

Assessment in Learning 1

First Semester 2025-2026

Experiential Learning Activity

TOS and Writing a Test

Direction:

1. Review the Table of Specifications (TOS)

- a. Carefully review the TOS that you have made last time and the grading period.
- b. Understand the objectives, content areas, cognitive levels and assessment methods outlined in the TOS.

2. Identify Key Objectives and Content Areas

- a. Identify the key objectives and content areas specified in the TOS.
- b. Understand the depth and breadth of knowledge expected for each objective/learning outcome.

3. Determine Assessment Methods

- a. Pay attention to the assessment methods specified in the TOS for each objective/outcome or content area.
- b. Understand the types of questions or tasks that will be used to assess your understanding.

4. Craft Test Questions or Tasks

- a. Based on the objectives/learning outcomes and content areas outlined in the TOS, craft test questions or tasks that align with each objective/ learning outcome.
- b. Ensure that the questions or tasks address the cognitive levels specified in the TOS.

5. Distribute Questions or Tasks Evenly

- a. Distribute the questions or tasks evenly across the content areas and cognitive levels specified in the TOS.
- b. Ensure a balanced representation of different types of questions or tasks (e.g., multiple choice, short answer, etc.) if applicable.

6. Consider Time and Resources

- a. Consider the time allocated for the test and the resources available for assessment.

- b. Ensure that the test can be completed within the allotted time frame and with the available resources.

7. Ensure Clarity and Fairness

- a. Ensure that the questions or tasks are clear, concise, and free of ambiguity.
- b. Avoid biased language or content that may disadvantage certain groups of students.

8. Review, Analyze, and Revise

- a. Review the test questions or tasks to ensure alignment with the TOS and clarity of assessment.
- b. Analyze or seek feedback to refine and improve the test before finalizing it for administration.
- c. Revise as needed to address any gaps or inconsistencies identified during the review process.

9. Finalize the Test

- a. Make any final adjustments or revisions based on the review or feedback received.
- b. Ensure that the test is formatted and organized in a clear and accessible manner for students.

10. Submit and Administer the Test

- a. Submit the reviewed, analyzed and final test in the submission section in iStudy.
- b. If possible, administer the final test to the students indicated in the grade level for item analysis.

Note: (Use the next page for your TOS and Final Test)

Table of Specifications (TOS) in ENGLISH VI

Grade Level: **Grade 6**
 Grading Period: **4th Quarter**
 Subject: **English**

CONTENT AREA	Time Spent	No. of Items	LEVEL OF ASSESSMENT					
			KNOWLEDGE		PROCESS		UNDERSTANDING	
			REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
			25%	25%	10%	20%	10%	10%
			ITEM PLACEMENT					
Listening and Reading (Receptive Skills)	10 days	10 (20%)	3 (No. 1-3)	3 (No. 15-17)	1 (No. 30)	1 (No. 35)	1 (No. 42)	1 (No. 46)
Speaking and Writing (Productive Skills)	25 days	30 (60%)	8 (No. 4-11)	8 (No. 18-25)	3 (No. 31-33)	5 (No. 35-40)	3 (No. 42-44)	3 (No. 47-49)
Viewing and representing	10 days	10 (20%)	3 (No. 12-14)	3 (No. 26-29)	1 (No. 34)	1 (No. 41)	1 (No. 45)	1 (No. 50)
OVERALL TOTAL	45 days	50	14	14	5	7	5	5

FORMULA: $\frac{\text{No. of days per content area}}{\text{Total No. of Days}} \times \text{total number of items} \times \text{percent of the concept}$

Submitted to: **Roland V. Gadela**

Submitted by: **Hendrix Brent G. Fortu**



**Adventist University of the Philippines
COLLEGE OF EDUCATION**

ENGLISH VI - 4th Quarter Test

Name: _____ **Date:** _____ **Score:** _____

I. MULTIPLE CHOICE

Instructions: Read each passage, scenario, or set of instructions carefully. Then, answer the questions that follow. For multiple-choice questions, write the letter of your answer on the blank space provided before the question.

