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Development and Validation of an Achievement Test in Araling Asyano for Grade 7 Students

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**DEVELOPMENT AND VALIDATION OF AN ACHIEVEMENT TEST IN *ARALING*
ASYANO FOR GRADE 7 STUDENTS**

Winston Estonina Ebagat

**College of Graduate Studies
and Teacher Education Research
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Taft Avenue, Manila**

March 2016

ABSTRACT

Name: EBAGAT, WINSTON ESTONINA
Title of Thesis: DEVELOPMENT AND VALIDATION OF AN ACHIEVEMENT TEST
Key Concepts: IN ARALING ASYANO FOR GRADE 7 STUDENTS
DEVELOPMENT AND VALIDATION, ACHIEVEMENT TEST,
Degree: ARALING ASYANO, K TO 12 PROGRAM
Specialization: MASTER OF ARTS IN EDUCATION
Advisers: SOCIAL SCIENCE TEACHING
PROF. FLORISA B. SIMEON
PROF. ANTONIO G. DACANAY

This study aimed to develop and validate an achievement test in *Araling Asyano* for Grade 7 students. To achieve said purpose, the researcher, together with a pool of experts, categorized the learning standards of the K to12 *Araling Asyano* Curriculum, the results of which became the basis in preparing the first draft of the test blueprint. The test blueprint facilitated the writing of items for the preliminary draft of the achievement test which consisted of 150 multiple-choice questions with four options. The said draft of the test was submitted to another pool of experts for content validation who evaluated the test items in terms of alignment and congruence with the learning standards of the subject area and the cognitive process dimensions of Krathwohl.

For the first try-out, the test was administered to 100 randomly selected Grade 9 students of School A in Quezon City. Based on the item analysis results, only 43 items were retained, 82 items revised, and 25 items rejected. Accordingly, the necessary adjustments in the test blueprint were made.

The second try-out was conducted with a sample of 462 randomly selected Grade 9 students from five secondary schools in the Division of City Schools, Quezon City, namely School A (n=152), School B (n=80), School C (n=85), School D (n=82), and

School E (n=63). Based on the item analysis results, a total of 65 items were retained and included in the final form of the test.

To establish the validity and reliability of the newly developed instrument, the researcher administered the final form of the test to 150 Grade 9 students of School A, 50 Grade 8 and 50 Grade 6 students of School F. The obtained reliability coefficient, using the Split-half Method, is 0.91 while the whole reliability coefficient of the test is 0.95, calculated through the Spearman-Brown Formula. The calculated values showed that the test has a high degree of internal consistency. In addition, the KR21 yielded a value of 0.92 which strongly supported the results obtained through the Split-half Method. The test-retest method was also employed in which the achievement test was administered to four different groups with different time intervals, and the computed reliability coefficients of 0.71, 0.74, 0.78, and 0.92 indicated that the developed achievement test has satisfying measures of stability. On validity, the results of the analysis of data gathered through concurrent validation approach and known-group technique of validation established the validity of the instrument.

Based on the findings, the researcher concluded that the constructed achievement test in Araling Asyano for Grade 7 students is valid and reliable. It covers the four (4) sub-areas of the K to 12 Araling Asyano, as follows: Geography of Asia, Ancient Civilizations in Asia, South and West Asia during the Transition Period, and East and Southeast Asia during the Transition Period. Also, the test items are consistent with and responsive to the skills of the K to 12 Araling Panlipunan curriculum, namely critical-mindedness (mapanuring pag-iisip), informed decision (matalinong pagpapasya), research and investigation (pagsasaliksik at pagsisiyasat), historical skills (kasanayang

pangkasaysayan), sustainable use of the resources (likas-kayang paggamit ng pinagkukunan ng yaman), communication and global perspective (pakikipagtalastasan at pandaigdigang pananaw), and creativity (pagkamalikhain).

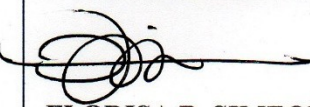
The study's recommendations include, among others, the following: the achievement test be administered to other school divisions; the test be used as a baseline in developing and validating a better test of the same type in the future; similar research in other subject areas be conducted; the sequence of topics in the K to 12 Araling Asyano be looked into by curriculum experts, subject specialists, and researchers; and a correlation study on teaching strategy and achievement test performance be done.

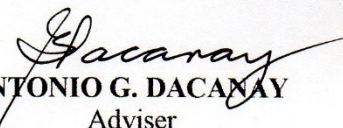


Philippine Normal University
National Center for Teacher Education

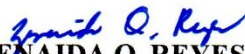
APPROVAL SHEET

This thesis entitled **"DEVELOPMENT AND VALIDATION OF AN ACHIEVEMENT TEST IN ARLING ASYANO FOR GRADE SEVEN STUDENTS"** prepared and submitted by **WINSTON E. EBAGAT**, in partial fulfillment of the requirements for the degree of **Master of Arts in Education with Specialization in Social Science Teaching**, is hereby recommended for approval and acceptance.


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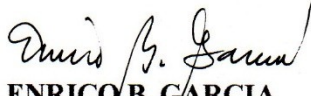

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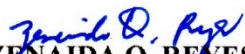

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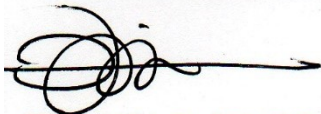
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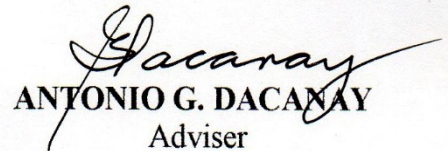

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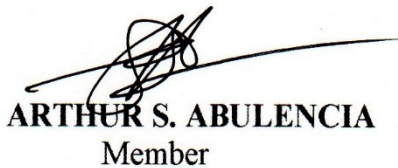


