize materials
- I only
 - II only
 - II and III
 - I, II and III

254. Which is a proof of constructive alignment?
- The intended learning outcomes are aligned to the learning activities and performance tasks.
 - The aspirations of parents are aligned to program goals.
 - The aspirations of the community are aligned to the teaching-learning activities of the school.
 - The goals of students are aligned to curriculum goals.
255. Teacher wants her students learn how to live in collaboration with others. Which teaching-learning activities will be aligned?
- | | |
|---------------------------|--------------|
| A. Academic contests | C. Reporting |
| B. Project-based learning | D. Games |
256. A school wants to make its students globally aware. Which one/s will it do?
- Make students feel ethnocentric.
 - Encourage feelings of xenocentrism.
 - Justify genocide.
 - Make students understand others' perspectives and cultures.
257. If teachers are serious with developing critical thinking and problem solving skills among Math students, which practices should be observed?
- Make students memorize formula.
 - Let your students focus on algorithmic problem solving.
 - Direct students to make sense of problems and solve them.
 - Emphasize on answers and not on how they solve the problem.
258. Schools want students imbibe the spirit of collaboration. Which teaching-learning technique is most fit?
- Cooperative
 - Self-directed
 - Independent
 - Supervised
259. With meaningful learning as curricular goal, which teaching-learning activity is aligned?
- Constructivist
 - Drill
 - Teaching-to-the-test
 - Conditioning

260. If schools want students to become self-directed learners, which strategy should they employ more?
- | | |
|--------------|------------------|
| A. Cognitive | C. Metacognitive |
| B. Drill | D. Conditioning |
261. Teacher P wants students to monitor their own learning. Which teaching behavior of Teacher P will be of help?
- Providing students with a clear scoring rubric
 - Keeping the learning outcomes to herself
 - Challenging students by giving difficult tasks
 - Leaving the students to help themselves
262. Teacher Q wants his students to become critical thinkers. Which teaching practice is/are aligned?
- Using situational multiple choice tests
 - Rote memorization of facts, formula
 - Determining flaw of reasoning in an argument
- | | |
|------------|---------------|
| A. I only | C. I and III |
| B. II only | D. II and III |

2.5 Distinguish the roles of stakeholders (students, teachers, employers, parents, and community) in the delivery of the curriculum

263. "I identify and evaluate a variety of curriculum materials under a given theme or topic then I select what seems appropriate for what I want to do in the classroom." Whose statement is this?
- | | |
|-------------|--------------|
| A. Teachers | C. Principal |
| B. Learners | D. Parents |
264. "I like most the activities where we experienced solving cases." Whose statement is this?
- | | |
|-------------|--------------|
| A. Teachers | C. Principal |
| B. Learners | D. Parents |

265. "I have to make sure that the infrastructure for ICT in this school will be improved for this year." Whose statement is this?
- | | |
|-------------|--------------|
| A. Teachers | C. Principal |
| B. Learners | D. Parents |
266. Teacher R's lesson for Grade 3 is on the history of the town. There is no existing reference material in the library. Who can be tapped?
- The elders in the community
 - The students
 - The non-academic employees in school
 - The supervisors of DepEd
267. Who sees to it that policies and guidelines on Mother Tongue-Based Multi-lingual Education are implemented by teachers?
- | | |
|-------------|----------------|
| A. Parents | C. Students |
| B. Teachers | D. School Head |
268. Who is supposed to facilitate teaching by making teachers aware of references and other materials available for their teaching?
- Parents
 - Supervisors
 - Office staff
 - School head with the library / Learning Resource Center staff
269. How can parents and community come in to help in the delivery of the curriculum?
- Allowing schools to make use of facilities in the community, e.g. basketball court for P.E.
 - Allowing schools to visit relevant historical spots in the community
 - Ensuring that children are given home supervision for study
- | | |
|---------------|------------------|
| A. I and II | C. I, II and III |
| B. II and III | D. I and III |
270. Truancy is getting to be a problem in School B. Students cut classes after recess or after morning class. How can parents and community help?
- By serving as teacher aide
 - By serving as "security guards" to check on truant students
 - By serving as storyteller in class to make class more interesting
 - By researching on why there is truancy

271. Whose primary duty is it to help classroom teachers teach to the best of their ability?
- | | |
|----------------|-------------------------|
| A. Students | C. Parents |
| B. School Head | D. DepEd Superintendent |

2.6 Use activities that enhance critical, creative, and metacognitive reading skills

272. The class of Mr. Tan read about a successful gardening project undertaken by a certain Grade VI class in a certain barangay. After coming from school that day, Nano went around their backyard and found out that there was an available space and decided to plant some camote tops. What level of comprehension does Nano demonstrate?
- | | |
|-----------------|-------------|
| A. Literal | C. Applied |
| B. Interpretive | D. Critical |
273. Which statement is TRUE about teaching vocabulary?
- All vocabulary can be taught directly.
 - Learners learn indirectly all the vocabulary they need.
 - Learners should be taught as many vocabulary as they can.
 - Vocabulary can be taught directly and indirectly.
274. A limited vocabulary is a setback to efficient reading. What does this statement imply about the learner?
- Be equipped with certain skills to attack unfamiliar words.
 - Master all lexical items in one language.
 - Know how to use the dictionary in locating meanings.
 - Disregard unfamiliar words he/she meets.
275. *Biology, the science that deals with the study of life, is an important subject.* This sentence illustrates the use of which CLUE in order for the reader to get the meaning of the word biology?
- Experience
 - Appositive
 - Explanation
 - Comparison and contrast

276. What do learners make use of when they visually examine words to discover component parts like impossible which is made up of im + possible, which lead to pronunciation and meaning?
- A. Structural analysis
B. Syntactic clues
C. Context clues
D. Presentation clues
277. Gerry lacks originality and imagination in his speech. The words he uses and his speech patterns reveal a dull, unquestioning mind. How may Gerry's speech be described?
- A. Inarticulate
B. Banal
C. Haggard
D. Pessimistic
278. Which of the following is NOT a characteristic of a good question?
- A. The wording is brief and clear.
B. It leads to other questions.
C. It is self-answering.
D. It is thought-provoking.
279. A reader uses metacognition when she _____.
- I. previews the text and makes predictions
II. makes connections to personal experience or other texts
III. asks clarifying questions
- A. I, II and III
B. II and III
C. I and II
D. II only
280. A reader uses metacognition when she _____.
- I. identifies difficult sentences or passages
II. restates a sentence/passage in her own words
III. reacts to the text
- A. I only
B. III only
C. II only
D. I, II and III
281. Which of the following is/are examples of "thinking stems," or sentence starters that can prompt reflective thinking?
- I. "I'm thinking..."
II. "I'm wondering..."
III. "From this chapter, I learned..."
IV. "From what I read, I realize..."
- A. I, II and IV
B. II, III and IV
C. I, II and III
D. I, III and IV

282. Which can promote critical thinking and creativity in reading classrooms?
- I. Graphic organizers
II. Brainstorming
III. Convergent questions
- A. I only
B. II only
C. II and III
D. I and II
283. Which may help establish creativity in reading?
- I. Writing experience stories together as a group
II. Playing listening-and-seeing games
III. Writing imaginative stories or poems
- A. I, II and III
B. II and III
C. I and II
D. I and III

2.7 Analyze extrinsic and intrinsic factors that affect reading performance

284. Seeing that Mika likes to listen to stories of wonders and miracles and about the idealization of history, Teacher Alyssa includes such stories in their reading class. What factor of reading does Teacher Alyssa consider?
- A. Cognitive ability
B. Maturity of the reader
C. Physical ability
D. Interest in reading
285. "You may bring the horse to the water but if it does not like to drink, it will not do so." This saying is explained by what similar situation?
- A. When she goes to the book store, Gina buys some books and then reads them all.
B. There are many books in Lisa's home but she prefers playing games than reading books.
C. Every night, Tina's mom reads stories to her before she goes to sleep.
D. Every time she receives a book as her gift, Eloisa eagerly turns to the pages and reads them.

286. Chona's mother guides her in acquiring functional listening and speaking vocabulary and initiates activities using concrete objects and regularly tells stories to her. What kind of reader will likely become of Chona?
- Disabled
 - Proficient
 - Slow
 - Impatient
287. Which of these does NOT belong to the external factors that affect reading as point of reference?
- Parents
 - Financial reward
 - Peers
 - Enjoyment of reading
288. A student who likes reading science-based books and is encouraged by parents to do so would usually be more scientific-minded and logical. Which phrase proves that the student is intrinsically motivated to read?
- Encouraged by parents
 - Loves reading science-based books
 - Be more scientific-minded
 - Be more logical
289. If a pupil is unable to read proficiently while others around him/her can, over time his/her belief in his/her ability to read will be negatively impacted (Solheim, 2011). Based on this research finding, which factor contributes to the pupil's reading problem?
- Working memory
 - Reading strategy
 - Self-efficacy
 - Reading disability
290. Good readers make use of effective reading strategies. Which are examples of effective reading strategies?
- Predicting
 - Inferring
 - Summarizing
 - Visualizing
- I, II, III
 - I, III, IV
 - II, III, IV
 - I, II, III, IV

291. Which is the ideal home environment for children to develop love for reading?
- Parents model reading behaviors
 - Access to reading resources
 - Family places high value on literacy
 - Parents buy reading materials and display them in the bookcase
- II and III
 - I, II and III
 - I and II
 - II, III and IV
292. Researches on reading found out that "children who like to read and think they are good readers read more often than their less positive counterparts and have higher reading achievement." What does this imply?
- Children's reading inability must be addressed as early as possible
 - Home must be filled with sophisticated reading materials; and this is good for them.
 - Children must be enrolled in preschools that are highly academic in orientation.
 - Children must not be hurried to learn how to read.
293. Which factors relate to high reading achievement?
- Rich home literacy environment
 - Reading enjoyment
 - Confidence in reading
 - High student IQ
- I and II
 - I, II and III
 - III and IV
 - II, III and IV

3. FACILITATING LEARNING, CHILD AND ADOLESCENT DEVELOPMENT	20%
COMPETENCIES	
3.1 Analyze the cognitive, metacognitive, motivational socio-cultural factors that affect learning	5%
3.2 Apply theories of learning and development to the teaching-learning process	8%
3.3 Draw educational implications of research findings related to child and adolescent learning and development along with the biological, linguistic, cognitive, social and psychological dimensions	5%
3.4 Organize a learning environment that is responsive to learner's needs and that promotes fairness among learners of various cultures, family background, and gender	2%

3.1 Analyze the cognitive, metacognitive, motivational socio-cultural factors that affect learning

294. Which statement/s on motivation is/are TRUE?

- I. Motivation is not necessarily something that learners bring to school.
- II. Motivation can arise from environmental conditions at school.
- III. Teachers motivate students to learn and behave in ways that promote their long-term success and productivity.

- A. II only
- B. I and II
- C. III only
- D. I, II and III

295. Which are effects of motivation on learners?

- I. Directs their behavior toward particular goals
- II. Increases their persistence in activities
- III. Leads to learners' increased effort and energy

- A. I and II
- B. I and III
- C. II and III
- D. I, II and III

296. Which metacognitive processes enhance learning?

- I. Monitoring progress as one learns
- II. Adjusting strategies if they are perceived ineffective
- III. Goal setting

- A. I only
- B. III only
- C. II only
- D. I, II and III

297. Metacognitive processes favorably influence learning. Which does NOT belong to metacognitive processes?

- A. Self-reflection
- B. Self-responsibility and initiative
- C. Goal setting
- D. Remembering

298. Research says that students' motivation is likely to vary as a function of age, culture, gender, and socio-economic background. What does this imply?

- A. There is no single best method in motivating learners.
- B. Preschoolers are easier to motivate than high school students.
- C. Boys are more difficult to motivate than girls.
- D. Children from deprived homes are less motivated than children from affluent homes.

299. Research says that students develop greater efficacy for a learning task when they see others like themselves performing the task successfully. This means that students must be exposed to models _____.
- I. of their age
 - II. who come from similar cultural background
 - III. with similar socio-economic background
- A. I and II
 - B. II and III
 - C. I only
 - D. I, II and III
300. Which elements must be present for goal setting to be an effective motivational tool?
- I. Goal acceptance
 - II. Specificity
 - III. Challenge
 - IV. Performance monitoring
 - V. Performance feedback
- A. I, II and III
 - B. I, III, IV and V
 - C. III, IV and V
 - D. I, II, III, IV and V
301. Without being told by his groupmates, a student went to the laboratory stock room to get the materials needed for the group experiment. What kind of motivation does the student manifest?
- A. Extrinsic
 - B. External
 - C. Intrinsic
 - D. Positive
302. In the formal operational stage, which is/are adolescents capable of doing to solve a problem?
- I. Formulate hypotheses
 - II. Systematically test hypotheses
 - III. Reason out
- A. I, II and III
 - B. I and II
 - C. II only
 - D. III only
303. Which refers to the act of a learner who reflects on his/her own thinking?
- A. Metacognition
 - B. Scaffolding
 - C. Hemispheric function
 - D. Perception

304. Teachers who promote psychosocial development in the classroom create an environment where each child feels appreciated and is comfortable with learning new things and building relationships with peers without fear. How does the teacher create this environment?
- I. Incorporates life skills in lessons to increase confidence and self-sufficiency
 - II. Gives continuous feedback on work that has been completed to eliminate uncertainty
 - III. Provides considerable free experiments to encourage development of independence
 - IV. Provides physical and academic activities that develop diligence and self-confidence
- A. I, II, III and IV
 - B. I, II, III
 - C. I, II
 - D. IV only
305. Which of the following does NOT belong to cognitive factors affecting learning?
- A. Intelligence
 - B. Memory
 - C. Health
 - D. Reason
306. Noncognitive processes related to learning and aging include the following EXCEPT what?
- I. Motivation
 - II. Health
 - III. Loss of speed
 - IV. Intelligence
- A. I only
 - B. IV
 - C. I and II
 - D. III
307. Which can help minimize memory deficit in learning?
- I. Using cues
 - II. Establishing learning conditions that reduce interference
 - III. Using advanced organizers
- A. I only
 - B. II only
 - C. I and II
 - D. I, II and III
308. Which characterize successful learners?
- I. Active
 - II. Goal-directed
 - III. Self-regulating
 - IV. Assume personal responsibility for contributing to their own learning.
- A. I and II
 - B. III and IV
 - C. II, III and IV
 - D. I, II, III and IV

