



# ENRICHING GRADE 10 LEARNERS' PERFORMANCE IN ENGLISH THROUGH ACTIVITY SHEET USAGE (ASHUAGE)

Tirones, Regina D.  
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**Enriching Grade 10 Learners' Performance  
in English Through Activity Sheet Usage  
(ASHUAGE)**



**An ACTION RESEARCH**  
Presented to  
Regional Research Committee (RRC)  
and Department of Education



**REGINA DINO TIRONES**  
Master Teacher I  
Schools Division Office of Mandaluyong City

Grantee of  
Basic Education Research Fund 2020

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April 2021



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**ABSTRACT**

**Enriching Grade 10 Learners' Performance  
in English Through Activity Sheet Usage  
(ASHUAGE)**

Regina D. Tirones  
Master Teacher I  
April 2021

Activity sheets have been used in teaching practices for a long time. As a complement to textbook, and other learning materials, said learning aids help learners construct knowledge through the additional information and activities. Taking into consideration the circumstances under the new normal, the teacher-researcher conducted this study in order to investigate the effect of using activity sheets as supplementary materials on the learners' performance in English 10. While keeping in mind the Most Essential Learning Competencies (MELCs) for English 10, the researcher designed activity sheets which were used by the respondents during synchronous and asynchronous learning sessions for School Year 2020-2021. The Quasi-Experimental Method was used, since the said method provides flexibility to the learners' groupings, given that their class sections were pre-assigned during the enrolment. Results disclosed that there is a significant difference between the learners' performance in the first quarter pre and posttests. The findings showed that learners recorded better performance after the intervention had been applied. Based on the findings, the activity sheets helped the learners focus on their purpose for learning as said materials may function as advance organizers, helping learners in classifying their ideas (Kisiel, 2003). Carefully designed and well-thought-out activity sheets may promote critical, reflective, and creative thinking among learners. Hence,



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the use of activity sheets, especially in the time of COVID-19, has aided the teacher and the respondents experience a safe and meaningful teaching- learning process.

*Key Words: teaching and learning, activity sheets usage, Quasi-Experimental Method,*

*City of Mandaluyong Science High School*





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Lastly, but most importantly, I offer my exaltations to my Lord and Savior, Jesus Christ, the author and perfecter of my faith.

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## **I. Context and Rationale**

School Year 2019- 2020 barely ended when everything in the Philippines came to a halt. Aggressive measures to prevent the spread of COVID 19, such as closing of establishments, restraining mass transportation, and observing quarantine period were implemented. Since the school year was almost over, different stakeholders worked together to ensure that learners' interests and safety were prioritized.

To protect the learners and teachers, the Department of Education moved the opening of classes for School Year 2020-2021 to August 24 (DepEd Order No. 007, s. 2020). This was, however, further moved to October 5 (DepEd Order No. 30, s. 2020). DepEd Secretary Leonor Briones assured learners, parents, teachers, and the public that the department would have the stakeholders' health, safety and well-being as the department's primary consideration even as she reiterated that education must continue.

While efforts were being focused on the search for vaccines against COVID 19, DepEd concentrated on finding ways for education to continue (DepEd Order No.12, s. 2020). The department opted to utilize different learning delivery modalities intended for distance learning, one of which was modular distance learning, where learners used modules in print or digital format, whichever was applicable for the learner.

The City of Mandaluyong Science High School conducted synchronous and asynchronous classes. In the case of English 10, the teacher-researcher held online





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classes with the learners twice a week during synchronous sessions. On the other hand, learners answered assigned activities during asynchronous sessions, also twice a week.

Realizing that during asynchronous sessions, the learners would have to work on the assigned activities without the supervision of the teacher, the teacher-researcher felt the need to design activity sheets that would aid the students in better understanding the concepts and acquiring the skills indicated in the Most Essential Learning Competencies (MELCs) for English 10.

Activity sheets have been used as supplement to textbooks and other learning materials for a long time. They help learners construct knowledge through additional information and activities. Sasmaz-Oren & Ormanci (2012) stated that many studies suggest that well-designed worksheets have had positive impacts on students' learning achievement. Used in a variety of situations, activity sheets aid teachers improve learners' attainment of knowledge and skills. The activity sheets may help learners monitor their own learning process (Lee, 2014), and may also reveal knowledge and/or skill gaps that teachers need to address (Wyels, n.d.).

Taking into consideration the circumstances under the new normal, the teacher-researcher would like to investigate the effect of activity sheet usage to the performance of the City of Mandaluyong Science High School Grade 10 learners in English 10, specifically in the first quarter.



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## **II. Innovation, Intervention, and Strategy**

As supplement to textbooks and other learning materials, activity sheets have helped students formulate insights and have aided teachers to check learner understanding. Worksheets can function as advanced organizers, helping learners classify their ideas (Kisiel, 2003). According to Krombab and Harms (2008), worksheets are effective in helping learners aged 11-15 to acquire knowledge because they keep students' attention on certain objects and form a basis for follow-up coursework.

Despite the conditions that teachers and learners experience in the new normal, "education must continue". While keeping in mind the Most Essential Learning Competencies (MELCs) for the first quarter, the teacher-researcher designed activity sheets which were used by the respondents during synchronous and asynchronous learning sessions.

The intervention was implemented in the First Quarter of the School year, starting from October 5 to December 4, 2020. Formative assessments were given during synchronous sessions in order to check student understanding.

Activities such as, but are not limited to, completing and creating graphic organizers, drills, textual aids, sentences and symbolisms were included in the activity sheets. These helped learners focus and classify their ideas. In return, these also provide the teacher data regarding student accomplishment and development.

To measure the success of the intervention done, the researcher prepared a 50-item test which was given before and after the First Quarter of School Year 2020-2021.



