



PRELIMINARY SURVEY VISIT

AREA III:

CURRICULUM AND INSTRUCTION



PRELIMINARY SURVEY VISIT

AREA III:

**CURRICULUM AND
INSTRUCTION**

C. ASSESSMENT OF ACADEMIC PERFORMANCE

C.1. SAMPLE COPIES OF SUMMATIVE EXAMINATION (MIDTERM AND FINAL) WITH TABLE OF SPECIFICATION



University of Southern Mindanao
Kabacan, Cotabato, Philippines

Institute of Sports, Physical Education, and Recreation



Movement Education Midterm Examination

Instructions:

1. Read each question carefully before selecting the answer that best fits. Choose the most appropriate response based on your knowledge of the lesson.
2. Shade the circle next to the letter of the correct answer (A, B, C, or D) on the separate answer sheet.
3. Review your answers before submitting your answer sheet. Ensure all questions are answered and shaded clearly.

1. Which of the following is NOT a category of movement concept activities?

- a. Body Activities
- b. Space Activities
- c. Cognitive Activities
- d. Relationship Activities

2. What is the main focus of body activities in movement education?

- a. Spatial awareness
- b. Interpersonal relationships
- c. Control and coordination of body parts
- d. Rhythm and timing

3. Which movement activity helps develop body part isolation?

- a. Jumping jacks
- b. Running in place
- c. Isolating body parts
- d. Group choreography

4. Which of the following best describes space activities?

- a. Moving the body in different directions and exploring space
- b. Engaging in partner exercises
- c. Performing various jumps in rhythmic patterns
- d. Balancing on one foot

5. What does the term "effort" in movement education refer to?

- a. The use of multiple body parts simultaneously
- b. The interaction between individuals during movement
- c. The dynamics of how movements are performed
- d. The manipulation of external objects

6. Which of the following factors is associated with effort activities?

- a. Body balance
- b. Speed and time of movement
- c. Interpersonal dynamics
- d. Strength and endurance

7. In relation to effort activities, what does the term "flow" refer to?

- a. How quickly the body moves
- b. The weight or force of the movement
- c. The smoothness or freedom of movement
- d. The direction of movement

8. Which of the following is an example of relationship activities?

- a. Running a race
- b. Passing an object between two partners
- c. Performing a balance exercise
- d. Jumping in place

9. What is the main purpose of teaching body activities in movement education?

- a. To enhance teamwork
- b. To develop balance and coordination
- c. To focus on cognitive learning
- d. To increase physical endurance

10. How do space activities help in movement education?

- a. They enhance speed and strength
- b. They help students understand and navigate the environment
- c. They focus on emotional and social learning
- d. They promote individual competitiveness

11. Why is "time" an important factor in effort activities?

- a. It helps students focus on balance and posture
- b. It determines the energy level required for movement
- c. It differentiates between slow and quick movements
- d. It encourages flexibility and range of motion

12. What is the goal of relationship activities in movement education?

- a. To develop spatial awareness
- b. To enhance personal fitness
- c. To encourage teamwork and cooperation
- d. To improve individual motor skills

13. Which of the following best explains the term "space" in effort activities?

- a. The use of different levels in movement
- b. The direction in which the body moves