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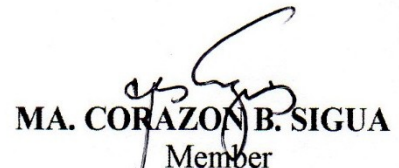
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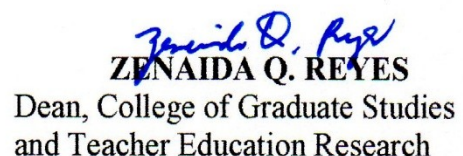
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Chapter I

The Problem and Its Background

Introduction

Social Studies (Araling Panlipunan or simply AP) is one of the academic areas in the K to 12 Philippine Basic Education Curriculum which deals with the study of man, groups of men, community, and society, focusing on how they lived and are living, their interaction with the environment and with one another as well as their beliefs and culture. The objective of Education For All 2015 (EFA) and Philippine Basic Education Curriculum Framework which is to produce students who will have lifelong learning skills in the 21st century, and functionally literate Filipinos was the basis in drafting the K to 12 Araling Panlipunan Curriculum. Primarily, Araling Panlipunan aims to hone and produce citizens who are censorious/analytic, contemplative, responsible, productive, nature-friendly, nationalistic, and humanitarian who have national and global perspective and appreciation of the issues of society in the past, present, and future. Moreover, the goals of the K to 12 Araling Panlipunan Curriculum is anchored on the four pillars of learning, namely learning to know, learning to do, learning to live together, and learning to be (K to 12 Gabay Pangkurikulum, 2013).

The K to 12 Curriculum Guide (Gabay Pangkurikulum) identified the varying scope of Araling Panlipunan subjects starting with “I and My Fellow” (Ako at ang Aking Kapwa) for the first grade, “I, My Family, and School” (Ako, ang Aking Pamilya at Paaralan) for the second grade, “My Community: Then and Now” (Ang Aking Komunidad: Noon at Ngayon) in the third grade, “The Philippine Nation” (Ang Bansang Pilipinas) for the fourth grade, “The Formation of the Philippines as a Nation” (Pagbuong Pilipinas bilang Nasyon) in the fifth grade, “Challenges and Responses to

Nationhood” (Mga Hamon at Tugon sa Pagkabansa) for the sixth grade, “Asian Studies” (Araling Asyano) in the seventh grade, “World History” (Kasaysayan ng Daigdig) for the eighth grade, “Economics” (Ekonomiks) in the ninth grade, and “Contemporary Issues” (Mga Kontemporaryong Isyu) for the tenth grade. All these scopes of Araling Panlipunan are anchored on the seven major themes of the K to 12 Araling Panlipunan Curriculum which include the following: 1) People, Environment, and Society (Tao, Kapaligiran at Lipunan), 2) Time, Continuity, Changes (Panaon, Patuloy at Pagbabago), 3) Culture, Identity, and Citizenship (Kultura, Pagkakakilanlan at Pagkamamamayan), 4) Rights, Responsibilities, and Citizenship (Karapatan, Pananagutan at Pagkamamamayan), 5) Power, Authority, and Government (Kapangyarihan, Awtoridad at Pamamahala), 6) Production, Distribution, and Consumption (Produksiyon, Distribusyon at Pagkonsumo), and 7) Regional and Global Partnership (Ugnayang Panrehiyon at Pagmundo). It is expected that the Araling Panlipunan skills which are critical-mindedness, informed decision, research and investigation, historical skills and communication, global perspective, and creativity will be honed and developed among the students throughout the entire course of the K to 12 Araling Panlipunan Curriculum (K to 12 Gabay Pangkurikulum, 2013).

Correspondingly, the teaching of the K to 12 Araling Panlipunan should be based on based on some learning theories like constructivism, collaborative learning, experiential learning, and contextualization which can be made possible by employing varied teaching methods like thematic-chronological, topical/conceptual, investigative, integrative, interdisciplinary, and multi-disciplinary (K to 12 Gabay Pangkurikulum, 2013).

As mentioned above, Asian Studies (Araling Asyano) for the seventh grade is one the content areas of the K to 12 AP Curriculum. Araling Asyano aspires to mold students capable of understanding and appreciating the rich history, geography, culture, society, government, and economy of the Asian countries. This goal is geared towards the formation of the Asian identity and the achievement of development by facing the challenges in Asia.

All the changes in the K to 12 Araling Panlipunan Curriculum as well as in the K to 12 Philippine Basic Education Curriculum Framework were in line with the Incheon Declaration “Education 2030” signed in South Korea at the end of the World Education Forum held in May of 2015. The Incheon Declaration aims to provide equitable and inclusive quality education and lifelong learning opportunities for all. It is the beginning of an imperative phase in the development of international education policy, continuing the Education for All (EFA) that started in Jomtien and Dakar in 1990 and 2000, respectively (Incheon Declaration, 2015). The vision of the said declaration is to transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed sustainable development goals. The Incheon Declaration have several goals to achieve, some of which are the following: ensuring the provision of 12 years free, publicly funded, equitable quality primary and secondary education; inclusion and equity to the most disadvantaged especially to those with disabilities; gender equality; improving quality education and learning outcomes; lifelong learning opportunities including the increased access to technical and vocational education and higher education and research; highlight the

need to have a safe, supportive, and secure learning environment; and increase public spending on education, to mention a few (Incheon Declaration, 2015).

With the advent of the K to 12 Program, several changes were done, such as changes in the curriculum content, competencies, and pedagogy. Thus, new achievement tests should be developed to measure students' learning in a specified period of time. A new achievement test, in line with the new K to 12 Program, is necessary to measure and assess the contents and competencies, and evaluate instruction and learning outcomes of the newly adopted program.

The overall attribute of a test is to elicit responses from the learners. These responses indicate the learners' knowledge, attitude, and skills learned from a specific subject area after a series of instruction. The amount of achievement, hence, can be identified using a test instrument.

Salkind (2006) stated that testing (and being tested) is something that individuals have been doing since they were young. It is pervasive even up to the time that one finishes formal schooling, for even in job application, test-taking happens.