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### III. Action Research Questions

For the purpose of this research, the researcher hoped to find answers to the following specific questions:

1. What is the performance of Grade 10 learners in English during the first quarter pre and post assessment?
2. Is there a significant difference between the level of performance of the learners in the pretest and the posttest?

### IV. Action Research Methods

#### A. Research Design

The Quasi- Experimental Method was used for this research since it tests causal relationships. The said method provides flexibility as to the learners' groupings, since it was impossible to randomly assign respondents to treatment and control groups, given that their class sections were pre-assigned during the enrolment. According to Thomas (2021), a quasi-experimental design aims to establish a cause-effect relationship between an independent and dependent variable. This design does not rely on random assignment. Instead, subjects are assigned to groups based on non-random criteria.



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## **B. Participants and/or other Sources of Data and Information**

The participants belong to the premier school in Mandaluyong. The institution caters to the gifted learners of the city, because of this, learners continue to observe the culture of excellence even at the time of pandemic.

Since the teacher-researcher was handling all the five sections of Grade 10, it was decided that all 167 Grade 10 learners of the City of Mandaluyong Science High School would participate in the study. Data were gathered and treated per section.

After explaining the rationale and the objective of the research to the stakeholders (school administration, parents, and students), and before implementing the intervention, the researcher secured the informed consent of the respondents and their parents/guardians.

## **C. Data Gathering Methods**

After identifying the English 10 competencies for the first quarter, the researcher developed activity sheets based on the MELCs. The table of specification with the corresponding diagnostic test was also prepared. These were passed to the Head Teacher for checking and approval.

The pretest was then administered to the Grade 10 learners. After checking the answer sheets, frequency of errors was noted and the Mean, Mean Percentage Score (MPS), and Standard Deviation (SD) were computed.



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When these were done, the intervention, Activity Sheet Usage (ASHUAGE), was applied during synchronous and asynchronous class sessions.

During the study, the teacher-researcher and the participants were able to monitor learners' performance through feedback given through Google Classroom. The teacher-researcher posted activity sheets in the Google Classroom which the learners answered and turned in using the same medium. Learning was reinforced during synchronous sessions through formative assessments.

It was hoped that said activity sheets would help the learners comprehend the concepts and hone the competencies that they needed to grasp, and thus improve their performance in the first quarter posttest.

At the end of the first quarter, the post test was administered to the respondents. After checking the answer sheets, the Mean, MPS and SD were once again recorded. It was then compared to the pretest results.

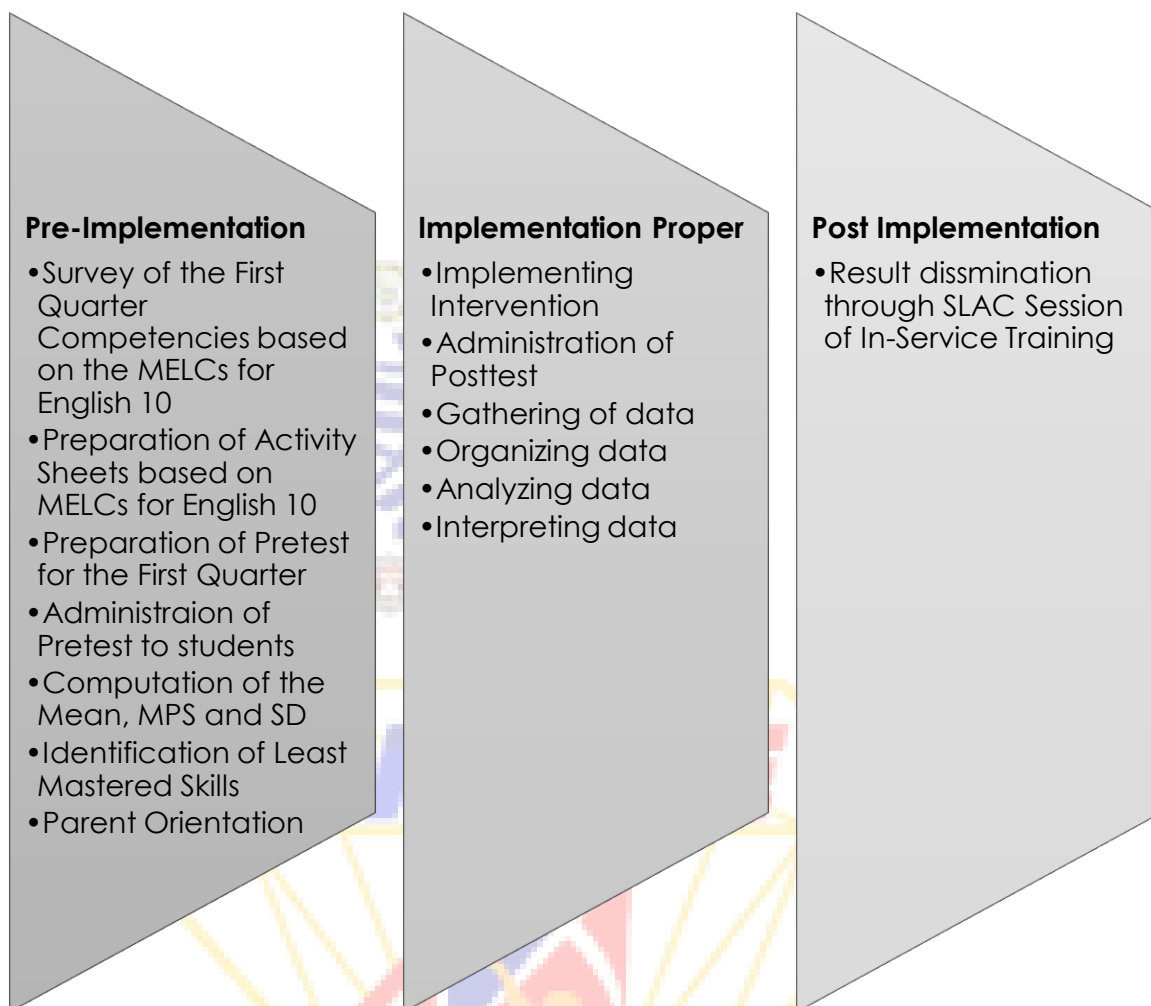
The diagram below illustrates the process followed by the teacher-researcher during the course of the study.