Scanned with CamScanner

- c. The amount of energy required for a task
d. The level of difficulty of the movement
14. In movement education, what is the primary purpose of including partner exercises in relationship activities?
- To improve cardiovascular health
 - To develop individual motor skills
 - To encourage communication and cooperation
 - To increase body flexibility
15. What are the benefits of including body part isolation activities in the curriculum?
- They promote social skills development
 - They help students develop control over their movements
 - They focus on group collaboration
 - They improve mental focus and attention
16. What kind of movement activity would most likely involve varying levels (low, medium, high)?
- A balancing exercise
 - A running activity
 - A space awareness activity
 - A partner activity
17. Which of the following activities best aligns with body activities in movement education?
- A relay race
 - A group dance performance
 - Isolating and moving body parts like arms and legs
 - Playing basketball
18. When students are asked to move in different directions (forward, backward, sideways), they are engaging in which type of activity?
- Space activities
 - Body activities
 - Effort activities
 - Relationship activities
19. If a teacher wants to incorporate "flow" into a lesson, they might ask students to:
- Perform sudden and quick movements
 - Perform slow, continuous, and smooth movements
 - Focus on manipulating objects
 - Perform competitive group activities
20. A teacher instructs students to work in pairs and mirror each other's movements. Which type of movement activity is this?
- Effort activities
 - Body activities
 - Relationship activities
 - Space activities
21. Which activity best applies the concept of "time" in movement education?
- A student running laps around the track
 - A student completing a series of jumps at different speeds
 - A student working in pairs to pass a ball
 - A student creating various shapes with their body
22. A teacher asks students to jump over a series of hurdles at varying heights. Which of the following is being incorporated into the lesson?
- Space activities
 - Relationship activities
 - Body activities
 - Effort activities
23. In a group dance activity, students are asked to move in unison while changing levels and directions. This activity is best categorized under:
- Body activities
 - Space activities
 - Effort activities
 - Relationship activities
24. When a teacher asks students to run at different speeds in a game, which aspect of effort are they focusing on?
- Weight
 - Flow
 - Time
 - Space
25. How can body activities contribute to improving a student's overall physical health?
- By encouraging competition among students
 - By improving motor coordination and body control
 - By focusing solely on endurance
 - By limiting physical movement to prevent injury
26. Why might a teacher choose to use partner exercises in teaching relationship activities?
- To increase student independence
 - To foster teamwork, trust, and cooperation
 - To focus on individual achievement
 - To improve flexibility and balance
27. In a classroom where students perform individual body part isolations, how might this lesson be expanded to include space activities?
- By incorporating running and sprinting exercises
 - By having students change directions and paths while isolating movements
 - By limiting the activity to balance work
 - By asking students to compete in teams
28. A teacher is developing a lesson plan focused on "effort" in movement education. Which combination of factors would best support this?
- Heavy, quick movements and light, flowing movements
 - Slow, controlled movements with different body parts
 - A focus on the importance of space and direction
 - Individualized instruction with minimal group activities

Which of the following is NOT part of the scope of Physical and Sport Education (PSE)?

- Health and fitness
- Skill development
- Promoting academic knowledge in history
- Social development

30. Which individual is recognized as a key pioneer in developing the scope of physical education?

- Carl Rogers
- François Delsarte
- John Dewey
- Richard Simmons

31. Which area of physical education focuses on the improvement of cardiovascular endurance, strength, flexibility, and body composition?

- Skill development
- Social development
- Health and fitness
- Personal development

32. The development of fundamental motor skills includes activities such as running, jumping, throwing, and catching. This is part of which scope of PSE?

- Social development
- Skill development
- Personal development
- Recreational opportunities

33. What is a common issue when teaching fundamental motor skills (FMS)?

- Limited teaching materials
- Ensuring all students are in uniform
- Varying skill levels of students
- Too much student engagement

34. Which of the following is NOT a recommended strategy to teach fundamental motor skills?

- Differentiated instruction
- Providing constructive feedback
- Allowing students to observe without participation
- Using play-based learning activities

35. In physical education, the integration of group activities and team sports primarily focuses on:

- Skill development
- Social development
- Cognitive development
- Recreational opportunities

36. What is the primary purpose of assessing fundamental motor skills in students?

- To evaluate academic performance
- To determine how much knowledge they have about sports
- To track the progress of their physical abilities
- To measure their mental and emotional resilience

37. When teaching physical education, what is one way to cater to various learning styles?

- Use only lectures as the teaching method
- Allow students to work individually on skills
- Employ diverse teaching strategies such as collaborative learning

d. Stick to one method for all students

38. Why is play-based learning recommended for teaching motor skills?

- It encourages competition and performance
- It keeps students passive and attentive
- It makes the learning process more enjoyable and relevant
- It limits the use of physical movement in the classroom

39. What does the scope of PSE mean when it refers to "recreational opportunities"?

- Limiting physical activity to organized sports
- Encouraging lifelong physical activity through various leisure activities
- Focusing only on academic knowledge
- Concentrating on developing competitive skills only

40. Which teaching strategy is recommended to ensure the safety and inclusivity of all students?

- Limiting the number of activities based on skill level
- Ensuring safe and supportive practices are followed
- Using only high-intensity sports
- Focusing on individual competition

41. Which of the following is a key issue when assessing fundamental motor skills in students?

- The assessment process is purely objective
- Difficulty in tracking long-term skill progression
- Assessing cognitive performance only
- Lack of student interest in assessments

42. How can educators ensure students develop motor skills effectively?

- By focusing solely on the physical aspect of the activity
- By creating a variety of activities that target different motor skills
- By limiting activities to those the students already excel at
- By concentrating on sports knowledge rather than physical activity

43. Which of the following individuals is known as a pioneer of movement education, particularly focusing on expressive movement and the union of mind and body?