History would show that testing has been around for a long time. It was more than 2000 years ago when Chinese civilians started taking government jobs by passing an examination based on Confucian teaching. It was implemented in China during the reign of the Han Dynasty (Beck, Black, Krieger, Naylor & Shabaka, 2005; Burnstein & Sheik, 2006). The Civil Service Examination has been the basis in choosing the most qualified individuals who can serve the bureaucracy. More than 2000 years since its implementation, the Civil Service Exam is still being adopted by other countries. It also

has influenced other types of examination that provide proof of competence for a profession.

Several researches in the area of test development and validation have been made to measure students' proficiency in a particular subject area. Pasagui (1991), for instance, developed and validated an achievement test in physics, which is proven to be a classic in the field, to measure the proficiency of senior high school students in the subject. The study is comprehensive; however, it is not in the field of *Araling Panlipunan* or *Araling Asyano*. Also, it was conducted during the implementation of the National Secondary Education Curriculum (NSEC) which is now a defunct curriculum framework in the country. A more similar research in the field of social studies was conducted by Cacho (1994), Camacho (1997), and Simeon (2003). Cacho (1994) developed and validated an achievement test in HEKASI for Grade 5 students. He underwent an intensive process to come up with the desired instrument, and the results showed that the developed instrument has a satisfying measure of validity and reliability, with items that are congruent with the content and standards of the Minimum Learning Competencies (MLC) of the National Elementary School Curriculum (NESC) and the cognitive level dimensions of Bloom. The developed test, however, is for elementary students, not for high school. Also, the study was conducted during the height of implementation of the NESC, and the framed test items were based on the MLC set by the Department of Education (DepEd).

As for Camacho's (1997) study, an achievement test in Philippine History assessing freshman students' mastery of the concepts learned in the subject was proposed. The first draft of the achievement test was indeed comprehensive,

comprising 313 items. However, only 100 items from the original number were retained and included in the final form of the instrument which means 213 items were discarded. Factors contributing to the high mortality of the items were: the items' difficulty and discrimination indices, content validity of the test, wording and phrasing of test questions, and, possibly, the readiness of the students. This study of Camacho (1997) was conducted almost 15 years prior to the implementation of the K to 12 Program. It was conducted during the implementation of the NSEC in the Philippine Basic Education. At present, the subject Philippine History no longer exists in the high school curriculum due to the implementation of the K to 12 Philippine Basic Education Curriculum Framework.

Similar to Camacho (1997), Simeon (2003) also developed and validated an achievement test in Philippine History for freshmen students in high school. The difference between the studies of Camacho (1997) and Simeon (2003) is that the latter used the Philippine Schools Secondary Learning Competencies (PSSLC) as guide in constructing the test items. It was conducted during the onset of implementation of the Revitalized Basic Education Curriculum (RBEC) in the school year 2002-2003 which made it a cutting-edge research during that time. However, RBEC is now a defunct curriculum in Philippine Education, discontinued just several years after its implementation.

More recent studies on test development in the social studies field were by Osabede (2014) and Mahajan (2015). Both experts constructed and validated an achievement test in economics. Osabede (2014) constructed a 100-item test patterned after the content of the senior secondary school economics curriculum of the government of Nigeria and Bloom's taxonomy of education. The government of Nigeria

was already implementing the K to 12 Program in its education system when Osabede conducted said study. The reliability of the instrument was found to be at 0.95 using the KR20 Formula. While the reliability coefficient was pretty high, the instrument, however, did not undergo pilot-testing and try-outs. Osabede (2014) could have at least tried out the achievement test to some public/private schools in Nigeria for a more rigid and thorough construction of the instrument. Test try-out is important in improving the quality of the test items, like language suitability and options that may need revision and improvement. Through try-outs, time allotment needed to answer the test is also determined. Also, the achievement test made by Osabede (2014) is limited to measuring the proficiency of students in economics only and does not cover the other learning areas of social studies.

Similar to Osabede (2014), Mahajan (2015) constructed and validated an achievement test in the same subject area, economics. He employed an almost identical method to that of Osabede (2014). A 90-item test was constructed based on the selected topics in economics. However, unlike Osabede (2014), Mahajan (2015) pilot-tested the achievement test to 100 students of Class XI in order to determine the difficulty and discriminating power of the test items. The results of the test try-out were not used to judge the quality of the test items, though. Also, in contrast to Osabede (2014), Mahajan (2015) employed varied test item formats such as multiple choice questions, fill-in-the-blank, true/false, and one word, but he did not do a second try-out. He could have at least tried out the test twice to really ensure the quality of the test item questions. He could have also increased the number of participants to have a more varied and established result. Also, the test blueprint of the instrument only covers

three cognitive level dimensions such as knowledge, comprehension, and application. The researcher could have constructed items for higher-order cognitive level like analysis, synthesis, and evaluation, and he could have also pilot-tested the achievement test to other school districts in India.

Indeed, testing has always been one of the goals of education, especially of the teaching and learning process. Results of testing proved to be important and helpful to teachers, students, school administrators, government, parents, and other education stakeholders. Salkind (2006) and Asaad and Hailay (2004) identified some of the importance of testing in education. First, testing is important for measuring student achievement. The question of whether or not the students or class have learned and achieved the objectives of the subject matter can be determined through testing. Second, tests can be used for selection. The question of whether or not a group of students can be admitted in the program or school can be assessed with the help of testing. Thus, entrance examination is widely used in many colleges and universities for admission. Third, testing motivates learning. With the help of testing and measurement, students can become more motivated to study, especially if students get high grades in the exam, and most likely maintain and strive harder to obtain higher grades. On the other hand, those who get low scores may be challenged to do better next time. Fourth, teachers need test for student placement. No two learners are alike; one may be academically advanced while the other is not. Therefore, it is important to give test to determine student classification. In school, those who are academically advanced are usually placed in a higher section, thus creating a homogenous group. Fifth, test can also help teachers and counselors in predicting a student's success. With

the scores obtained from testing, they can tell whether or not a particular student will pass the subject and be promoted to the next grade or year level. In addition, the scores from tests can be used by teachers and counselors to conclude that students who consistently get high grades will pursue a more academically challenging program when they reach college. Lastly, the test and its results can be used to evaluate teachers' instruction in class. They can be used as a basis for improving teaching performance as the results provide an opportunity for teachers to reflect on their teaching methods, styles, and strategies. Indeed, a variety of teaching methods that can maximize students' potential in class can be applied; thus, leading to a much higher achievement.

