

TABLE OF SPECIFICATIONS
GENERAL EDUCATION* (Elementary)
Licensure Examination for Professional Teachers (LEPT)

Philippine Qualifications Framework Level 6

DIFFICULTY LEVEL			Easy (30%)		Moderate (50%)	Difficult (20%)		
BLOOM'S TAXONOMY			REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Topics and Learning Outcomes	Wt.	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items
A. Intellectual Competencies 1. Purposive Communication in English 1.1. Use the English language with ease in effective communication. 1.2. Use the English language confidently for special purposes 2. Malayuning Komunikasyon sa Wikang Filipino 2.1. Nagagamit ang wikang Filipino sa larangang akademiko 2.2. Nagagamit ang wikang Filipino sa iba't – ibang uri ng sulatin 3. Science and Technology 3.1. Use scientific knowledge to explain natural phenomena and protect Earth's resources 3.2. Utilize understanding of science to illustrate how technology has become beneficial to Mankind. 4. Mathematics 4.1. Exhibit competence in Mathematical concepts and procedures 4.2. Relate Mathematics with the real and the concrete through problems that occur in daily life	40%	60	7	9	30	6	4	4

B. Personal and Civic Responsibilities 1. Readings in Philippine History and Society 1.1. Demonstrate understanding of the significant periods in Philippine history 1.2. Relate the significant periods of Philippine history with the transformation of society 2. The Life and Works of Rizal 2.1. Manifest the ability to analyze how the thoughts, works and valor of Rizal influenced the nation 2.2. Show how Rizal’s feats of valor influenced the other Philippine heroes 3. Ethics 3.1. Demonstrate understanding of what is good for individuals and society 3.2. Utilize logical inferential skills in resolving moral dilemmas.	30%	45	7	7	22	5	2	2
C. Practical Skills Development 1. The Contemporary World 1.1. Illustrate ways of relating global issues and concerns with local and global realities Identify ways by which the Philippines may participate in efforts to mitigate global problems 2. Art Appreciation 2.1. Demonstrate the ability to interpret artistic creations as expressions of the finer things in life Manifest informed appreciation of various forms of art 3. Understanding the Self 3.1. Show familiarity with the factors and forces that affect the development of self – identity 3.2. Demonstrate the commitment to accomplish self – understanding as the means to a successful teaching career	30%	45	8	7	23	4	2	1
TOTALS:	100 %	150	22	23	75	15	8	7

REFERENCES:

R.A. 7836: Philippine Teachers Professionalization Act, s. 1994, Sec. 14. Scope of Examination: The examination for the elementary and secondary school teachers shall be separate. The examination in the elementary level shall consist of two (2) parts, namely: professional education and general education. The examination for teachers in the secondary level shall consist of three (3) parts, namely: professional education, general education, and field of specialization CHED Memorandum Order No. 75, s. 2017: Policies, Standards and Guidelines for Bachelor of Secondary Education (BSEd)

DepEd Order No. 42, s. 2017: National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) by integrating the 7 Domains of Quality Teaching

R.A. 10968: The Philippine Qualifications Framework (PQF) Act of 2018

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A. Intellectual Competencies 1. Purposive Communication in English 1.3. Use the English language with ease in effective communication. 1.4. Use the English language confidently for special purposes 2. Malayuning Komunikasyon sa Wikang Filipino 2.3. Nagagamit ang wikang Filipino sa larangang akademiko 2.4. Nagagamit ang wikang Filipino sa iba't – ibang uri ng sulatin 3. Science and Technology 3.3. Use scientific knowledge to explain natural phenomena and protect Earth's resources 3.4. Utilize understanding of science to illustrate how technology has become beneficial to Mankind. 4. Mathematics 4.2. Exhibit competence in Mathematical concepts and procedures 4.2 Relate Mathematics with the real and the concrete through problems that occur in daily life	40%	60	7	9	30	6	4	4

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Topics and Learning Outcomes	Wt.	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items
A. TEACHING PROFESSION 1. Foundations of the teaching-learning process 1.1. Apply philosophical and sociological principles in teaching-learning situations. 1.2. Apply foundation theories of special and inclusive education. 2. The Professional Teacher 2.1. Describe the professional teacher and the ways and means to ensure high standards of the teacher's personal and professional life. 2.2. Explain what teaching is and the various roles of a teacher in meeting challenges in the 21 st century. 2.3. Demonstrate understanding of the concepts of the teacher as a school culture catalyst, transformational leader and educational resources manager with responsibilities as specified in the Code of Ethics for Professional Teachers.	15%	23	3	3	12	3	1	1

<p>B. THE TEACHER AND THE SCHOOL CURRICULUM, METHODS AND STRATEGIES OF TEACHING, EDUCATIONAL TECHNOLOGY FOR TEACHING AND LEARNING</p> <p>1. The Teacher and the School curriculum</p> <p>1.1. Demonstrate research-based knowledge of the concepts, theories and principles in curriculum planning, design, development and evaluation.</p> <p>2. Methods and Strategies of Teaching</p> <p>2.1. Demonstrate knowledge of teaching strategies that build and enhance new literacies inclusive of multi-cultural, social, media, financial, cyber/digital, ecological, arts-and-creativity new literacies across the curriculum.</p> <p>2.2. Prepare developmentally sequenced lesson plans with well aligned learning outcomes and competencies based on K-to-12 spiral curriculum requirement.</p> <p>2.3. Utilize the concepts of new literacies in the 21st century (globalization and multi-cultural literacy, social literacy, media literacy, financial literacy, cyber literacy, digital literacy, eco literacy, arts and creativity literacy, interdisciplinary explorations and other teaching strategies) and shared cultural practices across learning areas.</p> <p>3. Educational Technology</p> <p>3.1 Employ teaching strategies, methods, instructional materials and technology, classroom management techniques appropriate to subject areas and inclusive of learners from indigenous groups.</p> <p>3.2. Demonstrate skills in developing and using a variety of conventional and non-conventional resources including Information and Communication Technology to address learning goals and needs of various learners.</p>	30%	45	6	6	25	4	2	2
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C. THE CHILD AND ADOLESCENT LEARNERS AND LEARNING PRINCIPLES 1. Headstart for Toddlers, Child and Adolescent 1.1. Apply pedagogical approaches to the student-centered teaching-and-learning process that is metacognitive, innovative, inclusive and developmentally appropriate for child and adolescent learners. 1.2. Appraise a learning environment that is responsive to learners from various family background, economic level groupings, and socio-cultural affiliation. 1.3. Demonstrate understanding of differentiated teaching to suit the learner's gender, strengths, interests, experiences and needs. 1.4. Draw implications of research findings related to child development along biological, cognitive, linguistic, socio-cultural dimensions.	20%	30	5	5	15	3	1	1
D. ASESSMENT OF LEARNING 1. Validating theoretical knowledge in the actual assessment of learning 1.1. Demonstrate understanding of principles in constructing traditional, alternative/authentic forms of high quality assessment. 1.2. Apply knowledge and skills in the development and use of assessment tools for formative and summative purposes 1.3. Apply rules in test construction and use of authentic assessment tools for product and process assessment. 1.4. Demonstrate skills in interpreting assessment results to improve learning. 1.5. Comprehend and apply basic concepts of statistics in educational assessment and evaluation. 1.6. Demonstrate knowledge of providing timely, accurate and constructive feedback to learners and parents.	15%	22	3	3	12	2	1	1