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#### **D. Data Analysis**

The researcher used Mean, Mean Percentage Score (MPS) and Standard Deviation (SD).

The performance of the learners in the pre and post tests were treated using the mean, MPS, and standard deviation. To measure the difference of the learners' performance, the researcher utilized paired sample *t*-test. The obtained *t* was compared with the critical *t* value. If the critical *t* value was lesser than the obtained



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$t$  (regardless of the number sign), then the null hypothesis, which was tested at **0.05 level of significance**, would be rejected.

A  $t$  test allows a researcher to compare the means of two groups and determine how likely the difference between the two means occurred by chance when there was no difference in population from which the sample was drawn (Siegle, 2002).

## **V. Discussion of Results and Reflection**

### **A. Research Results/ Findings**

Significant results and findings of the study were discussed according to the specific questions posed earlier.

Learners' scores in both pretest and posttest were grouped based on the criterion reference.

#### **1. Performance of Grade 10 Learners in English during the First Quarter Pre and Post Assessment.**

The table below shows the distribution of learners' scores in the First Quarter Pretest based on the criterion reference. It also shows the mean scores, MPS, and standard deviation.



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**Table 1**  
**Performance of Grade 10 Learners in English During the First Quarter Pretest**

	Section	Powell	Planck	Fowler	Libby	Yukawa	Total
Criterion	Verbal						
Reference	Interpretation						
41-50	Excellent	0	0	0	0	0	0
31-40	Above Average	9	3	9	5	8	34
21-30	Average	20	29	20	23	21	113
11-20	Below Average	5	2	3	5	5	20
1-10	Poor	0	0	0	0	0	0
	Total	34	34	32	33	34	167
	Mean Scores	26.38	25.97	26.31	26.12	26.24	26.20
	MPS	52.76	51.94	52.62	52.24	52.48	52.40
	Standard Deviation	5.63	3.70	5.11	4.97	4.54	4.79

It reveals that out of 167 Grade 10 learners, **113** (67.66%) exhibited **average performance** in English 10 when the **pretest** was conducted. It can be observed that while there were few who reached the above average level (20.36%), there were also those who recorded below average performance (11.98%).

The table also shows Grade 10 learners' Mean Scores in the First Quarter Pretest. It can be noted that Powell's and Fowler's cohort performances are not far from each other, with 26.38 and 26.31 mean scores, respectively. Planck, on the other hand, got





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the lowest mean score (25.97). Data likewise show the Mean Percentage Scores of Grade 10 learners in the First Quarter Pretest.

The table presents the percentage of items correctly answered. It indicates the ratio between the number of correctly answered items and the total number of test questions (in this case, 50). It can be noted that Powell recorded the highest percentage of items correctly answered, while section Planck got the lowest mean percentage score (MPS). The grade 10 learners recorded an MPS of 52.40.

It can be noted that the standard deviation (SD) varies. There are sections that had low standard deviation (SD), while there are also those that recorded high SD. It can be said that the data, that is, the learners' scores are spread out over a wide range of values. This means that learners' scores are not clustered.

The table below shows the distribution of learners' scores in the First Quarter Post test based on the criterion reference. It also shows the mean scores, MPS, and standard deviation.

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**Table 2**  
**Performance of Grade 10 Learners in English During the First Quarter Post test**

	Section	Powell	Planck	Fowler	Libby	Yukawa	Total
<b>Criterion</b>	<b>Verbal</b>						
<b>Reference</b>	<b>Interpretation</b>						
41-50	Excellent	1	2	1	0	0	4
<b>31-40</b>	<b>Above Average</b>	<b>21</b>	<b>26</b>	<b>25</b>	<b>22</b>	<b>23</b>	<b>117</b>
21-30	Average	12	6	6	11	11	46
11-20	Below Average	0	0	0	0	0	0
1-10	Poor	0	0	0	0	0	0
	<b>Total</b>	<b>34</b>	<b>34</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>167</b>
	<b>Mean Scores</b>	<b>32.85</b>	<b>34.24</b>	<b>34.22</b>	<b>32.97</b>	<b>33.00</b>	<b>33.46</b>
	<b>MPS</b>	<b>65.70</b>	<b>68.48</b>	<b>68.44</b>	<b>65.94</b>	<b>66.00</b>	<b>66.92</b>
	<b>Standard Deviation</b>	<b>4.76</b>	<b>4.13</b>	<b>4.28</b>	<b>4.51</b>	<b>4.50</b>	<b>4.44</b>

Using the same criterion reference used in the pretest, the researcher obtained the data presented in table above for the post test. The data shows the distribution of learners' scores in the First Quarter Post test. It can be noted that the learners performed better in the post test. Out of 167 learners, 117 or 70.06% of the respondents registered **above average performance**. Compared to the learners' performance during the pretest, where 113 respondent or 67.66% recorded average performance, the number of learners who registered the same scores went down to 46 or 27.54% during the post test. Moreover, while there were those who recorded average



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performance, no one recorded below average accomplishment, in fact, there were those who even recorded excellent performance. This may be due to the intervention implemented.

It is interesting to note that section Planck recorded the lowest mean score during the pretest; however, it recorded the highest mean score in the post test. The same table shows the learners' Mean Scores in the First Quarter Post test.

Based on the data presented, section Planck recorded the highest mean score among the five sections. It may be noted from the results shown in Figure 2 that the said section recorded the lowest mean score in the pretest. It may be further observed that the performance of the other four sections also improved, in fact, the mean scores recorded are close to each other.