Background of the Study

The researcher aimed to develop and validate an achievement test in K to 12 *Araling Asyano* that can be used by the social studies teachers of the Batasan Hills National High School. Being one of the largest public secondary schools in the National Capital Region in terms of enrollment, the Batasan Hills National High School has undoubtedly produced a number of outstanding graduates since its foundation in 1998. Since the school aims to become one of the premier public high schools in Quezon City, it exerts all efforts to provide quality basic education to all its students, developing their maximum potentials to become nationalistic, morally upright, globally competitive, and responsive to the demands of technology-advancing societies.

With the continuous changes and development in curriculum and instruction, the Batasan Hills National High School continues to adapt in order to keep abreast of the current trends in education and leadership. When the DepEd implemented the K to 12 Program in all private and public schools in the country, the school, with the assistance

of DepEd, invested time and resources to train teachers, equipping them with the skills needed in the new curricular program. Given the training and application, it is believed that the teachers could deliver quality instruction.

Since the teachers have been given training in order to be equipped with the necessary skills in delivering the content of the curriculum using the K to 12 framework, the researcher believes that assessing student achievement has to be given ample attention as well. Thus, developing an achievement test to measure students' achievement in *Araling Asyano* is imperative and timely, with the following reasons: First, it will be the first ever instrument developed and validated following the content and learning standards of *Araling Asyano* based on the K to12 curriculum framework. The Division of City Schools, Quezon City previously used achievement tests that are formatted after the 2010 Secondary Education Curriculum (SEC). They cannot be used anymore at present because the 2010 SEC has a different framework from the K to12 Program. Also, the K to 12 *Araling Asyano* is different from 2010 SEC in terms of scope, coverage, and specificity of learning competencies due to the adjustment and changes implemented by the DepEd.

There are at least three major differences between the 2010 SEC *Araling Asyano* and the K to12 *Araling Asyano* Curriculum. The first major difference is in terms of scope and coverage. The 2010 AP Secondary Education Curriculum has a wider coverage comprising 23 topics while the new K to 12 AP curriculum has a fewer range of topics with only 17. There are topics in the old 2010 AP SEC that were removed and were not included in the K to 12 AP curriculum such as "Livelihood of Asian Nation" (Kabuhayan ng mga Bansang Asyano) in the 1st quarter, "Evolution of Ancient Man in

Asia” (Ebolusyon ng Sinaunang Tao sa Asya) in the 2nd quarter, “Asian Countries that were Not Colonized by Westerners” (Mga Bansang Asyanong Hindi Nasakop ng mga Kanluranin) for the 3rd quarter, and “Contemporary Issues” (Napapanahong Isyu) in the 4th quarter. The foregoing description indicates narrowing and limiting the current scope and coverage of Araling Asyano in the K to 12 Program.

The second major difference between the two curricula is the sequence and planning of the topics. The K to 12 Araling Panlipunan curriculum follows the same order of topics in the old 2010 AP SEC. Both curricula are chronological and thematic in approach especially in the first and second quarter. The two curricula start with the geography and physical features of Asia in the first quarter and have the same arrangement of topics. The difference comes in the third and fourth quarter, though. The old 2010 AP SEC follows the chronological and thematic approach in the sequence of its topics in which the third quarter opens with the advent of colonialism and ends with the transformation among Asian countries while the fourth quarter begins with Asia in contemporary times and ends with the contributions of Asia to the world. On the contrary, the K to 12 AP curriculum, although thematic, divides and arranges the topics geographically. Both the third and fourth quarter have the same themes/topics that start with colonialism and end with Asian legacies and contributions. The only difference is the geographic context. South and southwest Asia is discussed in the third quarter while East and Southeast Asia is covered in the fourth quarter.

The third major difference between the two curricula is the learning standards. The old 2010 AP SEC does not contain specific learning standards, but it does include content standards and performance standards that the students should have embodied

after every quarter. The content and performance standards are long-term objectives of the subject that the students should develop and be capable of doing after they have covered the topics in *Araling Asyano*. Both the content and performance standards state what the students should become. On the other hand, the new K to 12 AP curriculum has clearly defined the learning competencies that the students should develop. The new curriculum also contains both content and performance standards. The writers of the K to 12 AP curriculum have stated well-explained learning competencies that the students should be able to develop. The skills that the students should manifest and be capable of doing are clearly stated in the learning competencies. Furthermore, the learning competencies specify what the students are expected to know, do, and perform. They state what students should and ought to do after covering all the topics in the subject area. The K to 12 AP curriculum contains an estimated of 106-107 learning standards for four different units.

Based on the foregoing discussion, a new achievement test which is patterned and formatted after the K to 12 learning competencies is necessary. It will provide valid and reliable results about student achievement in the current educational program. Thus, this study is a novel in the field because first, the test items in the developed instrument were patterned and constructed after the scope and coverage of the K to 12 *Araling Asyano* and *Araling Panlipunan* skills. Another reason is that measuring and assessing student achievement has always been a part of curriculum and instruction. For Bilbao et al. (2010), assessing and measuring the achieved curriculum is important in order for teachers to know if the outcome is suitable to the intended and implemented curriculum. Results of the achievement test can show if the objectives and the activities

conducted are parallel with one another. Third reason is that the proposed instrument can also help teachers in constructing a better achievement test in the future that can measure student outcomes, which redounds to teachers' skills in constructing tests being improved. Fourth, teachers can also identify the weak points of the curriculum. Teachers, with the results of the achievement test, can identify the parts of the lesson that are challenging to the students; thus, proper remediation can be done in order for students to master the content and learning standards. Lastly, the Division of City Schools, Quezon City can also use the proposed instrument as a basis for developing a test instrument for the entire Division, one that will be used in all schools in Quezon City.