309. Which is /are the effect/s of motivation on students' learning and behavior?
- I. Directs behavior toward particular goals.
 - II. Leads to increased effort and energy.
 - III. Increases initiation of and persistence in activities
- A. I, II
B. I only
C. II and III
D. I, II and III
310. What are most likely the behaviors of intrinsically motivated learners?
- I. Are engaged in classroom activities
 - II. Tackle assigned tasks willingly and are eager to learn classroom material
 - III. More likely to achieve at high levels
- A. I, II and III
B. I and II
C. II and III
D. I, II and III
311. To construct useful representations of knowledge and to acquire the thinking and the learning strategies necessary for continued learning success across the life span, students must generate and pursue personally relevant goals. This implies the teachers must _____.
- A. show the relevance of lesson to students' goals.
 - B. share their personal goals with students.
 - C. group students according to type of goals.
 - D. segregate students without goals in order not to influence others
312. Successful learners use strategic thinking in their approach to learning, reasoning, problem solving, and concept learning. They understand and can use a variety of strategies to help them reach learning and performance goals and to apply their knowledge in novel situations. They also continue to expand their repertoire of strategies by reflecting on the methods they use to see which work well for them.
- Which processes of successful learners are described above?
- A. Cognitive
B. Imaginative
C. Metacognitive
D. Creative
313. Which are proofs that students are engaged in a metacognitive process?
- I. Reflect on how they think and learn
 - II. Set reasonable learning or performance goals
 - III. Select potentially appropriate learning strategies or methods, and monitor their progress toward these goals
- A. I and II
B. I and III
C. II and III
D. I, II and III

314. Which are proofs that students are engaged in metacognitive process?
- I. Know what to do if a problem occurs
 - II. Sense if they are not making sufficient or timely progress toward a goal
 - III. Generate alternative methods to reach their goal
- A. I and II
B. I and III
C. II and III
D. I, II and III
315. Cultural or group influences on students can impact on learners' motivation, orientation toward learning, and ways of thinking. Which proves this?
- A. The authoritarianism in Filipino homes contributes to docile children.
 - B. Learners with above average IQ are more motivated than those with below average IQ.
 - C. Children who are products of interracial marriage are better motivated for learning.
 - D. Children with weak biological make up are unmotivated for learning.
316. A student once said: "I don't like to recite because my *barkada* who is not academically performing sarcastically laughs at me". What does this point to?
- A. Group influence can impact on a student's orientation toward learning.
 - B. Cognitive factors influence a student's attitude toward class participation.
 - C. The impact of group influence on a student's thinking is the student's choice.
 - D. A student has the tendency to put blame on a factor outside himself for non-performance.
317. Which is/are usual behaviors of extrinsically motivated learners?
- I. Have to be enticed or prodded
 - II. May process information only superficially
 - III. Often interested in performing only easy tasks
 - IV. Meet only minimal classroom requirements
- A. I and II
B. II and III
C. II, III and IV
D. I, II, III and IV
318. Which are characteristics of successful learners?
- I. Independent
 - II. Goal-directed
 - III. Self-regulating
 - IV. Assume personal responsibility for contributing to their own learning
- A. I, II, III and IV
B. III and IV
C. I and II
D. I, II and IV

319. Which statement/s is/are TRUE of the social influences of learning?

- I. Learning can be enhanced when the learner has an opportunity to interact and to collaborate with others on instructional tasks.
- II. Learning settings that allow for social interactions and that respect diversity, encourage flexible thinking and social competence.
- III. In interactive and collaborative instructional contexts, individuals have an opportunity for perspective taking and reflective thinking.

- A. I only
- B. I and II
- C. II only
- D. I, II and III

320. Quality personal relationships that provide stability, trust, and caring can increase learners' _____.

- I. sense of belonging
- II. self-respect
- III. self-acceptance

- A. I, II and III
- B. II and III
- C. I and II
- D. I and III

321. Which qualities of personal relationships create positive climate?

- I. Stability
- II. Trust
- III. Caring
- IV. Clandestine

- A. I, II and IV
- B. III and IV
- C. II, III and IV
- D. I, II and III

3.2 Apply theories of learning and development to the teaching-learning process

322. Bing, a preschooler, insists on getting noodles for himself from the serving dish each time his family attends a gathering, even though he usually drops pasta on the floor. When his mother tries to assist him, he brushes his mother off and insists on doing it himself. In the context of Erikson's psychosocial development theory, what stage of psychosocial development best describes Bing's behavior?

- A. Trust vs. Mistrust
- B. Initiative vs. Guilt
- C. Industry vs. Inferiority
- D. Autonomy vs. Shame and Doubt

323. When a child says that the sun is sleeping at night, the child is in the pre-operational stage, particularly _____.

- A. animism
- B. centration
- C. egocentrism
- D. reversibility

324. Which principles is/are in accordance with Tolman's theory of sign learning?

- I. Learning is always purposive and goal-directed.
- II. Learners select the shortest or easiest path to achieve a goal.
- III. Learning is acquired through meaningful behavior.

- A. I, II and III
- B. I and II
- C. II only
- D. III only

325. Lutz and Huitt (2004) said that one of the most important skills a student should have in the 21st century is the ability to get along with a wide variety of people. What should a teacher do to address this in a classroom setting?

- A. Provide students hands-on and minds-on activities.
- B. Incorporate teaching strategies that aid cognitive development.
- C. Use teaching strategies that promote social interaction in the classroom.
- D. Provide activities that can enhance students' ability to talk and share ideas.

326. In Bruner's three-tiered learning, which is action-based?

- A. Enactive learning
- B. Iconic learning
- C. Inactive learning
- D. Symbolic learning

327. Based on Kohlberg's theory, what is the level of moral development shown when children generally do what is right in order to come up with their parents and teachers' expectations of a good child?

- A. Conventional
- B. Formal
- C. Post-conventional
- D. Pre-conventional

328. Which of the following laws states that we tend to fill the gaps in figures as we perceive them?

- A. Law of Proximity
- B. Law of Closure
- C. Law of Similarity
- D. Law of Pragnanz

329. Lutz and Huitt (2004) in their study on cognitive development and constructivism, said that, "Educators must activate previous experiences and knowledge in order to effectively present new information in a context that students can readily process". What does this statement imply?
- Learning is cumulative.
 - Drill and review are important in the teaching-learning process.
 - The teacher must connect his/her lesson to students' past experiences for meaning and understanding.
 - The teacher must incorporate appropriate teaching strategies in order to aid cognitive development effectively.

For numbers 330 and 331, refer to the questions below:

330. Greeno (1989) said that thinking is the result of the interaction between the individual and the environment. Which of the theories of development support/s the idea of Greeno?
- Erikson's psychosocial theory of development
 - Kohlberg's stages of moral development
 - Piaget's stages of cognitive development
 - Vygotsky's socio-cultural theory
- III only
 - I and III only
 - III and IV only
 - I, II and III only
331. What is the teaching-learning implication of Greeno's statement that thinking is a result of the interaction between the individual and the environment?
- Social interaction plays a role in learning.
 - Collaborative approach should be used in the classroom.
 - Teacher should provide hands-on activities.
 - Visual / instructional materials should be used in teaching.
- I and II only
 - III and IV only
 - I, II and III only
 - I, II, III and IV
332. Teacher Rose begins a lesson on basic dance position by demonstrating the arms and feet position in slow motion and physically guiding her students through the correct movements. As her students become more skillful, she just gives verbal instruction. With Vygotsky's theory in mind, what does Teacher Rose do?
- Guided participation
 - Peer Interaction
 - Apprenticeship
 - Scaffolding

333. Based on Freud's theory, which operates when Mario lends his bicycle to his friend Julius who was crying for it?
- Ego
 - Superego
 - Id
 - Id and ego
334. Prof. Pacis measures learning by the outward expression of new behaviors only such as ability to solve math with ease. Which theory does she apply?
- Cognitivism
 - Social learning theory
 - Behaviorist theory
 - Multiple Intelligence
335. On which principle is your conviction based if you provide positive reinforcement whenever a learner performs an acceptable behavior on her own?
- Cognitivism
 - Behaviorism
 - Constructivism
 - Psychoanalytic
336. What does maturationist theory advance?
- Development is a product of maturation and learning as these two constantly interact with one another.
 - Development is a biological process that occurs automatically on predictable, sequential stage overtime.
 - Socio – cultural factors should provide the basis for the education of young children.
 - Development universals exist and that the developing child should be the focus of educational planning.
337. What does the environmentalist theory advanced by John Watson, B.F. Skinner and Albert Bandura assume?
- Children are active participants in the learning process.
 - Children initiate most of the activities required for learning and development.
 - Learning and development occur when young children interact with the environment.
 - The child's environment shapes learning behavior.
338. What is a characteristic common among preschoolers where they give human quality to non-human things?
- Egocentrism
 - Animism
 - Association
 - Projection
339. What is the systematic manner of providing the right amount of assistance to the learner to effectively acquire a skill?
- Scaffolding
 - Guidance
 - Counseling
 - Tutoring

340. Until where does scaffolding encourage children to discover and learn?
- Within their level only
 - Above their level but with help from the teacher
 - Below their level to avoid frustration
 - Above their level independently
341. Kenn likes to go to school. He enjoyed school on Day1. Which theory explains this?
- | | |
|-------------------------|---------------------|
| A. Metacognitive theory | C. Cognitive theory |
| B. Behaviorist theory | D. Gestalt theory |
342. Learning is viewed as collections of responses to external stimuli. Whose thought is this?
- | | |
|--------------------|---------------------|
| A. Metacognitivist | C. Cognitivist |
| B. Behaviorist | D. Gestalt theorist |
343. Learners are information processors. Whose thought is this?
- | | |
|--------------------|---------------------|
| A. Metacognitivist | C. Cognitivist |
| B. Behaviorist | D. Gestalt theorist |
344. Which view of learning led to the shift from the knowledge-acquisition to knowledge-construction metaphor?
- | | |
|--------------------|--------------------|
| A. Metacognitivist | C. Cognitivist |
| B. Constructivist | D. Gestal theorist |
345. Teaching should shift from knowledge transmission to knowledge construction. From whom does this advice come?
- | | |
|--------------------|-------------------|
| A. Metacognitivist | C. Constructivist |
| B. Behaviorist | D. Cognitivist |
346. Which one correctly and completely explains Bandura 's reciprocal determinism?
- A person's behavior, environment, and personal qualities all reciprocally influence each other.
 - A person's behavior and environment reciprocally influence each other.
 - A person's behavior and personal qualities all reciprocally influence each other.
 - A person's behavior is not reciprocally influenced by environment.
347. Who perceive learners not as passive recipients of information, but as constructors of knowledge as they interact with the environment and as they reorganize their mental structures?
- | | |
|---------------------|--------------------|
| A. Metacognitivists | C. Constructivists |
| B. Behaviorists | D. Cognitivists |

348. Which of the following is NOT TRUE of behaviorists?
- Free will plays a role in a person's development.
 - Learning is shaped by stimuli in the environment.
 - Rewards reinforce goof behavior.
 - Learners are passive participants
349. Which statement is TRUE of behaviorists?
- They focus solely on students' observable behaviors as the indicators of learning.
 - They believe that students play an active role in the learning process.
 - They believe that helping students work with others to meet common goal is an important part of teaching.
 - They look at knowledge as something constructed by synthesizing ideas with prior knowledge.
350. The successful learner can link new information with existing knowledge in meaningful ways. Who subscribes to such thought?
- | | |
|--------------------|-----------------------------|
| A. The behaviorist | C. The social – cognitivist |
| B. The cognitivist | D. The constructivist |
351. Jerome Bruner and Edgar Dale agree that for effective teaching-learning, teachers should begin with the _____.
- | | |
|-------------|-------------|
| A. concrete | C. symbolic |
| B. abstract | D. ionic |
352. Jerome Bruner and Edgar Dale advise teachers to _____ for effective teaching-learning.
- dwell only on the concrete
 - move from the concrete to the abstract
 - move from the abstract to the concrete
 - dwell only on the abstract
353. Which of these does NOT belong to the Bronfenbrenner's microsystem as a factor on human development?
- | | |
|-----------|-------------------|
| A. Family | C. Peers |
| B. School | D. Local politics |
354. Of the five different levels of environment in Bronfenbrenner's ecological theory, which is the closest to the learner and the most influential?
- | | |
|----------------|----------------|
| A. Microsystem | C. Macrosystem |
| B. Mesosystem | D. Exosystem |

355. Which is an example of a child's mesosystem that does NOT work favorably for the child?
- The child is not in good terms with his peers.
 - There is so much hostility at home.
 - The child's parent and teacher are at odds.
 - The child is sickly.
356. Which is an example of a child's exosystem that does not work favorably for the child?
- A child gets bullied in school.
 - Mother gets a job promotion and so has less time for supervision of her child's homework.
 - The teacher play's favorites.
 - The child is asthmatic.
357. The anxiety of a child whose father belongs to the army increases every time his father leaves for duty. This proves that a child's environment, particularly _____, affects a child's development.
- microsystem
 - mesosystem
 - exosystem
 - macrosystem
358. A Filipino Masters degree graduate is surprised to know that he cannot proceed to the doctorate program applied for in Louvain, Belgium because of the short ten-year basic education. Based on Bronfenbrenner's theory, to which system in the environment can this be attributed?
- Mesosystem
 - Exosystem
 - Macrosystem
 - Chronology system
359. Based on his ecological theory, which would be statements from Bronfenbrenner?
- Recognize that the school cannot work in isolation.
 - Schools must connect with communities.
 - Create situation where the kids are more a part of the community.
- I and II
 - I, II and III
 - II and III
 - I and III
360. What is an implication of Bandura's findings that children learn social behavior such as aggression through the process of observation learning?
- Avoid children exposure to media violence.
 - Stop showing violence in media.
 - Apply reverse psychology by exposing children to media violence.
 - Let children watch media violence only with supervision of parents.

361. Learning is incorporating and hierarchically organizing new material into one's cognitive structures. Which theory is explained?
- Bandura's social learning theory
 - Ausubel's subsumption theory
 - Bronfenbrenner's bio-ecological
 - Piaget's cognitive theory
362. According to Ausubel's subsumption theory, meaningful learning takes place when new material or relationships can be derived from the existing structure. Information can be linked to other concepts or information to create new interpretations or meaning. Which process is explained?
- Correlative subsumption
 - Derivative subsumption
 - Advanced subsumption
 - Delayed subsumption
363. How do you proceed in the teaching process based on Ausubel's subsumption theory?
- Present the most general ideas of a subject first and then progressively differentiate in terms of detail and specificity.
 - Proceed from specifics to the general.
 - Proceed from the abstract to the concrete.
 - Proceed from the concrete to the abstract.
364. In what way/s are Ausubel's advance organizers a big help to learners?
- Help learners use their personal experiences and content knowledge to learn new information.
 - Help learners remember what they see
 - Help learners acquire and integrate content into a new language
- I only
 - I and II
 - II and III
 - I, II and III
365. Which does Tolman's term of latent learning mean?
- Learning that is hidden and not told.
 - Learning which is not manifested at the time of learning but which manifests later when a suitable motivation and circumstances appear.
 - Secretive learning that is not expressed.
 - Mental learning that is not made explicit.
366. A recent study of a group of LET results reveals that those who took the Licensure Exams for Teachers right after year of graduation had higher chances of passing than those who postponed taking the LET after year of graduation. Which of Thorndike's laws explains this?
- Exercise
 - Frequency
 - Recency
 - Contiguity

367. A student remembers Jose Rizal's birthday because it is one day before his birthday. How does Thorndike explain this? Bonds between stimulus and response are strengthened by _____.