*(For **Questions 1-10** read the passage about “The Lost Kite” and answer the questions that follow.)*

The Lost Kite

"Lily loved to fly her bright red kite in the park. One sunny afternoon, a strong gust of wind caught her kite and pulled it high into the sky. The string snapped, and Lily watched in dismay as her kite soared away, carried by the wind towards the distant trees. She ran after it, her heart pounding, hoping to catch it before it disappeared completely."

_____ 1. Who is the main character in the story?

- a) Alex
- b) Lily
- c) Sparky
- d) The wind

_____ 2. What caused the kite to fly away?

- a) Lily let go of the string.
- b) A bird flew into it.
- c) A strong gust of wind snapped the string.
- d) The kite was too old.

_____ 3. How did Lily feel when she saw her kite fly away?

- a) Happy and excited
- b) Sad and dismayed
- c) Angry and frustrated
- d) Calm and indifferent

_____ 4. Where was Lily flying her kite?

- a) In her backyard
- b) At the beach
- c) In the park
- d) On a rooftop

_____ 5. What color was Lily's kite?

- a) Blue
- b) Yellow
- c) Green
- d) Red

_____ 6. What kind of weather is described in the story?

- a) Rainy and stormy
- b) Cloudy and cold
- c) Sunny and windy
- d) Foggy and calm

_____ 7. What happened to the kite string?

- a) It got tangled in a tree
- b) It snapped
- c) Lily tied it to a bench
- d) It was cut by someone

_____ 8. What did Lily do after the kite flew away?

- a) She cried and went home
- b) She asked for help
- c) She ran after it
- d) She flew another kite

_____ 9. What does the phrase “her heart pounding” suggest?

- a) She was tired from running
- b) She was scared and nervous
- c) She was excited to play ‘
- d) She was angry at the wind

_____ 10. What is the main problem in the story?

- a) Lily forgot her kite at home
- b) Lily’s kite was stolen
- c) Lily’s kite flew away and she tried to catch it
- d) Lily didn’t know how to fly a kite

(For Questions 11-15 read the short story about Friendship and answer)

Friendship

"In a small village nestled beside a sparkling lake lived two friends, Maya and Ben. Maya was a talented artist, but she lacked confidence in her abilities. Ben was a skilled storyteller, but he was shy about sharing his tales. One day, they decided to work together. Maya created beautiful illustrations to accompany Ben's stories. Their collaboration blossomed into a magical book that captured the hearts of the entire village. Through their friendship, they discovered their hidden potential and learned that working together could bring their dreams to life."

_____ 11. What is the main theme or lesson of this story?

- a) The importance of living in a small village.
- b) The power of art and storytelling.
- c) The value of friendship and collaboration.
- d) The challenges of being an artist or writer.

_____ 12. What was Maya’s talent?

- a) Storytelling
- b) Singing
- c) Drawing
- d) Acting

_____ 13. What does the phrase "collaboration blossomed" mean in the context of the story?

- a) Their project failed quickly.
- b) Their project was initially difficult but grew successfully.
- c) They only worked on the project during the spring.
- d) The project was a quick success but did not last.

_____ 14. How did Maya and Ben help each other grow?

- a) By competing with each other
- b) By working alone on separate projects
- c) By combining their talents and supporting each other
- d) By asking the villagers for advice

_____ 15. What was the result of Maya and Ben's teamwork?

- a) They became famous in other villages
- b) They stopped being shy and confident
- c) They created a magical book loved by the village
- d) They opened an art and story school

(For Questions 16-20 read the passage below and answer the questions that follow)

Heroism Unseen

"Twelve-year-old Ben was walking home from school when he smelled smoke. He looked up to see that there was a fire in his neighbor's house. Ben knew that his neighbor, Mrs. Davis, was elderly and had difficulty moving quickly. Without thinking of his own safety, Ben rushed into the house and helped Mrs. Davis get out. Afterward, they learned that the fire had started due to faulty wiring, and if Ben hadn't acted quickly, the situation could have been much worse."