E. FIELD STUDY AND TEACHING INTERNSHIP 1. Documentation of Experiential Learning 1.1. Describe authentic experiential learning from field study and actual classroom immersion as a prospective teacher. 1.2. Demonstrate skills in teaching assistantship and guided mentored classroom teaching. 1.3. Prepare portfolio on process of learning behavior, motivation, classroom management and assessment from direct observation of teaching learning episodes in an actual school environment. 1.4. Demonstrate reflective thinking and teaching. 2. Action Research 2.1. Demonstrate ability to identify teaching-learning problems and offer recommendations based on research.	20%	30	5	5	15	3	1	1
TOTALS:	100 %	150	22	22	79	15	6	6

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Licensure Examination for Professional Teachers (LEPT)**

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DIFFICULTY LEVEL			Easy (30%)		Moderate (50%)	Difficult (20%)		
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**TABLE OF SPECIFICATIONS in
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Licensure Examination for Professional Teachers (LEPT)**

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BLOOM'S TAXONOMY			REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Topics and Learning Outcomes	Wt. (%)	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items
A. THEORETICAL FOUNDATIONS OF LANGUAGE, CULTURE, LITERACIES, AND LITERATURE 1. Introduction to Linguistics 1.1. Demonstrate knowledge and application of the structural aspects of language (phonology, morphology, syntax, semantics, and pragmatics) across languages and other related fields. 1.2. Apply theories, principles and concepts of language, literacies and language use in specific contexts for language and literacy acquisition and learning in multilingual and multicultural societies. 1.3 Draw implications of the theories of the theories of linguistics, psycholinguistics, and sociolinguistics to language teaching and learning. 2. Language, Culture, and Society 2.1. Demonstrate knowledge and application of the relationship of language, culture, and society in the perspective of English language teaching and learning.	25%	37	4	5	19	5	3	1

<p>2.2. Demonstrate knowledge and understanding of language learning environments that regard to community contexts.</p> <p>3. Structure of English</p> <p>3.1. Manifest knowledge and understanding of the grammatical concepts by being able to describe and analyze the form, meaning and use of various language structures.</p> <p>4. Language Programs and Policies in Multilingual Policies</p> <p>4.1. Exhibit knowledge and understanding of language policies and programs that influences language teaching and learning in a Multicultural setting.</p> <p>4.2. Show knowledge, understanding, and skills in designing and developing basic language programs in multilingual and multicultural societies.</p>					
<p>B. LITERATURE</p> <p>1. Children and Adolescent Literature</p> <p>1.1. Demonstrate knowledge and understanding of children literature and adolescent literature.</p> <p>1.2. Apply concepts, principles, methods and strategies in teaching literacy skills using varied children and adolescent literary texts.</p> <p>2. Mythology and Folklore</p> <p>2.1. Demonstrate knowledge and principles of mythology and folklore from different countries.</p> <p>3. Survey of Literature of Selected Countries</p> <p>3.1 Demonstrate knowledge and understanding of Literature of the following countries:</p> <p>3.1.1 Philippine Literature in English</p> <p>3.1.2 Afro-Asian Literature</p> <p>3.1.3 English and American Literature</p> <p>3.2. Demonstrate knowledge and understanding of literatures from different countries in order to gain insights into other people’s philosophy, culture, religions, beliefs, needs and aspirations.</p>	30%	45	56	22	642

<p>3.3 Demonstrate understanding and knowledge in preparing annotated reading lists of selected literary pieces from different countries.</p> <p>3.4 Exhibit skills in analyzing and appreciating the outstanding characteristics of literature of different countries</p> <p>4. Contemporary, Popular and Emergent Literatures</p> <p>4.1. Apply knowledge and skills of analyzing and evaluating critical issues in contemporary, popular and emergent literature and their relevance in the teaching-learning process.</p> <p>4.2. Use various methods of literary analysis.</p>								
<p>C. METHODOLOGY</p> <p>1. Teaching and Assessment of the Macro skills</p> <p>1.1 Demonstrate knowledge and understanding of the nature of the fine language components and the theoretical bases, principles, methods in teaching them.</p> <p>1.2 Apply basic concepts, principles, and methods in language teaching and assessment of language proficiency following the rules of grammar.</p> <p>2. Teaching and Assessment of Literature</p> <p>2.1 Show knowledge and understanding of the nature of literature and the theoretical basis, principles, methods, and strategies in literature teaching and assessment</p> <p>2.2 Demonstrate knowledge of the categories, types/genres of literature and its relevance in the teaching learning process</p> <p>3. Language and Literature Learning Materials Development</p> <p>3.1 Apply knowledge of principles and processes in developing various types of contextualized and localized teaching and learning materials</p> <p>3.2 Apply knowledge of principles and processes in developing, implementing and evaluating instructional materials in print and non-print</p>	45%	68	3	15	33	14	2	1