The Grade 10 learners recorded an average mean score of 33.46. This validates the data presented indicating that the learners recorded **above average** performance in the post test. The increase in the mean score and the number of respondents who recorded above average performance shows that the learners' performance improved after the intervention was given. The table likewise shows the Mean Percentage Scores (MPS) of Grade 10 Learners in the First Quarter Post test.

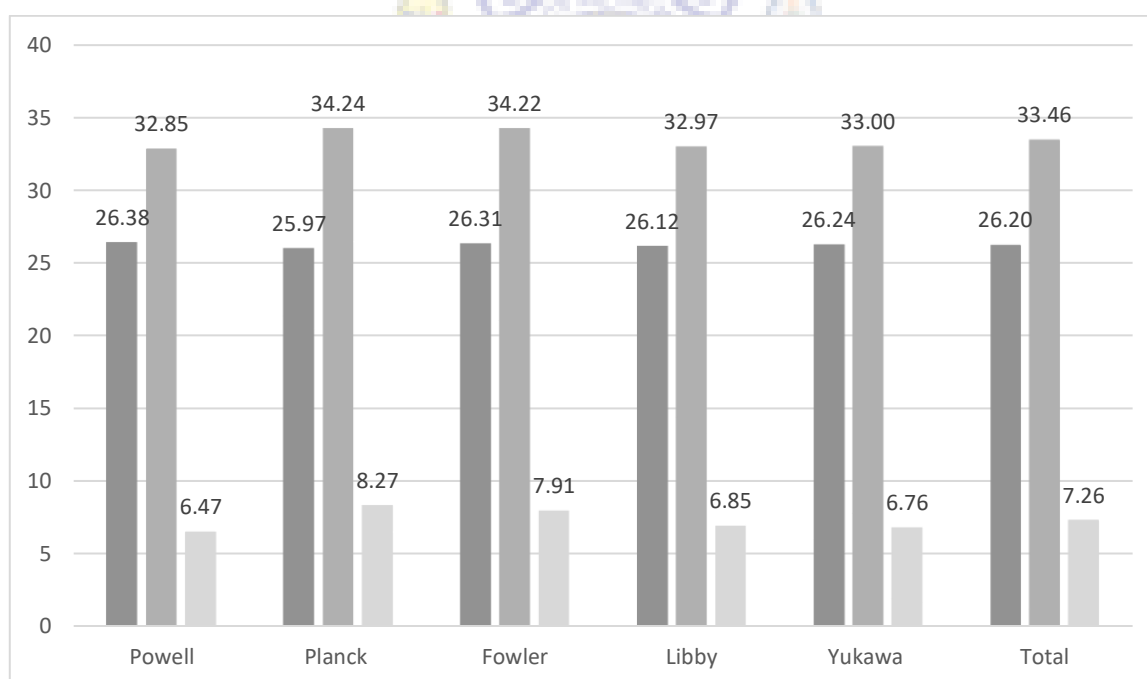
It can be noted that after the intervention was given, the learners recorded 66.92 Mean Percentage Score (MPS). This means that the learners recorded 66.92% correct responses out of the 50 items given in the post test. Based on the recorded Standard Deviation (SD), it can be inferred that the scores are clustered around the mean. This means that most students got a score not far from the computed mean.



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Figure 1 shows the comparison of the learners' mean scores in the First Quarter Pretest and Post test.

It can be perceived that the learners' mean scores in all sections improved in the post test. It can be noted that Planck recorded the highest increment in the mean scores.



**Figure 1: Comparison of Learners' Mean Scores in the First Quarter Pretest and Posttest**

Figure 2 shows the comparison of the learners' MPS scores in the First Quarter Pretest and Post test.

The data below shows that the learners recorded 14.52% increment from their performance in the pretest. The learners got 66.92% correct responses in the post test as compared to 52.40% MPS in the pretest.

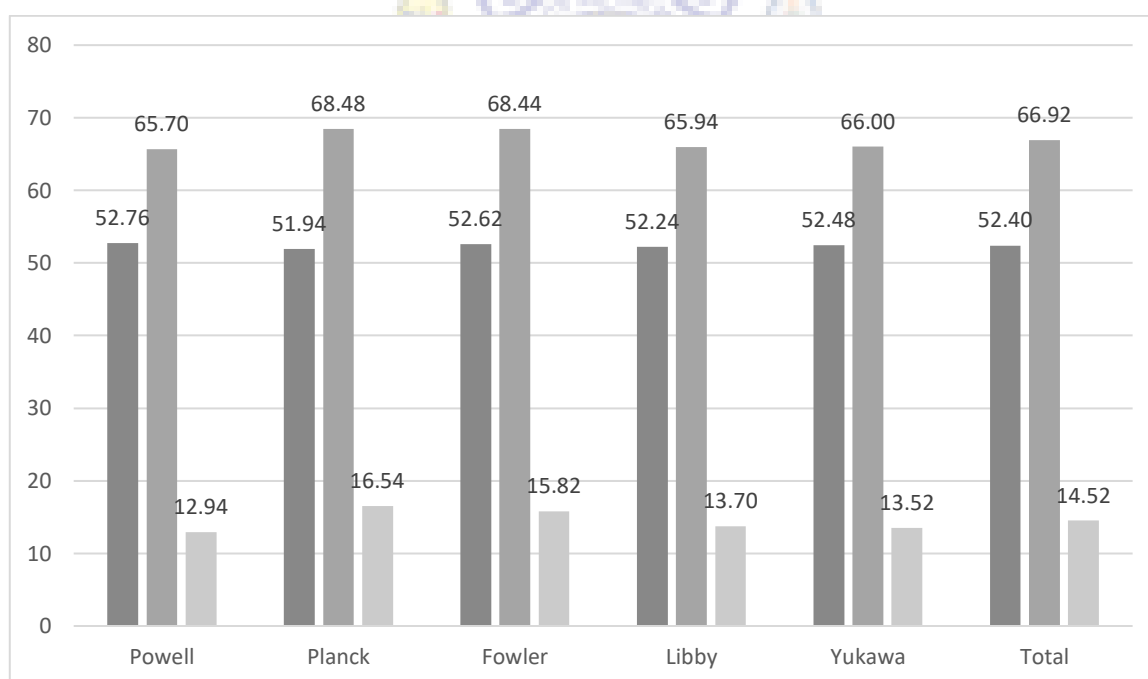
As compared to the MPS scores in the Pretest, it may be perceived that the MPS scores in the Post test increased. This could be due to the intervention applied.