- A. recency
- B. frequency
- C. contiguity
- D. contrast

368. How is The Grade 1 to 10 Curriculum of the K to 12 implemented if it follows Bruner's spiral curriculum?

- I. Revisiting basic ideas over and over
- II. Building upon the basic ideas and elaborating on them to the level of full understanding and mastery
- III. Teaching the same basic ideas but teaching them in increased depth and breadth across the grades
- IV. Teaching one subject per grade level, followed by another subject in the next level without repeating what was already taught

- A. I, II, III
- B. II and IV
- C. I and IV
- D. I and III

369. How do behaviorists explain forgetting?

- I. Gradual cessation of a response as a result of passage of time
- II. No repetition of the behavior for a time
- III. Learning not meaningful

- A. III
- B. II
- C. I and II
- D. I, II and III

370. Which thought on learning belongs to Vygotsky?

- I. Learning always occurs and cannot be separated from a social context.
- II. Create a collaborative community of learners.
- III. Social context involves tasks that build on each person's language, skills, and experience shaped by each individual's culture.

- A. I only
- B. II only
- C. II and III
- D. I, II and III

371. What is referred to as the zone of proximal development?

- I. Zone of potential development
- II. Zone of actual development
- III. The difference between what a learner can do independently and what he can accomplish with the help of a "more knowledgeable other" such as teacher.
- IV. The distance between the actual developmental level as determined by independent problem solving and the level of potential development.

- A. I and II
- B. III and IV
- C. II and III
- D. II, III and IV

372. Which of these does not belong with teacher scaffolds in mind?

- A. Direct and indirect explanations
- B. Modeling
- C. Highlighting of strategies
- D. Highlighting student's failure

373. The difference between what a learner can do without help and what he or she can do with help is the zone of _____.

- A. actual development
- B. potential development
- C. proximal development
- D. differentiated development

374. Which theory asserts that learners generate knowledge and meaning from an interaction between their experiences and their ideas?

- A. Constructivism
- B. Social reconstructionism
- C. Behaviorism
- D. Metacognition

3.3 Draw educational implications of research findings related to child and adolescent learning and development along with the biological, linguistic, cognitive, social, and psychological dimensions

375. When is physical growth fastest?

- A. Infancy
- B. Adolescence
- C. Early Childhood
- D. Late adolescence

376. To what does Piaget's cognitive theory that the ability to determine that a certain quantity will remain the same despite adjustment of the container shape or apparent size refer?
- A. Conservation
B. Assimilation
C. Conversion
D. Accommodation
377. Jason often wears a headphone while working with his school projects in the school campus. When asked why, he said he just wants to stay focused with his work. What kind of learner is Jason?
- A. Global and intrapersonal
B. Global and interpersonal
C. Analytical and intrapersonal
D. Analytical and interpersonal
378. What ability does a child demonstrate if he can tell that the number of elements in the group is the same regardless of how the group is arranged in space as shown in the illustrations below.
- | | |
|--------------|--------------|
| Set A. ooooo | Set B. o o o |
| ooooo | o o oo |
| | ooo |
- A. Centration
B. Conservation
C. Reversibility
D. Seriation
379. Well-liked children can read and respond to peers' emotions better than children who are not-well liked. Whose research application is this?
- A. Bronfenbrenner's ecological theory
B. Erikson's psychosocial theory of development
C. Kohlberg's stages of moral development
D. Vygotsky's socio-cultural theory
380. Which of the following conditions most likely brings about a classroom climate that is business-like yet non-threatening?
- A. Student leaders list the names of noisy classmates.
B. The authoritarian teacher is in full control of the classroom.
C. The teacher assigns student leaders who will check class attendance.
D. Rules, limits, and expectations are made clear during the first day of classes.

381. A child with hearing loss is likely to have language delay as well. What does this prove?
- A. Physical development is very important.
B. Physical growth interacts with cognitive development.
C. Speech is easily influenced by other aspects.
D. Normal development is difficult to attain.
382. In early childhood, the pre-operational stage, centration is proven by children's lack of conservation. This means that children _____.
- A. are able to understand that changing a substance's appearance does not change its basic properties.
B. exhibit primitive reasoning.
C. are not able to distinguish their perspective from others' perspective.
D. believe that objects have lifelike qualities.
383. One limitation of pre-operational thought is the belief that non-living objects have life-like qualities. What does this imply to teachers?
- A. Correct children when their drawings are far from reality, e.g. blue sun
B. Evaluate children's fanciful drawings as poor.
C. Discourage children from drawing something far from reality.
D. Accept children's drawings as they are; this is a characteristic of children in the pre-operational thought.
384. Research says that children use private speech more when tasks are difficult, after they have made errors and when they are not sure how to proceed. What does this imply?
- I. Insist on silence or no talking rule when children are occupied with a task.
II. Allow children to engage in private talk while taking the written test.
III. Encourage children to do private talk to improve their performance.
- A. I and II
B. I and III
C. II and III
D. I, II and III
385. According to Vygotsky, children construct knowledge through social interaction. What does this imply for children's learning? This means that children should be given _____.
- A. chance to explore their world
B. opportunity to learn with skilled peers or teachers
C. questions to ponder on
D. books to read

386. According to Piaget, children construct knowledge by transforming, organizing, and re-organizing previous knowledge. What does this imply for learning?
- Let children explore their world and discover knowledge.
 - Give children experts as guide.
 - Equip them with learning materials.
 - Give them adequate reward.
387. Which characterize autistic children?
- Repetitive behaviors
 - Difficulty in social interactions
 - Showing more interest in objects than on people
- I and II
 - I, II and III
 - I and III
 - II and III
388. Young children develop in their executive and sustained attention. What are indicators of executive functioning?
- Inhibiting a strong tendency that is incorrect
 - Shifting attention to another topic/item
 - Waiting longer to get a more attractive reward
- I, II and III
 - I and III
 - I and II
 - II and III
389. Research says that children learn words best in contexts that are meaningful. What does this imply to the teaching-learning process?
- Teach words in integrated contexts.
 - Teach new words in isolation from other lessons for greater focus.
 - Retain out-of-context classroom drills.
 - Reduce the number of new words taught for mastery.
390. Research says that children learn words better in responsive and interactive contexts than in passive contexts. What is an implication of this finding in the teaching-learning process?
- Let them talk as they experience turn-taking opportunities.
 - Ask them to socialize with adults.
 - Give them scaffolding necessary for optimal word learning.
- I, II and III
 - II and III
 - I and II
 - I and III

391. One research-based principle of child development is “early experiences have strong effects on children’s development and learning.” What is an implication of this to teaching-learning?
- Enrich early childhood with favorable experiences.
 - Teach them academic lesson as early.
 - Enroll them in preschool.
 - Assist their development by bringing them to tutorial centers.
392. One study revealed that coparenting influenced young children’s effortful control above and beyond separate maternal and parental parenting. What does this imply?
- Solo parenting is ideal.
 - Father and mother should jointly raise a child.
 - Undermining of the other parent puts a child at risk for problems.
- I and II
 - I, II and III
 - I and III
 - II and III
393. Studies on delinquent students recommend which effective parenting style for adolescents?
- Authoritative
 - Authoritarian
 - Neglectful
 - Laizzes faire
394. Which strategies have been proven to increase children’s creative thinking?
- Encourage brainstorming.
 - Encourage internal motivation.
 - Guide children to take intellectual risks.
- I and III
 - I and II
 - I, II and III
 - I and III
395. Researchers have found that executive functioning is a better predictor of school readiness rather than IQ. What is an implication of this to the teaching-learning process?
- Strengthen executive functioning among learners.
 - Ignore executive functioning among learners.
 - Sharpen IQ with puzzles.
 - Do practice test to develop IQ.

396. Which dimensions of executive functioning are most important to children's cognitive development?
- I. Self-control
 - II. Working memory
 - III. Flexible thinking
- A. I and II
B. I, II and III
C. I and III
D. II and III
397. Research found out that children with low IQ who received full time, year-round child care along with medical and social work services had improved IQ and sustained the improved IQ compared with those who received same medical and social services but no child care. What does this point to?
- I. Prevention rather than remediation is important in counteracting a deprived early environment's effect on IQ.
 - II. Modifications in environment can change IQ scores considerably.
 - III. It is important to consider the types of environments for children.
- A. I and II
B. I, II and III
C. II and III
D. I and III
398. Research found out that children have the highest self-esteem when they perform competently in domains that are important to them. Therefore, it is important that children should be _____.
- I. encouraged to identify and value areas of competence.
 - II. challenged to do difficult learning tasks.
 - III. made to understand that academic competence is the only true form of competence.
- A. I only
B. II and III
C. I and II
D. III only
399. How should one care for children after a disaster?
- A. Encourage children to talk about any disturbing feeling reassuring them that such feelings are normal after a stressful event.
 - B. Discourage children to talk about any disturbing feeling for this may only make things worse.
 - C. Do not allow children to retell the events for them not to be reminded of the event.
 - D. Make children understand that a disaster is God's will and there is nothing we can do about it.

400. What is the educational implication of the research finding that participation in extra-curricular activities is associated with positive academic and psychological outcomes?
- I. Schools should organize quality varied extra-curricular activities for students.
 - II. Schools should promote a balance of academic and extra-curricular activities for its students.
 - III. Students should be encouraged to compensate for their poor academic performance by taking leadership roles in extra-curricular activities.
- A. I and III
B. II and III
C. I and II
D. I only

3.4 Organize a learning environment that is responsive to learner's needs and that promotes fairness among learners of various cultures, family background, and gender

401. Case A: Teacher X asked her kindergarten pupils to draw the picture of their families. After the activity, she collected the children's drawing and one of these caught her attention. Madeline's drawing showed two families, one with a father, and the other with just a mother. She interviewed Madeline about her drawing and found that her parents are separated and both already have their own families. Madeline is living with her grandmother. During lunch break; Teacher X shared her discovery with her co - teachers. Was Teacher X's action acceptable?
- A. Yes, other teachers should also know about Madeline.
 - B. No, the information is confidential.
 - C. Yes, it is a way of helping the child.
 - D. No, she should not be biased.
402. Sunny Kindergarten School has an open admission policy, however, the school administers a diagnostic test during the first two weeks of classes to find out the pupils' strengths and weaknesses. What is the purpose of this practice?
- A. Screen pupils who can proceed to the grades
 - B. Determine who will be admitted to school
 - C. Identify those who would be needing special help
 - D. Suit the lesson to the ability of the pupils

403. A classroom environment that fosters learning is for the development of students' growth mindset. Which is an indicator of a growth mindset?
- Learners believe that their intelligence is simply an inborn trait and can't be changed.
 - Learners believe they can develop their intelligence over time.
 - Learners believe that intelligence is inherited and they have nothing to do with it.
 - Learners believe that a favorable home and school learning environment cannot change mindset.
404. In the context of growth mindset, which does/do NOT belong?
- "Right answer" approach
 - "One-size-fits-all" approach
 - Mistake or a problem is a learning opportunity
- I and III
 - III only
 - II and III
 - I and II
405. Which should a teacher have more in class to create a growth mindset?
- Nurturing learners' sense of independence and self-efficacy
 - Look down on inquiry and theory-building as these are time-consuming
 - Not welcome mistakes or problems
- I only
 - III only
 - II only
 - II and III
406. Which should a teacher encourage to build a growth mindset in class?
- Sense of wonder
 - Inquiry
 - "Right answer" consciousness
- I only
 - I and II
 - II only
 - I, II and III
407. To create a favorable learning atmosphere, competition should be avoided at all cost. If there is an element of competition it is _____.
- part of a game
 - self-competition against standards set
 - within the same gender
- I and II
 - II and III
 - I only
 - I, II and III

408. Which is/are characteristics of a culturally responsive teaching?
- Crosses disciplines and cultures to engage learners while respecting their cultural integrity
 - Accommodates the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity
 - Presents some cultures to be superior than others to improve inferior cultures
- I and III
 - III only
 - II only
 - I and II
409. If a teacher works on an intrinsic motivation framework to help develop intrinsic motivation among learners, which motivational conditions form part?
- Establishing inclusion—creating a learning atmosphere in which students and teachers feel respected by and connected to one another.
 - Developing attitude—creating a favorable disposition toward the learning experience through personal relevance and choice.
 - Enhancing meaning—creating challenging, thoughtful learning experiences that include student perspectives and values.
 - Engendering competence—creating an understanding that students are effective in learning something they value.
- I and II
 - I, II and III
 - III and IV
 - I, II, III and IV
410. At the start of a new term, Teacher Z wants to familiarize students with active research methods. She will use such methods throughout the semester, and she knows from previous experience that many students view research as abstract, irrelevant, and oppressive work.
- She randomly assigns students to small groups. She encourages them to discuss any previous experiences they may have had in doing research as well as their expectations and concerns for the course. Each group then shares its experiences, expectations, and concerns as she records them on the chalkboard. In this manner, she is able to understand her students' perspectives and to increase their connection to one another and herself.
- Which technique did Teacher Z employ to create a favorable learning climate?
- She established inclusion.
 - She promised not to make research work oppressive.
 - She makes clear that only positive learning experiences should be shared in the group.
 - She grouped the students according to ability.

411. Teacher Z explains that most people are researchers much of the time and she asks the students what they would like to research among themselves. After a lively discussion, the class decides to investigate and predict the amount of sleep some members of the class had the previous night.

How may the intrinsically motivating experiences in the class be described?

- I. Students make a choice.
- II. Students freely discuss among themselves.
- III. Teacher warns them on difficult researches.

- A. I only
- B. I and II
- C. II and III
- D. I, II and III

412. Increasing latency periods when questioning students helps create a positive learning atmosphere. Which practice contradicts this principle?

- A. Quickly give up on a student who is struggling with a response.
- B. Make a conscious effort to extend the length of wait time before student can give a response.
- C. Call only on students with hands raised so as not waste time waiting.
- D. Answer the question yourself if no student can answer your question.

413. Develop positive classroom pride is one way of creating positive learning climate. Which practice contributes to the development of a positive classroom pride?

- I. Display student work
- II. Reinforce students verbally
- III. Be proud of the class's achievements

- A. I and II
- B. I and III
- C. II and III
- D. I, II and III

414. Which is the impact of the following classroom management practices: develop parental pride in student accomplishments; be sincere of your pride in your students; and look for opportunities for students to be proud in all areas?

- A. Positive classroom pride
- B. Students' pride and arrogance
- C. Students' feeling of overconfidence
- D. Students' distorted self- image

415. To build strong and healthy relationship in class which should be out of the picture?

- I. Criticizing
- II. Listening
- III. Befriending
- IV. Blaming

- A. I and IV
- B. II and III
- C. I and II
- D. I and III

416. Confucius once said: "All men are pretty much alike; it is only by culture that they are set apart." Which thought in this quotation contributes to a learning environment that is bias free?

- I. That all people are basically the same and therefore everyone deserves respect
- II. That all people are basically the same ; they just differ in the way they live such as dressing, eating, speaking
- III. That it is just men, women excluded, who are basically the same

- A. I only
- B. I and II
- C. III only
- D. I, II and III

417. An atmosphere that is favorable for learning ensures that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning. Which instruction is referred to?

- A. Differential
- B. Differing
- C. Differentiated
- D. Different

418. In a favorable learning environment, which competition promotes learning?

- A. Between boys and girls
- B. Within members of the same gender
- C. For academic honors
- D. Against standards set

419. For a positive learning environment it is good to make clear that an individual's beliefs and activities should be understood by others in terms of that individual's own culture. Which concept is explained?