- Jean Piaget
- François Delsarte
- Carl Rogers
- John Dewey

44. What is the main goal of movement education in the classroom?

- To teach dance only
- To develop cognitive skills through lectures
- To promote physical activity and motor skills development
- To focus solely on sports competition

45. Which of the following is a foundation of an active lifestyle promoted by movement education?

- Mental exercises

- b. Regular physical activity
 - c. Social interaction only
 - d. Strict classroom structure
46. Rudolf von Laban's contribution to movement education includes:
- a. Creating a physical fitness regimen
 - b. Developing a dance-based teaching method
 - c. Emphasizing effort and expression in movement
 - d. Promoting mental exercises over physical ones
47. Which of the following best describes "brain breaks" as an innovative teaching idea in movement education?
- a. Short, planned breaks that promote mental rest and physical activity
 - b. Long breaks focused on rest without physical activity
 - c. Brain exercises that only engage cognitive thinking
 - d. Regular physical activity sessions that last for an hour
48. Which of the following is a recommended application of the movement education framework in classrooms?
- a. Focusing solely on motor skills and ignoring other subjects
 - b. Designing developmentally appropriate activities for different age groups
 - c. Encouraging students to compete in sports competitions exclusively
 - d. Limiting movement activities to after-school programs
49. Which of these teaching strategies integrates movement with learning objectives and can be applied during lessons?
- a. Lecture-based learning only
 - b. Using physical games and interactive activities
 - c. Restricting movement to physical education classes only
 - d. Focusing on quiet, sedentary learning activities
50. When analyzing the effectiveness of movement education, which of the following is most important to assess?
- a. Students' ability to memorize facts
 - b. Students' progress in physical skills and academic content
 - c. The length of movement sessions
 - d. Whether students can perform physical activities perfectly

 UNIVERSITY OF SOUTHERN MINDANAO Kabacan, Cotabato Philippines
TABLE OF SPECIFICATIONS

— Philosophical and Socio Anthropological Foundation of Physical Education and Sports
(MIDTERM/FINAL), EXAMINATION
(1st Semester, 2023-2024)

Topic	No. of Hours	% of Items	No. of Items	Distribution of Items					Total
				Remembering	Understanding	Applying	Analyzing	Evaluating	
Nature, Meaning and Scope of Physical Education	3	15	6		1		5		6
Philosophical Foundation of Physical Education and Sports.	3	15	6	1			5		6
Physical Activities in the Primitive Society	1.5	7.5	3	2	1				3
Physical Education and Sports in Ancient Nation	1.5	7.5	3	2	1				3
Physical Education and Sports in Greece	1.5	10	4	2	2				4
Roman Physical Activities and Sports	1.5	7.5	3	2					3
Physical Education and Sports in the Middle Ages	1.5	10	4	2	2				4
Physical Education and Sports in the Renaissance Period	1.5	7.5	3	1	2				3
Physical Education and Sports in Europe	1.5	10	4	2	2				4
Physical Education and Sports in the United States	1.5	10	4	1	3				4
Total	18	100	40	15	15		10		40

Prepared by:


JESSA S. BUISAN
Instructor

Noted by:


PRISCILLA P. DAGOC, MSPE
Department Chairperson, BSESS

ESS 02

Philosophical and Socio- Anthropological Foundation of Physical Education and Sports