<p>form for language, literacy and literature instruction.</p> <p>3.3 Apply technology for designing and developing teaching and learning materials for hybrid learning.</p> <p>4. Speech and Theatre Arts</p> <p>4.1 Demonstrate knowledge and application of oral communication, various forms of speech arts from public speaking, group discussion, debate, oral interpretation, and dramatics in English language teaching and learning.</p> <p>5. Language Education Research</p> <p>5.1 Identify pressing issues and problems in language teaching and learning.</p> <p>5.2 Apply principles and approaches in research to find answers to questions in language and literature teaching and learning.</p> <p>6. Literary Criticism</p> <p>6.1 Demonstrate knowledge and applications of the basic approaches to problems in critical theory from the classical to modern times as applied to literary works.</p> <p>6.2 Draw implications of literary criticism and critical theory in English language and literature teaching.</p> <p>7. Stylistics and Discourse Analysis</p> <p>7.1 Demonstrate knowledge of the literary, scientific, and technical aspects of language and texts through stylistic analysis and discourse analysis.</p> <p>7.2 Use the conceptual framework and schema of linguistics and literature in understanding literary language.</p> <p>8. Campus Journalism</p> <p>8.1 Apply concepts, principles and strategies in creative writing for traditional and new media.</p>					
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<p>9. Technical Writing</p> <p>9.1 Demonstrate proficiency in the written communication by writing and revising different technical reports.</p> <p>9.2 Show technical and scientific writing skills necessary for cofunction and communication across disciplines.</p> <p>10.Technology in Language Education</p> <p>9.3 Demonstrate knowledge and skills in the design, production, utilization and evaluation of ICT materials for teaching and learning.</p> <p>11. Translation and Editing of Text</p> <p>11.1 Show knowledge and understanding of basic theories, principles, methods and approaches as applied to the writing and editing of various types of texts.</p> <p>11.2 Apply principles and strategies in translating texts of various types from English to another language or from other Philippine languages to English</p> <p>12. English for Specific Purposes</p> <p>12.1 Apply content-based principles and strategies in developing language proficiency for specific discipline.</p> <p>13. Remedial Instruction and Early Intervention for Language Learning Difficulties</p> <p>13.1 Show competence in employing approach, strategies and techniques in organizing, designing, implementing and evaluating remedial and early intervention programs in language and literacy across the discipline.</p> <p>14. Creative Writing</p> <p>14.1 Apply theories, concepts, principles, and techniques in creative writing to include biographical sketches, fiction, creative nonfiction, and poetry.</p>					
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TOTAL	100%	150	12	26	74	25	9	4
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Topics and Learning Outcomes	Wt.	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items
A. INTRODUKSYON SA PAG-AARAL NG WIKA 1. Pagkilala sa mga Teorya ng Wika tungo sa Epektibong Pagtuturo ng Wika 1.1. Naipakikita ang kahalagahan ng Wikang Filipino sa kasalukuyang siglo ng teknolohiya at sa pagpapatupad ng K to 12. 1.2. Nagagamit ang mga teorya at simulain ng pagkatuto ng Wika. 1.3. Naipamamalas ang mga katangian at antas ng Wika para sa epektibong komunikasyon. 1.4. Natutukoy ang kaibahan ng Wika sa wikain at ang pagkilala sa unang Wika ng indibidwal. 1.5. Nakauunawa sa kaalamang pananaliksik gamit ang iba't ibang teorya sa pagkatuto ng Wika. 1.6. Nakabubuo ng mga ideya ukol sa modernisasyon ng Wikang Filipino. 1.7. Nasasanay sa pakikihalubilo gamit ang mga kasanayang pangwika.	8%	11	1	1	6	1	1	1

B. PANIMULANG LINGGWISTIKA 1. Paggamit ng mga Kaalamang Panglinggwistika sa Pagtuturo ng Wika 1.1. Nagagamit ang mga kaalamang panglinggwistika gaya ng pnolohiya, morpolohiya, sintaks at semantika sa pagtuturo ng Wika. 1.2. Napahahalagahan ang gamit ng linggwistika sa pagkatuto at pagtuturo ng Wikang Filipino. 1.3. Naipapakita ang kahalagahan ng kasanayang pangwika tulad ng pagsasalita, pagbigkas, pagbasa. 1.4. Naipakikita ang mga bahagi ng pananalita sa Wikang Filipino. 1.5. Nakilala ang paggamit ng ICT sa pag-unlad ng ortograpiyang Filipino.	5%	8	1	1	3	1	1	1
C. ANG FILIPINO ANG KURIKULUM NG BATAYAN EDUKASYON 1. Gamit ng Wikang Filipino batay sa Kasalukuyang Kurikulum 1.1. Nailalapat sa pagtuturo ng Wikang Filipino ayon sa pangangailangan ng kurikulum. 1.2. Naipakikita ang pagtuturo ng Filipino sa binagong kurikulum. 1.3. Nailalapat ang kaalaman sa kasaysayan ng Wika, mga batas at probisyong pangwika, at mga panuntunan sa pagpapatupad ng Edukasyong Bilinggwal. 1.4. Naipapamalas ang kakayahang makagamit ng makabagong teknolohiya sa paglalahad ng nabubuong kurikulum. 1.5. Naipakikita ang kaalaman sa pagtupad ng pagtuturo ng Wika ayon sa K to 12 kurikulum.	5%	8	1	1	3	1	1	1
D. ISTRUKTURA NG WIKANG FILIPINO 1. Nakikilala ang mga Konseptong Pambalarila at mga Kayarian ng Wika tungo sa Mabisang Pakikipagtalastasan 1.1. Nagagamit nang wasto ang mga konseptong pambalarila tungo sa epektibo at mabisang Komunikasyon. 1.2. Nasusuri at nagagamit ang iba't ibang anyo at kayarian ng Wika.	8%	11	1	1	6	1	1	1

1.3. Nababatid ang katuturan, kalikasan, at katangian ng Wika.								
1.4. Nagagamit ang kaalaman sa kasanayang panglinggwistika at kasanayang pongkomunikasyon sa pagsusuri ng pahayag maging pasalita at pasulat.								
1.5. Nagkakaroon ng kaalaman sa pag-aaral ng Wika batay sa ponolohiya, morpolohiya, semantics at sintaks.								
E. PAGTUTURO AT PAGTATAYA NG MAKRONG KASANAYANG PANGWIKA	5%	8	1	1	3	1	1	1
1. Pagkilala sa mga Pamamaraan at Estratehiya sa pagtuturo ng Wika at mga Kasanayang Pangwika								
1.1. Nagkakaroon ng kaalaman sa mga teorya, simulain, metodo ng pagtuturo at mga uri ng makrong kasanayan.								
1.2. Nagagamit ang Wika sa maayos na Komunikasyon.								
1.1. Nagagamit ang Wika sa pakikipag-ugnayan sa kapwa at sa lipunan.								
1.2. Nagagamit ang kaalamang pangwika sa pagkatuto ng mga kasanayang pangwika.								
1.3. Nagagamit ang Wika sa pagtataya sa mga kasanayang pangwika.								
1.4. Nalilinig ang mga kasanayang pangwika bilang mabisang paraan ng Komunikasyon.								
F. UGNAYAN NG WIKA, KULTURA AT LIPUNAN	5%	8	1	1	3	1	1	1
1. Maipakita ang kahalagahan ng Wika sa Pag-unlad ng Kultura at Lipunan								
1.1. Nababatid ang kasaysayan ng Wikang Filipino bilang wikang Pambansa, panturo at opisyal.								
1.2. Nasusuri ang kasalukuyang kalagayan/gamit ng Wikang Filipino sa pakikipagkomunikasyon at ang relasyon nito sa ibang wikang gamit sa Pilipinas.								
1.3. Nakagagawa ng pagsasaliksik ukol sa ugnayan ng Wika at pamumuhay, Wika at paniniwala, Wika at kultura.								
1.4. Naiuugnay ang relasyong pangwika sa kasarian, katarungan, hanapbuhay at politika.								