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Learners were able to construct knowledge through the additional information and activities presented in the activity sheets (Kisiel, 2003).

This could mean that the intervention applied helped the learners improve their performance for the first quarter in English 10.



**Figure 2: Comparison of the Learners' MPS in the First Quarter Pretest and Posttest**

## **2. Difference between the Level of Performance of the Learners in the Pretest and the Post test**

Table 3 shows the comparison between the critical  $t$  value and the obtained  $t$  value for each section.



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**Table 3**  
**Comparison between the Critical  $t$  value and the Obtained  $t$  value of each Section/Class**

Section	Powell	Planck	Fowler	Libby	Yukawa
<b>Critical <math>t</math></b>	2.034515	2.034515	2.039513	2.036933	2.034515
<b>Obtained <math>t</math></b>	-6.14395	-10.3127	-7.76387	-7.65937	-6.93973
<b>&lt; or &gt;</b>	<	<	<	<	<
<b>Decision</b>	<b>Significant</b>	<b>Significant</b>	<b>Significant</b>	<b>Significant</b>	<b>Significant</b>

As shown in the table, the critical  $t$  values for the different sections vary. However, regardless the difference, the critical  $t$  values were all lesser than the obtained  $t$  values (disregarding the number sign) for all the sections. Hence, regarding the hypothesis, that was tested at 0.05 level of significance, the teacher-researcher rejects the null and accepts the alternative. There is a significant difference between the learners' level of performance in the pre and post test.

By comparing the difference attained from the critical  $t$  values and the obtained  $t$  values of all the five sections, it can be perceived that the results were substantial. Hence, the teacher-researcher can say that there is a **significant** difference between the level of performance of the learners in the pretest and posttest. The use of activity sheets is a helpful intervention in improving the learners' performance in English 10.

The data show that Activity Sheet Usage (ASHUAGE) help the learners construct knowledge through the additional information and activities. The findings reiterated



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what Kisiel (2003) and Krombab and Hams (2008) stated, learners focus and classify certain ideas because activity sheets keep students' attention on certain objects and form a basis for follow-up coursework.

### **B. Reflection**

Taking into consideration the findings gathered in this study, the researcher realized the following:

1. Teachers should carefully plan and design activities that may be included in the activity sheets. The activities included should provide opportunities for learners to hone their critical, creative, and reflective thinking skills. Activities may be designed as to help learners focus on their purpose for learning and aid them to find ways as to how they may go around the obstacles they might have encountered while studying. Through this, the learners would be able to identify their strength and weaknesses and thus try to solve the difficulty they encountered.
2. As resource providers, School Heads and Master Teachers should help teachers in planning and designing activities that will be included in the activity sheets. Feedback giving may help teachers in improving the contents and activities presented in the activity sheets that they prepare.
3. Despite the positive effects of the use of activity sheets to aid instruction at this time of pandemic, nothing can beat the face-to-face interaction of teacher and learners in the classroom. Learners' performance might have been better if face-to-face meetings had been possible. Based on the researcher's previous



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experiences (during face-to-face classes), respondents record higher scores during the posttest after an intervention is given.

4. It is recommended that teachers religiously monitor student submissions and consistently check learner understanding. For further investigations on the effectivity of the intervention, teacher-researchers may compare the performance of learners who are given activity sheets as supplementary materials to those who simply receive instructions about topics to be covered in a quarter.

#### **VI. Action Plan**

After the intervention was conducted and the results were obtained, the researcher performed the following activities.

<b>Objectives</b>	<b>Activities/Strategies</b>	<b>Persons Involved</b>	<b>Time Frame</b>
1.Disseminate results and findings of research	1.Preparing/ writing the Action Research	Teacher-Researcher	January-April 2021
	2.Reporting of results and findings to the Head Teacher	Head Teacher, Teacher-Researcher	February 2021
	3.Submitting the paper to the Division Office	School Head, Head Teacher, Teacher-Researcher	April 2021
	4. Imparting the results to colleagues through SLAC or In-Service Training	School Head, Head Teacher, Teacher-Researcher, Faculty	June 2021
2.Train colleagues in preparing effective activity sheets	1.Coaching and mentoring mentees about preparing learner-centered activities	Head Teacher, Teacher-Researcher, mentees	All Year Round





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3. Monitor activity sheets preparation	Checking mentees' activity sheets	Teacher-Researcher, Mentees	All Year Round
5. Design effective activity sheets for the next quarter	Preparing activity sheets for the next quarter	Teacher Researcher	All Year Round