_____ 16. What dangerous incident does the passage tell?

- a) A robbery

- b) A building on fire
- c) A storm
- d) A snake on the loose

_____17. Who was the hero of the incident?

- a) Mrs. Davis
- b) Ben
- c) One of the neighborhood dogs
- d) A policeman

_____18. What quality did Ben demonstrate through his actions?

- a) fear
- b) courage
- c) anger
- d) jealousy

_____19. Why did Ben rush into the house?

- a) He wanted to see the fire up close
- b) He was looking for his pet
- c) He knew Mrs. Davis needed help
- d) He was curious about the smoke

_____20. What caused the fire in Mrs. Davis's house?

- a) A lightning strike
- b) Faulty wiring
- c) A kitchen accident
- d) A candle left burning

(For Questions 21-25 Read the following scenario and answer the question that follows)

“Imagine you are writing a persuasive letter to your school principal, arguing that students should be allowed to use tablets for research during class time.”

_____21. What is the main goal of writing a persuasive letter?

- a) To amuse the reader.
- b) To share a personal experience.

- c) To convince the reader of your viewpoint.
- d) To describe an event.

_____22. Which argument best supports the claim that tablets should be used for research in class?

- a) Tablets are fun to use.
- b) Tablets give quick access to a lot of information, which makes research more efficient.
- c) Many students already have tablets.
- d) Teachers can't always control what students do on tablets.

_____23. Which opening sentence would be most effective for your persuasive letter to the principal?

- a) "I hope you're having a nice day."
- b) "Tablets are cool and everyone likes them."
- c) "I am writing to respectfully request that students be allowed to use tablets for research during class time, as they offer valuable educational benefits."
- d) "All the other schools let students use tablets, so we should too."

_____24. What type of evidence would strengthen your argument the most?

- a) A story about how you once forgot your textbook at home.
- b) Research showing that students who use tablets for learning improve their grades and complete assignments faster.
- c) A list of your favorite tablet games.
- d) Your opinion that tablets look better than books.

_____25. Which closing statement would be most persuasive?

- a) "Thanks for reading this. Bye!"
- b) "I hope you'll think about it sometime."
- c) "If you don't allow tablets, students will be upset."
- d) "By allowing tablets for research, our school can provide students with modern tools that prepare them for future success. I respectfully ask you to consider this proposal."

(For Questions 26-30 read the paragraph below to answer the questions)

“The dark, creaky house sat alone on the hill, a silent guardian of the town. The windows, like eyes, stared blankly out across the misty valley. A twisted old oak tree, its branches like gnarled fingers, stood beside the house, casting long, spooky shadows.”

_____ 26. In the sentence about the tree, the phrase “its branches like gnarled fingers” is an example of what?

- a) Hyperbole
- b) Metaphor
- c) Personification
- d) Simile

_____ 27. What literary device is used in "The windows, like eyes, stared blankly out across the misty valley"?

- a) Alliteration only
- b) Simile and personification
- c) Metaphor only
- d) Hyperbole and irony

_____ 28. What mood or atmosphere does the author create in this paragraph?

- a) Cheerful and welcoming
- b) Mysterious and eerie
- c) Sad and depressing
- d) Exciting and adventurous

_____ 29. The phrase "silent guardian of the town" suggests that the house is:

- a) Protecting or watching over the town
- b) Making loud noises at night
- c) Abandoned and forgotten
- d) Brand new and modern

_____30. Which words in the passage help create a spooky or mysterious tone?

- a) "hill," "valley," "tree," "house"
- b) "dark," "creaky," "twisted," "gnarled," "spooky"
- c) "sat," "stood," "casting," "stared"
- d) "town," "windows," "branches," "shadows"

(For Questions 31-40, Read the following short story)

The school's annual science fair was just around the corner, and sixth-grader Maria was determined to make this year her best yet. Maria loved science, especially plants, and she decided to conduct an experiment on the effects of different types of light on plant growth.