G. PAGHAHANDA AT EBALWASYON NG KAGAMITANG PANTURO 1. Pagkilala sa mga Konsepto at Pagbuo ng mga Pagsusulit Pangwika 1.1. Nababatid ang mga batayang simulain sa paglikha at ebalwasyon ng mga kagamitang panturo. 1.2. Nagagamit ang mga kasanayang pangwika sa proseso ng pagtuturo at pagkatuto. 1.3. Naipakikita ang mga paraan ng pagbubuo ng mga kagamitang panturo, modyul o SLK (Sariling Linangan Kit). 1.4. Nababatid ang mga uri at bahagi ng banghay-aralin. 1.5. Nasusuri ang kalahagahan ng teknolohiya bilang kagamitang panturo sa pagkatuto ng mga mag-aaral. 1.6. Nakagagawa ng talahanayan ng ispesipikasyon batay sa Toxonomiya ni Bloom. 1.7. Natutukoy at nasusuri ang mga simulain sa paghahanda ng pagsusulit sa Wika at Panitikan. 1.8. Natutukoyang paggamit/pag-uugnay ng modernong teknolohiya (E-Kagamitang Pampagtuturo) bilang tugon sa pagtuturo at pagkatuto.	5%	8	1	1	3	1	1	1
H. INTRODUKSYON SA PAGSASALIN 1. Pagkilala sa mga Teorya at Simulain sa Pagsasaling Wika 1.1. Naipakikita ang kaalaman sa mga teorya, simulain, Teknik at pamamaraan ng pagsasalin ng mga tekstong literari at di-literari. 1.2. Naibibigay ang kaalamang pampananaliksik ng pagsasaling-wika ayon para matugunan ang pangangailangan sa pagtuturo at pagkatuto. 1.3. Natutunan ang mga pamamaraan at Teknik ng pagsasalin ng mga tekstong literari at di-literari. 1.4. Nasasanay sa aplikasyon ng mga teorya ng pagsasaling-wika. 1.5. Naipamamalas ang mga prinsipyo ng pagsasalin Wika bilang isang Agham o Sining. 1.6. Naibibigay ang mga katangian ng isang tagasalin. 1.7. Nabatid ang mga simulain sa pagsasalin sa Filipino mula sa Ingles; Ingles mula sa Filipino at sa larangan ng Agham at Teknolohiya.	5%	8	1	1	3	1	1	1

I. INTRODUKSYON SA PANANALIKSIK – WIKA AT PANITIKAN 1. Mabatid ang mga Konsepto at Teorya sa Pagbuo ng Pananaliksik 1.1. Naibibigay ang mga batayang kaalaman sa sakop, uri, metodo ng pananaliksik sa Wika at Panitikan. 1.2. Naipakikita ang kaalaman sa mga proseso o hakbang ng pananaliksik. 1.3. Naipakikita ang kasanayan sa paggamit ng makabagong teknolohiya sa pagbubuo ng pananaliksik. 1.4. Naipamamalas at nalilinang ang kakayahan sa malikhaing pagsulat.	8%	11	1	1	6	1	1	1
J. INTRODUKSYON SA PAMAMAHAYAG 1. Pagsusuri sa mga Paraan, Uri at Anyo ng Sulating Jornalistik 1.1. Nagkakaroon ng kaalaman ng mga pamamahayag at paglinang ng mga kasanayan sa pagsulat ng mga uri at anyo ng sulating jurnalistik. 1.2. Nababatid ang mga katuturan, saklaw, layunin at tungkulin ng pamamahayag. 1.3. Nailalarawan ang mga katangian ng isang mahusay na balita. 1.4. Nababatid ang mga salik at tuntunin sa pagsulat ng balita at editorial. 1.5. Naipakikita ang pagkakaiba ng lathalain sa iba pang artikulo. 1.6. Natutukoy ang kasanayan sa paggamit ng ICT sa pagbubuo ng pahayagan. 1.7. Nababatid ang kaalaman sa pagwawasto sa pahayagan tulad ng gamit ng bantas, pantig, tambilang at gamit ng malaking titik.	2%	3		1	2			

K. BARAYTI AT BARYASYON NG WIKA 1. Pagkilala sa mga Antas ng Wika gamit sa Komunikasyon 1.1. Nagkakaroon ng kaalaman sa barayti at baryasyon ng Wika. 1.2. Naiuugnay ang pananaliksik sa mga kahulugan at mga uri ng barayti ng Wika. 1.3. Naipakikita ang kahalagahan ng paggamit ng unang Wika, Wikang Filipino at Ingles sa mabisang Komunikasyon.	5%	8	1	1	3	1	1	1
L. MGA NATATANGING DISKURSO SA WIKA AT PANITIKAN 1. Kaalaman sa mga Hakbang at Proseso ng mga Anyo ng Diskurso sa Wika at Panitikan 1.1. Natutukoy ang mga konsepto at isyung nauugnay sa Wika, Kultura at Lipunan. 1.2. Naipakikita ang kaalaman sa mga uri ng Komunikasyon; pasulat at pasalita. 1.3. Nalalaman ang mga anyo at pamamaraan ng diskuro. 1.4. Naipamamalas ang mga hakbangin at prosesong dapat gamitin sa mga natatanging diskurso. 1.5. Nalilinang ang mga komprehensibo at malikhaing pag-iisip ng guro at mag-aaral.	5%	8	1	1	3	1	1	1
M. PANITIKAN NG REHIYON 1. Pagpapahalaga sa mga piling anyo ng Panitikan mula sa iba’t ibang Rehiyon sa Pilipinas 1.1. Napag-aaralan ang mga akda sa mga piling rehiyon gamit ang rehiyonal na Wika. 1.2. Nakilala ang mga akdang pampanitikang pasalindila tulad ng mga alamat, bugtong, salawikain, bulong, epiko, mito. 1.3. Nakikilala ang mga impluwinsiya ng pantikan sa ating kasaysayan. 1.4. Nagagamit ang unang Wika, Filipino at Ingles sa mga akda ng iba’t ibang panahon ng Panitikan.	5%	8	1	1	3	1	1	1