- A. Ethical relativism
- B. Individual differences
- C. Cultural relativism
- D. Cultural sensitivity

420. Gender stereotypes do not contribute to a positive learning atmosphere. The following are proofs of gender stereotype in class EXCEPT _____.
- Boys are asked to solve word problems because they are “naturally” good at math.
 - Girls help with the cleaning up of the classroom as they are expected to be more inclined to do housework.
 - Girls and boys do the same activities in the subject Edukasyong Pantahanan at Pangkabuhayan
 - Girls are encouraged to be soft spoken and home bound playing with dolls and kitchen toys while boys are encouraged to be aggressive by playing outside with cars and guns.
421. For a favorable learning climate, ethnocentrism should be out of the picture. What does this mean?
- Learners should be discouraged from competing against one another.
 - No one should think that he/she is better than other individuals for reasons based solely on his/her heritage.
 - Impress on the learners’ minds that some people are better or worse than them through no fault of their own.
 - No one should accept that other’s culture is better than his/hers.
422. One group of four students was making sounds in the room while Teacher B was grading papers during silent reading. He did not know which group was making the sounds, so he warned the students that they would be inside for recess if it went on. The offending students knew he did not know who it was, so they kept it up to test the waters. Mr. B announced to the entire class that if he heard noises one more time, the whole class would be in for recess, regardless of who it was. The other students were very upset, and one expressed, “That’s not fair!”. Was Teacher B’s decision fair?
- Yes, because the class seemed not to have cooperated to stop the misbehavior
 - Yes, to give a lesson to all.
 - No, it was unfair to punish the whole class for the misdemeanor of one.
 - No, but that was the only way to show to the class he means business.

4. ASSESSMENT OF LEARNING, FIELD STUDY, PRACTICE TEACHING		25%
COMPETENCIES		
4.1	Apply principles in constructing traditional and alternative/authentic forms of high quality assessment	10%
4.2	Interpret assessment results	7%
4.3	Utilize processed data and assessment results in reporting learners’ performance to improve teaching and learning	3%
4.4	Demonstrate skills in the use of techniques and tools in assessing affective learning	3%
4.5	Assign students’ marks/ ratings	2%

4.1 Apply principles in constructing traditional and alternative/authentic forms of high quality assessment

423. Prof. A taught her Mathematics class about addition of fractions. She administered an assessment tool to give her feedback so she can help the students learn more. What form of assessment was given?

- | | |
|--------------|---------|
| A. Summative | C. Peer |
| B. Formative | D. Self |

424. The class of Mr. San Juan was asked to provide feedback on each other's learning. Which form of assessment was used?

- | | |
|--------------|---------|
| A. Summative | C. Peer |
| B. Formative | D. Self |

425. The TLE class of Prof. Bellin was taught on how to take measurement for a pair of pants. An assessment was administered by Prof. Bellin to express judgment on the students' skill on measurement of pants. What form of assessment was administered?

- | | |
|----------------|---------|
| A. Performance | C. Peer |
| B. Formative | D. Self |

426. The class of Miss Reyes belongs to a fast learners' group. She gave activities for each to develop personal responsibility. Which activity was utilized?

- | | |
|-------------------------|-------------------------|
| A. Independent learning | C. Competitive learning |
| B. Cooperative learning | D. Evaluative learning |

427. After the students have been exposed to the activities, they were asked to evaluate their own learning with the use of a scoring rubric. What evaluation tool was used?

- | | |
|---------|--------------|
| A. Peer | C. Formative |
| B. Self | D. Summative |

428. A test was given to the students by Mr. Lapid to determine what the students already know and not know about the subject before he taught. Which did he give?

- | | |
|---------|-------------|
| A. Peer | C. Pretest |
| B. Self | D. Posttest |

429. Mrs Dy is doing an assessment of learning. Which of the following questions would she likely consider?

- Have the students already achieved the intended outcomes?
- Do the students have the prerequisite skills?
- Which tasks are students handling satisfactorily?
- What grade should I assign to each student?

430. What does an achievement test measure?

- Capacity for future learning
- Educational and vocational aptitude
- Quality and quantity of previous learning
- Quality and quantity of previous teaching

431. Miss Eugenio would like to cover a wide variety of objectives in the quarterly examination in her English class lesson on subject-verb agreement. Which of the following types of test is the most appropriate?

- | | |
|--------------------|-------------|
| A. True-False | C. Matching |
| B. Multiple Choice | D. Essay |

432. Which purpose of evaluation distinguishes it from measurement?

- Determine the effectiveness of the teacher's teaching.
- Compare individual's performance with national standards.
- Determine the extent of relative attainment of moral and ethical values.
- Interpret measured performance in terms of certain criteria of acceptability and adequacy.

433. Prof. de Leon plans to do assessment **FOR** learning, then she should plan how to _____.

- provide feedback to help students improve their work
- certify students' achievement
- assess strengths and weaknesses of students
- align instruction to learning needs of students

- | | |
|-----------------------|------------------------|
| A. I, II and III only | C. I, III and IV only |
| B. I, II and IV only | D. II, III and IV only |

434. Who among the teachers below did a diagnostic assessment?
- Miss Lopez who administered an achievement test to the Grade 7 students
 - Mr. Verdadero who gave a quiz before starting the next chapter on Psychology
 - Mr. Agarpao who gave a journal writing activity immediately after discussion to determine the outcome of instruction
 - Mrs. Bayang who gave a 10 - item test to find out the specific concepts in which the students are encountering difficulty.
435. What should Dr. Mina do to ensure the *suitability* of her assessment tool?
- Provide more items with similar content.
 - Pay attention to scoring procedures.
 - Match test items to instructional objectives.
 - Make the test instructions clear.
436. Who among the faculty members below was able to ensure fairness in his/her criterion-referenced test?
- Mr. Abuan constructed a test composed of all true or false questions.
 - Mr. Bitanga used the objectives for the unit as guide in constructing the test.
 - Mr. Enrique involved students in the design and construction of the test.
 - Mr. Valenzuela made twenty questions but asked his students to answer only ten of their choices.
437. Mr. Agpaoa is designing a performance assessment for his class in Filipino. Which of the following should he first consider to come up with a really valid test?
- A set of standards to determine what students know and can do
 - A set of criteria on which to base quality of performance
 - The rubric which will define the level of performance of students
 - Specific task that students are required to do
438. Which of the following items appropriately measure/s the specified skill below?
Objective: Explain why test reliability is a necessary but not a sufficient condition for test validity.
- Explain the difference between test validity and reliability.
 - Can a test be valid without being reliable? Explain why?
 - Why must a test be reliable to be valid?
 - Discuss how a test can be reliable without being valid.
- I, II & III only
 - II, III, & IV only
 - I, II & IV only
 - I, II, & III only

439. Who gave the most authentic assessment task for the instructional objective "Solve word problems involving operations with fractions".
- Mrs. Domingo who required her students to solve a set of problems on operations with fractions.
 - Mr. Pastor who asked his students to construct a word problem given a number sentence involving operations on fractions and then solve the problem they have constructed.
 - Mr. Ildefonso who asked students to construct any word problem on operations with fractions then formed pairs, exchanged problems and helped each other solve the problems.
 - Mrs. Padaong who required her students to construct any word problem involving operations on fractions and then show how to solve them.
440. Which is the first consideration in selecting specific type of test to be used when constructing a test?
- Characteristics of the group
 - Desired learning outcomes
 - Nature of the subject matter
 - Purpose of the test
441. Which of the following is observed in a class doing authentic assessment? The students _____.
- perform tasks that demonstrate meaningful application of essential skills
 - are required to apply knowledge and skills they have learned in a written test
 - demonstrate understanding by answering essay questions
 - create presentation to demonstrate certain competencies and skills
- II and IV
 - I and IV
 - I, II, and III
 - II, III and IV
442. Mrs. Rasos wants to test her students' knowledge of the different places in the Philippines, their capital and their products. So she gave an essay test. If you were the teacher will you do the same?
- No, the giving of objective test is more appropriate than the use of essay.
 - No, such method is inappropriate because essay is difficult.
 - Yes, essay test can measure more than what the other tests can measure.
 - Yes, essay is the best in measuring any type of knowledge.

443. Mrs. Agno is doing a performance – based assessment of the day’s lesson. Which of the following will most likely happen?
- Students are evaluated in one sitting.
 - Students do an actual demonstration of their skill.
 - Students are evaluated in the most objective manner.
 - Students are evaluated based on varied evidence of learning.
444. Which of the following is an administrative use of tests?
- Assigning marks
 - Grouping learners for instruction
 - Assisting learners to set educational and vocational goals
 - Developing adequate basis for pupil’s promotion and retention
445. Jillan showed a video in her class about the life in an urban poor community. She wants to determine how the video changed students’ thoughts about the life of these underprivileged people. What technique is appropriate for this?
- Role Play
 - Reflection Log
 - Observation
 - Likert Scale
446. Teacher C wants to know if her literature students have gained mastery of authors and their corresponding literary work, their nationalities, and the type of their literacy work. Which test can best assess this?
- True-False type
 - Completion type
 - Multi-matching type
 - Essay
447. Considering that tests were found to have poor psychometric status, psychologists recommend that _____.
- variety of tests be used when assessing children
 - observations or interviews be used instead of tests
 - it is better to administer tests for assessment
 - tests be supplemented by other assessment methods

448. Which assessment task is aligned to this learning outcome?
Use appropriate multimedia resources that accompany language
- Written test – What are examples of appropriate multimedia resources that accompany language?
 - Written test – Which of the following is an appropriate multimedia resource for a lesson on adjectives?
 - 5-minute video on adjectives
 - a 10-minute lecture on adjectives taken from youTube
 - Worksheets with accompanying video
 - Videotaped conversation of students using adjectives
 - Written test – Why is there need to use appropriate multimedia that accompany language?
 - Performance test – Students demonstrate the use of an appropriate multimedia resource that accompanies language
449. This is a learning outcome: apply the four pillars of learning in responding to the aspirations of the learner and the community.
Which assessment task is aligned?
- Study community programs organized by school and evaluate whether they respond to community need.
 - Research on and present research findings on ways to apply the 4 pillars of learning
 - Give examples on how you can apply the four pillars of learning to respond to a community need.
 - Based on observations,develop a video presentation on how schools that you benchmarked respond to aspirations of a community.
450. Which assessment task is aligned to this outcome?
Analyze the socio-cultural factors that affect learning
- Essay test
 - Multiple choice test
 - Completion test
 - Matching type of test
451. Here is a learning outcome: interpret assessment results. How should this be assessed?
- Ask the question: Is the mean okay?
 - Ask the question: Is the test easy?
 - Present data on score distribution,mean, standard deviation then ask the students to interpret the meaning of the data
 - Ask: Is there a need to interpret data? Why?

452. By means of a diagram, compare a plant and an animal cell. How should this be assessed?
- Give a tabular comparison of a plant and an animal cell.
 - By means of a Venn diagram, compare a plant and an animal cell.
 - Draw a plant and an animal cell. Compare them.
 - Compare a plant and an animal cell.

Here is a template of an analytic rubric to assess this outcome: defend a research paper successfully.

Criteria	Poor	Meets Expectation	Goes beyond expectation	Excellent
1. mastery of the research				
2.				

Answer questions # 453 – 457.

453. Which should be one of the criteria?
- Quality of answers to questions
 - Quality of paper
 - Adherence to required format
 - Quality of questions raised by the panel
454. Are the levels of the criteria acceptable?
- No.
 - Yes.
 - “Goes beyond expectation” may be removed
 - Add “Very poor” to make levels very complete
455. What can be an additional criterion against which the defense of the research paper can be assessed?
- The inclusion of exhaustive related literature
 - Ability to integrate/connect one part of the research paper to other parts to explain a point
 - Number of pages
 - Recency of references
456. What is an advantage of a 4-point scale rubric?
- It is easier to choose because there are only four alternatives to choose from.
 - The student is assessed four times.
 - There is no column for undecided and so everyone has to make a choice.
 - It is better than 5 options.

457. If you have to re-label the levels of the criteria, which can be a substitute for poor?
- Meets expectations only a little
 - Meets expectations only very little
 - Does not meet expectations
 - Never meets expectations
458. For ease of correction, Teacher B’s answers to his True-False test follow this pattern: T,F,T,F,T,F,T,F,T,F. Is this in accordance with guiding principles in test construction?
- No.
 - Yes, to facilitate checking
 - Yes, provided the number of items is at least twenty.
 - It depends on the developmental stage of the examinees.
459. Here are completion test items: 1. The process by which plants manufacture their food is _____. 2. Water from the roots rise to the tip of the leaf by way of the _____.
What is faulty with the test items?
- They are extremely difficult questions for Grade 6.
 - The second question suggests the answer to the first
 - The lengths of the blank suggest the answer.
 - They are recall items.
460. _____ is a part of speech that describes a verb and an adjective. What is wrong with this completion test item?
- It is extremely easy.
 - It is pure recall.
 - The blank is at the beginning of the sentence.
 - The sentence is quite short.

Here is a multiple choice type of test. Study it then answer questions #461-469.

- | Col. I | Col. II |
|----------------------------|---|
| 1. Noun | A. Denotes action or being |
| 2. Pronoun | B. Describes a noun or a pronoun |
| 3. Short “a” sound | C. Man |
| 4. Sentence | D. Name of a person, place or thing |
| 5. Verb | E. Takes the place of a noun |
| 6. Adjective | F. Expresses a complete thought |
| 7. Past tense of think | G. Thought |
| 8. Paragraph | H. Asks a question |
| 9. Period | I. Made up of sentences |
| 10. Interrogative sentence | J. End punctuation mark of a declarative sentence |

461. What is WRONG with the test?
- | | |
|------------------------------------|----------------------------------|
| A. There is no distracter. | C. The sentences vary in length. |
| B. There are too many distracters. | D. There is a foil. |
462. Are the items in the proper columns?
- A. No
B. Yes
C. Somewhat
D. Where to put the items is the teacher's choice.
463. Is there a distracter?
- | | |
|---------|-----------------------------|
| A. Yes | C. Period |
| B. None | D. No need for a distracter |
464. How can you improve on the aforementioned test?
- A. Add more items.
B. Reduce the items.
C. Be consistent. Put in Column 1 the questions or what are asked for and in Column 2 the answers.
D. Transfer the first five items of Column 2 to Column 1.
465. Are the items homogenous?
- A. Yes.
B. Yes, they are all lessons in the English language.
C. No.
D. Only for 3 items
466. Can the items be answered by a process of elimination?
- A. Yes.
B. No.
C. Only for the last 3 items
D. Yes, if the examinee knows the meaning of the words.
467. What is/are WRONG with the test items?
- I. The items are heterogeneous.
II. The test can be answered by mere process of elimination.
III. It has no foil.
IV. The items are placed in the wrong columns.
- | | |
|------------------|----------------------|
| A. I and III | C. II and III |
| B. I, II and III | D. I, II, III and IV |

468. What is/are WRONG with the test item/s?
- | | |
|---|------------------------------------|
| A. The items are homogeneous. | C. It has a distracter. |
| B. The direction is not clear and specific. | D. Its number of items is limited. |
469. Which is one way of improving the test item/s?
- | | |
|-----------------------------|----------------------------------|
| A. Alphabetize the options. | C. Make the items heterogeneous. |
| B. Alphabetize the stems. | D. Change some of the options. |
470. Here is a True-False test: *Based on research findings, girls usually develop earlier than boys.*
What is faulty with the test item?
- I. It makes use of a specific determiner, "usually".
II. The word "usually" gives clue to the answer.
III. It is a sweeping statement.
IV. It is an opinionated statement.
- | | |
|---------------|--------------|
| A. I and IV | C. I and II |
| B. III and IV | D. I and III |
471. Which is an improved version of this True-False test item? *With mandatory Kindergarten and Grades 1 to 12, the Philippines has one of the best if not the best educational system in the world.*
- A. According to Columnist Cruz, with mandatory Kindergarten and Grades 1 to 12, the Philippines has one of the best, if not the best, educational system in the world.
B. The K to 12 program makes the Philippine educational system one of the best in the world.
C. The K to 12 program makes the Philippine educational system one of the longest in the world.
D. The K to 12 program makes the Philippine educational system the longest and the best in the world.
472. A multiple choice test item has been analyzed. The analysis shows that option A among other options B, C, and D was not at all chosen by the examinees. What does this imply?
- A. A was the correct answer.
B. A was not an effective distracter.
C. A was a plausible option.
D. A was a very effective distracter.