Final Examination

Name: _____

Date: _____

Yr./Program/Section: _____

Score: _____

Test 1. Multiple Choice

1. During this period, interest in education grew and more schools were established.
 - a. Roman Period
 - b. Medieval Period
 - c. National Period
 - d. Renaissance Period
2. The period where Sweden gymnastics was recognized for inherent medical values.
 - a. Civil War Period
 - b. Dark Age
 - c. National Period
 - d. Roman Period
3. The person who invented the game Basketball in 1895.
 - a. Dioclesan Lewis
 - b. Edison Woods
 - c. Charles Follen
 - d. James Naismith
4. On this period, many physical educators provided leadership for physical conditioning programs.
 - a. Dark Age
 - b. World War I
 - c. Knighthood Period
 - d. National Period
5. The time where physical educators became more involved in recreation programs in the agencies and projects concern with unemployed person.
 - a. Depression years
 - b. Mid twentieth
 - c. Early Twentieth
 - d. Civil War period
6. More games, sports, and free play became popular during this period.
 - a. Depression Years
 - b. Mid twenties
 - c. Early Twenties
 - d. Golden Twenties
7. The Philosophy of Humanism and its concept of "Universal Man" emerged on this era.
 - a. Roman Empire
 - b. Renaissance Period
 - c. Medieval Era
 - d. Dark Ages
8. Considered as the oldest organized dancing.
 - a. Tribal Dancing
 - b. Ritual Dancing
 - c. Hindu Dancing
 - d. Yoga
9. The belief of the existence of evil in the body, therefore it should subordinated to the spirit.
 - a. Asceticism
 - b. Hinduism
 - c. Parallelism
 - d. Truism
10. Premier hippodrome of roman empire, where horse and chariot races were held for entertainment.
 - a. Circus Maximus
 - b. Palaestrae
 - c. Gymnasium
 - d. Coliseum

Test 2. Identification

Instruction: Choose the letter that corresponds your answer.

A.
B.
C.

D.
E.

11. An event in the tournament where groups of opposing knights would engage into hand on hand combat with dull swords.
12. A kind of education that emerged as physical ,social, and military in nature.
13. An educational program in which spartan boys were placed in a primitive barracks.
14. A mild exercises, similar to gymnastics- oriented calisthenics and was designed to prevent diseases.
15. Physical education teachers that teaches exercise and games in the Palaestre.

- | | |
|----|----|
| A. | D. |
| B. | E. |
| C. | |

16. Considered as the physical, intellectual, and social center of Greece.
17. The replacement of the gymnasium after the conquest of Greece.
18. The most famous of the war games where two mounted horsemen who would charge each other with long, wooden lances to knock down the opponent from his horse
19. A ballgame that resembled the modern day soccer played by an indeterminate number of men.
20. Introduced by the Malays and considered as the favorite pastime of the Filipinos during Spanish Regime.

Test 3. Matching Type

Instruction: Match the column A with column B. Write the letter of your answer before each number.

- | | |
|--|------------------------|
| 21. Advocated "Manly Exercise". | a. Herodutos |
| 22. Believed that martial arts should be practised in school | b. Franz Nachtgall |
| 23. Instituted P.E. as an important part of the school curriculum | c. Charles Follen |
| 24. The first to incorporate medicine and biomechanics | d. Michel De Montaigne |
| 25. Used Physical Education as an aid to medicine | e. Hippocrates |
| 26. Acknowledged as the father of Physical Education in Denmark | a. Charles McCloy |
| 27. Organized exercise classes based on the German system | b. John Milton |
| 28. Proclaimed the law of use and disuse of the body parts | c. Claudius Galen |
| 29. Emphasized the game and game skills under "Natural Gymnastics" | d. Vittorio del Feltré |
| 30. Advocated the "Education of the Physical" | e. Thomas Wood |

Test 4. Analysis

Instruction: Analyze the items below and identify the philosophy used or applied on each item. Write your answer before the number of each item.

- | | |
|-------------------|---------------|
| A. Existentialism | D. Pragmatism |
| B. Naturalism | E. Idealism |
| C. Realism | |

31. Physical Education focuses on the total development of the person.
32. Physical educators emphasize individualized learning.
33. Physical educators emphasize the importance of creativity.
34. Programs are based on scientific knowledge and orderly progression, and activities are selected on the basis of scientific evidences.
35. Physical educators allow students to select from a variety of activities with in the program.
36. Learning is accomplished through problem solving method.
37. Physical education professionals emphasize understanding of concept and self-development.
38. The curriculum should be based on the needs and interest of the students.
39. The physical educator allows normal growth.
40. Physical fitness and activities contribute to the development of one's personality.