N. KULTURANG POPULAR 1. Makilala at Magamit sa Pagtatanghal ng Kultura ng Popular ang Kaalaman sa Makabagong Teknolohiya 1.1. Nagkakaroon ng kaalaman sa pagbuo at paggamit ng iba't ibang Kultura ng Popular tungo sa paghubog ng kamalayan at identidad. 1.2. Naipakikita ang ugnayan ng Wika sa Kultura at Lipunan noon at ngayon. 1.3. Nagkakaroon ng kaalaman sa paggamit ng makabagong teknolohiya sa pagtatanghal ng Kultura ng Popular. 1.4. Naiuugnay ang Sining at Kultura sa panahon ng globalisasyon. 1.5. Nakapagsusuri ng mga piling Kultura ng Popular tulad ng pelikula, musika, komiks, teleserye, soap opera.	5%	8	1	1	3	1	1	1
O. SANAYSAY AT TALUMPATI 1. Kaalaman sa Pagsulat at Pag-iiba ng Sanaysay sa Talumpati 1.1. Napahahalagahan ang kasaysayan sa pag-unlad ng sanaysay at talumpati. 1.2. Nagagamit ang mga akdang sanaysay at talumpati sa pagpapaunlad ng mapanuri at malikhaing pag-iisip. 1.3. Nalalaman ang mga uri ng sanaysay at talumpati pati na ang mga bahagi nito. 1.4. Nagpapamalas ng kaalaman sa pagkatuto sa pagsulat ng sanaysay at paghahanda ng talumpati.	2%	3	1	2				
P. PANUNURING PAMPANITIKAN 1. Pagsusuri at Paggamit ng mga Estratehiya sa Panunuring Pampanitikan 1.1. Nasusuri ang iba't ibang akda ayon sa pamantayan ng pagsusuri. 1.2. Nakagamit ng mgaistratehiya ukol sap ag-aaral ng panitikan, sining at panunuring pampanitikan. 1.3. Nauunawaan ang mga saligan ng sa panunuring pampanitikan. 1.4. Nagagamit ang mga pamamaraan ng magtuturo sa pagpapaunlad ng mapanuri at malikhaing pag-iisip.	5%	8	1	1	3	1	1	1

1.5. Nagagamit ang makabagong teknolohiya sa pagsusuring pampanitikan.							
Q. MAIKLING KUWENTO AT NOBELANG FILIPINO 1. Pagtalakay sa Pag-Unlad ng Maikling Kuwento at Nobela 1.1. Naipakikita ang pag-unlad ng maikling kuwento at nobela bilang akdang pampanitikan. 1.2. Napahahalagahan ang pinagmulan ng maikling kuwento at ang pinag-ugatan nito. 1.3. Natatalakay ang mga mahahalagang bahagi ng maikling kuwento. 1.4. Natatalakay ang mga uri bg maikling kuwento batay sa layunin, bilang ng mga salita, pamamaraan, at tiyak na mababasa. 1.5. Nakikilala ang mga manunulat ng maikling kuwento at ang kanilang kuwento bantog na akda. 1.6. Nagagamit ang Wikang Filipino sa pagsasalaysay ng nobela at maikling kuwento. 1.7. Natatalakay ang mga mahahalagang sangkap at uri ng nobela. 1.8. Nakapagsusuri ng nobelang Filipino na nagwagi sa Timpalak-Palanea batay sa mga teoryang pampanitikan.	7%	9	1	1	5	1	1
R. PANULAANG FILIPINO 1. Pagkakaroon ng Kaalaman sa mga Uri at Anyo ng Tula 1.1. Napahahalagahan ang pag-uunlad ng panulaan at ang kaligirang pangkasaysayan ng tula. 1.2. Natutukoy ang pagkakaiba at pagkakatulad ng tuluyan at panulaan. 1.3. Naipamamalas ang kaalaman sa mga element ng tula, uri ng tula, anyo ng tula. 1.4. Nababatid ang mga bantog na makata at ang kanilang obra na sumasakop sa iba’t ibang panahon ng Panitikan. 1.5. Naipamamalas ang pagiging malikhain sa pagtuturo at pagkatuto.	7%	9	1	1	5	1	1

S. DULANG FILIPINO 1. Pagkatuto ng mga Anyo at Salik ng Dula 1.1. Naipakikita ang pangkasaysayang pag-uunlad ng Dulaang Filipino. 1.2. Naipamamalas ang kasaysayan ng Balatagsan at Batutian. 1.3. Naipakikita ang paggamit ng ICT sa pagtuturo at pagkatuto ng mga anyo ng dula tulad ng Dulang Pansilid Aralan, Dulang Adaptasyon, Sabayang Bigkas, Dramatic Monologue, Readers Theater. 1.4. Naipamamalas ang kaalaman sa mga salik ng drama at teatro. 1.5. Nababatid ang mgaistratehiya sa pagiging malikhain sa pagsulat ng dula, pagiging direktor, pag-arte, panonoo at pagpuna.	3%	5	1	1	3			
TOTAL:	100%	150	17	19	68	16	16	14

***REFERENCES:**

R.A. 7836: Philippine Teachers Professionalization Act, s. 1994, Sec. 14. Scope of Examination: The examination for the elementary and secondary school teachers shall be separate. The examination in the elementary level shall consist of two (2) parts, namely: professional education and general education. The examination for teachers in the secondary level shall consist of three (3) parts, namely: professional education, general education, and field of specialization CHED Memorandum Order No. 75, s. 2017: Policies, Standards and Guidelines for Bachelor of Secondary Education (BSEd)

DepEd Order No. 42, s. 2017: National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) by integrating the 7 Domains of Quality Teaching

R.A. 10968: The Philippine Qualifications Framework (PQF) Act of 2018

**TABLE OF SPECIFICATIONS in
MATHEMATICS (Secondary)
Licensure Examination for Professional Teachers (LEPT)**

Philippine Qualifications Framework Level 6

DIFFICULTY LEVEL			Easy (30%)		Moderate (50%)	Difficult (20%)		
BLOOM'S TAXONOMY			REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Topics and Learning Outcomes	Wt.	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items
A. MATHEMATICAL THEORIES AND CONCEPTS 1. History of Mathematics 1.1. Manifest familiarity with the role of Ancient Civilizations in the evolution of Mathematics 1.2. Show appreciation of the contributions of famous Mathematicians in the development of Mathematics as we know it today 2. Mathematics Investigations and Modeling 2.1. Show understanding of the process of problem solving which involves using the process of investigation 2.2. Demonstrate the distinction between problem – solving whose goal is the solution to the problem and Mathematical investigation which is the means to the solution	14%	16	2	2	8	2	2	