Study this item then answer the question:

The Philippine Qualifications Framework _____.

- A. describes qualification standards per level of the Philippine educational system
- B. is in accordance with ASEAN Qualifications Reference Framework
- C. is the President's education reform
- D. is on top of the Ten-Point Education Agenda of the President

473. What is WRONG with the test item?

- A. The stem has no question.
- B. It is an opinionated statement.
- C. It is an extremely difficult item.
- D. All options are correct.

474. Which assessment task is aligned to this outcome in the domain of procedural knowledge: *Enumerate the steps in focusing the microscope in order.*

- A. Performance test - Show the steps in focusing the microscope by focusing the microscope scored with rubric
- B. Written test - Why do we have to follow the steps in focusing the microscope?
- C. Performance test - Focus the microscope; you will be evaluated with the use of a checklist
- D. Written test - Enumerate the steps in focusing the microscope in order

475. Which assessment task is aligned to this outcome in the psychomotor domain?

Focus the microscope under the low power and the high power objectives.

- A. Performance test - Lecture on the steps in focusing the microscope by focusing the microscope scored with rubric
- B. Written test - Why do we have to follow the steps in focusing the microscope?
- C. Performance test - Focus the microscope; you will be evaluated with the use of a rubric
- D. Written test - Enumerate the steps in focusing the microscope in order

4.2 Interpret assessment results

476. Mr. Andres set this objective in his Grade 7 Mathematics class: "*The students should be able to solve word problems using percentage*".

Which of the following test items should he ask to measure the attainment of his objective?

- A. John correctly answered 8 out of 12 questions on a test. What part of the total number of items is this?
- B. Maria got 90 percent of her test correct. If there were 50 items in the test, what was her raw score?
- C. Determine if this equation is correct or incorrect. Why?: $0.02 = 20\%$
- D. Myda used $\frac{3}{4}$ meters of fencing materials. How much material is left?

477. Michael got a score of 60 which is equivalent to a 75th percentile rank in a Science test. Which of the following is NOT true?

- A. His score is below the 7th decile.
- B. He scored above 75% of his classmates.
- C. If the passing mark is the 7th decile, he passed the test.
- D. Twenty-five percent of the class got scores 60 and above.

478. Ronald ranks 10th in a class of 40. Assuming that there are no ties, what is the percentile rank of Ronald?

- A. 10
- B. 25
- C. 75
- D. 90

479. In a 75-item test, Junald got a score of 60 which is the 90th percentile. What does this mean?

- A. He got the highest score
- B. He surpassed 90 percent of his classmates
- C. Fifty percent of the class did not pass the test
- D. His score is higher than the scores of 10% of his classmates

480. In a class of 40, the passing mark for a mathematics test is the 4th decile. What does this imply?

- I. 24 students passed the test.
- II. 16 students did not pass the test.
- III. 60% of the students passed the test.

- A. I only
- B. II only
- C. III only
- D. I, II and III

481. Mrs. Rosales deducted some points in her students' test scores in Science due to poor penmanship. Which of the following will likely happen due to this action?
- It lowers the validity of the test.
 - It lowers the reliability of the test.
 - It lowers both validity and reliability of the test.
 - Neither validity nor reliability of the test is affected.
482. In a class of 50 students, Romeo obtained a score of 30 which is the first quartile. What does his score imply?
- below the 3rd decile
 - above the first quartile
 - above the 25th percentile
 - above the third quartile
483. The distribution of the Mathematics Achievement Test scores of 60 students is positively skewed. What does this imply?
- Their mean score is a high value.
 - Their mode corresponds to a low value.
 - Most of the students got low scores.
 - Most of the students got high scores.
484. Which statement CORRECTLY applies to a student who got a score of 70 in a given test?
- He obtained a raw score of 70.
 - He surpassed the scores of 70 students.
 - He answered only 70 items in the test.
 - He correctly answered 70% of the items in the test.
485. The distribution of the scores of a group of students in English is negatively skewed? What does this imply?
- The mean corresponds to a high value.
 - The mode corresponds to a low value.
 - The median is higher than the mean.
 - The mean is higher than the median.
486. The raw score of a student in a Mathematics test is equivalent to a T-score of 70. What does his score mean?
- Two SDs below the mean
 - Two SDs above the mean
 - One SD below the mean
 - One SD above the mean

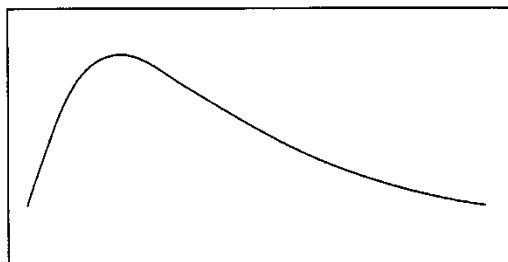
487. A class is composed of academically good students. The distribution of their grades will most likely be _____.
- platykurtic
 - skewed to the right
 - skewed to the left
 - perfectly normal
488. What does a skewed score distribution mean?
- The scores are normally distributed.
 - The mean and the median are equal.
 - The mean, the median and the mode are equal.
 - The scores are concentrated more at one end or the other end of the distribution.
489. A score distribution follows a normal curve. What does this mean?
- Most of the scores are on the -2SD.
 - Most of the scores are on the +2SD.
 - The scores coincide with the mean.
 - Most of the scores pile up between -1SD to +1SD.

For items 490-491 refer to the following frequency distribution table:
Given the distribution of the scores of 25 students in Mathematics.

SCORES	FREQUENCY (f _i)
18 - 20	2
15 - 17	4
12 - 14	8
9 - 11	6
6 - 8	4
3 - 5	1

490. What is the mean score of the students?
- 11.90
 - 11.91
 - 11.92
 - 11.93
491. What is the standard deviation of the scores of the students?
- 3.86
 - 3.87
 - 3.88
 - 3.89

492. The following figure shows the distribution of the scores of a group of students in Mathematics.



What does this score distribution imply?

- A. The test is easy.
 - B. The test is tough.
 - C. The students are good in Math.
 - D. Most of the scores are above the mean.
493. Michelle gave a quarterly examination to her grade 9 students. Results showed that the distribution of their scores are negatively skewed. Interpret this.
- A. The test is difficult.
 - B. The distribution is normal.
 - C. Students are very good.
 - D. Students are low performing.
494. Klein wanted to determine students' attitude toward cheating. She asked them to rate several statements on the extent to which they agree. What assessment tool did she use?
- A. Activity Sheet
 - B. Attitude Scale
 - C. Journal Entry
 - D. Theme Writing
495. Leian's school adopts a grading system based on the normal curve. This is so because the administration believes that majority of the students are average with only a few of them below or above average. What kind of grading/assessment does this school have?
- A. Criterion-referenced Assessment
 - B. Norm-referenced Assessment
 - C. Percentage Grading
 - D. Relative Grading

4.3 Utilize processed data and assessment results in reporting learners' performance to improve teaching and learning

496. How would the guidance function of the school make use of test results?
- A. Preparing guiding activities for specific learners
 - B. Determining the appropriateness of the school curriculum
 - C. Identifying learners who need corrective and enrichment experiences
 - D. Improving the teachers' and the parents' understanding of children with problems

Answer # 497-501.

Below is a result of an item analysis of a multiple choice test of four (4) options - A, B, C, D and the number of students out of 100 who chose the item. B is the correct answer.

Item	Option A	Option B	Option C	Option D
1	50	20 *	0	30

* Correct answer

497. Interpret the item analysis.
- A. More than 20% got Item 1 correctly.
 - B. Only 20% got the item correctly.
 - C. The options are plausible.
 - D. It is an easy test item.
498. Which is TRUE of the test result?
- A. The % of those who got the item correctly suggests reteaching.
 - B. If 50% is set as mastery level, the item was mastered.
 - C. The % of those who got the item correctly is high.
 - D. The item must have been easy.
499. What should be done to improve the test item?
- A. No need to improve the test item.
 - B. Change option C with a more plausible option.
 - C. Make it a more difficult item.
 - D. Increase the number of options to 5.

500. What can be said of Options A and D?
- They are implausible options.
 - They are equally effective distracters.
 - They are plausible options.
 - Option D is a more effective distracter than Option A.
501. What is the index of facility of the test item?
- .20
 - .50
 - .20
 - .30
502. Your niece comes home and tells you she deserves a blow out because she got 9 in a test. What other information should you ask before you give her a blow out?
- Number of students who took the test
 - The highest possible score
 - The score of the classmates
 - The satisfactory score (standard of success) set by the teacher
- I and II
 - I and IV
 - II, III and IV
 - I and III

Study the tabular data on LET results then answer questions # 503–506

Mean and Standard Deviation of LET Results *

	General Education			Professional Education		
	Mean	HPS	SD	Mean	HPS	SD
BEEd	52	80	8	50	70	6
BSEd	60	90	5	58	85	4

* Highest Possible Score (HPS) is 1007.

503. What do the assessment results tell?
- The scores of the BSEd group are less dispersed than those of the BEEd.
 - The scores of the BSEd group are more dispersed than those of the BEEd.
 - The BEEd seems to have performed better than the BSEd.
 - If 50 is the cut off score, all examinees have scores at least 50 and beyond.
504. What can you conclude from the assessment data given above?
- The BEEd scores are less scattered than those of the BSEd.
 - The BSEd group performed better than the BEEd group.
 - The BSEd scores are more varied than those of the BEEd.
 - If 50 is the cut off score, all examinees surely have scores at least 50 and beyond.

505. If 50 is the cut off score, are the means in the General Education and Professional Education far beyond the cut off score?
- Yes.
 - Not at all.
 - No, BEEd means are not far beyond 50 in both tests.
 - Cannot be determined
506. Which data indicate that the BSEd performance is better than that of the BEEd?
- The SDs
 - The HPSs and the Means
 - The HPSs
 - The HPSs, the Means, and the SDs
507. What does a test item with a negative discrimination index indicate?
- The students did not study very well.
 - The test item may not be reliable.
 - The teacher may have not taught the item well.
 - The test item may lack content validity.
508. What is a probable cause of a test item with a negative discrimination index?
- Item not taught well
 - Academically poor students
 - Item vague and is open to many interpretations
 - Subjective scoring
509. What should a teacher do with a test item that has negative discrimination index?
- Improve it.
 - Retain it.
 - Make more of that kind of item.
 - Combine it with an item that has positive discrimination index
510. Teacher R teaches very well. His students study very well, too. Expected learning outcomes are clear to both teacher and students. Teacher's assessment tasks are aligned to learning outcomes. What is most likely the result of assessment? Describe the score distribution.
- Skewed to the right
 - Follows the normal curve
 - Skewed to the left
 - Leptokurtic

511. Teacher M does not teach well. His students do not study well, too. Expected learning outcomes are not clear to both teacher and students. Teacher's assessment tasks are not aligned to learning outcomes. What is most likely the result of assessment? Describe the score distribution.
- A. skewed to the right
B. follows the normal curve
C. skewed to the left
D. leptokurtic
512. In Outcomes-Based Teaching-Learning, every learner is given the opportunity to master the intended learning outcomes with the support from teacher as learning facilitator. Which score distribution is most likely to follow?
- A. Skewed to the right
B. Normal curve
C. Skewed to the left
D. Platykurtic
513. Which is an implication of a positively skewed distribution?
- A. Teaching was not effective.
B. Teaching was effective.
C. There was lesson mastery.
D. Students have high IQ.
514. The mean is 48 and the SD is 5. Ruben's score is 2 SDs above the mean? What is his score?
- A. 53
B. 43
C. 58
D. 38
515. Teacher N's learning outcome is: the students are able to correctly spell at least 18 words out of 20. Only 80% of the class got a score of 18 to 20. What should Teacher N do with the 20% of the students?
- A. Give them more words to spell to make them study harder.
B. Re-teach the 20% of the class for mastery.
C. Let not the whole class proceed without the 20% reaching the mastery level.
D. Introduce a relevant game for the whole class to master the 20 spelling words.
516. Student Justin got a percentile score of 85. What does this mean?
- A. He belongs to the upper 85 % of the examinees.
B. He belongs to the lower 15 % of the examinees.
C. He went beyond the cut off score.
D. He belongs to the upper 15% of the examinees.

4.4 Demonstrate skills in the use of techniques and tools in assessing affective learning

517. Janus announced to his class a group project his students need to submit as a major requirement for the second quarter. He asked each student to nominate the first 3 classmates he/she wants to be with, for this project using a sheet of paper. What technique did Janus use?
- A. Anecdotal Record
B. Guess Who
C. Self Report
D. Sociometric Technique
518. Which of the following information about a student is the least confidential?
- A. Family background
B. Personal problems
C. Periodical test record
D. Intelligence test result
519. Teacher A likes to assess awareness/acknowledgement of a value (level of receiving). Are Interest Inventories where the learner is asked whether he/she likes, neither like nor dislike and does not like a value appropriate assessment tool?
- A. Yes
B. No.
C. Some more examples of a value are necessary to give a definite answer.
D. It depends on the value.
520. Responding (doing something, taking action) is the second level in the objectives in the affective domain. This may be manifested in agreeing to try, volunteering for, obeying the guidelines, accepting responsibility, caring for, complying, cooperating, and showing interest.
- Is Frequency Inventory where the students respond "Frequently", "Sometimes", "Rarely" or "Never" the appropriate assessment tool for this?
- A. No.
B. Yes.
C. It depends on the value.
D. Yes, provided you add seldom in the choice of responses.