Conceptual Framework

Social Studies or *Araling Panlipunan* (AP) is an academic discipline in the Enhanced Basic Education Curriculum concerned with the study of human, community, and society, focusing on how they lived and are living, their interaction with the environment and with one another as well as their beliefs and culture (*Ang Araling Panlipunan ay isang disiplina na nag-aaral ng mga tao, grupo ng tao, komunidad at lipunan kung paano sila namuhay at namumuhay, ang kanilang ugnayan at interaksyon sa kapaligiran at sa isa't isa kasama din ang kanilang paniniwala at kultura*, K to 12 Gabay Pangkurikulum, 2013). Social Studies is an integration of several disciplines of the social sciences that include history, economics, political science, sociology, anthropology, and human behavior. It aims to produce a responsible and well-informed Filipino citizen who is appreciative of his/her historical and cultural origin, and well-versed in different local and international issues concerning his/her present society.

Therefore, Social Studies is more dynamic, active, and meaningful compared to any other learning areas in the Enhanced Basic Education Curriculum.

Social Studies equips students with facts and concepts needed to understand socio-cultural events in the country. The powerful ideas and experiences which the Social Studies curriculum could offer to the students can serve as a venue for them to understand and be critical of the complexities of contemporary life and present society. Through Social Studies, teachers can help students become well-informed citizens who are capable of making wise and sound decisions, making them responsible and productive members of the community and society.

The goals of the K to 12 Araling Panlipunan are in line with the purpose of the Incheon Declaration. One of its goals is to nurture citizens who are critical, rational, responsible, productive, nature-loving, patriotic, and humane. Students should possess both national and global perspectives and be appreciative of historical and cultural issues. In order to realize the purpose of the K to 12 Araling Panlipunan, the curriculum aims to develop that way of thinking, perspective, and appreciation of history and other social science disciplines. In other words, the teaching of K to 12 Araling Panlipunan is expected to enhance students' understanding of prevalent ideas and historical, geographical, political, and economic issues in the society (K to 12 Gabay Pangkurikulum, 2013).

The researcher believes that an achievement test is imperative in order for *Araling Panlipunan* teachers to measure whether or not both the teachers and students are heading towards the achievement of the overall goals of the K to 12 *Araling*

Panlipunan curriculum. Achievement tests efficiently assist teachers to verify whether the teaching and learning process is on the right track.

Salkind (2006) defines achievement test as a way of measuring how much someone knows – the knowledge, values, and skills gained in a particular subject area. Achievement test is fashioned in order to measure the impact after a specific period of instruction. It is a kind of test that determines the influence of a set of learning experiences to the knowledge of the students on a specific learning area. It also measures the outcome of learning that happened under a certain controlled or uncontrolled condition. Therefore, achievement test is given to identify if the specific learning objectives are achieved. This kind of test offers proof of learners' progress or level of knowledge on facts, concepts, and principles and its application to authentic experience.

Today, achievement test is widely used in the education setting for many purposes and uses it offers to teachers, students, administrators, and curriculum planners. Salkind (2006) enumerated some of the roles that achievement test can offer in the educational setting: First, an achievement test helps define the specific area that teachers need to assess. Important topics can be identified through it with the use of test specifications. Second, it tells teachers whether one has completed or attained the necessary knowledge to move to the next step in the study. Third, it allows for the groupings of individuals to certain skills areas, for some students need to be grouped together depending on their background, abilities, interest, and so on. Fourth, achievement test may be used to diagnose and determine students' strengths and weaknesses, which teachers need for remediation plans. Fifth, it can be used to assess

the success of a program. Sixth, achievement test informs. The results of achievement test can give detailed information on the progress of the students; hence, making it convenient on the part of the student to reflect on his/her own learning. Achievement test results can also inform teachers on the effectiveness of the instructional method used. The result of the test can show the effectiveness of the strategies used in teaching which can serve as basis for teachers to come up with a better strategy or adjust their strategies based on the needs of the learners.

In addition, achievement tests also play some notable purposes in teaching and measurement. First, achievement test is used for grade calculation. Second, it can be used in remediation activities or program. Third, it is beneficial in finding students with special learning needs. Fourth, a well-planned and prepared achievement test can assist learning. Fifth, achievement test provide ways to differentiate instructions especially among learners with different needs. Lastly, achievement test may be helpful in assisting teachers to reflect on and improve their teaching strategy and technique.