B. PROBLEM SOLVING AND PROCESSES Demonstrate proficiency in applying mathematical principles and processes in solving problems in the different branches of Mathematics: <ol style="list-style-type: none"> 1. College and Advanced Algebra 2. Trigonometry 3. Plain and Solid Geometry, 4. Logic and Set Theory 5. Statistics and Probability 6. Analytic Geometry 7. Calculus 8. Arithmetic Number Theory 9. Mathematics of Investment 	63%	72	9	9	36	9	4	5
C. PRINCIPLES AND PRACTICES IN TEACHING MATHEMATICS <ol style="list-style-type: none"> 1. Strategies in Teaching Mathematics <ol style="list-style-type: none"> 1.1. Illustrate innovative strategies that will motivate students' interest in Mathematics 1.2. Demonstrate ability to improvise aids and devices to make Mathematics classes interesting 2. Assessment and Evaluation in Mathematics <ol style="list-style-type: none"> 2.1. Exhibit the importance of evaluation to gauge the acquisition of learning outcomes 2.2. Institute variety of assessment tools to improve teaching and learning 3. Research in the Teaching of Mathematics <ol style="list-style-type: none"> 3.1. Demonstrate understanding of the importance of research in the teaching of Mathematics 3.2. Exhibit data – gathering strategies and research methods applicable in Mathematics teaching 4. The Use of Technology in Mathematics Teaching and Learning <ol style="list-style-type: none"> 4.1. Emphasize the importance of technology which provides dynamic opportunities for interactive Mathematics instruction 4.2 Exhibit the ability to evaluate the different media devices appropriate for Mathematics teaching and learning 	23%	32	7	7	16	1		1

TOTALS:	100 %	120	18	18	60	12	6	6
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REFERENCES:

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R.A. 10968: The Philippine Qualifications Framework (PQF) Act of 2018

**TABLE OF SPECIFICATIONS in
MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH) *(Secondary)
Licensure Examination for Professional Teachers (LEPT)**

Philippine Qualifications Framework Level 6

DIFFICULTY LEVEL			Easy (30%)		Moderate (50%)	Difficult (20%)		
BLOOM'S TAXONOMY			REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Topics and Learning Outcomes	Wt. (%)	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items
A. FOUNDATIONS OF MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH) 1. The philosophical and socio-anthropological foundations of MAPEH 1.1 Relate the different foundation theories and principles to the teaching of MAPEH. 2. Anatomical, Mechanical and Physiological Bases of Movement 2.1. Analyze scientifically the body parts and how these function in various physical movement and activities. 2.2. Explain motor learning and development by using a concept map to demonstrate effective and efficient human movement based on learners growth and maturation characteristics. 2.3 Discuss the body mechanics and effect of exercise/physical activity of Pathology.	15%	22	3	3	12	2	1	1

B. ORGANIZATION AND MANAGEMENT OF MAPEH 1. Its different issues, areas and concern. 1.1 Plan and organize developmentally-appropriate and inclusive activities/programs that address the needs of all students/clients.	15%	22	3	3	12	2	1	1
C. CONTEXTUALIZED TEACHING-LEARNING OF MAPEH 1. Curriculum Planning, Instruction, Technology Application and Assessment in MAPEH 1.1. Apply appropriate curriculum planning, instruction and assessment in MAPEH. 1.2. Demonstrate instructional strategies, methodologies for teaching MAPEH in the Kto-12 curriculum. 1.3. Describe authentic experiential learning from field study and actual classroom immersion as a prospective teacher. 2. Research in MAPEH 2.1. Exhibit skills and abilities to conduct scientific research by analyzing the existing Enhanced (K-to-12) curriculum in MAPEH. 2.2. Apply appropriate measuring tools and evaluating techniques in MAPEH.	20%	30	4	4	17	3	1	1

<p>D. MOVEMENT EDUCATION, SPORTS, DANCE, GAMES, RECREATION, SWIMMING AND AQUATICS</p> <p>1. Dance: Philippine Traditional Dances, International Dances and Other Forms</p> <p>1.1. Interpret dance movements in the historical and sociological context of Philippine Folk Dance with the end in view of preserving the legacy of Filipino heritage.</p> <p>1.2. Apply dance skills and techniques of other dances from Asia, Europe and America.</p> <p>2. Games, Sports and Recreation</p> <p>2.1. Individual and dual sports (Racket Sports, Athletics, Martial Arts)</p> <p>2.1.1. Evaluate playing skills and performance in actual play/games.</p> <p>2.2. Team Sports (Soccer, Football, Basketball, Volleyball, Baseball, Softball, Non-traditional: Ultimate, Handball, Floor ball, Futsal, Sepak Takraw)</p> <p>2.2.1. Evaluate playing skills and performance in actual play/games.</p> <p>2.3. Philippine Traditional Games</p> <p>2.3.1. Evaluate playing skills and performance in actual play/games.</p> <p>2.4. Swimming and Aquatics</p> <p>2.4.1. Identify scientific swimming skills.</p> <p>2.4.2. Apply water safety and life-saving skills.</p>	20%	30	4	4	17	1	3	1
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E. HEALTH EDUCATION 1. Coordinated School Health Education 1.1. Exhibit organizational and management skills in Health related programs, services and promotion. 1.2. Demonstrate skills in monitoring, assessing and evaluating health programs in school, community and other environment concerns. 2. Comprehensive School Health Education (Drug Education, Consumer Health, Nutrition) 2.1. Display ability to discuss consumer health and responsible use of drugs. 2.2. Discuss the value of eating habits and nutrition. 3. Emergency Preparedness and Response Management 3.1. Demonstrate performance skills in emergency preparedness (natural calamities and disaster). 3.2. Demonstrate performance skills in life-saving ability, injury prevention and first aid.	10%	16	2	2	8	2	1	1
F. MUSIC AND ARTS IN THE K-12 CURRICULUM 1. Integrated Music Theory 1.1. Identify the fundamentals and parameters of Music. 1.2. Apply basic knowledge and skills in note reading, notating, and pitch finding. 1.3. Apply techniques in singing and playing different musical instruments. 1.4. Apply the skills and principles in choral conducting. 2. Art Education 2.1. Show an understanding of the visual arts and its elements. 2.2. Recognize and appreciate great Philippine, Asian, and Master works of Arts of National and International Artist.	20%	30	4	4	17	3	1	1
TOTALS:	100%	150	20	20	83	15	6	6

REFERENCES:
R.A. 7836: Philippine Teachers Professionalization Act, s. 1994, Sec. 14. Scope of Examination: The examination for the elementary and secondary school teachers shall be separate. The examination in the elementary level shall consist of two (2) parts, namely: professional education and general education. The examination for teachers in the secondary level shall consist of three (3) parts, namely: professional education, general education, and field of specialization CHED Memorandum Order No. 75, s. 2017: Policies, Standards and Guidelines for Bachelor of Secondary Education (BSEd)
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R.A. 10968: The Philippine Qualifications Framework (PQF) Act of 2018

**TABLE OF SPECIFICATIONS in
SCIENCE* (Secondary)
Licensure Examination for Professional Teachers (LEPT)**

Philippine Qualifications Framework Level 6

DIFFICULTY LEVEL			Easy (30%)		Moderate (50%)	Difficult (20%)		
BLOOM'S TAXONOMY			REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Topics and Learning Outcomes	Wt.	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items
A. BIOLOGY 1. Plant and Animal Biology 1.1. Demonstrate familiarity with the classification of plants and animals and their basic needs for survival 1.2. Show how plants and animals maintain homeostasis and energy acquisition for sustainability 2. Genetics 2.1. Illustrate the roles of chromosomes and genes in genetic technology 2.2. Identify the benefits, derived from genetic technology in the fields of medicine and agriculture 3. Cell and Molecular Biology 3.1. Distinguish between cell and molecule 3.2. Exhibit the characteristics and functions of the cell as the fundamental unit of life 4. Microbiology and Parasitology 4.1. Demonstrate understanding of disease – causing microorganisms collectively known as microbes 4.2. Distinguish bacteria, protists, and viruses and their effects on humans 5. Anatomy and Physiology 5.1. Exhibit understanding of the functions, diseases and care for the 12 systems of the body 5.2. Discuss the recent inventions that have improved the health and longevity of life.	40%	60	10	10	25	5	5	5

B. CHEMISTRY 1. Inorganic Chemistry 1.1. Distinguish the three states of matter and the types of mixture 1.2. Manifest understanding of chemical formula and chemical notations 2. Organic Chemistry 2.1. Relate the structural characteristics and properties of organic compounds 2.2. Describe the basic reactions of organic compounds 3. Biochemistry 3.1. Show understanding of the structure, functions and reactions of macromolecules 3.2. Discuss how bacteria, viruses and chemicals affect human health	23%	35	6	6	15	3	3	2
C. PHYSICS 1. Classical Physics: Thermodynamics, Electricity, Magnetism, Waves and Optics 1.1. Demonstrate the relation of heat, work and temperature to energy, radiation and physical properties of matter 1.2. Illustrate the transfer of energy from one place to another and from one form to another 1.3. Discuss the uses of electromagnetism for motors, generators, transformers, x – ray, etc. 1.4. Distinguish the characteristics and functions of waves and optics 2. Modern Physics 2.1. Characterize the basic features of Modern Physics: Planck's quantum theory and Einstein's theory of relativity 2.2. Distinguish between Classical Physics and Modern Physics	12%	18	2	2	12	2		

D. EARTH SCIENCE 1. Meteorology and Astronomy 1.1. Explain the interconnections of land, ocean and atmosphere to human life on Earth 1.2. Illustrate the cycles of water, carbon, rock and other materials that sustain the inhabitants of planet Earth 1.3. Demonstrate the characteristics of non – Earth bodies and phenomena such as the sun, moon, stars, planets, etc. 1.4. Describe the benefits derived from space exploration 2. Environmental Science 2.1. Illustrate the inter – dependence of living organisms with each other and with their natural environment 2.2. Deliberate the food chain links which show how the organisms are related in utilizing energy and nutrient	12%	18	2	2	12	2
E. SCIENCE INSTRUCTION 1. Methods and Technology for Teaching Science 1.1. Lead in the exploration of challenging activities to motivate interest in science 1.2. Illustrate assessment tools to measure the outcomes of learning in science 1.3. Identify the uses of technology for effective outcomes in learning 1.4. Demonstrate the procedure in improvising materials for basic biotechniques 2. Research 2.1. Manifest familiarity with the basic investigative research in science 2.2 Demonstrate proficiency in interpreting graphical presentations of data and conclusions drawn from inferential analysis of results	13%	19	2	3	11	3
TOTALS:	100 %	150	22	23	75	15 8 7

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**TABLE OF SPECIFICATIONS in
SOCIAL STUDIES *(Secondary)
Licensure Examination for Professional Teachers (LEPT)**

Philippine Qualifications Framework Level 6

DIFFICULTY LEVEL			Easy (30%)		Moderate (50%)	Difficult (20%)		
BLOOM'S TAXONOMY			REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Topics and Learning Outcomes	Wt. (%)	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items
A. TRENDS AND ISSUES IN SOCIAL STUDIES 1. Foundation and Factors that shape Contemporary Trends and Issues 1.1. Examine forces that shape contemporary trends and issues. 1.2. Discuss current issues in local and global society including sustainable development to end poverty, use alternative energy, equitable justice for all, human and LGBT rights, nuclear disarmament for peace, global pandemic etc.	10%	15	1	1	9	2	1	1
B. GEOGRAPHY 1. Geographical Places and Landscape in a Changing World 1.1. Demonstrate understanding of basic geographical concepts, processes, and patterns. 1.2. Relate the significance of geography to the diverse social, cultural, economic and political development of nations. 1.3. Illustrate the geographic character and natural resources of the various regions of the Philippines and their impact on the regions' development.	15%	22	2	3	13	2	1	1

C. ECONOMICS 1. Micro-Economics and Economic Planning 1.1. Analyze theories and models of economic growth and development. 1.2. Demonstrate understanding of the basic concepts and principles of economics including the nature and functions of economic systems. 1.3. Apply economic concepts such as supply and demand, scarcity diminishing marginal utility, income effect etc. to current economic conditions. 1.4. Examine issues and problems related to development such as unemployment and poverty, global trade, underdevelopment, etc. and explore alternative solutions. 1.5. Apply economic planning principles in the formulation of development/Business venture.	10%	15	1	1	9	2	1	1
D. HISTORY 1. World History (Ancient, Medieval Era, Modern and Contemporary) 1.1. Explain the basic concepts, theories and historical developments that lead to the emergence of societies and civilization rise of kingdom, formation of states, etc. from prehistory up to 8 th century CE. 1.2. Show understanding of a global overview to various human experiences, patterns of development, and connections among people, societies, and nations in modern world to contemporary periods. 2. Asian Studies 2.1. Examine the political, economic and sociocultural issues and problems in contemporary Asian societies as influenced by Global realities.	10%	15	1	1	9	2	1	1

E. SOCIO-CULTURAL ANTHROPOLOGY 1. Basic Sociological and Anthropological Concepts and Theories 1.1. Manifest understanding of basic sociological and anthropological concepts and theories. 1.2. Trace the origin and development of human beings, societies and civilizations. 1.3. Determine the relationships between culture and biological traits. 1.4. Explain factors and conditions that influence cultural and behavioral differences of human groups and societies. 1.5. Analyze how social phenomenon relates to class, ethnicity, ideology, power and social change. 1.6. Determine elements of Filipino culture that support/inhibit nation-building.	20%	30	4	5	17	2	1	1
F. GOVERNANCE, LAWS AND POLITICS 1. Comparative Government and Politics and LawRelated Studies 1.1. Discuss concepts and principles of government and advent of citizenship. 1.2. Manifest understanding of basic laws (family law, human rights, public accountability, consumer law, civil and criminal law) applied at home, in the community and workplace. 1.3. Describe political conditions of selected countries (forms of governance, political development, political culture, relations between government and citizens, and relations among social groups in a state).	10%	15	1	1	9	2	1	1
G. TEACHING APPROACHES TO SOCIAL STUDIES IN ELEMENTARY AND SECONDARY GRADES 1. Social Studies in the K-to-12 Curriculum 1.1. Demonstrate basic understanding of the basic principles of teaching-and-learning in Social Studies in the K-to-12 curriculum. 1.2. Use the conceptual, outcomes-based, integrative, problem-based, constructivist, collaborative, and experiential teaching-and-learning in Social Studies.	10%	15	1	1	9	2	1	1