521. Teach D wants to know if a student responds to call for voluntary service. Which is the most appropriate assessment tool?
- Frequency Inventory where the student will be asked to rate himself /herself the number of times he/she does voluntary service.
 - Interest Inventory where the student will be asked if he/she is interested in voluntary service.
 - Open-ended questionnaire
 - Semantic differential
522. Which assessment tool is most appropriate in the assessment of the internalization of a value?
- Conflict story
 - Semantic differential
 - Frequency inventory
 - Sentence completion

4.5 Assign students' marks/ ratings

523. Tricia is a Science teacher in a Laboratory High School. Her subject requires the following components for grading: *written works – 40%; performance tasks – 40%; quarterly assessment – 20%*. What initial grade would she give Janus who obtained the following total scores for each of the components listed: *written works – 78 out of 95; performance tasks – 58 out of 85; quarterly assessment – 68 out of 80?*
- 68.00
 - 77.14
 - 78.46
 - 88.00
524. The Department of Education's new grading system adopts the following criteria for Araling Panlipunan: *written works – 30%; performance tasks – 50%; quarterly assessment – 20%*. What does this suggest?
- A child can ignore his/her quarterly examinations.
 - Results of a student's work form the bulk of his/her grade.
 - How students exhibit their acquired knowledge and skills is the priority concern of schools.
 - The teacher requires students to do collaborative work since it is the only needed criteria.

525. How does a teacher explain the criterion-referenced grading to parents?
- Describes standard of mastery
 - Explains what each grade means in terms of the standard of mastery
 - Shows each student grade in comparison with the other students
- III
 - I
 - II
 - I and II
526. How does a teacher explain the norm-referenced grading to parents?
- Describes standard of mastery
 - Explains what each grade means in terms of the standard of mastery
 - Shows each student grade in comparison with the other students
- III
 - I
 - II
 - I and II
527. What does Teacher P do when she uses norm-referenced grading do?
- Explains norm group
 - Explains standard of mastery
 - Interprets score in terms of the intended learning outcome
 - Tells whether student achieved standard of mastery
528. What does Teacher P do when she uses criterion-referenced grading?
- Explains norm group
 - Explains standard of mastery
 - Interprets score in terms of the intended learning outcome
 - Tells whether student achieved standard of mastery
- I and III
 - I, II and III
 - II, III and IV
 - I, II, III and IV
529. What does Teacher P do when she uses norm-referenced grading?
- Explains score type either percentile or stanine
 - Compares scores to standard accepted
 - Interprets scores in terms of the intended learning outcome
- II and III
 - I only
 - I and II
 - I and III

540. Which will be Eric's TLE grade description?
 A. Outstanding C. Very satisfactory
 B. Satisfactory D. Fairly satisfactory
541. Which will be Hanna's Math grade description?
 A. Outstanding C. Very satisfactory
 B. Satisfactory D. Fairly satisfactory
542. Based on DepEd Order 8, s. 2015, how are Kinder pupils graded?
 A. By the use of numerical grades
 B. By the use of checklists and portfolios
 C. Neither numerical nor portfolios
 D. Depends on schools

The Table presents the percentage weights of subjects for Grades 11-12.

	Core Subjects	Academic Track		TVL/Sports/Arts and design	
		All other subjects	Work	All other subjects	Work Immersion/ Research/Performance
Written Work	25%	25%	35%	20%	
Performance Task	50%	45%	40%	60%	
Quarterly Test	25%	30%	25%	20%	

543. What does DepEd consider most significant aspect in grade giving?
 A. The demonstration of what was learned
 B. Knowledge mastery
 C. Change in attitude
 D. The periodic tests
544. Beth's percentage scores in Introduction to the Philosophy of the Human Person, a core subject, are as follows: Written tests - 90; Performance task-88 and Quarterly test - 90. What is her weighted grade?
 A. 88 C. 89
 B. 87 D. 86
545. What is Beth's Philosophy grade in the Report Card?
 A. 90 C. 91
 B. 92 D. 93

546. Which is Beth's descriptive grade in the Report Card?
 A. Very satisfactory C. Very Good
 B. Excellent D. Outstanding
547. Which is Bing's weighted score in Work Immersion for an academic track she is pursuing? Her scores are: written work - 60/80; performance task - 60/80; and quarterly test - 40/50. What will be her weighted score?
 A. 76.25 C. 75
 B. 80 D. 85
548. If Bing's weighted score of 76.25 is equivalent to a grade of 85 in the Report Card, what will be her descriptive grade?
 A. Satisfactory C. Very satisfactory
 B. Excellent D. Fairly satisfactory
549. Are the core values - *maka-Diyos, maka-tao, maka-kalikasan* and *maka-bansa* - graded in the Report Card?
 A. No.
 B. Yes, by the use of non-numerical rating scale.
 C. Only the last two- *maka-kalikasan* and *maka-bansa*.
 D. Only the core values agreed upon by the school.
550. When is a learner retained in the same grade level? When he doesn't meet expectations in _____ subject/s.
 A. one C. three
 B. two D. four
551. What happens if a learner fails in two subjects?
 A. He gets promoted on condition that he goes through a remedial class and finally gets at least a grade of 75.
 B. He gets promoted on condition that he goes through a remedial class and finally gets an average of 75 with his last failing grade.
 C. He does not get promoted.
 D. He gets promoted on condition that he goes through a remedial class and finally gets an average of 77 with his last failing grade.

REFERENCES

- Baker E. L., (1992) *The Role of Domain Specifications in Improving the Technical Quality of Performance Assessment (CSE Tech. Rep.)*. Los Angeles: University of California, Center for Research on Evaluation, Standards, and Student Testing.
- Barton P. E., et al. (1995) *Testing in America's Schools Policy Informational Report*, ETS, 46p.
- Bhatnagar, G, et al. (August 1999) *Learn Computing: A Game Plan. Proceedings of the F13 Conference*, NIIT Ltd., New Delhi.
- Bryant D., (1996) *A Comparison of Multiple Choice versus Alternative Assessment: Strengths and Limitations*, The New York State Education Department, Albany, New York, (available at <http://www.nysed.gov/rscs/rschmult.html>)
- Dunbar S. B., et al (1991). *Quality Control in the Development and Use of Performance Assessments: Applied Measurement in Education*, 4, 1991, 289-304.
- Herman J., (1991.) *Research in Cognition and Learning: Implications for Achievement Testing*, In M. C. Wittrock & E. L. Baker (Eds.), *Testing and cognition* (pp. 154-165) Englewood Cliffs, NJ: Prentice Hall,
- Linn R. L., et al. *Complex Performance-based Assessment: Expectations and validation Criteria*. Educational Researcher, 20(8), 15-21.
- Lipman M., *Some Thoughts on the Formation of Reflective Education*, In *Teaching-Thinking Skills: Theory and Practice*. pp. 151-161. Edited by J.B. Baron and R. J.Sternberg. New York: W. H. Freeman, 1987.
- Lukhele R., et al. (1994) *On the Relative Value of Multiple Choice Constructed Response and Examinee Selected Items on Two Achievement Tests: Journal of Educational Measurement*. 31 (3), 234-250
- Mehrens W. A., (1992) *Using Performance Assessment for Accountability Purposes, Educational Measurement: Issues and Practice*, 11(1), 3-20.
- McMillan, J. H. (2004). *Classroom Assessment Principles and Practice for Effective Instruction* (3rd edition). Boston: Pearson Education, Inc.
- Module 2.2 *Grading for Performance* (2007) Teacher Education Council, Department of Education
- Popham, W. James. (2005). *Classroom Assessment. What Teachers Need To Know*. Boston, MA: Allyn and Bacon.
- Santos, R. (2007). *Assessment of Learning I and II*. Quezon City: Lorimar Pub. Inc.
- Schoenfeld A. H., (1985) *Mathematical Problem Solving*. Academic Press, Orlando FL
- Seldon A., et al, (1997) *What Does It Take To Be An Expert Problem Solver, Research Sampler*, MAA Online, No. 4.; (available at www.maa.org/t_and_l/_sampler/research_sampler.html).
- Shavelson R. J., et al, (1992) *Performance Assessments: Political Rhetoric and Measurement Reality*. Educational Researcher, 21(4), 22-27.
- Starch D., et al, (1912) *Reliability of Grading High School Work in English*, School Review. 20, 442-457.
- Starch D., et al, (1913) *Reliability of Grading High School Work in Mathematics*, School Review. 21, 254-259.
- Tuckman B. (1993) *The Essay Test: A Look at the Advantages and Disadvantages*, NASSP Bulletin. 77, pp. 20-26.
- Zaremba S., et al, (1993) *An Analysis of Traditional Classroom Assessment Techniques and Discussion*. ED 365404, p.13.
- <http://www.tedi.uq.edu.au/Assess/Assessment/bloomtax.html>
- <http://www.utexas.edu/student/utlc/handouts/1414.html> Model questions and keywords
- Baker E. L., "The role of domain specifications in improving the technical quality of performance assessment" (CSE Tech. Rep.). Los Angeles: University of California, Center for Research on Evaluation, Standards, and Student Testing, 1992.
- Barton P. E., and Coley R.J., "Testing in America's Schools Policy Informational Report", ETS, 1995, 46 p.
- Bhatnagar, G and Sharma A. "Learn Computing: A Game Plan", Proceedings of the F13 conference, August 1999, NIIT Ltd., New Delhi.
- Bryant D., "A Comparison of Multiple Choice versus Alternative Assessment: Strengths and Limitations", The New York State Education Department, Albany, New York, 1996 (available at <http://www.nysed.gov/rscs/rschmult.html>)
- Cartwright, Rebecca et al. 2009. *Student Learning Outcomes Assessment Handbook*. Maryland: Montgomery College.
- Darling – Hammond, Linda and John Bransford (eds.) 2005. *Preparing Teachers for a Changing World*. Ca: John Wiley and Sons.
- DepEd Order 73.s.2012
- DepEd Order 8.5, s. 2015 – Policy Guidelines on Classroom Assessment for the Kto12 Basic Education Program
- Dunbar S. B., Koretz D., & Hoover H. D. (1991). "Quality control in the development and use of performance assessments", *Applied Measurement in Education*, 4, 1991, 289-304.
- Dunbar, S. B. et al. 1991. "Quality Control in the Development and Use of Performance Assessments," *Applied Measurement in Education*. 4, 289-304.
- Guba, Egon and Yvonne Lincoln. 2011. *Fourth Generation Evaluation*, Ca: Saga Publishing Co.
- Hart, Diane. 1994. *Authentic Assessment: A Handbook for Educators*. Ca: Addison – Willey Publishing Co.
- Herman J., "Research in cognition and learning: Implications for achievement testing," In M. C. Wittrock & E. L. Baker (Eds.), *Testing and cognition* (pp. 154-165) Englewood Cliffs, NJ: Prentice Hall, 1991.
- Hernon, Peter and Robert Dugan (eds.). 2004. *Outcomes Assessment in Higher Education*. Westport: Libraries Unlimited.
- Johnson, K.E. 1996. "Portfolio Assessment in Second Language Teacher Education," *TESOL Journal*, Vol. 2
- Lim, R.L. et al. "Complex Performance – Based Assessment: Expectations and Validation Criteria," *Educational Researcher*, 20(8), 15-21.
- Linn R. L., Baker E. L., & Dunbar S. B., "Complex Performance-based assessment: Expectations and validation criteria", *Educational Researcher*, 20(8), 1991, 15-21.
- Lipman M., "Some Thoughts on the Formation of Reflective Education", In *Teaching-Thinking Skills: Theory and Practice* , pp. 151-161. Edited by J.B. Baron and R. J.Sternberg. New York: W. H. Freeman, 1987.
- Lukhele R., Thissen D. and Wainer H, "On the Relative Value of Multiple Choice Constructed Response and Examinee Selected Items on Two Achievement Tests", *Journal of Educational Measurement*. 31 (3), 1994, 234-250
- Navarro, Rosita L. and Rosita G. Santos, (2013) "Authentic Assessment of Student Learning Outcomes" 2nd Edition. Quezon City, Philippines: Lorimar Publishing, Inc.
- Mehrens W. A., "Using performance assessment for accountability purposes" *Educational Measurement: Issues and Practice*, 11(1), 1992, 3-20.
- Mueller, Jon. 2011. *Authentic Assessment*, Nashville, Ill.: Northcentral Colleges.
- O'Malley, J.M. and L. Valdez Pierce, 1996. *Authentic Assessment for English Language Learners*. Ca.: Addison-Wesly Publishing Co.
- Santos, Rosita G. (2012) "Advanced Methods in Educational Assessment and Evaluation", 2nd Edition. Quezon City, Philippines: Lorimar Publishing, Inc.

- Schoenfeld A. H., "Mathematical Problem Solving", Academic Press, Orlando FL, 1985.
- Seldon A., Seldon J., "What does it take to be an expert problem solver", Research Sampler. MAA Online, No. 4. (1997); (available at www.maa.org/t_and_l_1_sampler/research_sampler.html).
- Shavelson R. J., Baxter G. P., & Pine J., "Performance assessments: Political rhetoric and measurement reality", *Educational Researcher*, 21(4), 1992, 22-27.
- Shulman, L.S. and J. Shulman. 2004. "How and What Teachers Learn: A Shifting Perspective." *Journal of Curriculum Studies*. 36 (2) pp. 257-271.
- Starch D., & Elliot E. C., "Reliability of grading high school work in English" *School Review*, 20, 1912, 442-457.
- Starch D., & Elliot E. C., "Reliability of grading high school work in mathematics", *School Review*, 21, 1913, 254-259.
- Tuckman B. "The Essay Test: A Look at the Advantages and Disadvantages" *NASSP Bulletin*, 77, 1993, pp. 20-26.
- Wiggins, Grant and McTighe. 1998. *Understanding by Design*. New Jersey: Prentice Hall.
- Wolf, K. and Y. Siu-Rumyan. 1996. "Portfolio Purposes and Possibilities," *Journal of Adolescence and Adult Literacy*. 40: 1, pp. 30-36.
- Zaremba S., and Schultz M., "An Analysis of Traditional Classroom Assessment Techniques and Discussion", ED 365404, 1993. p.13.
- Zaremba, S. and M. Schultz. 1993. "An Analysis of Traditional Classroom Assessment Techniques and Discussion," ED 365404. p. 13.
- <http://caacentre.lboro.ac.uk/dldocs/Bluepaper1.pdf>
- <http://www.brookes.ac.uk/services/ocslid/resources/assessment/principles.html>
- <http://www.qub.ac.uk/directorates/AcademicStudentAffairs/CentreforEducationalDevelopmentAssessmentFeedback/Assessment/Principlesofassessment/>
- <http://arc.boardofstudies.nsw.edu.au/go/k-6/principles-of-assessment-for-learning/>
- <http://www.cshe.unimelb.edu.au/assessinglearning/05/>
- <http://www.wvcc.wy.edu/assessment/assessmentresults.htm>
- <http://citl.indiana.edu/resources/teaching-resources/teaching-handbook-items/test-construction.php>
- <http://www.cte.cornell.edu/documents/Test%20Construction%20Manual.pdf>
- <http://suen.educ.psu.edu/~hsuen/pubs/Taiwan.pdf>
- <http://kidedotals.com/book/export/html/493>
- http://teacher.scholastic.com/products/sri_reading_assessment/pdfs/Interpreting_Assessment_Results.pdf
- <https://statistics.laerd.com/statistical-guides/measures-central-tendency-mean-mode-median.php>
- <http://www.sfsu.edu/~testing/MCTEST/guidelines.html>
- <http://www.studygs.net/teaching/tstak3a.htm>
- <http://www.utexas.edu/academic/ctl/assessment/iar/students/plan/method/exams-mchoice-write.php>
- <http://www.studygs.net/teaching/tstak2a.htm>
- http://oct.sfsu.edu/assessment/measuring/htmls/essay_tests.html#dos
- http://som.unm.edu/ume/ed/pdf/ed_dev/assess_dev_essay.pdf
- <http://ed400fall09.wikispaces.com/Essay+-+Extended+Response>

