

MODULE 2

**THE PHILIPPINE BASIC
EDUCATION
CURRICULUM**

POSTASSESSMENT

Teacher Induction Program

Teacher Education Council, Department of Education

POSTASSESSMENT

After studying the Module and doing all the Self Check Questions (SCQs) and the different activities for which answers and comments have been provided, you should be ready to take a postassessment.

The questions for the postassessment are similar to the questions in the pre assessment.

The postassessment is composed of questions for the different levels of thinking. The different levels of questions are:

1. **literal**, where the answers can be found in the module;
2. **inferential**, where you have to read between the lines to be able to form your answers;
3. **integrative**, where you have to include your experiences in order to answer the questions;
4. **application**, where you have to make use of the knowledge gained from the materials and apply them to your work as a teacher; and
5. **evaluative**, where you have to make decisions before you can answer the questions.

Prototype answers are provided for the postassessment questions.

Questions	Scoring System	Maximum Points
1	One (1) point for every correct answer.	4 points
2	Two (2) points for every critical task identified and for every 2-3 contributions identified.	6 points
3	One (1) point for every correct answer.	3 points
4	One (1) point for every reason given.	4 points
5	One (1) point for every means of adaptation identified.	3 points
6	Two (2) points for a complete answer	2 points

7	Two (2) points for every landmark study cited and its pertinent findings.	8 points
8	Two (2) points for every correct answer.	10 points
9	Two (2) points for each complete answer	6 points
10	Three (3) points for a complete explanation.	3 points
11	Two (2) points for every complete answer.	6 points
12	One (1) point for every correct answer.	5 points

Rating System

- 56 – 60 **Excellent (E)**
- 51 – 55 **Very Satisfactory (VS)**
- 46 – 50 **Satisfactory Plus (SP)**
- 41 – 45 **Satisfactory (S)**
- 36 – 40 **Moderately Satisfactory (MS)**
- 0 - 35 **Needs Reinforcement (NR)**

Let us see how much you have learned from this module. Answer the following questions on a separate answer sheet.

1. When you made your own survey, you have identified some of the groups who are considered educationally challenged and for whom you can make contributions? Cite at least four (4) of them. What does EFA hope to accomplish for them by 2015?

Educationally Challenged Group	EFA Goal for the Group
a.	a.
b.	b.
c.	c.

d.	d.
e.	e.

2. You are a stakeholder who will help implement the critical tasks of EFA. For each role, cite the tasks to which you can contribute and how.

Stakeholder	EFA Task	Your contribution
a. Parent of a Pre-school child		
b. Elementary/ Secondary Teacher		
c. Non- formal education facilitator		
d. A teacher who would like to help the School Principal achieve EFA Goals		

3. What do you understand from the definition of the curriculum as
- subject matter?
 - objectives?
 - experiences?
 - different opportunities for learning?
4. Why should you know the scope and sequence of the curriculum for a particular learning area?
5. How can you adapt the BEC to the needs of the educationally challenged students? Cite at least three (3) ways.

6. What is the language policy as articulated in the 1987 Philippine Constitution? How is this policy implemented through the BEC and other educational programs?
7. Cite some studies/ researchers and their pertinent findings that served as the basis for organizing / restructuring the curriculum.
8. The following are some features of the BEC. Cite some recommended practices that will help you operationalize them in the classroom.

Features	Practice/s
a. The BEC gives priority to the development of reading skills especially in Grades I–III.	1. 2. 3.
b. The BEC is an interactive curriculum	1. 2. 3.
c. Every teacher is a values education teacher	1. 2. 3.
d. Integrative learning within and across learning areas must be practiced.	1. 2. 3.
e. The product of the BEC must be the individuals who are creative and critical thinkers as well as self-reliant and patriotic.	1. 2. 3.

9. When we speak of the intended, implemented and actual curriculum, we refer only to one curriculum plan and that is now the BEC. How do you differentiate these three (3) types?
10. What are the important considerations in planning your lessons, using the Goal Oriented Instructional Model (GOIM)?
11. Why is it important for every teacher to know the PELC/ PSLC for the learning areas he/ she teaches?
12. What do you need to do in order to implement the BEC effectively? Give five (5).

Thank you for patiently answering the questions. Turn to the key to correction. You may not have stated your answers in the same way as I did but we may have said the same things only differently. Credit yourself on the substance of your answers.