1.3. Assess learning in Social Studies using traditional and authentic forms/tools of assessment and evaluation. 2. Technology in Instruction 2.1.Select/produce appropriate instructional materials for the teaching of Social Studies. 2.2. Apply technology integration for the teaching-and-learning process in Social Studies.								
H. RESEARCH 1. Research in Social Studies 1.1. Apply Social Science research models and methodology in actual research activity. 1.2. Show competence in writing research papers in Social Studies.	15%	23	3	3	13	2	1	1
TOTALS:	100%	150	14	16	88	16	8	8

REFERENCES:

R.A. 7836: Philippine Teachers Professionalization Act, s. 1994, Sec. 14. Scope of Examination: The examination for the elementary and secondary school teachers shall be separate. The examination in the elementary level shall consist of two (2) parts, namely: professional education and general education. The examination for teachers in the secondary level shall consist of three (3) parts, namely: professional education, general education, and field of specialization CHED Memorandum Order No. 75, s. 2017: Policies, Standards and Guidelines for Bachelor of Secondary Education (BSEd)

DepEd Order No. 42, s. 2017: National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST) by integrating the 7 Domains of Quality Teaching

R.A. 10968: The Philippine Qualifications Framework (PQF) Act of 2018

TABLE OF SPECIFICATIONS
in Technology, Livelihood, Tech-Voc Education (Secondary)
Licensure Examination for Professional Teachers (LEPT)

Philippine Qualifications Framework Level 6

DIFFICULTY LEVEL			Easy (30%)		Moderate (50%)	Difficult (20%)		
BLOOM'S TAXONOMY			REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Topics and Learning Outcomes	Wt.	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items
A. TEACHING EXPLORATORY COURSES 1. Industrial Arts – Parts I & II 2. Home Economics Literacy, Family and Consumer Life Skills 2.1 Demonstrate understanding of Home Economics literacy. 2.2 Demonstrate understanding of family and consumer life skills. 2.3 Apply basic skills in teaching Home Economics. 3. Introduction to ICT 4. Agriculture and Fishery (Parts I and Part II) 5. Entrepreneurship 5.1 Show familiarity with the basic concepts and practices 5.2 Identify personal entrepreneurial competencies 5.3 Generate business ideas considering basic concepts of environment and market 6. Technology for Teaching and Learning	28%	42	6	6	22	4	2	2

B. COMMON COMPETENCIES IN HOME ECONOMICS, INDUSTRIAL ARTS, ICT AND AGRICULTURE AND FISHERY ARTS 1. Demonstrate understanding of the common competencies as applied in Home Economics, Industrial Arts, ICT, and Agriculture and Fishery Arts. 1.1 Selection, use and maintenance of tools 1.2 Mensuration and basic calculation 1.3 Interpretation of plans and drawing Application of safety measures.	50%	75	10	12	37	6	7	3
C. TRAINERS' METHODOLOGY I and II 1. Apply principles and processes in facilitating learner- centered teaching with emphasis on Trainers' Methodology I and II 1.1 Plan and facilitate learning/training sessions 1.2 Utilize IT applications in technical teaching/training 1.3 Apply work ethics, values and quality principles 1.4 Apply principles and practices in inclusive learning culture. To Ensure healthy and safe learning environment 2. Demonstrate the trainers' competencies required by the Philippine TVET Trainers Assessors Qualifications Framework	10%	15	2	2	8	2	1	

D. ASSESMENT AND EVALUATION 1. Demonstrate understanding of theories and principles of assessment and evaluation applied in Home Economics, Industrials Arts and Agriculture and Fishery Arts 1.1 Develop competency-based assessment tools for Home Economics, Industrials Arts, ICT and Agriculture and Fishery Arts 2. Demonstrate competencies in using traditional and non-traditional strategies in students’ learning in BTLEd and BTVTEd. 2.1 Conduct competency –based assessment in Home Economics, Industrial Arts,ICT and Agriculture and Fishery Arts using traditional and non-traditional assessment tools	7%	10	1	5	2	2		
E. RESEARCH 1. Apply basic research understanding and skills in Home Economics, Industrial Arts, ICT and Agriculture and Fishery Arts 1.1 State the parts of a research paper (Home Economics, Industrials Arts ICT and Agriculture and Fishery Arts) and their functions s	5%	8	1	1	4	1	1	
TOTALS:	100 %	150	19	22	76	15	13	5

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**TABLE OF SPECIFICATIONS in
VALUES* (Secondary)
Licensure Examination for Professional Teachers (LEPT)**

Philippine Qualifications Framework Level 6

DIFFICULTY LEVEL			Easy (30%)		Moderate (50%)	Difficult (20%)		
BLOOM'S TAXONOMY			REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Topics and Learning Outcomes	Wt.	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items	No. of Items
A. INTELLECTUAL COMPETENCIES 1. Foundations of Values Education 1.1. Manifest understanding of the nature of the human persons and their hierarchy of values 1.2. Show the ability to analyze various aspects of Filipino values 1.3. Relate relevant psychological principles with Filipino values. 2. Personhood Development 2.1. Distinguish between Intra and Interpersonal relations 2.2. Clarify moral issues in contemporary Family Life 2.3. Demonstrate the ability to achieve self – understanding as the Key to a successful teaching career. 3. Transformative Education 3.1 Analyze the Filipino Value System 3.2. Balance Human Rights and Responsible Citizenship 3.3. Relate peace, gender equality, conservation of the environment and other global issues.	51%	76	12	13	36	9	3	3

B. PROFESSIONAL SKILLS DEVELOPMENT 1. Work Ethics 1.1. Focus on Career Development 1.2. Integrate Community Service in teaching 1.3. Analyze the impact of information technology in the workplace 2. Teaching Approaches and Strategies 2.1. Emphasize the importance of teacher – planned and teacher – prepared instructional devices 2.2. Identify ways of integrating values in teaching 2.3. Identify strategies to bridge the gap between theory and practice 3. Research and Evaluation 3.1. Data gathering techniques 3.2. Assessment tools in values education 3.3. Action Research methods	49%	74	10	10	39	6	5	4
TOTALS:	100 %	150	22	23	75	15	8	7

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