- | | | | |
|-----|---|-----|---------------------------------------|
| 1. | B | 39. | A |
| 2. | C | 40. | A |
| 3. | D | 41. | A |
| 4. | D | 42. | A |
| 5. | B | 43. | A |
| 6. | B | 44. | C |
| 7. | A | 45. | A |
| 8. | B | 46. | C |
| 9. | D | 47. | B |
| 10. | A | 48. | D |
| 11. | C | 49. | A |
| 12. | C | 50. | A |
| 13. | A | 51. | C |
| 14. | B | 52. | D |
| 15. | B | 53. | D |
| 16. | B | 54. | A |
| 17. | D | 55. | C |
| 18. | D | 56. | B |
| 19. | B | 57. | B |
| 20. | D | 58. | A |
| 21. | D | 59. | D |
| 22. | A | 60. | D |
| 23. | A | 61. | A |
| 24. | A | 62. | A |
| 25. | C | 63. | A |
| 26. | A | 64. | A |
| 27. | A | 65. | B |
| 28. | C | 66. | C |
| 29. | A | 67. | A |
| 30. | D | 68. | B |
| 31. | A | 69. | B, RA 9293 |
| 32. | A | 70. | A |
| 33. | A | 71. | C |
| 34. | A | 72. | C |
| 35. | C | 73. | B |
| 36. | A | 74. | A |
| 37. | A | 75. | A |
| 38. | D | 76. | B - Students are often required to do |

- community-oriented activities to get credit and/or grade. Such motivation runs counter to the reconstructionist philosophy of having the classroom as an avenue to effect social changes even without regard to ratings and assessment.
77. C - Article XIV encourages the promotion of creative works and the protection of the rights of those who produce such creative, unique and innovative outputs. For option A, academic freedom is enjoyed by higher education only. For option B, religious education is optional not mandatory. For option D, only elementary education is compulsory.
78. A
79. C
80. A, RA 9293
81. B
82. C
83. A
84. D
85. B
86. B
87. B
88. A
89. A
90. C - According to the Code of Ethics for Teachers a teacher shall not engage in the promotion of any political, religious or other partisan interest.
91. D - The Brigada Eskwela Program is a collaborative work of the school and the community especially with parents. Teachers are expected to lead in preparing the school before classes begin, thus Ms. Lizardo should establish good relationships with parents for the purpose.
92. B - The correct answer is letter B since learning and innovation skills include the C's namely: creativity, curiosity, and critical thinking problem solving skills. Letter A is incorrect because communication skills include teaming, Collaboration, interpersonal skills and interactive communication. Letter C is incorrect because technology skills include visual, media, and scientific
93. D
94. D
95. C
96. B
97. D
98. D
99. A
100. D
101. C
102. B
103. C - Brain, Mind, reason are cognitive powers only. No balance.
104. B - with choice comes responsibility
105. A - cultural relativism is the principle that an individual's beliefs and activities should be understood by others in terms of that individual's own culture.
106. C
107. C
108. D
109. C
110. B
111. A
112. D
113. C - Pragmatists view the world as

- process and change
114. C - The existential - phenomenologist's attitude is one that views human life or anyone from an outside objective point of view.
115. B - Perennialists believe that one should teach the things that one deems to be of everlasting pertinence to all people everywhere.
116. A
117. D
118. D
119. A - Cooperative learning ends with the group members reflecting on the group process they went through.
120. A
121. B
122. C
123. D
124. D - In cooperative learning, the group teaches every member of the group but each member is ultimately accountable to his/her own learning.
125. C - Item V is a feature of jigsaw technique

Explanation to all answers from 122 to 125.

The five basic elements of cooperative learning are:

- Positive interdependence
- Individual and group accountability
- Interpersonal and small group skills
- Face-to-face promotive interaction
- Group processing

Positive interdependences - This means the group has a clear task or goal so everyone knows they sink or swim together. The efforts of each person benefit not only the individual,

but also everyone else in the group. The key to positive interdependence is committing to personal success as well as the success of every member of the group.

The group is accountable for achieving its goals, and each member must be accountable for contributing a fair share of the work toward the group goal. No one can "hitchhike" on the work of others. The performance of each individual must be assessed and the results given back to the group.

Interpersonal and Small Group Skills Interpersonal and small group skills are required to function as part of a group. These are basic teamwork skills. Group members must know how to - and be motivated to - provide effective leadership, make decisions, build trust, communicate, and manage conflict.

- Completing tasks
- Communicating
- Decision making
- Managing conflict
- Appreciating group members

Face-to-Face Promotive Interaction

This means that students promote each other's success by sharing resources. They help, support, encourage, and praise each other's efforts to learn. Both academic and personal support are part of this mutual goal.

Group Processing

Group members need to feel free

- to communicate openly with each other to express concerns as well as to celebrate accomplishments. They should discuss how well they are achieving their goals and maintaining effective working relationships.
126. A
127. B - Motivation is getting the atmosphere for learning
128. B - Learner-centered approach is built upon the learner knowledge, skills, previous learnings and potentials. A and D are situations for subject-centered approach where the primary focus is the subject matter and c is problem-centered approach, where learners are directed in resolving problems.
129. D - metacognitive knowledge -- knowledge of cognition in general, awareness of knowledge of one's own cognition, thinking about thinking. Not A because factual knowledge are ideas, specific data or information; nor B conceptual knowledge – facts that interrelate with each other. Not C – because procedural knowledge is about how things work, or step-by-step actions.
130. D - The first three objectives can be easily attained in a classroom setting. In A, students can name the different bodies of water by showing them video clips or still pictures while the B and C objectives can be used in the extension part of the topic. The last objective is difficult to carry out since it involves a lot of money, time and effort on the part of both teacher and students.
131. C - It is more effective if Mrs. Martinez involves her class in setting rules of conduct for the whole class than just the teacher setting rules for the class to observe (Choice A) since the students are the ones setting rules for themselves. In Choice A, the teacher is too autocratic. Choices B and D may be done only if the teacher can no longer solve the problem by herself.)
132. A - Forum would be the best platform to be used when expressing opinions and ideas. It induces greater interaction among students as compared to the other choices since students in such platform are given the chance to exchange their ideas and opinions instantly. The use of blogs (Choice B), e-mails (Choice C) and group messaging (Choice D) would be possible yet too difficult to facilitate the exchange of ideas and opinions.)
133. A - Routines
134. B
135. A - The strongest proof that one has discipline is his/her abilities to direct himself/herself
136. B - In semantic clues, a word may be directly defined in the context.
137. C
138. B - Expository method is deductive method and cooperative approach allows learners to explore
139. B - Constructivism to the theory that learners can construct their own knowledge.
140. C - Nemonic device - memory aid
141. D
142. D

143. B - From the word “generative” teacher generates/knowledge thinking showing relations
144. A
145. D
146. A
147. C
148. D
149. C
150. B - The teacher is the single most important influence in the teaching-learning progress.
151. B
152. B
153. A
154. B
155. B - stereotyping is a fixed, over generalized belief about a particular group or class of people.
156. B
157. A - In the inductive method, teaching proceeds from details of examples to generalization or definition.
158. D
159. A
160. A
161. C
162. C
163. B
164. D - Teachers can also communicate appropriate levels of dominance by exhibiting assertive behavior. Assertive behavior is the ability to stand up for one's legitimate rights in ways that make it less likely that others will ignore or circumvent them.
165. A - In consultative approach
166. C - In democratic management style, teacher consults parents, country, etc. and decide together.
167. A
168. A - Reactive classroom management style happens when teacher does something only when the misbehavior has already occurred. Preventive and proactive styles are observed when teacher does something to prevent disruptive behavior from occurring.
169. B
170. D
171. D
- Examples of positive classroom interactions with all students. Teachers, for example:
- Make eye contact with each student. Teachers can make eye contact by scanning the entire room as they speak and by freely moving about all sections of the room.
 - Deliberately move toward and stand close to each student during the class period. Make sure that the seating arrangement allows the teacher and students clear and easy ways to move around the room.
 - Attribute the ownership of ideas to the students who initiated them. For instance, in a discussion a teacher might say, “Cecilia just added to Aida’s idea by saying that”
 - Allow and encourage all students to participate in class discussions and interactions. Make sure to call on students who do not commonly participate, not just those who respond most frequently.
 - Provide appropriate wait time for all students to respond to questions,

- regardless of their past performance or your perception of their abilities.
172. A - Withitness refers to teacher's awareness of what goes on in all parts of the classroom at all times.
173. B - Antiseptic bouncing involves removing a student, in a non-punitive fashion, from the environment in which the difficulty is occurring. At school, the child may be sent on an errand. At home, the child may be asked to retrieve an object for a parent. During this time, the student has an opportunity to regain a sense of calm. Upon returning, the problem has typically diminished in magnitude and the adult is on hand for support, if needed.
174. D
175. A
176. A
177. C
178. B
179. D
180. A
181. B
182. A - In Outcomes-Based Education (OBE), outcomes as the name implies are the bases of content, teaching-learning methodologies and assessment tasks.
183. A
184. C
185. A
186. D
187. A
188. B
189. C
190. C

191. A
192. D
193. D
194. A
195. C
196. A
197. B
198. A
199. C
200. C
201. A
202. B
203. A
204. A
205. D
206. D
207. B
208. B
209. C
210. B
211. C
212. B
213. A
214. B
215. D
216. A
217. B
218. A
219. D
220. C - The model should be used to give the pupil the concept of the whole object as it actually appears. A mock up, however, does not present to the pupil the actual appearance of the object itself. It is usually "laid out" in a board with each part labelled. It re-arranges the parts, disregards their relative size and emphasizes certain functional

- relationships instead of being a faithful reproduction of the object as in a model.
- Models are essentially imitations of the real objects in as many respects as possible except in size.
221. C.
222. D - Clutter is the enemy of comprehension. Aside from strong use of images, keep the number of words to the bare minimum. The more your audience is reading the screen, the less it is listening to you. Use large fonts and headlines and don't be afraid of clear space. Bullet points are a form of slow torture and death for your audience. You may still think you need to set out and categorize your points. If you feel you must, use words and titles instead of bullets. They make more sense to an audience and are visually more appealing.
223. A
224. D
225. C
226. D
227. B
228. D
229. A
230. D
231. C
232. C
233. A
234. D
235. B
236. C
237. D
238. A
239. D - an essay expressing gratitude and determination to improve weaknesses is an example of product, a mode of assessment
240. B
241. B
242. A
243. A
244. A
245. B
246. A
247. A
248. A
249. D
250. B
251. A
252. A
253. D
254. A
255. B
256. D
257. C
258. A
259. A
260. C
261. A
262. C
263. A
264. B
265. C
266. A
267. D
268. D
269. C
270. B
271. B
272. C
273. D
274. A

275. B
276. A
277. B
278. C
279. A
280. D - A reader uses metacognition when she:
- Previews the text and makes predictions
 - Makes connections to personal experience or other texts
 - Asks clarifying questions
 - Identifies difficult sentences or passages
 - Restates in her own words
 - Reacts to the text
281. A - Launching sequence for metacognition includes concrete experiences, wordless picture books, a graphic organizer, and easy-to-obtain tools (in this case, free paint chips from your local home improvement store) to help students become metacognitive about their reading. She also includes "thinking stems," or sentence starters that can prompt reflective thinking such as "I'm thinking..."; "I'm wondering..."; or "I'm noticing."
282. D - Research tells us that there are five main curriculum features crucial to advancing critical thinking and creativity in reading classrooms – meta-cognitive skills, graphic organizers, brainstorming and outlining, teacher-led conferences, and drawing. The main component that enhances these five significant features is a cooperative learning environment where student understanding is developed through peer collaboration.
283. A - Creativity in reading may be established in several ways : by writing experience stories together as a group, by playing listening-and-seeing games, by dramatizing, pictures and plays, and by writing imaginative stories or poems.
284. D
285. B
286. B
287. D
288. B
289. C - self-efficacy is a belief in one's capacity to achieve a goal
290. D
291. B
292. A
293. B
294. D - Motivation makes students more focused, make them persevere until they realize their goals.
295. D
296. D
297. D - Meta-cognitive learning is knowing what to learn and knowing how to learn. It consists of two basic processes occurring simultaneously: (1) monitoring your progress as you learn, and (2) making changes and adapting your strategies if you perceive you are not doing so well. It's about self-reflection, self-responsibility and initiative, as well as goal setting and time management.
298. A
299. D
300. D
301. C

302. A
303. A
304. A
305. C
306. B
307. D
308. D
309. D - Motivation directs behavior toward particular goals. Individuals set goals for themselves and direct their behavior accordingly. Motivation leads to increased effort and energy. Motivation increases the amount of effort and energy that learners expend in activities directly related to their needs and goals lackadaisically. Motivation increases initiation of and persistence in activities. Learners are more likely to begin a task they actually want to do. They are also more likely to continue working at it until they've completed it, even if they are occasionally interrupted or frustrated in the process.
310. A
311. A
312. C
313. D
314. D
315. A
316. A
317. D
318. A
319. D
320. A
321. D - landestive – characterized by secrecy or concealment; no openness, therefore unfavorable
322. D - Preschoolers tend to have the "can do" attitude.
323. A - This is the tendency of the child to attribute human traits to inanimate objects.
324. A
325. C - Based on the principles of Piaget, learning is totally dependent on interaction with the environment. Likewise, Vygotsky who was a social constructivist believed that people learn by social interaction and learning from others.
326. A - Enactive representation is action based iconic representation image-based, symbolic representation - image-based
327. A - Moral reasoning is based on the approval of others, law and order - Conventional morality
328. B - We tend to enclose a space by completing a contour and ignore gaps in figures – Law of closure
329. C - Piaget believed that there are four distinct cognitive stages of development which all children go through in specific order. Each stage has distinct characteristics. It is implied then that timing and readiness of a student for a particular lesson are important in the teaching – learning process. One way to do this is activating previous experiences and knowledge or giving review in order to connect previous lessons to the present lesson.
330. C - Thinking is the action of using one's mind to produce ideas. It precedes learning. Piaget and Vygotsky both believe that learning is a result of the individual's interaction with the environment.

331. D - All the choices promote learner's interaction with his/her environment.
332. D - Scaffolding is the systematic manner of providing assistance to the learner to effectively acquire a skill.
333. B - Superego is related to the ego ideal of conscience.
334. C - Behaviorist learning theory points that expressed or outward behavior is the only way to prove learning took place.
335. B - Behaviorism emphasizes that behavior is most learned through conditioning and reinforcement (rewards and punishment)
336. B
337. D
338. B
339. A
340. B
341. B
342. B
343. C
344. B
345. C
346. A - Bandura put forward "reciprocal determinism" that holds the view that a person's behavior, environment and personal qualities all reciprocally influence each other. He argues that children learn from observing others as well as from "model" behavior, which are processes involving attention, retention, reproduction and motivation.
347. C
348. A
349. A
350. D
351. A

352. B
353. D - Microsystem: Refers to the institutions and groups that most immediately and directly impact the child's development including: family, school, religious institutions, neighborhood, and peers.
354. A - The microsystem is the most influential, has the closest relationship to the person, and is the one where direct contact occurs. The mesosystem consists of interactions between a person's microsystems.
355. C - The mesosystem consists of the interactions between the different parts of a person's microsystem. The mesosystem is where a person's individual microsystems do not function independently, but are interconnected and assert influence upon one another. These interactions have an indirect impact on the individual. One aspect of a child's mesosystem would be the relationship between his parents and his teacher. His parents take an active role in his school, such as attending parent teacher conferences and volunteering in his classroom. This has a positive impact on his development because the different elements of his microsystem are working together. A child's development could be affected in a negative way if the different elements of his microsystem were working against one another.
356. B - The exosystem refers to a setting that does not involve the person as an active participant, but still affects them. This includes decisions that have bearing on the person, but in

which they have no participation in the decision-making process. An example would be a child being affected by a parent receiving a promotion at work or losing his/her job.

357. C
358. C - Macrosystems includes the culture's belief systems and ideology that influence the child.
359. B
360. A
361. B
- To subsume is to incorporate new material into one's cognitive structures. From Ausubel's perspective, this is the meaning of learning. When information is subsumed into the learner's cognitive structure it is organized hierarchically.
362. B - Correlative subsumption - new material is an extension or elaboration of what is already known. Derivative subsumption - new material or relationships can be derived from the existing structure. Information can be moved in the hierarchy, or linked to other concepts or information to create new interpretations or meaning. From this type of subsumption, completely new concepts can emerge, and previous concepts can be changed or expanded to include more of the previously existing information. This is "figuring out".
363. A
364. D
365. B - Tolman's latent learning is defined as learning which is not

apparent in the learner's behavior at the time of learning, but which manifests later when a suitable motivation and circumstances appear. The idea of latent learning was not original to Tolman, but he developed it further.

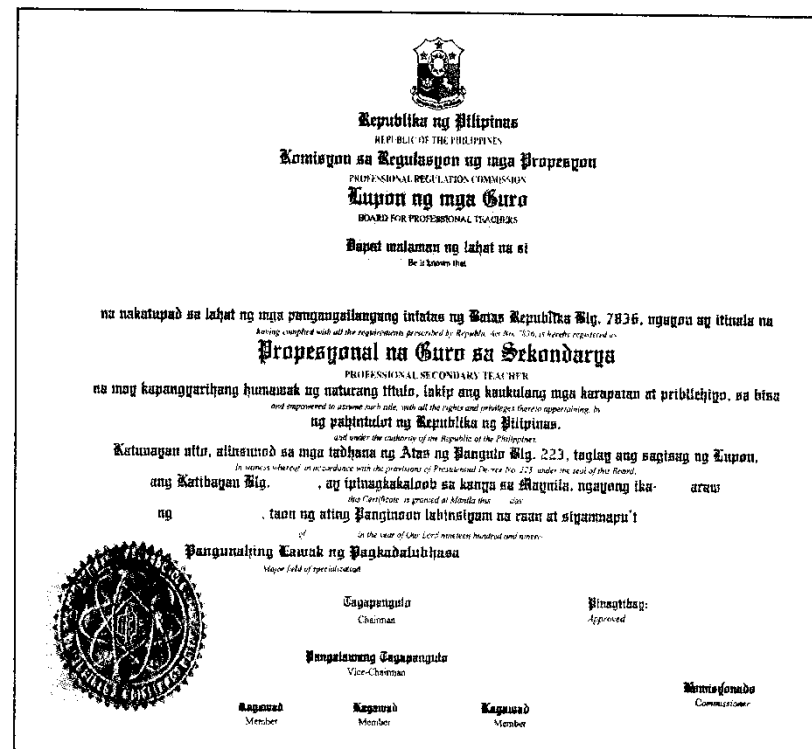
366. C
367. C
368. A
369. C
370. D
371. B
372. D
373. C
374. B
375. A
376. A
377. C
378. B
379. B
380. D
381. C
382. A
383. D
384. C
385. B
386. A
387. B
388. A - Executive functional self-regulation skills are the mental process that enable us to plan, focus attention remember, and juggle multiple tasks.
389. A
390. A
391. A
392. D
393. A

394. C
 395. A
 396. B
 397. B
 398. A
 399. A
 400. C
 401. B
 402. C
 403. B
 404. D
 405. A
 406. B
 407. A
 408. D
 409. D
 410. A
 411. B
 412. A
 413. D
 414. A
 415. A
 416. B
 417. C
 418. D
 419. C
 420. C
 421. B
 422. C
 423. B
 424. C
 425. A
 426. A
 427. A
 428. C
 429. D - Assessment of learning is summative in nature and involves giving grades to students. Options A & C refer to formative assessment
430. C
 431. B
 432. D
 433. C
 434. D
 435. C
 436. B
 437. A
 438. B
 439. C
 440. D
 441. B
 442. A
 443. B
 444. D
 445. B
 446. C
 447. D
 448. D
 449. C
 450. A
 451. C
 452. B
 453. A
 454. A
 455. B
 456. C
 457. C
 458. A
 459. C
 460. C
 461. A
 462. A
 463. B
 464. C
 465. C
 466. A
 467. D

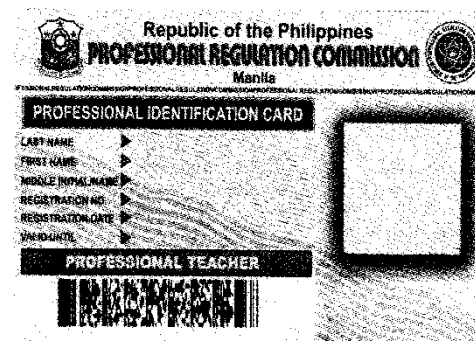
468. B
 469. A
 470. C
 471. A
 472. B
 473. A
 474. D
 475. C
 476. B - This option is a word problem anchored on a context and requires the application of basic principles on percentage to get the required answer. Options A & C require understanding of fraction in terms of being part of a whole while option C simply involves knowledge of converting decimals to percent.
 477. A - The correct answer is A since 7th decile is lower than 75th percentile. Options B, C and D are all correct statements because for a 75th percentile rank, 75% of the scores are lower than 75th percentile and that 25% of the scores are 60% and above and so, Michael passed the test.
 478. D - The correct answer is D since he belongs to the upper 10% of the class. Options A, B and C are not correct because if the percentile rank of Ronald is 75 or below, his rank is lower.
479. B
 480. D
 481. A
 482. A
 483. C
 484. A
 485. C
 486. B
 487. C
488. D
 489. D
 490. C
 491. A
 492. B
 493. C
 494. B
 495. B
 496. D
 497. B
 498. A
 499. B
 500. C
 501. A
 502. C
 503. A
 504. B
 505. C
 506. D
 507. B
 508. C
 509. A
 510. C
 511. A
 512. C
 513. A
 514. C
 515. B
 516. D
 517. D
 518. C
 519. A
 520. B
 521. A
 522. A
 523. B
 524. C
 525. D
526. A
 527. A
 528. C
 529. B
 530. C
 531. A
 532. C
 533. C
 534. A
 535. B
 536. C
 537. B
 538. B
 539. C
 540. A
 541. C
 542. B
 543. A
 544. C
 545. D
 546. D
 547. A
 548. C
 549. B
 550. C
 551. B

(Samples of Certificate of Registration and Professional Identification Card)

Note: If you pass the LET you will register in the roster of professional teachers and obtain your Certificate of Registration like the one shown below.



You will also be given your Professional Identification Card (PIC) like this one.



DR. NATIVIDAD E. LORENZO is the college secretary and concurrently the program adviser for the MAEd Science Education students of the MMSU Graduate School. She teaches professional education subjects like Facilitating Learning, Assessment of Student Learning 1&2, Principles of Teaching 2, Social Dimensions of Education and Field Study 5 in the undergraduate level and science education courses in the graduate level. In the school years 1995 to 2002, she was supervisor for BSE student teaching at the MMSU College of Teacher Education. To date, as she was in the 1980's and 1990's, she incessantly trains teachers for teaching competency and research.

DR. EVA B. MACUGAY graduated cum laude from MMSU CTE with the degree BSE major in Biology. She earned her master's degree, MAT BIO from the University of the Philippines, College of Education; and her doctorate degree, Ph. D. Science Education from De La Salle University with distinction. She was a recipient of a DOST – SEI scholarship. At present, she teaches biology and professional subjects both in the undergraduate and graduate levels. She was the research coordinator and now the Extension coordinator of the college. She has been a research presenter, a reviewer/evaluator, trainer, speaker and lecturer.

PROF. ALELI R. MARTIN is an associate professor 5 of the MMSU-CTE involved as a preservice and In-service Teacher Educator in the fields of Curriculum Development and Biology. She attended school at UP Baguio, Deakin University at Melbourne Australia, MMSU Graduate School and UP Open University earning the following degrees respectively BS Biology, Graduate Diploma in Education (Curriculum Administration), MAEd Biology and Ph.D. Biology (dissertation stage). She has contributed greatly to education as a science trainer of the projects of DOST-SEI and DepEd, a researcher, presenter of papers and RSTC Director.

DR. RESURRECCION M. MATEO is the principal of the Integrated University Laboratory Schools, Batac Campus and the Coordinator of the Distance Learning Program. She finished her Bachelor of Science in Elementary Education, magna cum laude at MMSU; Master of Arts in Education major in Administration and Supervision; and Doctor of Education major in Educational Management at MMSU Graduate School. She teaches professional education courses in the college and educational management courses at the Graduate School. Among her awards are: Outstanding Educator, MMSU; Outstanding Professional in Education, Pamulinawan festival, Laoag City, and Outstanding Adviser of the YMCA. She served the university as college secretary, principal and coordinator of student teaching.

PROF. ROSE FRANCIS E. MINA, holds an MA Degree in Science Education from MMSU Graduate School. She was a former chair of the BEED Department. She is a trainer on the K to 12 Programs for Values Education (Grade 7-10) and in the Early Childhood Teacher Education Program (ECTEP) and SPED Graduate School National Scholarship Program. She authored a module in Facilitating Learning for the Distance Learning Program of the College and co-authored another one for Values Education for the same program. Presently she is taking up graduate studies leading to the Ph.D. major in Educational Management at the Philippine Normal University, Manila.

DR. EDNA C. NAGTALON is the College Secretary and concurrent chair of the BEED Department of the College of Teacher Education. She finished her Bachelor of Science in Elementary Education, magna cum laude, from the MMSU; Master of Arts in Teaching (Reading) from the University of the Philippines College of Education; and Doctor of Education in Educational Management from Baguio Central University, Baguio City. She teaches professional education (Developmental Reading and Iluco Language and Teaching Elementary School Subjects in Iluco) and English courses in the undergraduate level and Special Education courses in the Graduate level. She has published a book (Agbasatayo) which is used for preschool children. She has served in various capacities: Alumni Coordinator, Alumni Director, Student Teaching Supervisor (BEED), and LET Review Coordinator.

PROF. ESTRELLA R. PACIS is the Chair of the Bachelor of Secondary Education Department of the MMSU College of Teacher Education. She finished her Bachelor of Science in Education (Mathematics), cum laude from the MMSU and Master of Arts in

Education (Mathematics) also from the MMSU. She finished her academic requirements for Ph.D. in Mathematics Education from Philippine Normal University. She teaches Mathematics subjects both in the undergraduate and graduate levels. She also teaches assessment subjects for both the BEED and BSED programs. She served as trainer in various programs like the K to 12 of the DepEd Project RISE and STAR of the DOST among others.

DR. LILY ANN C. PEDRO is presently the Chief, Center for Teaching Excellence of the Mariano Marcos State University College of Teacher Education. Prior to this, she has served the university in various capacities as principal, MMSU CTE Laboratory High School, Chair, BSEC Department, Research Coordinator; and Student Teaching Supervisor. She worked as Senior Mathematics Specialist and Head, Research and Development Division of the SEAMEO Regional Centre for Education in Science and Mathematics, Penang Malaysia from 2003 – 2005. Dr. Pedro has written modules and other curriculum materials and published articles and researches in local and international journals. She has been involved actively in different professional activities as trainer, resource speaker and lecturer; has presented papers and participated in various seminars/workshops here and abroad; has served as adviser in both undergraduate and graduate theses. She has already co-authored a book in Plane Trigonometry which was published in 2010. She earned her Ph.D. Science Education major in Mathematics (1996), and Master of Arts in Mathematics (1986) at the University of the Philippines, Diliman. Her Baccalaureate degree in Secondary Education major in Mathematics (1975, Magna cum Laude) was obtained from Northern Luzon Teachers College (now MMSU CTE).

DR. ELIZA T. SAMSON is the Dean of the College of Teacher Education of Mariano Marcos State University. She finished her Bachelor of Science in Elementary Education (Cum Laude) at MMSU in 1984; Master of Arts in Education (MAEd) Outstanding Thesis at University of Asia and the Pacific, Pasig City in 1994, and Doctor of Education major in Educational Management at MMSU in 2002. She held various positions in the university: Guidance Counselor, Chief of the University Guidance Program, Department Chair, Graduate Studies in Education; and College Secretary. She teaches professional education courses, major courses in PSED and Educational Management course at the Graduate School.

PROF. CELLENI I. SANCHEZ is an associate professor of the MMSU College of Teacher Education, Laoag City. She graduated with the following degrees: Bachelor of Elementary Education (Home Econ), cum laude; Bachelor of Nursing (Health) and Master of Arts in Education (Special Education). She also earned forty-two units leading to the degree Educational Technology (UP); and 18 units of educational management in the doctoral program. She has attended seminars, conferences and trainings in the local, regional, national and international as a participant, trainer and speaker. At present, she teaches different professional education, special education and MAPEH courses.

DR. ARTEMIO P. SEATRIZ is an Associate Professor 1 of the MMSU College of Teacher Education and presently the Chair of the Graduate Studies in Education at the MMSU Graduate School. He finished Doctor of Education major in Educational Management at MMSU Graduate School; Graduate Diploma of Education (GDE) at Deakin University, Melbourne, Victoria, Australia; Master of Statistics (MOS) at the University of the Philippines Diliman, Quezon City; Master of Arts in Education (MAEd) major in Mathematics at MMSU Graduate School and Bachelor of Science in Education (BSE), MMSU College of Education. He has served and held various positions like Coordinator & Proctor for the University of the Philippines – Open University Testing Center, Director of Regional Science Teaching Center (RSTC), University Registrar and Director of Admissions, College Secretary of the MMSU Graduate School and Assistant Director, Regional Science Teaching Center (RSTC). Dr. Seatriz presented papers, conducted researches and attended various local, national and international trainings, seminar-workshop and conferences either as a participant, trainer, lecturer, resource speaker or coordinator.