



Republic of the Philippines
Department of Education
CARAGA REGION

**TABLE OF SPECIFICATION FOR THE DIAGNOSTIC TEST IN GENERAL BIOLOGY 2
SY 2022-2023**

MOST ESSENTIAL LEARNING COMPETENCIES	No. of days based on LC Codes	%	No. of Items	Lower-order Thinking Skills		Moderate-order Thinking Skills		Higher-order Thinking Skills	
				Rem	Und	App	Ana	Eval	Cre
				Item Placement					
1. Outline the processes involved in genetic engineering (STEM_BIO11/12-IIIa-b-6).	4	7%	3		1	2**			
2. Discuss the applications of recombinant DNA (STEM_BIO11/12-IIIa-b-7);					3				
3. Describe general features of the history of life on Earth, including generally accepted dates and sequences of the geologic time scale and characteristics of major groups of organisms present during these periods (STEM-BIO11/12-IIIC-G-8).	2	3%	2		4***		5***		
4. Explain the mechanisms that produce change in populations from generation to generation (e.g., artificial selection, natural selection, genetic drift, mutation, recombination) (STEM_BIO11/12-IIIC-g-9);	4	7%	3	6			7***	8***	
5. Show patterns of descent with modification from common ancestors to produce the organismal diversity observed today (STEM_BIO11/12-IIIC-g-10)	2	3%	2			9***		10***	



Address: J.P. Rosales Avenue,
Butuan City
Trunkline No: (085) 342-8207
Telefax No: (085) 342-5969
Email: caraga@deped.gov.ph





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6. Trace the development of evolutionary thought (STEM_BIO11/12-IIIc-g-11)	1	2%	1		11				
7. Explain evidences of evolution (e.g., biogeography, fossil record, DNA/protein sequences, homology, and embryology) (STEM_BIO11/12-IIIc-g-12)	4	7%	3	12		13	14**		
8. Infer evolutionary relationships among organisms using the evidence of evolution (STEM_BIO11/12-IIIc-g-13)	2	3%	2	15**				16***	
9. Explain how the structural and developmental characteristics and relatedness of DNA sequences are used in classifying living things (STEM_BIO11/12IIIhj-14)	2	3%	2	17	18				
10. Identify the unique/ distinctive characteristics of a specific taxon relative to other taxa (STEM_BIO11/12IIIhj-15)	2	3%	2			19	20*		
11. Compare and contrast the reproduction processes in plants and in animals. (STEM_BIO11/12-IVa-1).	4	7%	3		21	22***		23***	
12. Compare and contrast plant and animal development. (STEM_BIO11/12-IVb-1).	2	3%	2		24***	25*			
13. Compare and contrast nutrient procurement and processing in plants and animals (STEM_BIO11/12-IVc-1).	4	7%	3	26		27***		28***	
14. The learners shall be able to compare and contrast gas exchange in plants and animals. (STEM_BIO11/12-IVd-1).	2	3%	2		29**		30		
15. Compare and Contrast Transport and Circulation in Plants and Animals. (STEM_BIO11/12Iva-h-1)	4	7%	3	31			32	33***	
16. Compare and contrast the following processes in plants and animals: regulation of body fluids. (STEM_BIO11/12-Iva-h-1)	4	7%	3	34	35			36	
17. The learners should be able to describe the structures and functions of organs involved in sensory and motor systems. (STEM_BIO11/12- IVa-h-1)	4	7%	3		37	38	39***		
18. Compare and contrast the following processes in plants and animals: immune systems. (STEM_BIO11/12-IVa-h-1)	4	7%	3	40		41	42		

19. Explain how some organisms maintain steady internal conditions, osmotic balance and glucose levels, that possess various structures and processes (STEM_BIO11/12-IVi-j-2).	4	7%	4	43	44	45		46**	
20. Explain how some organisms maintain steady internal conditions (e.g., temperature regulation, osmotic balance and glucose levels) that possess various structures and processes. (STEM_BIO11/12-IVi-j-2)	4	7%	4	47			48***, 49	50***	
Total	60	100%	50						

*Legend: *Problem Solving; **Information Literacy; ***Critical Thinking*

Prepared by:

JINKY N. ORAIZ
 SHS Teacher III, Agusan del Norte
 (Test Curator)

Checked by:

JANE C. BASUL, Ph.D.
 EPS – Science, Agusan del Norte