CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

Town Proper, City of General Trias , Cavite

BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH

PRELIMINARY SURVEY VISIT

AREA III.
CURRICULUM AND INSTRUCTION

C. Assessment of Academic Performance

C.1 Sample Copies of Summative Examination (mid-term and final) with table of specification

Sample Examinations Sample Table of Specification

Republic of the Philippines
CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS
Town Proper, City of General Trias, Cavite, 4107
☎ (046) 509-4148
cvsugeneraltrias@cvsu.edu.ph

TEACHER EDUCATION DEPARTMENT
First Semester, AY 2021-2022

INTEGRATED MIDTERM EXAMINATION IN
EDUC 75 - ASSESSMENT IN LEARNING 1
BSEE33- MYTHOLOGY AND FOLKLORE
BSE110- STYLISTICS AND DISCOURSE ANALYSIS

Name: _____   Date:_____

General Directions: Create the output asked from the specific instructions below by applying all the competencies learned throughout the midterm period.

Specific Directions: Write a Reading Comprehension Material by following the specific instructions below:

1. From the lessons discussed the concepts, elements, and examples of mythology, create myth adopting the local context of your place;
2. The myth should be written utilizing different stylistics elements and devices (at least 10 examples contextually embedded in the story);
3. Compose at least 10 comprehensive questions following the different levels of understanding; and
4. Upload the PDF version of your Reading Comprehension Material via Google Form through: https://forms.gle/xdx3g1u3L16cV7Ta9

Rubrics for Grading:

Criteria	Description	Scoring
Mythological Elements and story composition	The story created adopted the different elements that make it mythological in terms of structure and composition. The myth adopted elements that bring out the local color of the content of the student's residence.	50 – the story is fully evident with mythological elements. 30 – the story is partially evident with mythological elements. 20 – the story is evident with few elements.
Use of Stylistics devices	The story utilized at least 10 stylistics devices that embedded the content of the myth composed.	20 – 10 stylistics devices. 15 – 5 or more devices. 10 – 4 or less devices.
Comprehensive questions	The questions were crafted based from the level of understanding as discussed in the lesson.	30 – All level of understanding is evident. 20 – most of questions are evident. 10 – few questions are evident.

Prepared by:

MARK JAYSON E. ESPINOSA
Instructor I

Reviewed by:

VICTORIANO P. BARLISO JR, PhDCand., LPT
Department Chairperson

Approved:

LAURO B. PASCUA, EdD
Campus Administrator

CvSU Vision

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TEACHER EDUCATION DEPARTMENT
First Semester, AY 2021-2022

MIDTERM EXAMINATION
TABLE OF SPECIFICATIONS
BSE110- STYLISTICS AND DISCOURSE ANALYSIS

TOPIC	TOTAL HOURS TAUGHT	ITEM PLACEMENT					
		LOWER-ORDER THINKING			HIGHER-ORDER THINKING		
		R	U	Ap	An	E	C
Overview of Stylistics	9			30			
erary Prose and Drama Stylistics	9					35	
erary Poetry Stylistics	9						35
TOTAL		AT LEAST 40% OF TOTAL ITEMS			AT MOST 60% OF TOTAL ITEMS		

Remembering   U – Understanding   Ap – Applying   An – Analyzing   E – Evaluating   C - Creating

epared by:

ARK JAYSON G. ESPINOSA
structor I

Reviewed by:

VICTORIANO P. BARLISO JR, PhDCand., LPT
Department Chairperson

Approved:

LAURO B. PASCUA, EdD.
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TEACHER EDUCATION DEPARTMENT
First Semester, AY 2021-2022

Final Examination in
BSEE 21 – Introduction to Linguistics

Name of Student:_____

Student Number:_____   Date: _____

TEST 1. _Recall_ the terms used in your learning of Linguistics. Write the letter of the correct answer on the line provided:

_____1. It studies the patterns of forming words by combining sounds into minimal distinctive units of meaning.

A. Linguistics	C. Phonetics	E. All of these
B. Morphology	D. Phonology	F. None of these

_____2. It is a technical term in linguistics describing a plural variance.

A. Allomorph	C. Morphology	E. All of these
B. Morph	D. Phonology	F. None of these

_____3. The study of the production and perception of speech sounds.

A. Allophone	C. Phonetics	E. All of these
B. Allomorph	D. Phonology	F. None of these

_____4. It is a group of words (or possibly a single word) that functions as a constituent in the syntax of a sentence, a single unit within a grammatical hierarchy.

A. Clause	C. Sentence	E. All of these
B. Phrase	D. Structural Rules	F. None of these

_____5. It is a scientifically acceptable general principle or body of principles offered to explain phenomena.

A. Hypothesis	C. Research	E. All of these
B. Phenomenon	D. Theory	F. None of these

Task 3. Check if the first sound of the given consonant words is VOICED (V) or UNVOICED (U). In the case of initial vowel words, write (O) for Open, (C) for Central and (B) for Back. Write the letter of the correct answer on the line provided.

_____1. Understand
_____2. Rescue
_____3. Love
_____4. Determine
_____5. Prepare
_____6. Statue
_____7. Develop
_____8. Summon
_____9. Beckon
_____10. Volcano

Task 4. Choose the letter of the correct answer that states correct inflections for the following words. Write your answers on the line provided.