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**VIII. Financial Report**

EXPENSES	COST ESTIMATE	ACTUAL COST	MEANS OF VERIFICATION
1. 1 Ream Long Bond Paper	PHP 390.00	PHP 315.00	Official Receipt (National Bookstore SM City Manila, Concepcion St. Cor. Arroceros & San Marcelino Sts. Ermita, Manila- November 19, 2020)
2. 1 Ream A4 Bond Paper	PHP 340.00	PHP 245.00	Official Receipt (National Bookstore Robinson Place, Ermita, Manila- August 25, 2020)
3. 1 Ream A4 Bond Paper	PHP 340.00	PHP 2560.00	Official Receipt (National Bookstore SM City Manila, Concepcion St. Cor. Arroceros & San Marcelino Sts. Ermita, Manila - November 19, 2020)
4. 1 Ream Short Bond Paper	PHP 338.00	PHP 215	Official Receipt (National Bookstore Robinson Place, Ermita, Manila- August 25, 2020)
6. 5 pcs long folders	PHP 67.50	PHP 180.00	Official Receipt (National Bookstore SM City Manila, Concepcion St. Cor. Arroceros &



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			San Marcelino Sts. Ermita, Manila - November 19, 2020)
7. gel pens	PHP 120.00	PHP 323. 50	Official Receipt (National Bookstore Robinson Place, Ermita, Manila- August 25, 2020)
8. 1 pack pencils	PHP 94.75	NA	NA
9. 4 pcs gel pens	PHP 96.00	PHP 40.00	Official Receipt (National Bookstore SM City Manila, Concepcion St. Cor. Arroceros & San Marcelino Sts. Ermita, Manila - November 19, 2020)
10. 1 Cartridge of ink for Printer (Yellow)	PHP 300.00	PHP 300.00	Official Receipt (Octagon Computer Superstore SM City Manila, Concepcion St. Cor. Arroceros & San Marcelino Sts. Ermita, Manila – November 19, 2020)
11. 2 Catridges of ink for Printer (Black)	PHP 600.00	PHP 514.00	Official Receipt (Rm 101 No. 19 Banana Road, Potrero, District II, Malabon City- January 18, 2021)
12. Internet load (7 months)	PHP 7, 000.00	PHP 7, 000.00	Statement of Account PLDT
13. Other incurred expenses	PHP 500.00	PHP 600.00	Official Receipt (Petron Corporation Gift of



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a. Travel expenses (meetings and consultation) b. Tarp Printing and other office/ school supplies	PHP 300.00	PHP 319.50 PHP 73.00	JC Gasoline Station: Petron Service Station 430 Barangka Drive cor. Ma. Clara St. Brgy. Barangka Drive, Mandaluyong City- December 15, 2020)  Official Receipt (National Bookstore Robinson Place, Ermita, Manila- August 25, 2020)  Official Receipt (National Bookstore SM City Manila, Concepcion St. Cor. Arroceros & San Marcelino Sts. Ermita, Manila - November 19, 2020)
<b>TOTAL</b>	<b>PHP 10,350.25</b>	<b>PHP 10,656.00</b>	

**SULONG**  
**EduKALIDAD**



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**IX. Annexes**

EVALUATION TOOL

**CITY OF MANDALUYONG SCIENCE HIGH SCHOOL**

E. Pantaleon St. Hulo, Mandaluyong City

English 10  
First Quarter

**General Directions:** Read each item carefully and follow directions as indicated.  
Copy the letters that correspond to your answers on your answer sheet.

**I. Knowledge**

**For items 1-5**

Write **A** if the underlined pronoun is reflexive and **B** if it is intensive.

1. The medical front liners themselves advocate frequent hand washing.
2. CNN has reached out to Kazakhstan's Ministry of Healthcare itself to verify the report about a new "unknown pneumonia" that is potentially deadlier than the novel coronavirus.
3. Through following stringent health measures, we protect ourselves from the deadly virus.
4. The mayor herself needs to observe proper health protocol while distributing donations to locally stranded individuals.

5. The members of the community have divided the relief goods among themselves.

**For items 6- 8**

Copy the letter of the correct pronoun that will complete the sentence.

6. Dr. Eddie Llamedo, Planning Division of DENR 7 chief \_\_\_\_\_, said that they found out that the Mahogany trees were cut without a permit.  
A. themselves  
B. him self  
C. himself  
D. his self



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7. Llamedo said that the city councilors should discuss among \_\_\_\_\_ mitigating measures that would lessen the project's environmental impact.
- A. herself  
B. her self  
C. ourselves  
D. themselves
8. The city needs to guard \_\_\_\_\_ against negative environmental impact brought about by the illegal cutting of trees.
- A. it's self  
B. itself  
C. it self  
D. its self

**For items 9- 12**

Identify the idea implied by the underlined discourse markers. Copy the letter of your answer from the pool of words below.

- A. Giving details; making things clear  
B. Return to previous subject  
C. Softening and correcting  
D. Contradicting  
E. Generalizing  
F. Adding

9. On a similar note, the societal shutdown that, in an almost unprecedented way, so quickly dismantled the structure and stability of human affairs has also provided us with a much needed, though unnerving reminder of how fragile our culture is.
10. However, I would like to examine some less obvious, more fundamental lessons about human nature that have been made painfully clear in light of our current situation.
11. I think everyone can agree that, in order to optimize readiness for the inescapable reality of future pandemics, the efficiency of our actions should be thoroughly studied and scrutinized.
12. To begin with, the incredible comforts and conveniences of modern living have regrettably deceived us into dismissing a grim yet unavoidable truth about ourselves. That is, we are fragile beings.

Reference:

Leonhard, E. (2020, April 22). Opinion: The pandemic makes us reflect on human life, how our society functions. *Reveille*. Retrieved from <https://bit.ly/31OrxuO>



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**For items 13- 17**

From the given pool of choices, copy the letter of the correct discourse marker that will complete each sentence.

- A. In conclusion
- B. For example
- C. Also
- D. One reason
- E. Finally
- F. In addition

**Thesis Statement:**

Homework is an important part of the learning process in high school.