Maria set up three identical pots with the same type of soil and planted sunflower seeds in each. She labeled the pots A, B, and C. Pot A was placed under a regular incandescent lamp, Pot B was placed near a sunny window, and Pot C was kept in a dark closet. Maria watered the plants regularly and carefully measured their growth each day.

After two weeks, Maria observed some interesting results. The sunflower seeds in Pot B, near the sunny window, had sprouted and grown the tallest, with healthy green leaves. The seeds in Pot A, under the incandescent lamp, had also sprouted, but the plants were shorter and their leaves were a paler shade of green. Pot C, in the dark closet, was the most disappointing – the seeds had barely sprouted, and the tiny sprouts were pale and weak.

Maria carefully recorded her observations in a notebook, noting the height of each plant, the color of the leaves, and any other changes she observed. She was excited to share her findings at the science fair and hoped her experiment would teach others about the importance of sunlight for plant growth.

Multiple Choice Questions (31-35):

31. What did Maria decide to do for the school's annual science fair?

- a) Write a research paper on the solar system.
- b) Conduct an experiment on plant growth.
- c) Build a model of a volcano.
- d) Study the migration patterns of birds.

32. What did Maria want to study in the story?

- a) soil types
- b) sunflower seed varieties
- c) light types in the growth of plants
- d) different plant food for growth

33. What did Maria plant in the pots?

- a) Bean seeds
- b) Rose seeds
- c) Sunflower seeds
- d) Daisy seeds

34. Which pot contained the sunflower seeds that grew the tallest?

- a) Pot A (under the incandescent lamp)
- b) Pot B (near the sunny window)
- c) Pot C (in the dark closet)
- d) Pot B and Pot C were the same

35. What did Maria used to record her results from the experiment?

- a) a journal
- b) her laptop
- c) a tape recorder
- d) a tablet

Matching Type Questions (36-40):

Instructions: Match the term in Column A with the description in Column B. Write the letter of your answer on the line provided.

Column A

- 36. Incandescent lamp _____
- 37. Sunny window _____
- 38. Dark closet _____
- 39. Growth _____
- 40. Observations _____

Column B

- a) Maria recorded the leaves' height, color, and changes of leaves
- b) The light type where the plants were shorter with paler leaves
- c) the place with weak, pale sprouts because it has barely sunlight
- d) the size and height of the plant.
- e) The light source the plant had thrived

Items No. 40 – 50 ESSAY

Read the story below and create a 3-paragraph essay with a minimum of 100 words base on the following question below the story.

The Mysterious Message

"Twelve-year-old Leo loved exploring. One day, while walking through an old part of town, he stumbled upon a dusty, antique shop. Inside, a peculiar old clock caught his eye. As Leo reached out to touch it, a small, rolled-up piece of parchment fell from behind the clock. Intrigued, Leo unrolled the parchment and discovered a cryptic message written in an old-fashioned script. The message read: 'To unlock the secret, seek the symbol where the sun greets the dawn, the water whispers tales, and the heart remembers its beginnings.'

Leo knew this was no ordinary message. It was a riddle, a challenge, an invitation to an adventure. He showed the message to his friend Maya, a keen history buff, and together they decided to solve the puzzle. They guessed that "the symbol where the sun greets the dawn" could mean something on the eastern side of town. "The water whispers tales" suggested a place near a river or a well. "The heart remembers its beginnings" was the most mysterious clue.

They spent days researching local history, pouring over old maps, and exploring different parts of their town. They visited the old town hall, the local library, and even the historical society, but the riddle remained unsolved. One afternoon, while sitting by the river, dejected and about to give up, Maya noticed an old, ornate well on the opposite bank. Carved into the well's stone was a symbol - a sunflower, facing east. Could this be it?"

Question for Essay creation:

"Imagine your school is conducting its annual oratorical contest or an impromptu speaking contest that every grade is represented by each student. You are assigned to talk about a trending problem such as the use of artificial intelligence to create the speech and the impact of doing that way to the youth"

WRITE YOUR ESSAY HERE or ON THE OTHER PAGE: