



Republic of the Philippines
Department of Education
REGION IX, ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DAPITAN CITY

Office of the Schools Division Superintendent

October 11, 2024

Division Memorandum
No. 554 s. 2024

**Development of Unified Quarterly Assessment in Science 7
under the MATATAG Curriculum**

To: Assistant Schools Division Superintendent
Chief Supervisors
Education Program Supervisors
Public Schools District Supervisors
Principal Incharge of the Districts
Elementary/Secondary School Heads
All Others Concerned



1. With reference to Division Memorandum No. 476, "Development of Unified Quarterly Assessment for All Learning Areas under the Matatag Curriculum (Kinder, Grade 1,4 and 7)", this Division through the Curriculum Implementation Division would like to inform the field on the assignment of secondary schools in the formulation of assessment questions in Science 7, School Year 2024-2025.
2. The list of assignments from Quarter 2 to Quarter 4 that can be found in enclosure Nos. 1, 2 and 3 of this Memorandum will guide workers in the field, to avoid overlapping, redundancy, duplication and superfluous submission of distinguishable outputs.
3. The school must prepare and submit at least three assessment questions on every assigned competency. It is encouraged to prepare PISA like questions in objective type of test. Template of output can be downloaded through:
<https://tinyurl.com/ScienceUnifiedTest>
4. The same link to submit online the outputs following the file name format: Science-Quarter-Competency number-School (*Science-2nd-C1-Ilaya NHS*), on or before the following deadlines:
2nd Quarter: November 15, 2024
3rd Quarter: January 23, 2024
4th Quarter: March 27, 2024
5. Science Learning Area Coordinator, Master Teachers, and Teachers in Grade 7 Science should collaborate and formulate assessment questions that are aligned with the MATATAG Curriculum based on the assigned learning competency and number of test questions.





Republic of the Philippines
Department of Education
REGION IX, ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DAPITAN CITY

6. School level quality assurance committee shall conduct review and validation for accuracy, completeness and alignment with learning competencies, with the school head as the chairperson prior to submission to the Division Quality Assurance Committee.
7. District supervisors/Districts-in-Charge shall facilitate for the timely submission of assessment questions.
8. For queries/coordination, please contact the Chief of the Curriculum Implementation Division Dr. Vicente Jose V. Suarez, II or Bobbie E. Gurabot, EPS-Science @ mobile number 09499907636 or through his messenger BobGartbou.
9. Widest dissemination, guidance, and compliance with this Memorandum is desired.


FELIX ROMY A. TRIAMBULO, CESO V
Schools Division Superintendent 



CID/BEG/Science Unified Test
DM___/Oct 25, 2024



Sunset Boulevard, Dawo, 7101 Dapitan City

(065) 917-5113

www.depeddapitancity.net

dapitancity@deped.gov.ph

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SCHOOLS DIVISION OF DAPITAN CITY

Enclosure No. 1 to Division Memorandum No. _____, s. 2024

**Assignment List of Secondary Schools for the Division Unified Quarter Test
Science 7
School Year 2024-2025**

Quarter 2		Life Science		
	Content	(1) Science equipment: the compound Microscope (2) Plant and animal cells (3) Cellular Reproduction (4) Levels of biological Organization (5) Trophic levels and the transfer of energy.		
	Performance Standard	<i>By the end of the Quarter</i> , learners demonstrate understanding of the parts and function of a compound microscope and use this to identify cell structure. They recognize that the cell is the basic unit of life and that some organisms are unicellular and some are multicellular. They explain that there are two types of cell division, and that reproduction can occur through sexual or asexual processes. They use diagrams to make connections between organisms and their environment at various levels of organization. They explain the process of energy transfer through trophic levels in food chains.		
	Content Standard	1. Familiarity and proper use of a compound microscope are essential to observe cells. 2. The organelles of plant and animal cells can be identified using a compound microscope. 3. Cells are the basic unit of life and mitosis, and meiosis are the basic forms of cell division. 4. Fertilization occurs when a male reproductive cell fuses with a female reproductive cell. 5. Sexual reproduction is the basis of heredity. 6. The level of biological organization provides a simple way of connecting the simplest part of the living world to the most complex. 7. Identifying trophic levels helps understand the transfer of energy from one organism to another as shown in a food pyramid.		
No.	School	Grade	No of Test Questions	Learning Competency
1	Barcelona NHS Guimputlan IS	7	3 per school	Identify the parts and functions, and demonstrate proper handling and storing of a compound microscope.
2	Ilaya NHS Kauswagan IS	7	3 per school	Use proper techniques in observing and identifying the parts of a cell with a microscope such as the cell membrane, nucleus, cytoplasm, mitochondria, chloroplast, and ribosomes.
3.	Baylimango NHS Selinog IS	7	3 per school	Recognize that some organisms consist of a single cell (unicellular) like in bacteria and some consist of many cells





Republic of the Philippines
Department of Education
REGION IX, ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DAPITAN CITY

				(multicellular) like in a human.
4.	Dakak NHS ORO NHS-Napo Extension	7	3 per school	Differentiate plant and animal cells based on their organelles.
5.	Oro NHS Dampalan SH	7	3 per school	Recognize that cells reproduce through two types of cell division, mitosis and meiosis, and describe mitosis as cell division for growth and repair
6.	Dapitan City NHS Sigayan SH	7	3 per school	Explain that genetic information is passed on to offspring from both parents by the process of meiosis and fertilization
7.	Aseniero NHS Aliguay IS	7	3 per school	Differentiate sexual from asexual reproduction in terms of: a) number of parents involved, and b) similarities of offspring to parents
8.	Potungan NHS San Pedro IS	7	3 per school	Use a labelled diagram to describe the connections between the levels of biological organization to one another from cells to the biosphere.
9.	Sulangon NHS DCNHS-Sicayab Extension	7	3 per school	Describe the trophic levels of an organism as levels of energy in a food pyramid
10.	Talisay IS DCNHS- Larayan Extension	7	3 per school	Use examples of food pyramids to describe the transfer of energy between organisms from one trophic level to another.





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REGION IX, ZAMBOANGA PENINSULA
SCHOOLS DIVISION OF DAPITAN CITY

Enclosure No. 2 to Division Memorandum No. _____, s. 2024

**Assignment List of Secondary Schools for the Division Unified Quarter Test
Science 7
School Year 2024-2025**

Quarter 3		Force, Motion, and Energy		
	Content	(1) Balanced and unbalanced forces (2) Motion: displacement and Velocity (3) Distance-Time graphs (4) Identifying and controlling Variables (5) Heat transfer		
	Performance Standard	By the end of the Quarter, learners employ scientific techniques, concepts, and models to investigate forces and motion and represent their understanding using scientific language, force diagrams, and distance-time graphs. They use their curiosity, knowledge and understanding, and skills to propose solutions to problems related to motion and energy. They explore how modern technologies might be used to overcome current global energy concerns.		
	Content Standard	1. Scientists and engineers analyze forces to predict their effects on movement. 2. Vectors differentiate the concepts of speed and velocity. 3. Graphing motion provides more accurate predictions about speed and velocity. 4. The particle model explains natural systems and processes. 5. Scientists and engineers conduct innovative research to find solutions to the current global energy crisis by seeking renewable energy solutions.		
No.	School	Grade	No of Test Questions	Learning Competency
1	DCNHS-Larayan Extension DCNHS-Sicayab Extension	7	3 per school	Identify that forces act between objects and can be measured.
2	Dakak NHS San Pedro IS Sulangon NHS-Owaon Extension	7	2 per school	Identify and describe everyday situations that demonstrate: a. balanced forces such as a box resting on an inclined plane, a man standing still, or an object moving with constant velocity; b. unbalanced forces, such as freely falling fruit or an accelerating car
3	Oro NHS Sigayan HS	7	3 per school	draw a free-body diagram to represent the relative magnitude and direction of the forces involving balanced and unbalanced forces
4	Potungan NHS Selinog IS	7	3 per school school	Identify that when forces are not balanced, they can cause changes in the



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REGION IX, ZAMBOANGA PENINSULA
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				object's speed or direction of motion
5	Talisay IS Guimputlan IS	7	3 per school	Explain the difference between distance and displacement in everyday situations in relation to a reference point
6	Barcelona NHS Kauswagan IS	7	3 per school	Distinguish between speed and velocity using the concept of vectors.
7	Baylimango NHS Dampalan SHS	7	3 per school	describe uniform velocity and represent it using distance-time graphs
8	Aseniero NHS Aliguay IS	7	3 per school	Explain the difference between heat and temperature
9	Sulangon NHS Oro NHS-Napo Extension	7	3 per school	Identify advantageous and disadvantageous examples of conduction, convection, and radiation.
10	Dapitan City NHS	7	3 per school	Explain in terms of the particle model the processes underlying convection and conduction of heat energy
11	Ilaya NHS Sulangon NHS-Owaon Extension	7	3 per school	Gather information from secondary sources to identify and describe examples of innovative devices that can be used to transform heat energy into electrical energy.
	X-X-X-X-X-X-X-X			





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 SCHOOLS DIVISION OF DAPITAN CITY

Enclosure No. 3 to Division Memorandum No. _____, s. 2024

**Assignment List of Secondary Schools for the Division Unified Quarter Test
 Science 7
 School Year 2024-2025**

Quarter 4		Earth and Space Science		
	Content	1 System models 2. Earthquakes 3. The Sun's influence on Earth		
	Performance Standard	By the end of the Quarter, learners appreciate the value of using systems to analyze and explain natural phenomena and demonstrate their understanding in explaining the dynamics of faults and earthquakes. They are confident in identifying and assessing the earthquake risk for their local communities using authentic and reliable secondary data. They use the country's disaster awareness and risk reduction management plans to identify and explain to others what to do in the event of an earthquake. Learners explain the cause and effects of secondary impacts that some coastal communities may experience should a tsunami be produced by either local or distant earthquake activity. Learners use reliable scientific information to identify and explain how solar energy influences the atmosphere and weather systems of the Earth and use such information to appreciate and explain the dominant processes that influence the climate of the Philippines.		
	Content Standard	1. Rapid movements along normal, reverse or strike-slip faults cause earthquakes. 2. The damage or effects on communities depend on the magnitude of and distance from an earthquake. 3. Sunlight is the Earth's external source of energy. 4. Solar energy influences the atmosphere and weather patterns. 5. The revolution, rotation, and the tilt of the Earth explain the patterns of day and night and the seasons.		
No.	School	Grade	No of Test Questions	Learning Competency
1	Sulangon NHS	7	3 per school	Classify geological faults according to the angle of the fault plane and direction of slip.
2	Dapitan City NHS	7	3 per school	Use models or illustrations to explain how movements along faults generate earthquakes and identify and explain



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 SCHOOLS DIVISION OF DAPITAN CITY

				which types of faults are most likely to occur in the Philippines and explain why.
3	Aseniero NHS Kauswagan IS	7	3 per school	Describe how the effects of earthquakes on communities depend on their magnitude.
4	Dakak NHS DCNHS-Sicayab Extension	7	3 per school	Use the PHIVOLCS FaultFinder or other reliable information source to identify where the nearest fault system is located from their community and assess the risk of earthquakes to their local community
5	Barcelona NHS Sigayan SHS	7	3 per school	Make models of fault scenarios to illustrate: a. the epicenter of an earthquake from its focus, b. the intensity of an earthquake from its magnitude, and c. how underwater earthquakes may or may not generate tsunamis
6	Oro NHS Guimputlan IS	7	3 per school	Refer to the local disaster readiness plans to demonstrate what to do during and after an earthquake.
7	Aseniero NHS Selinog IS	7	3 per school	Explain how earthquakes result in tsunamis that devastate shoreline Communities
8	Talisay IS Dampalan SHS	7	3 per school	Describe procedures that the authorities have in place to alert communities of pending tsunamis and what procedures can be implemented should a tsunami impact a community.
9	Potungan NHS Aliguay IS	7	3 per school	Explain how energy from the Sun interacts with the atmosphere
10	Ilayan NHS San Pedro IS	7	3 per school	Make a physical model or use drawings to demonstrate how the tilt of the Earth relative to its orbit around the Sun affects the intensity of sunlight absorbed by different areas of Earth over a year.
11	Baylimango NHS Oro NHS-Napo Extension	7	3 per school	Explain, using models, how the tilt of the Earth affects the changes in the length of daytime at different times of the year.
12	DCNHS-Larayan Extension Sulangon NHS-Owaon Extension	7	3 per school	Explain how solar energy contributes to the occurrence of land and sea breezes, monsoons, and the Intertropical Convergence Zone (ITCZ).





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Enclosure to Division Memorandum No. _____, s. 2024

Letter Head)
Assessment Questions for _____ Quarter Test
Science 4

Quarter: _____

Week	Learning Objective	Test Question	Cognitive Process Dimensions (refer to page 4 of Deped Order No. 8, s. 2015)
1.	Identify types of variables.	Which is the independent variable? A. The amount of water B. The amount of sugar C. The time of stirring D. The temperature of water	Remembering

NOTE: highlight or underline the correct answer

Prepared by:
(MT/HT/Teacher)

Reviewed by:

School Head's signature over printed name



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