- 13. \_\_\_\_\_ is that homework provides time to complete longer assignments.
- 14. \_\_\_\_\_ the ideal composition process gives time for students to think and to reflect on their ideas, as well as time to revise and to proofread their writing.
- 15. \_\_\_\_\_, since all students do not work at the same speed, giving students time at home to finish work keeps them from falling behind.
- 16. \_\_\_\_\_ the most important reason for homework is that it ensures review.

- 17. \_\_\_\_\_, not only is homework essential to mastering new skills and maintaining previously learned skills, but it also guarantees constant review and provides time for longer assignments, as well as additional time for students who need it.

**For items 18- 22**

Write **F** if the statement expresses fact and **O** if opinion.

- 18. Republic Act No. 9501 or the Magna Carta for micro, small and medium enterprises (MSMEs) guides the government in helping small businesses.
- 19. The implementation of the law leaves much to be desired.
- 20. Malacañang released a copy of the Philippine Innovation Act that President Duterte signed on April 17.
- 21. The law created the National Innovation Council "to develop strategies to promote the creation of new ideas that will be developed into new and quality products, processes and services aimed at improving the welfare of low income and marginalized groups, as well as create livelihood for these sectors."



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22. These efforts are laudable, but the main issue that needs to be addressed is the access of MSMEs to formal financing from banks.

**II. Understanding**

Read the selections carefully and answer the questions that follow by copying the letter of the best answer.

**For items 23- 31**

**MIDAS (An Excerpt)**

Midas, whose name has become a synonym for a rich man, had very little profit from his riches. The experience of possessing them lasted for less than a day and it threatened him with speedy death.

He was an example of folly being as fatal as sin, for he meant no harm; he merely did not use any intelligence. His story suggests that he had none to use.

He was King of Phrygia, the land of roses, and he had great rose gardens near his palace. Into them once strayed old Silenus, who, intoxicated as always, had wandered off from Bacchus' train where he belonged and lost his way. The fat old drunkard was found

asleep in a bower of roses by some of the servants of the palace. They bound him with rosy garlands, set a flowering wreath on his head, woke him up, and bore him in this ridiculous guise to Midas as a great joke. Midas welcomed him and entertained him for ten days. Then he led him to Bacchus, who, delighted to get him back, told Midas whatever wish he made would come true. Without giving a thought to the inevitable result Midas wished that whatever he touched would turn into gold. Of course Bacchus in granting the favor foresaw what would happen at the next meal, but Midas saw nothing until the food he lifted to his lips became a lump of metal. Dismayed and very hungry and thirsty, he was forced to hurry off to the god and implore him to take his favor back. Bacchus told him to go wash in the source of the river Pactolus and he would lose the fatal gift. He did so, and that was said to be the reason why gold was found in the sands of the river.

*The Classic Best Seller Mythology  
Timeless Tales of Gods and Heroes  
Edith Hamilton*

23. As used in the text, which word means the same as the underlined word in the phrase, "had very little profit from his riches"?
- A. pay
  - B. benefit
  - C. expense
  - D. earnings





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24. What word in the second paragraph is synonymous with the word "strayed"?
- A. intoxicated
  - B. wandered
  - C. belonged
  - D. found

25. Based in context, the underlined word in the phrase, "folly as fatal as sin," is **antonymous** with the word "healthful".

Which type of definition is used to define the underlined word?

- A. antonym
  - B. synonym
  - C. formal
  - D. D. informal
26. As used in context, the underlined word in the phrase, "ridiculous guise" is defined as:

Guise means a distinctive or peculiar and often habitual manner or way.

Which type of definition was used to define the underlined word?

- A. informal
- B. formal
- C. synonym
- D. antonym

27. To which sense does the phrase, "bound him with rosy garlands, set a flowering wreath on his head," appeal?

- A. gustatory
- B. auditory
- C. visual
- D. tactile

28. Based on the pieces of evidence presented in the excerpt, which word best describes Midas?

- A. simpleton
- B. gullible
- C. critical
- D. greedy

29. Which word best describes Bacchus?

- A. drunk
- B. careful
- C. careless
- D. discerning

30. How is the type of conflict classified?

- A. Man vs. Fate/ Supernatural
- B. Man vs. Nature
- C. Man vs. Self
- D. Man vs. Man

31. Which point of view did the author use?

- A. omniscient
- B. first person
- C. third person
- D. second person



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**For items 32- 40**

**Leto (Latona)**

She was the daughter of the Titans Phoebe and Coeus. Zeus loved her, but when she was about to bear a child he abandoned her, afraid of Hera. All countries and islands, afraid for the same reason, refused to receive her and give her a place where her child could be born. On and on she wandered in desperation until she reached a bit of land which was floating on the sea. It had no foundation, but was tossed hither and thither by waves and winds. It was called Delos and besides being of all islands the most insecure it was rocky and barren. But when Leto set foot on it and asked for refuge, the little isle welcomed her gladly, and at that moment, four lofty pillars rose from the bottom of the sea and held it firmly anchored forever. There Leto's children were born, Artemis and Phoebus Apollo; and in after years Apollo's glorious temple stood there, visited by men from all over the world. The barren rock was called "the heaven-built isle," and from being the most despised it became the most renowned of islands.

*The Classic Best Seller Mythology  
Timeless Tales of Gods and Heroes  
Edith Hamilton*

32. Which word best describes the tone of the narrative?
- A. humorous
  - B. thoughtful
  - C. sympathetic
  - D. disheartening
33. How is the mood best described?
- A. inspired
  - B. empathetic
  - C. passionate
  - D. discontented
34. How is the type of conflict classified?
- A. Man vs. Fate/ Supernatural
  - B. Man vs. Society
  - C. Man vs. Nature
  - D. Man vs. Man
35. To which sense does the phrase, "was tossed hither and thither by waves and winds," appeal?
- A. visual
  - B. tactile
  - C. olfactory
  - D. gustatory
36. Based on the events presented, what can be inferred about the character of Leto?
- She is
- A. naïve
  - B. patient
  - C. forgiving
  - D. determined



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37. What lesson can be deduced from the text?
- A. A good deed is rewarded by another.
  - B. Fidelity assures the sanctity of marriage.
  - C. Trials and hardships build one's character.
  - D. One's allies are critical source of support.
38. What is the subject of the narrative?
- A. loyalty
  - B. heroism
  - C. benevolence
  - D. steadfastness
39. How was the persuasive technique—basic human appeal—shown in the text?
- A. Leto wandered in desperation while looking for refuge.
  - B. Leto was gladly welcomed by the rocky and barren island of Delos.
  - C. Zeus loved Leto but abandoned her because he feared Hera.
  - D. Apollo's glorious temple stood there, visited by men from all over the world.