_____1. Understand

A. -s	C. -able	E. A, B, & D
B. -ing	D. -ed	F. A, B, & C

_____2. Rescue

A. -s	C. -able	E. A, B, & D
B. -ing	D. -ed	F. A, B, & C

_____3. Love

A. -ly	C. -ed	E. -ble
B. -ness	D. -ish	F. All of these

_____4. Determine

A. -s	C. -er	E. -ant
B. -d	D. -ing	F. all of these

_____5. Prepare

A. -ish	C. -ness	E. All of these
B. -ant	D. -tible	F. None of these

_____6. Statue

A. -s	C. -tte	E. All of these
B. -d	D. Only A&C	F. None of these

_____7. Develop

A. -s	C. -er	E. All of these
B. -ed	D. -ing	F. None of these

_____8. Summon

A. -ish	C. -able	E. -er
B. -ed	D. -izing	F. -ization

_____9. Beckon

A. -ish	C. -able	E. -er
B. -ed	D. -izing	F. -ization

_____10. Volcano

A. -s	C. -ology	E. A, C & D
B. -es	D. -ic	F. B, C, & D

Task 5. Determine the word formation process used in the following words Write the letter of the correct answer on the line provided

Legend:

D – Derivation	FC – Fore Clipping	B - Blending
C – Compounding	MC – Middle Clipping	A - Acronym
BC – Back clipping	CC – Complex Clipping	

_____1. laser
_____2. brunch
_____3. socscie
_____4. gladness
_____5. underestimate
_____6. Pres.
_____7. flu
_____8. chips
_____9. runaway
_____10. Eatery

Prepared by:

.PT

Evaluated:

VICTORIANO F. BARLISO JR. PhDCand., LPT
Department Chairperson

Approved:

LAURO B. PASCUA, Ed.D.
Campus Administrator

END OF FINAL EXAMINATION

in

Republic of the Philippines
CAVITE STATE UNIVERSITY

GEN. TRIAS CITY CAMPUS
Town Proper, City of General Trias, Cavite, 4107
☎ (046) 509-4148

TEACHER EDUCATION DEPARTMENT

Table of Specification
(Final) 1ST Semester 2021 - 2022

BSEE 21 – INTRODUCTION TO LINGUISTICS

TOPIC	WEEK	No. of Hours Taught	% of Exam Item	LOW ORDER THINKING SKILLS ITEMS			HIGH ORDER THINKING SKILLS ITEMS			Item
				REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING	
Intro. To Linguistics	1-4	12	50	5	5	5	5	5	25	
Elements of Linguistics	5-8	12	50	5	5	5	5	5	25	
TOTAL	8	24	100	= 30 items			= 70 items			=

Prepared by:

NOEL B. MANARPIIS, PhD., LPT
Asst. Prof. IV

Evaluated by:

VICTORIANO P. BARLISO JR., PhDCand., LPT
Department Chairperson

Approved for Implementation:

LAURO B. PASCUA, Ed.D.
Head, Curriculum & Instruction

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TEACHER EDUCATION DEPARTMENT

Table of Specification (
(√/Final) 1ST Semester 2021 - 2022

BSEE 37 – Contemporary, Popular, and
Emergent Literature

TOPIC	WEEK	No. of Hours Taught	% of Exam Item	LOW ORDER THINKING SKILL SITEMS			HIGH ORDER THINKING SKILLS ITEMS			Item Total
				REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING	
Popular Literature Genres	1-4	12	50		10		10	5	25	50
Issues and Challenges in Popular Literature	5-8	12	50		10		10	5	25	50
TOTAL	8	24	100	= 30 items			= 70 items			= 100

Prepared by:

Evaluated by:

Approved for Implementation:

CvSU Vision

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TEACHER EDUCATION DEPARTMENT

Table of Specification (
(Final) 1ST Semester 2021 - 2022

BSEE 24 – Principles and Theories of
Language Acquisition and Learning

TOPIC	WEEK	No. of Hours Taught	% of Exam Item	LOW ORDER THINKING SKILLS ITEMS			HIGH ORDER THINKING SKILLS ITEMS			Item Total
				REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING	
The Nature of Languange and Learning	1-3	12	50		10		10	5	25	50
eories of Second Language Acquisition	4-6	6	25		5		5	5	25	50
The Causative Varianble in Second Languange Acquisition	7-8	6	25		5		5			10
TOTAL	8	24	100	=30 items			=70 items			100

Prepared by:

GLORY ANN UITANA

Evaluated by:

Approved for Implementation:

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Table of Specification (
(Final) 1ST Semester 2021 - 2022

BSEE 24 – Principles and Theories of Language Acquisition and Learning

TOPIC	WEEK	No. of Hours Taught	% of Exam Item	LOW ORDER THINKING SKILLS ITEMS			HIGH ORDER THINKING SKILLS ITEMS			Item Total
				REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING	
The Nature of Languange and Learning	1-3	12	50		10		10	5	25	50
Theories of Second Language Acquisition	4-6	6	25		5		5	5	25	40
The Causative Varianble in Second Languange Acquisition	7-8	6	25		5		5			10
TOTAL	8	24	100	=20 items			=80 items			100

Prepared by:

GLORY ANN UTANA

Evaluated by:

VICTORIANO P. BARUSO JR. PhDCand. LPT

Approved for Implementation:

LAURO B. PASCUA Ed.D

C.2 Sample on non-traditional assessment tool e.g. Rubric, portfolio,etc.

C.3 Sample Assessment tool for individual differences and intelligences

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TEACHER EDUCATION DEPARTMENT
First Semester, AY 2021-2022

Stylistics and Discourse Analysis

SCORING RUBRIC

POINTS	DESCRIPTION
4	• Students understanding the concept is clearly evident • Students uses effective strategies to get accurate results • Students use logical thinking to arrive at conclusion
3	• Student understanding the concept is clearly evident • Students uses effective strategies to get accurate results • Students use skills to arrive at conclusion
2	• Student has limited understanding of the concept • Student use strategies that is ineffective • Students attempt to show thinking skills
1	• Students have a lack understanding of the concept • Students makes no attempt to use a strategy • Students shows no understanding

Prepared by:

VICTORIANO P. BARLISO JR., MAT-SPED, LPT
Instructor

C.4 Sample Class Record

Subject:	ASSE 21
Title:	Assessment of Student Learning 1
Curriculum Year:	AY 2017-2018
Course:	BEE-ECED 3
Sem/Summer:	First Semester

	Name	Student Number	Quiz/Class Activities 10%				Total	Average	Weight 10%	Miterm Exam 15 %	Total	Average	Weight 15%	Final Exam 15 %	Total	Average	W
			25	100	100	100	325	100.00	10.00	100	100	100.00	15	100	100	100.00	
1.	Closas, Maria Magdalena S	2013-GT-167	23	92	90	95	300	92.31	9.23	96	96	96.00	14.4	87	87	87.00	
2.	Edoria, Joan E.	2015-GT-189	16	90	90	95	291	89.54	8.95	80	80	80.00	12	78	78	78.00	
3.	Gamilla, Joyna B.	2015-GT-144	23	97	90	95	305	93.85	9.38	94	94	94.00	14.1	100	100	100.00	
4.	Frias, Ana May R.	2013-GT-044	17	90	90	95	292	89.85	8.98	90	90	90.00	13.5	82	82	82.00	
5.	Pejida, Leah N.	2013-GT-129	22	92	90	95	299	92.00	9.20	98	98	98.00	14.7	97	97	97.00	
6.	Salvador, Erika Ann M.	2013-GT-176	19	92	90	95	296	91.08	9.11	86	86	86.00	12.9	85	85	85.00	
7.	Vasay, Marissa Joyce R.	2015-GT-077	21	90	90	95	296	91.08	9.11	96	96	96.00	14.4	86	86	86.00	
8.	Vergara, Katrina S.	2013-GT-125	20	91	90	95	296	91.08	9.11	74	74	74.00	11.1	68	68	68.00	

Prepared by:

VICTORIANO P. BARLISO JR.,MAT-SPED, LPT

Instructor I

	Curriculum Year:	AY 2017-2018
	Course:	BEE-ECED 3
	Sem/Summer:	First Semester

	Name	Student Number	Final Exam 15 %	Total	Average	Weight 15%	Subtotal Weighted Average 40 %	Major Output TOS 30%	Total	Average	Weight	Recitation 20			
			100	100	100.00	15	40.00	100	100	100.00	30	10	10	10	10
1.	Closas, Maria Magdalena S	2013-GT-167	87	87	87.00	13.05	36.68	94	94	94.00	28.2	8.00	9.00	8.00	7.00
2.	Edoria, Joan E.	2015-GT-189	78	78	78.00	11.7	32.65	94	94	94.00	28.2	8.00	9.00	8.00	7.00
3.	Gamilla, Joyna B.	2015-GT-144	100	100	100.00	15	38.48	94	94	94.00	28.2	8.00	9.00	8.00	8.00
4.	Frias, Ana May R.	2013-GT-044	82	82	82.00	12.3	34.78	94	94	94.00	28.2	8.00	9.00	8.00	8.00
5.	Pejida, Leah N.	2013-GT-129	97	97	97.00	14.55	38.45	94	94	94.00	28.2	8.00	9.00	8.00	8.00
6.	Salvador, Erika Ann M.	2013-GT-176	85	85	85.00	12.75	34.76	94	94	94.00	28.2	8.00	9.00	8.00	8.00
7.	Vasay, Marissa Joyce R.	2015-GT-077	86	86	86.00	12.9	36.41	94	94	94.00	28.2	8.00	9.00	8.00	8.00
8.	Vergara, Katrina S.	2013-GT-125	68	68	68.00	10.2	30.41	94	94	94.00	28.2	9.00	9.00	9.00	8.00

Prepared by:

VICTORIANO P. BARLISO JR.,MAT-SPED, LPT

Instructor I

Subject:	ASSE 21
Title:	Assessment of S
Curriculum Year:	AY 2017-2018
Course:	BEE-ECED 3
Sem/Summer:	First Semester

	Name	Student Number	Total	Average	Weight 20%	Attendance 10 %	Total	Average	Weight 10%	Subtotal Weighted Average 60 %	Total Average 100%	FINAL GRADE	Transmuted Grades
			60	100.00	20	100	100	100.00	10	60	100.00	100.00	
1.	Closas, Maria Magdalena S	2013-GT-167	48.00	80.00	16.00	99.00	99.00	99.00	9.9	54.10	90.78	90.78	1.50
2.	Edoria, Joan E.	2015-GT-189	49.00	81.67	16.33	97.00	97.00	97.00	9.7	54.23	86.89	86.89	1.75
3.	Gamilla, Joyna B.	2015-GT-144	49.00	81.67	16.33	99.00	99.00	99.00	9.9	54.43	92.92	92.92	1.50
4.	Frias, Ana May R.	2013-GT-044	49.00	81.67	16.33	99.00	99.00	99.00	9.9	54.43	89.22	89.22	1.75
5.	Pejida, Leah N.	2013-GT-129	49.00	81.67	16.33	99.00	99.00	99.00	9.9	54.43	92.88	92.88	1.50
6.	Salvador, Erika Ann M.	2013-GT-176	49.00	81.67	16.33	99.00	99.00	99.00	9.9	54.43	89.19	89.19	1.75
7.	Vasay, Marissa Joyce R.	2015-GT-077	48.00	80.00	16.00	99.00	99.00	99.00	9.9	54.10	90.51	90.51	1.50
8.	Vergara, Katrina S.	2013-GT-125	52.00	86.67	17.33	99.00	99.00	99.00	9.9	55.43	85.84	85.84	2.00

Prepared by:

__VICTORIANO P. BARLISO JR.,MAT-SPED, LPT__

Instructor I

Subject:	ASSE 21
Title:	Assessment of S
Curriculum Year:	AY 2017-2018
Course:	BEE-ECED 3
Sem/Summer:	First Semester

Name	Student Number	Total	Average	Weight 20%	Attendance 10 %	Total	Average	Weight 10%	Subtotal Weighted Average 60 %	Total Average 100%	FINAL GRADE	Transmuted Grades
		60	100.00	20	100	100	100.00	10	60	100.00	100.00	
1. Closas, Maria Magdalena S	2013-GT-167	48.00	80.00	16.00	99.00	99.00	99.00	9.9	54.10	90.78	90.78	1.50
2. Edoria, Joan E.	2015-GT-189	49.00	81.67	16.33	97.00	97.00	97.00	9.7	54.23	86.89	86.89	1.75
3. Gamilla, Joyna B.	2015-GT-144	49.00	81.67	16.33	99.00	99.00	99.00	9.9	54.43	92.92	92.92	1.50
4. Frias, Ana May R.	2013-GT-044	49.00	81.67	16.33	99.00	99.00	99.00	9.9	54.43	89.22	89.22	1.75
5. Pejida, Leah N.	2013-GT-129	49.00	81.67	16.33	99.00	99.00	99.00	9.9	54.43	92.88	92.88	1.50
6. Salvador, Erika Ann M.	2013-GT-176	49.00	81.67	16.33	99.00	99.00	99.00	9.9	54.43	89.19	89.19	1.75
7. Vasay, Marissa Joyce R.	2015-GT-077	48.00	80.00	16.00	99.00	99.00	99.00	9.9	54.10	90.51	90.51	1.50
8. Vergara, Katrina S.	2013-GT-125	52.00	86.67	17.33	99.00	99.00	99.00	9.9	55.43	85.84	85.84	2.00

Prepared by:

VICTORIANO P. BARLISO JR.,MAT-SPED, LPT

Instructor I

Subject:	ECED 85
Title:	Preparation of Instructional Materials
Curriculum Year:	AY 2017-2018
Course:	BEE-ECED 3
Sem/Summer:	First Semester

	Name	Student Number	Quiz/Class Activities 10%				Total	Average	Weight 10%	Miterm Exam 15 %	Total	Average	Weight 15%	Final Exam 15 %	Total	Average
			30	30	30	100	190	100.00	10.00	100	100	100.00	15	100	100	100.00
1.	Closas, Maria Magdalena S	2013-GT-167	30	25	24	94	173	91.05	9.11	83	83	83.00	12.45	98	98	98.00
2.	Edoria, Joan E.	2015-GT-189	26	25	24	94	169	88.95	8.89	65	65	65.00	9.75	95	95	95.00
3.	Gamilla, Joyna B.	2015-GT-144	30	25	24	94	173	91.05	9.11	92	92	92.00	13.8	95	95	95.00
4.	Frias, Ana May R.	2013-GT-044	30	25	24	94	173	91.05	9.11	81	81	81.00	12.15	88	88	88.00
5.	Pejida, Leah N.	2013-GT-129	30	25	24	94	173	91.05	9.11	80	80	80.00	12	99	99	99.00
6.	Salvador, Erika Ann M.	2013-GT-176	25	25	24	94	168	88.42	8.84	72	72	72.00	10.8	79	79	79.00
7.	Vasay, Marissa Joyce R.	2015-GT-077	24	25	24	94	167	87.89	8.79	70	70	70.00	10.5	92	92	92.00
8.	Vergara, Katrina S.	2013-GT-125	24	25	24	94	167	87.89	8.79	71	71	71.00	10.65	97	97	97.00

Prepared by:

Subject:	ECED 85
Title:	Preparation of Instructional Materials
Curriculum Year:	AY 2017-2018
Course:	BEE-ECED 3
Sem/Summer:	First Semester

Name	Student Number	Quiz/Class Activities 10%				Total	Average	Weight 10%	Miterm Exam 15 %	Total	Average	Weight 15%	Final Exam 15 %	Total	Average
		30	30	30	100	190	**100.00**	10.00	100	100	**100.00**	15	100	100	**100.00**
1. Closas, Maria Magdalena S	2013-GT-167	30	25	24	94	173	**91.05**	9.11	83	83	**83.00**	12.45	98	98	**98.00**
2. Edoria, Joan E.	2015-GT-189	26	25	24	94	169	**88.95**	8.89	65	65	**65.00**	9.75	95	95	**95.00**
3. Gamilla, Joyna B.	2015-GT-144	30	25	24	94	173	**91.05**	9.11	92	92	**92.00**	13.8	95	95	**95.00**
4. Frias, Ana May R.	2013-GT-044	30	25	24	94	173	**91.05**	9.11	81	81	**81.00**	12.15	88	88	**88.00**
5. Pejida, Leah N.	2013-GT-129	30	25	24	94	173	**91.05**	9.11	80	80	**80.00**	12	99	99	**99.00**
6. Salvador, Erika Ann M.	2013-GT-176	25	25	24	94	168	**88.42**	8.84	72	72	**72.00**	10.8	79	79	**79.00**
7. Vasay, Marissa Joyce R.	2015-GT-077	24	25	24	94	167	**87.89**	8.79	70	70	**70.00**	10.5	92	92	**92.00**
8. Vergara, Katrina S.	2013-GT-125	24	25	24	94	167	**87.89**	8.79	71	71	**71.00**	10.65	97	97	**97.00**

Prepared by:

Name	Student Number	Subtotal Weighted Average 40 %	Major Output Instructional Materials 30%	Total	Average	Weight	Recitation 20 %						Total	Average	Weig 20
		40.00	100	100	100.00	30	10	10	10	10	10	10	60	100.00	20
1. Closas, Maria Magdalena S	2013-GT-167	36.26	92	92	92.00	27.6	8.00	9.00	8.00	8.00	8.00	8.00	49.00	81.67	16.3
2. Edoria, Joan E.	2015-GT-189	32.89	94	94	94.00	28.2	7.00	9.00	8.00	8.00	8.00	9.00	49.00	81.67	16.3
3. Gamilla, Joyna B.	2015-GT-144	37.16	92	92	92.00	27.6	9.00	9.00	8.00	8.00	10.00	10.00	54.00	90.00	18.0
4. Frias, Ana May R.	2013-GT-044	34.46	92	92	92.00	27.6	8.00	9.00	8.00	8.00	8.00	8.00	49.00	81.67	16.3
5. Pejida, Leah N.	2013-GT-129	35.96	92	92	92.00	27.6	9.00	9.00	8.00	8.00	9.00	8.00	51.00	85.00	17.0
6. Salvador, Erika Ann M.	2013-GT-176	31.49	83	83	83.00	24.9	9.00	9.00	9.00	8.00	9.00	9.00	53.00	88.33	17.0
7. Vasay, Marissa Joyce R.	2015-GT-077	33.09	83	83	83.00	24.9	8.00	9.00	8.00	8.00	7.00	8.00	48.00	80.00	16.0
8. Vergara, Katrina S.	2013-GT-125	33.99	92	92	92.00	27.6	8.00	9.00	8.00	8.00	8.00	8.00	49.00	81.67	16.3

Prepared by:

	Name	Student Number	Attendance 10 %	Total	Average	Weight 10%	Subtotal Weighted Average 60 %	Total Average 100%	FINAL GRADE	Transmuted Grades
			100	100	100.00	10	60	100.00	100.00	
1.	Closas, Maria Magdalena S	2013-GT-167	98.00	98.00	98.00	9.8	53.73	89.99	89.99	1.50
2.	Edoria, Joan E.	2015-GT-189	96.00	96.00	96.00	9.6	54.13	87.03	87.03	1.75
3.	Gamilla, Joyna B.	2015-GT-144	98.00	98.00	98.00	9.8	55.40	92.56	92.56	1.50
4.	Frias, Ana May R.	2013-GT-044	98.00	98.00	98.00	9.8	53.73	88.19	88.19	1.75
5.	Pejida, Leah N.	2013-GT-129	98.00	98.00	98.00	9.8	54.40	90.36	90.36	1.50
6.	Salvador, Erika Ann M.	2013-GT-176	98.00	98.00	98.00	9.8	52.37	83.86	83.86	2.00
7.	Vasay, Marissa Joyce R.	2015-GT-077	97.00	97.00	97.00	9.7	50.60	83.69	83.69	2.00
8.	Vergara, Katrina S.	2013-GT-125	98.00	98.00	98.00	9.8	53.73	87.72	87.72	1.75

Prepared by:

VICTORIANO P. PARLICO, JR., MAT-GRED, LPT

C.5 Copy of grading system, including the evidence that it has been approved

Grading System

GRADES AND GRADING SYSTEM*

The University shall adopt the numerical grading system of "1.00" to "5.00" where "1.00" is the highest grade and "5.0" is a failing grade. The system of grading is as follows:

1.00	–	Excellent (highest grade)
1.25		
1.50	–	Very good
1.75		
2.00	–	Good
2.25		
2.50	–	Satisfactory
2.75		
3.00	–	Passing grade
4.00	–	Conditional Grade has to be removed by taking removal examination either to obtain a grade of "3.0" or slide to "5.0".
"Inc"	–	Grade of Incomplete. The student is passing but has not completed other requirements of the course
5.00	–	Failed

Grade of "4.0" and "Inc" must be completed or removed within a year; if unable to remove the grade, it will automatically be converted to grade of "5.0"

Each College/Campus shall endeavor to formulate and adopt a uniform method or system of assigning grades to scores and the assignment of weights to different types of test, requirements, laboratory exercises, and the like. This should be forwarded to the Vice President for Academic Affairs for his review and corrections before final adoption of the College concerned.

College/Campus Deans shall include the grading system in their orientation of new teachers and each teacher should explain the grading system to his students at the start of the classes each semester/term.

No teacher shall be allowed to adopt a grading system different from the one being implemented by his College/Campus where he belongs.

As agreed upon during the Campus Committee on Curriculum and Instruction Meeting, the following shall compose the student performance in a subject:

Examinations		70%
Long exam/Quizzes	30%	
Midterm exam	20%	
Final exam	20%	
Other Requirements		30%
		100%

The following conversion shall be used to determine the final grade of a student:
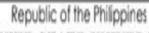
Grades in Percentage	Numerical Equivalent	Grades in Percentage	Numerical Equivalent
00.00 – 59.99	5.00	83.32 – 86.64	2.00
60.00 – 69.99	4.00	86.65 – 89.97	1.75
70.00 – 73.32	3.00	89.98 – 93.30	1.50
73.33 – 76.65	2.75	93.31 – 96.63	1.25
76.66 – 79.98	2.50	96.64 – 100.00	1.00
79.99 – 83.31	2.25		

For subjects with laboratory, especially those of the Sciences, Speech, Hotel and Restaurant Management, and Information Technology, the following shall be used to compute the final grade of the students:

1. For subjects with 2-unit lecture and 1-unit laboratory:
   Final Grade = 60% x Lecture Grade + 40% Laboratory Grade

2. For subjects with 1-unit lecture and 2-unit laboratory:
   Final Grade = 40% x Lecture Grade + 60% Laboratory Grade

3. For subjects with 2-unit lecture and 2-unit laboratory:
   Final Grade = 50% x Lecture Grade + 50% Laboratory Grade

4. For subjects with 2-unit lecture and 3-unit laboratory:
   Final Grade = 40% x Lecture Grade + 60% Laboratory Grade

*Approved per Resolution No. 2, s. 2010

Republic of the Philippines
CAVITE STATE UNIVERSITY
General Trias City Campus
☏ 437-0693
www.cvsu.edu.ph

DEPARTMENT OF TEACHER EDUCATION

COURSE SYLLABUS
1st Semester, AY 2021-2022

Course Code	BSEE 41	Course Title	Technology for Teaching and Learning 2	Type	Lecture ✓ Laboratory	Credit Units	3

Course Description	This course is a 3-unit course which focuses on the application, design, production, utilization and evaluation of information and communications technology (ICT) materials for teaching and learning in Secondary Language (English and Filipino) Education Programs. The major requirement for this course is an ICT-integrated and Project-based Learning Plan aligned to the K to 12 Curriculum. All the learning activities and course requirements will revolve around the student-teacher developed Learning Plan.

Pre-requisites	EDUC 85 – Technology for Teaching and Learning 1	**Course Schedule**	Lecture: **Thursday, 1:30 pm – 4:30 pm** Laboratory: **N/A**

Core Values	Students are expected to live by and stand for the following University tenets: **TRUTH** is demonstrated by the student's objectivity and honesty during examinations, class activities and in the development of projects. **EXCELLENCE** is exhibited by the students' self-confidence, punctuality, diligence and commitment in the assigned tasks, class performance and other course requirements. **SERVICE** is manifested by the students' respect, rapport, fairness and cooperation in dealing with their peers and members of

	the community. In addition, they should exhibit love and respect for nature and support for the cause of humanity.
Goals of the College/ Campus	The three campuses shall endeavor to: 1. Provide high quality instruction in order to produce skilled morally upright and globally competitive graduates; 2. Develop and pursue advance research activities through arts, sciences, and technology to support instruction; and 3. Develop and conduct extension activities that will empower local people and communities.
Objectives of the Department	The department shall endeavor to: 1. provide relevant and quality course offering to improves students' performance; 2. conduct relevant researches in the different areas in the teacher education to produce good leaders and professionals; and 3. conduct relevant community services to disseminate information and technologies to target clienteles to improve their wellbeing.

Program Educational Objectives (based on the program CMO)

The minimum standards for BSEd degree program are expressed in the following sets of learning outcomes:

1. articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, ethical, and political contexts;
2. demonstrate mastery of the subject matter/discipline;
3. facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments;
4. develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners;
5. apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices;
6. demonstrate a variety of thinking skills in planning, monitoring, assessing and reporting learning processes and outcomes;
7. practice professional and ethical teaching standards sensitive to the local, national, global realities;
8. pursue lifelong learner for personal and professional growth through varied experiential and field-based opportunities.

Student Outcomes and Relationship to Program Educational Objectives

Program/Student Outcomes (based on the program CMO)		Program Educational Objectives Code (based on the program CMO)							
		1	2	3	4	5	6	7	8
Bachelor of Secondary Education Major in English:									
a.	Possess broad knowledge of language and literature for effective learning	✓	✓	✓	✓	✓	✓	✓	✓
b.	Use English as a glocal language in a multilingual context as it applies to the	✓	✓	✓	✓	✓	✓	✓	✓

	teaching of language and literature	✓							
c.	Acquire extensive reading background in language, literature and allied fields	✓	✓	✓	✓	✓	✓	✓	✓
d.	Demonstrate proficiency in an oral and written communication	✓	✓	✓	✓	✓	✓	✓	✓
e.	Shows competence in employing innovative language and literature teaching approaches, methodologies and strategies	✓	✓	✓	✓	✓	✓	✓	✓
f.	Use technology in facilitating language learning and teaching. Use technology in facilitating language learning and teaching	✓	✓	✓	✓	✓	✓	✓	✓
g.	Inspire students and colleagues to lead relevant and transformative changes to improve learning and teaching language and literature	✓	✓	✓	✓	✓	✓	✓	✓
h.	Display skills and abilities to be reflective and research intended language and literature teacher	✓	✓	✓	✓	✓	✓	✓	✓

Course Outcomes and Relationship to Student Outcomes

Program Outcomes Addressed by the Course. After completing this course, the students must be able to:	Program/Student Outcomes Code							
	a	b	c	d	e	f	g	h
1. Use ICT to develop 21st century skills; effective communication skills – viewing, listening, speaking, reading and writing skills	D	D	D	D	D	D	E	D
2. Develop project/problem-based/inquiry-based collaborative plans and activities using technology tools,	D	D	D	D	D	D	E	D
3. Use open-ended tools to support the development of the project-based collaborative activities in subject specific application	D	D	D	D	D	D	E	D
4. Produce learning resources using technology tools in various subject areas	D	D	D	D	D	D	E	D
5. Evaluate the relevance and appropriateness of ICT tools and resources based on the learning context, and	D	D	D	D	D	D	E	D
6. Use technology tools to collaborate and share resources among communities of practice	D	D	D	D	D	D	E	D
7.								