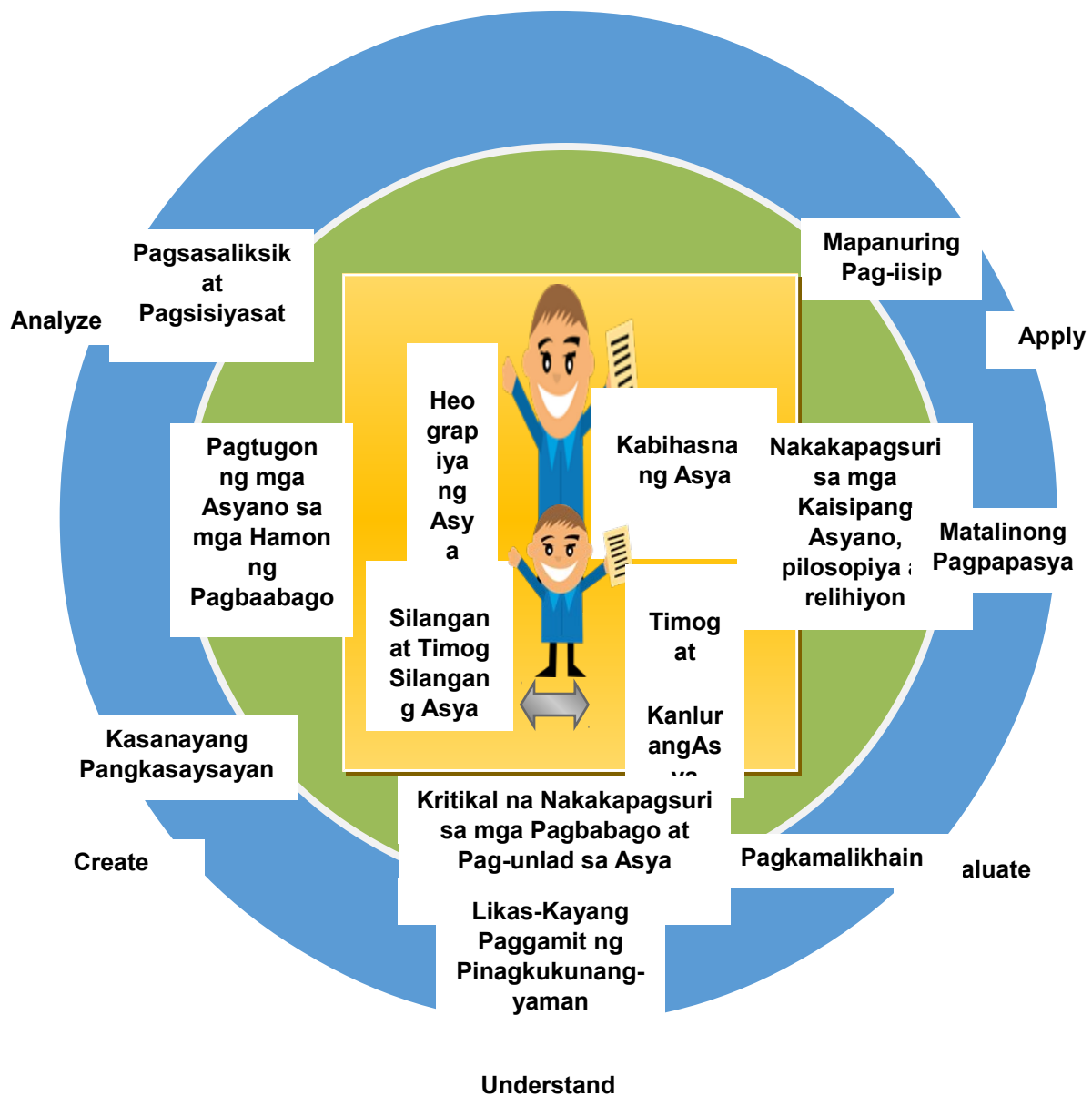
The researcher stands firm in his belief that developing an achievement test in *Araling Asyano* is deemed essential in order to cope with the current changes in the basic education curriculum. He also believes that there has been no achievement test developed yet based on the contents and standards of the K to12 *Araling Asyano*. Hence, the proposed achievement test will be a potential prototype instrument created based on the content/standards of *Araling Asyano* which can be found in the Curriculum Guide (see Appendix A) prepared by DepEd and is designed based on the framework of the K to 12 Program.

In formulating a test, whether achievement or teacher-made, it is indispensable to prepare a table of specifications prior to the writing of test items. Table of specifications, according to Asaad and Hailay (2004), is the basis for test construction, and this blueprint greatly contributes to the development of a quality test. It gives an assurance that the test will measure representative samples of instructional objectives and content of instruction. Also, Gronlund and Linn (2000) added that test specifications is like a blueprint for the test makers, for it specifies the number and nature of each item in the test. It guides the test makers in writing the test questions, and the quality of the test largely depends on how the test maker can match the two – test and test specifications.

Previous studies (Pasagui,1991; Cacho, 1994; Camacho, 1997; Simeon, 2003; Osabede, 2014, and Mahajan, 2015) on test development and validation were anchored on the six levels of cognitive domains conceived by Benjamin Bloom together with a group of measurement specialists in 1956. This study, on the other hand, made use of Krathwohl's cognitive process dimensions. Cognitive process dimensions are the revision of the original taxonomy of education made in 2002 by Krathwohl, one of Bloom's students. Krathwohl retained the original categories of the cognitive dimension. However, he renamed three categories, interchanged the position of the two, and changed them into verb form so as to suit the way they are used as objectives. The categories are remember, understand, apply, analyse, evaluate, and create (Krathwohl, 2002). As per DepEd Order No. 8, s. 2015, the cognitive process dimension of Krathwohl is adopted by the Department in formulating assessment tasks and activities.



Remember



Araling Asyano

FIGURE 1: *Conceptual Framework*

Figure 1 shows the conceptual framework of this study. Araling Asyano is one of the subject areas of Social Studies (Araling Panlipunan) in the K to 12 Philippine Basic Education Curriculum. Asian Studies (Araling Asyano) curriculum aims to hone students who are capable of understanding and appreciating the rich history, geography,

culture, society, government, and economy of the Asian society that leads to having a peaceful, developed, and sustainable future. Primarily, Asian studies covers four major areas: Geography of Asia (Heograpiya ng Asya); Ancient Civilizations of Asia (Kabihasnan ng Asya); South and West Asia during the Transition Period of 16th-20th Century (Timog at Kanlurang Asya sa Transisyunal at Makabagong Panahon 16th-20th siglo); and East and Southeast Asia during the Transition Period of 16th-20th Century (Silangan at Timog Silangang Asya sa Transisyunal at Makabagong Panahon 16th-20th siglo).

Each area has a corresponding content and performance standards. In the first sub-area which is the Geography of Asia (Heograpiya ng Asya), the students are expected to understand the relation of people with their environment that paved way to the beginning of ancient civilizations in Asia. The second sub-area aims to hone students who can critically analyse Asian ideas, philosophy, and religion that paved way to the development of ancient Asian civilizations. The third sub-area focuses on honing students who can critically analyse the changes and development in South and West Asia during the 16th-20th century while the fourth sub-area expects students to appreciate the responsiveness of Asians to the challenges brought by changes and development in East and Southeast Asia during the 16th-20th century.

The content and learning standards reflect the lifelong learning skills that students should possess from their learning experience in Social Studies. The skills are the following: critical-mindedness (mapanuring pag-iisip), informed decision (matalinong pagpapasya), research and investigation (pagsasaliksik at pagsisiyasat), historical skills

(kasanayang pangkasaysayan), sustainable use of the resources (likas-kayang paggamit ng pinagkukunan ng yaman), communication and global perspective (pakikipagtalastasan at pandaigdigang pananaw,) and creativity (pagkamalikhain). These skills are to be measured in the achievement test on Araling Asyano together with Krathwohl's cognitive process dimensions, namely: remember, understand, apply, analyse, evaluate, and create. The researcher situated the test items in the instrument based on the content and performance standards of Araling Asyano, Araling Panlipunan skills, and cognitive dimensions. It is expected that the Araling Panlipunan skills will be honed and developed among the students throughout the entire course of the K to 12 Araling Panlipunan Curriculum.

In order to contextualize the test items in the achievement test to those three elements, the researcher made sure that the test items will measure not only the content and performance standards of Araling Asyano and the cognitive dimensions but also the corresponding Araling Panlipunan skills that should be embodied by 21st century Filipino learners. For instance, item nos. 17, 18, 19, 20, 21, and 22 are situated to “being critical-minded citizens” (mapanuring mamamayan). These particular items are expected to measure the ability of the students to be critical and mindful of some issues and problems in the society. Item nos. 5, 8, 13, 52, 53, and 57 are responsive to the skill on informed decision (matalinong pagpapasya). The aforementioned test questions will test the ability of the learners to come up with firm and informed decisions which will reflect and encompass how they handle a particular situation. These items will test their proficiency in making wise decision. Item nos. 23, 24, 25, 26, 27, 28, and

30 are situated to research and investigative skill (pagsasaliksik at pagsisiyasat). These test questions are expected to measure the ability of the students to do research and investigation on historical and socio, economic, and political issues in the society. These Social Studies skills are some of the most significant skills since they awaken the curiosity of the students which is a pre-requisite to become a knowledge-seeker citizen. These skills develop students' ability to search for knowledge and meaning. Item nos. 4, 9, 31, 32, 33, 35, 36, and 37 are associated with historical skills (kasanayang pangkasaysayan). These items will measure the historical skills of the learners. Developing learners' historical skills is one of the basic competency/skill in Social Studies since most of the subjects in this discipline deals with people, events, and ideas that have made significant impact in the past. Social Studies trains students to look at a certain cause from historians' point of view who are capable of analyzing historical events free from biases.

Item nos. 2, 11, 15, 16, 36, 45 and 53 are related to the skill of sustainable use of the resources (likas-kayang paggamit ng pinagkukunan ng yaman). The above-mentioned items aim to measure the students' ability to make proper use of the natural resources. This particular skill is relevant in the 21st century and contemporary society due to the pressing issues of sustainability in the environment faced by many Asian countries at present. These questions will reflect students' responsiveness to their environment and ecology. Item nos. 4, 7, 8, 14, 38, 46, and 49 are allied to communication and global perspective skill (pakikipagtalastasan at pandaigdigang pananaw). These test items are expected to measure the ability of the students to

communicate effectively and impart their perspective. These skills are of prime importance since it will train students to effectively communicate and impart their stand regarding an issue. Item nos. 10, 12, 63, 64, and 65 are responsive to the skill of creativity (pagkamalikhain). These items aim to measure the creativity of the students in organizing and presenting their ideas. Creativity is a must-have skill for students in this fast-changing society. Being creative will make the students stand out above the rest outside the classroom since it will hone their skills not just in organizing and presenting ideas but as well as in finding ways and solutions to a problem which will make them capable of adapting to change.

Moreover, it is also worth mentioning that these skills are not independent from one another, but rather these skills are interdependent and fluid which means a particular test item can measure one or more Social Studies skills. Some items like item nos. 18, 19, 20, and 21, for instance, test both the critical-mindedness and research and investigative skills of the students. Other questions like item no. 60 can test six skills. This only proves that these skills are not separate entities, but they are complements to some other skills and are important to develop such.

Statement of the Purpose

The purpose of this study was to develop and validate an achievement test in *Araling Asyano* based on the K to12 *Araling Panlipunan* Curriculum Framework. More specifically, the study aimed to:

1. Construct test items based on the content/learning standards of *Araling*

Asyano that will address the K to12 *Araling Panlipunan* curriculum;

2. Try out the test items;

3. Determine the difficulty and discrimination indices of each test item;

4. Establish evidences of validity and reliability of the test; and

5. Prepare a manual for administering, scoring, and interpreting the test.

Significance of the Study

The researcher aimed to develop and validate an achievement test in *Araling Asyano* based on the K to12 Program. The study is said to be relevant to the following education stakeholders:

Education supervisors, school heads and department heads - The result of the achievement test can serve as a basis in appraising teachers' performance and in examining the effectiveness of the curriculum and the loopholes that need to be improved.

Araling Panlipunan Teachers – One of the benefits of this study is the improvement of teachers' skills in test construction and formulation (Simeon, 2003). The result of the achievement test can be used by teachers in identifying the mastered and least mastered skills by students that can serve as a basis for remedial instruction. In addition, teachers can also use the results of the achievement test in reflecting and examining their teaching performance, particularly the strong and weak points of their pedagogy. Hence, improvement can be done in the areas that need attention.

Parents/Guardians – The result of the achievement test will be reported to parents/guardians so that they can extend help and support to academic concerns of

their children. Moreover, parents can openly monitor their children's scholastic performance.

Guidance Counsellor - The result of achievement test can be recorded in the students' anecdotal record, and discussion can be made together with the parents/guardian of the students. Dialogues with parents can be of great help in monitoring students' academic progress.

Students – The result of the achievement test will inform students of their mastery level in the subject. Furthermore, it will encourage them to become more hardworking in their studies and prepared in taking other tests.

Researchers – Researchers can identify gaps and loopholes in the process of this study which can be relevant in pursuing similar researches in the future.

Scope and Delimitation

The study aimed to develop and validate an achievement test in *Araling Asyano* based on the K to 12 Program. The test questions were formulated and classified based on the six levels of cognitive process dimensions of Krathwohl (2002), namely remember, understand, apply, analyse, evaluate, and create. These levels of cognitive dimensions are the revision of the original taxonomy of education originally formulated by Bloom and other experts in 1956. Also, the test items were constructed in such a way that they are responsive to Social Studies skills which means that the items were formulated to test the proficiency of Grade 7 learners on skills rooted in Araling Panlipunan such as critical-mindedness (mapanuring pag-iisip), informed decision (matalinong pagpapasya), research and investigation (pagsasaliksik at pagsisiyasat), historical skills (kasanayang pangkasaysayan), sustainable use of the resources (likas-

kayang paggamit ng pinagkukunan ng yaman), communication and global perspective (pakikipagtalastasan at pandaigdigang pananaw) and creativity (pagkamalikhain).

However, only the five cognitive dimensions were included in the test. Most of the questions in the create dimension were removed in the instrument due to mortality during test try-outs. Hence, the researcher suggested that another assessment mode may be developed to test the create dimension since this particular cognitive process can be best measured using the alternative assessment mode (e.g., performance-based assessment).

The cognitive process dimension of Krathwohl was adopted by DepEd in formulating assessment tasks. According to DepEd Order No. 8, s. 2015, assessment should be holistic and emphasize formative or developmental purpose of quality, thereby assuring students' learning. Assessment should also be standards-based, for it seeks to ensure that teachers will teach to the standards, and students will aim to meet or even exceed the standards. Students' attainment and performance are a proof of learning (DepEd Order No. 8, s. 2015).

The respondents of the study were Grade 9, 8, and 6 students from the six public schools of the second district of Quezon City.

The test questions were formatted after the cognitive process dimensions of Krathwohl (2002) and Social Studies (Araling Panlipunan) skills. Hence, the table of specifications presents the levels of cognitive dimension. The content/learning standards of Araling Asyano, together with the learning module, teaching guide, and other textbooks, were used as bases for the development of the test items.

Definition of Terms

The following are concepts to be used in understanding this research study:

Achievement Test. It is a type of test that measures how much someone knows or has learned in a particular subject area (Salkind, 2006). Furthermore, Fraenkel and Wallen (2009) defined achievement test as an instrument used to measure the proficiency level of individuals in given areas of knowledge or skills.

For the purpose of this study, achievement test is a type of test that intends to measure students' mastery level after attending a specific program of instruction.

Achievement Test in Grade 7 Araling Asyano. It is the test that measures the achievement of grade seven students in terms of content and learning standards of the K to12 *Araling Asyano*.

Content Standards for Araling Asyano. *It defines what the students are expected to know, do, and understand. It answers the question, "what do students know and able to do?" (DepEd Order No. 31, s. 2012).*

In the context of Araling Asyano and this research, content standards is when the students are able to express their understanding of the role of people and environment in the development and molding of ancient Asian civilizations. (Naipamamalas ng mag-aaral ang pag-unawa sa ugnayan ng kapaligiran at tao sa pagbuo at paghubog ng kabihasnang, K to 12 Gabay Pangkurikulum, 2013).

Learning Competency of Araling Asyano. These are the specific statements of knowledge, process/skills, and attitude that students are expected to demonstrate to attain the content standards (DepEd Order No. 31, s. 2012)

In the perspective of Araling Asyano and of this study, learning competency refers to the ability of the students to express their deep understanding and appreciation of the Asian Region and its rich geography, history, culture, society, and other aspects of

Asian life such as politics, economy, government, and their relation to ancient civilization and contemporary society which leads to the formation of the Asian identity. (Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa rehiyong Asya sa mayamang katangian at kakayahan ng heograpiya, kasaysayan, kultura, lipunan nito at sa iba't ibang larangan ng buhay Asyano (pampulitika, pang-ekonomiya, pampamahalaan, at ugnayan sa pagitan ng rehiyon mula sinaunang kabihasnan patungo sa mga kasalukuyang lipunan at bansa tungo sa pagbuo ng pagkakakilanlang Asyano, K to 12 Gabay Pangkurikulum, 2013).

Performance Standards of Araling Asyano. It defines what the students should create, add value to, and transfer. It answers the questions, “how well must students do their work?” (DepEd Order No. 31, s. 2012).

For the purpose of this study, performance standards is when the students can deeply relate to and understand the role of people and environment in the development and molding of the Asian civilization. (Ang mag-aaral ay malalim na nakapag-uugnay-ugnay sa bahaging ginampanan ng tao at kapaligiran sa pagbuo at paghubog ng kabihasnang Asyano, K to 12 Gabay Pangkurikulum, 2013).

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DEDICATION

I dedicate this work of art, first and foremost, to my FAMILY whose support and love have always been with me ever since I started my graduate studies. To my Mama who has to work abroad as an OFW, Ma, your hard work has paid off. I want to thank you and Nanay for always being there for me and for not leaving my side. Thank you for sending me to a very good school. I can see the benefit now. To my Papa, you're one of the reasons why I want to succeed in life. I want to prove to people that growing up in an unconventional family is not a hindrance in achieving your dreams in life. Thank you for bringing me into this world.

I also dedicate this to my BROTHERS and SISTERS in the field of education, especially to my fellow Social Studies teachers. Do not lose hope. Social Studies may not attract many students, but it will give you the right ones. Our profession and discipline is indeed a progressive one, so continue to embrace change as long as it is for the better. I hope this may inspire you to study and learn more. The society needs us, so keep going!

I likewise dedicate this to my STUDENTS, former and present. When you dream, dream big because dreams are genuine. Keep going!

I dedicate this too to my COUNTRYMEN. Our country has been plagued with corruption, scandals, and other forms of mismanagement and bad governance for decades, but I still believe that there is hope for our motherland. Do not lose hope. Let change start within and from you. Reflect on one's action. Be vigilant and act proactively!

Last but obviously not the least, I dedicate this fruit of labor to GOD. With Your love, I was able to survive. Glory be unto You.

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