40. How was poetic justice shown in the story?
- A. Countries and islands refused to accept Leto.
  - B. Anyone who helped Leto dealt with Hera's wrath.
  - C. Delos was tossed hither and thither by waves and winds.
  - D. From being the most despised, Delos became the most renowned of islands.

**For items 41 - 47**

I believe that happiness is the most desirable human end; but I doubt whether true happiness is a passive state of mind. True happiness, I believe, comes through an extension of spiritual activities, through the process of acquiring knowledge, through creating works of art, through loving and caring for people and things that give enduring pleasure. I believe that man grows and matures through activities which give pleasure to others.

Excerpt from: the Speech of Dr. Samuel Hart,  
Chairman, Department of Philosophy  
Fairleigh Dickinson University,  
Teaneck, NJ



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41. What does the clause, "I believe that happiness is the most desirable human end," mean?
- A. Happiness is elusive.
  - B. People always seek happiness.
  - C. People work hard to attain happiness.
  - D. Happiness is everyone's ultimate goal.
42. Which value does the speaker implicitly emphasize?
- A. flexibility
  - B. selflessness
  - C. determination
  - D. industriousness
43. Based on the excerpt, what is the speaker's message to his listeners?
- A. True happiness springs from activities that give lasting gratification.
  - B. True happiness comes from maturity and growth.
  - C. Happiness lies in contentment.
  - D. Happiness is living for others.
44. How did the speaker support his opinion?  
He presented
- A. facts
  - B. examples
  - C. researches
  - D. testimonies
45. Based in context, what could be the speaker's purpose in delivering the speech?  
The speaker's purpose is to
- A. inform
  - B. describe
  - C. entertain
  - D. influence
46. How does the speaker's use of contradicting ideas in the first sentence affect the listeners?
- A. It prompts the listeners to assess the speaker's stand.
  - B. It helps them relate to the speaker's experience.
  - C. It encourages the listeners to act on the set goals.
  - D. It aids them in grasping the speaker's ideas.
47. What persuasive technique is
- A. Her Appeal
  - B. Logos Appeal
  - C. Promise Appeal
  - D. Basic Humanity Appeal
- III. Process**  
**For items 48- 50**  
Read the group of sentences carefully. Decide the best order in which the sentences should appear. Then answer the questions that follow.



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- A. She was slowly turning to a tree when her husband and father arrived.
- B. Not knowing that the nymph Lotis had taken the form of a tree, Dryope plucked some of its bright blossoms to please the baby.
- C. With her son and sister Iole, Dryope went one day to a pool intending to make garlands for the nymphs.
- D. She only had enough time to beg them to bring the child often to the tree to play in its shade before the bark closed over her face, and she was gone forever.
- E. Terrified of the ominous sight of blood from the stem, she tried to hurry away but her feet would not move.

Prepared by:  
REGINA D. TIRONES  
Master Teacher I

Checked by:  
MARIA RUBI B. DOLAR  
ASTP/Head Teacher III\_English

48. Which sentence shows the rising action?
49. Which sentence shows the climax?
50. Which sentence shows the falling action?



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*INFORMED CONSENT FORM*

Schools Division Office  
City of Mandaluyong Science High School  
E. Pantaleon Street Hulo, Mandaluyong

**Informed Consent Form**

**Enhancing Grade 10 Learners' Performance in English through Activity Sheet Usage**  
**(ASHUAGE)**  
**Title of the Study**

I agree to participate in the intervention activity for the study Enhancing Grade 10 Learners' Performance in English through Activity Sheet Usage (ASHUAGE) which will run for the first quarter of School Year 2020- 2021.

I am informed that this study will be used mainly for continuing professional development activities, improvement of students' performance and inputs for School Improvement Plan. Moreover, the data from this study may be used to advise officials regarding planning and policy making towards continuous improvement in the Department of Education.

Permission to conduct this study has already been obtained from the School Head.

I understand that if I agree to participate it will mean the following:

1. I will answer the activity sheets sent on line by the teacher-researcher.
2. I will electronically (online) submit the accomplished activity sheets on the date agreed upon by the teacher- researcher and the class.
3. My participation in this study is completely voluntary.
4. Anonymity will be observed at all stages of data recording and analysis.
5. I can ask the researcher to share the findings of the study in a forum or discussion.
6. I can ask the researcher ( name: REGINA D. TIRONES) for any questions and clarifications regarding the study (Contact Number: 532-53-57) (Class Messenger Group Chat)

Learner's Name: \_\_\_\_\_

Grade and Section: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This informed consent form was administered by:

Name: REGINA D. TIRONES

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



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**X. List of Tables**

Table 1:	Performance of Grade 10 Learners in English During the First Quarter Pretest
Table 2:	Performance of Grade 10 Learners in English During the First Quarter Posttest
Table 3:	Comparison between the Critical $t$ value and the Obtained $t$ value of each Section/Class

**XI. List of Figures**

Figure 1:	Comparison of Learners' Mean Scores in the First Quarter Pretest and Posttest
Figure 2:	Comparison of the Learners' MPS in the First Quarter Pretest and Posttest