*Level :   I-Introductory   E- Enabling   D-Demonstrative

COURSE COVERAGE							
Week No.	Intended Learning Outcomes (ILO)	Topic	Teaching and Learning Activities (TLA)	Mode of Delivery	Resources Needed	Outcomes-based Assessment (OBA)	Due Date of Submission of Output
1	After the completion of the orientation, students should be able to: 1. inculcate in their minds and hearts the mission and vision of the university; 2. know the course overview; and understand the proper classroom decorum.	A. CvSU Mission and Vision B. Course Overview C. Classroom Rules/Netiquette	• Class orientation via Discord • Survey on ICT Readiness and Internet Connectivity	• Synchronous for the class orientation via Zoom • The learning module for the entire semester will be given to student in either soft copy (through flash drive, CD, or sent to the email) or hard copy (printed) for pick up at the campus/via	• Course Syllabus • Student Handbook • Learning Module • Internet Connection • Mobile device or Laptop Pen and Paper	1-page Reflection Paper	End of Week 1

				courier			
2-3	At the end of these weeks, the preservice teacher (PST) should be able to: a. draw connections between concepts; b. discuss the importance of communication skills in relation to becoming a good digital communicator; and c. relate the importance of understanding copyright and fair use guidelines as a teacher	I. **21st Century Skills** • Communication Skills • Digital skills/Digital Citizenship	-Online Class Discussion via Discord And/Or -Modular Study -Consultation via Facebook Messenger and Facebook Group	• Distant mode	E-Books and Online Articles listed in the reference section of the syllabus Laptop/PC/Mobile Phone Internet Connection Module	**OBA 1 – Poster** 1 page of poster showing Communication Skills and Digital Skills in eduction. **OBA 2 - Editorial Article** One page of cyberbullying case and one page for the plagiarism case each student.	End of Week 2 End of Week 3

Final Grade	100%

where weight for major examinations and other requirements are distributed as follows:

For Midterm:

Chapter Assessments	10%
OBA Projects	10%
Reflection/Insight Papers	10%
Midterm Examination	20%
Mid-Term Grade	**50%**

For Final Term:

Chapter Assessments	10%
OBA Projects	10%
Reflection/Insight Papers	10%
Midterm Examination	20%
Final Term Grade	**50%**

and Final Grade to be computed as follows:

Midterm Grade	50%
Final Term Grade	50%
Final Grade	**100%**

STANDARD TRANSMUTATION TABLE FOR ALL COURSES

96.7 – 100.0	1.00
93.4 – 96.6	1.25
90.1 - 93.30	1.50
86.7 – 90.0	1.75
83.4 – 86.6	2.00
80.1 – 83.3	2.25
76.7 – 80.0	2.50
73.4 – 76.6	2.75

70.00 – 73.3	3.00	
50.0-69.9	4.00	
Below 50	5.00	
INC	Passed the course but lack some requirements.	
Dropped	If unexcused absence is at least **20%** of the **Total Class Hours**.	
	Total Class Hours/Semester: 54 hours Lecture	

CLASS POLICIES

A. Attendance

Students are not allowed to have 20% or more unexcused absences of the total face to face class hours; otherwise, they will be graded as "DROPPED".

B. Classroom Decorum

During face to face mode

Students are required to:

1. wear identification cards at all times;
2. wear face mask at all times
3. observe physical/social distancing at all times
4. clean the classroom before and after classes;
5. avoid unnecessary noise that might disturb other classes;
6. practice good manners and right conduct at all times;
7. practice gender sensitivity and awareness inside the classroom; and
8. come to class on time.

During distance mode

Students are required to:

1. sign an honor system pledge;
2. avoid giving or receiving unauthorized aid of any kind on their examinations, papers, projects and assignments,
3. observe proper netiquette during on-line activities, and
4. submit take home assignments on time.

C. Examination/ Evaluation

1. Quizzes may be announced or unannounced.
2. Mid-term and Final Examinations are scheduled.

Revision Number	Date of Revision	Date of Implementation	Highlights of Revision
1	August 31, 2021	September 2021	References and Content

Prepared by:

GLORY ANN UTANA
Guest Lecturer
CP # 09951915907
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Department of Teacher Education
Consultation Schedule: Wednesday 2-4 pm
Date Prepared: August 31, 2021

Evaluated by:

VICTORIANO P. BARLISO JR., PhDCand., LPT
Department Chairperson
Teacher Education Department
E-mail Address: victorianopbarlisojr@cvsu.edu.ph
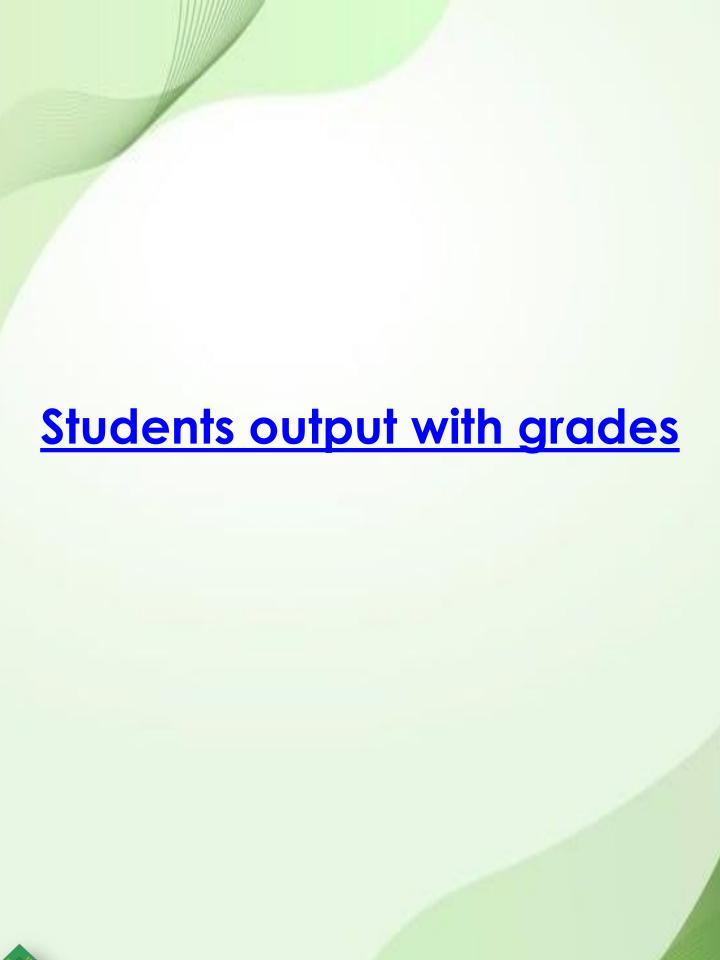Date Evaluated: September 5, 2021

Approved:

LAURO B. PASCUA, EdD.
Campus Administrator
General Trias Campus
Date Approved: September 7, 2021

C.6 Evidence that course requirements are returned to students after they were evaluated and recorded.

Students output with grades

TEACHER EDUCATION DEPARTMENT

FINAL EXAMINATION
GNED08 – UNDERSTANDING THE SELF

Name: Jasmin B. Caingat

Course & Section: BSP 1-1

Score: 100/100

Date: DEC 4, 2018

I. **Briefly explain the following questions below.**

1-10. Reflect on your own personal concept of what for you is real BEAUTY.

Para sakin ang kunsepto na maganda ay kabutihan ng kalooban. Dahil na maraming naamamahal rayo kahit na ikaw ay hindi kagandahan sa mukha pero maluti ang iyong pagkatao.

11-30. Reflect on your sexual self. Do you experience to be confused? BE HONEST.

Hindi po. Pero sakin kung maeexperience ko man na maconfused sa akina kalerian ay okay lang po capakot wala naman pong masama kung tomboy/bakla kd ang manalaga ay wala kang inaapakang kapna at minamahal mo ang iyong sarili

21-30. What do you think is the difference between Wants and Needs? Elaborate your answer.

Wants ito po ay desire o pleasure ng tao. Mga bagay na ginuguesto natin kahit na hindi natin ito kailangan. Needs mga pangangailan natin kung ikaw individual, mga kailangan para tayo ay mabuhay. Kung wala ito. Wlang tayo.

31-40. What is the purpose of religion for you?

Religion po para sakin ay isang paraan sa pagkilala sa sarili. Pankalawa matanggap sa kung sino man ang may likha taus at higit sa lahat pananampalataya ng buong puso, tiwala, pagmamahal, gabay.

41-50. What is the most difficult task for a leader?

Pakikipag kapwa tao, pakikisama sa naracokupan at pagtatalaga na mga task. Iapakat hindi natin kagang pamununan ang

ating kasasalupan kung tayo ay self-centered, walang malasakit at di iniisip ang kapakanan ng iba.

51-60. How we can be responsible in using social media

Maging responsable muna tayo sa ating sarili para maiwasan ang social harrassment, cyber bullying at cybersex. Maging mapanuri tayo sa ating mga accounts at iwasan na ilagay doon ang lahat-lahat.

61-70. What kind of Mindset do you have? Are you happy with this mindset? If not, do you think you can still change your belief system? Why?

Positive mindset. Naniniwala po akong ang taong may positibong mindset ay makakaahon sa mga problema. Sisikatan ng magandang umaga at pati ang taong nasa paligid ay maaliwasan dahil ikaw ay positibo sa buhay.

71-85. What is family for you? And what kind of Family do you have? Are you happy?

Family is life, for me. Broken family po kami. Pero hindi ito naging hadlang salin para maging masaya sa bahay man o sa school. Dahil nananampalataya po ako na ang lahat ng bagay na bigay ng situwasyon na dios ay may dahilan. Hindi niya ito ibibigay para lang maging malungkot kundi upang mas maging matatag sa buhay.

86-100. Share your insights about yourself (BEFORE AND NOW). Are you happy?

Mas nag matured po ako ngayon (mentally) esp. sa pagawa na mga desisyon sa buhay. Then ang Now naman po ay masaya ako at positibo sa bawat himon ng buhay. Mas minamahal ko po ang aking plans at mga pagkakamali bilang tao. Mahal ko ang aking sarili una sa lahat para tanggapin ako ng iba. Sapagkat naniniwala akong "walang sinuman ang nabubuhay, para sa sarili lamang."

Thank you for being part of my first semester ☺ God Bless!

we will miss you po!!!
Thank you po sir R.
Isa po kayo sa pinaka
DA BEST
PROF
Nan

Approved:

Prepared by:

JOHN RROB. LABIANG
Instructor

Reviewed by:

ARLENE L. ESTRADA
Department chair- GenEd

ALELIE B. DIATO
Campus Coordinator

Return   10 points ▼

22   5

Turned in   Assigned

All students

Sort by status ▼

Turned in

☐ Lorenzo Luis Bagalawis	10 Draft	
☐ Ella Mae Balon	10 Draft	
☐ Marielle Monique Bonilla	10 Draft	
☐ Lyca Canabe	10	

Turned in ▼ 📁

Lorenzo Luis Bagalawis

BagalawisA...

Turned in

Ella Mae Balon

IMG20211027113433.j...

Turned in

Marielle Monique Bonilla

BONILLA-act

Turned in

Lyca Canabe

Activity .pdf

Turned in

Lyka Celestial   Julius Figura   Jose Leandrew Flores   Erwin Forelo

Instructions   Student work

Return   ✉   15 points ▾

👥 All students

Sort by status ▾

☐ Turned in

Activity 1

1
Turned in

1
Assigned

13
Graded

All ▾   📁

☐ 🧑 Angelica Catain   10
Draft

☐ Assigned

🧑 Angelica Catain

🧑 Ma. Reycel Dolar

🧑 Jasper john Bello

🧑 Benjie Bendanillo

Catain, Angelica.docx   No attachments   ACTIVITY 1 BELLO.do   BENDANILLO BEN.doc