Prepared by:
Jessa S. Buisan

 UNIVERSITY OF SOUTHERN MINDANAO Kabacan, Cotabato Philippines	TABLE OF SPECIFICATIONS
---	--------------------------------

— Philosophical and Socio Anthropological Foundation of Physical Education and Sports
(MIDTERM/FINAL) EXAMINATION
(1st Semester, 2023-2024)

Topic	No. of Hours	% of Items	No. of Items	Distribution of Items					Total
				Remembering	Understanding	Applying	Analyzing	Evaluating	
Nature, Meaning and Scope of Physical Education	3	15	6		1		5		6
Philosophical Foundation of Physical Education and Sports.	3	15	6	1			5		6
Physical Activities in the Primitive Society	1.5	7.5	3	2	1				3
Physical Education and Sports in Ancient Nation	1.5	7.5	3	2	1				3
Physical Education and Sports in Greece	1.5	10	4	2	2				4
Roman Physical Activities and Sports	1.5	7.5	3	2	1				3
Physical Education and Sports in the Middle Ages	1.5	10	4	2	2				4
Physical Education and Sports in the Renaissance Period	1.5	7.5	3	1	2				3
Physical Education and Sports in Europe	1.5	10	4	2	2				4
Physical Education and Sports in the United States	1.5	10	4	1	3				4
Total	18	100	40	15	15		10		40

Prepared by: JESSA S. BUISAN
Instructor

Noted by: PRISCILLA P. DAGOC, MSPE
Department Chairperson, BSESS

C.2. SAMPLE OF NON-TRADITIONAL ASSESSMENT TOOLS, E.G. RUBRIC, PORTFOLIO, ETC.

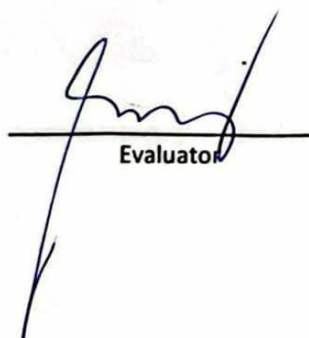
ESS06 (INDIVIDUAL & DUAL SPORTS I)

Name: Julysah D. Macapasar Date: 10/19/24 Practicum #: 21
 Course # / Description: Bachelor of Exercise and Sports Sciences

	1	2	3	4	5
Distance					
The stride is a good length A high knee lift and leg kickback is evident. Foot land along a narrow pathway (leg)				/	
Arms and legs are in rhythm (arms)				/	
There is an obvious flight phase (flight)			/		
The head is stable (head)				/	
Throws					
Execute with proper hand gripping and pushing motion (Javelin 400g, 3kg. Shot Put)				/	
Can glide in Discuss, Javelin in stride approach coordinated action			/		
Can push from near the ear and extend arm in pushing motion				/	

Legend:

Scale 15-20 = VERY SATISFACTORY 10-14 = SATISFACTORY 5-9 = FAIR 0-4 = NEEDS IMPROVEMENT


 Evaluator


 Student

C.3. SAMPLES OF ASSESSMENT TOOLS FOR INDIVIDUAL DIFFERENCES AND MULTIPLE INTELLIGENCES.

CAUXTKO, M



Republic of the Philippines
University of Southern Mindanao
Kabacan, Cotabato
Applied Motor Control and Learning of Exercise,
Sports, and Dance (PED 13)
Final Practical Exam
1st Semester 2024-2025



RUBRICS GUIDE

This guide outlines the criteria and scoring standards for evaluating performance. Use it as a reference to ensure consistent and fair assessment. Follow the specified guidelines for each category and assign scores that accurately reflect the level of achievement based on the detailed descriptors.

1. Student's Performance during the tournament based on the number of hours of training declared.

Very Good/ Very Proficient	Good/Proficient	Fair / Developing	Poor / Needs Improvement	Failure
49 – 60 points	37 – 48 points	25 – 36 points	13 – 24 points	0 – 12 points
The student consistently implements instructions and feedback from their coach and teammates. The student demonstrates a clear understanding of all strategies and positional responsibilities as directed.	The student can process and apply feedback from their coach and teammates to the game approximately two-thirds of the time. The student demonstrates an understanding of schemes and positional responsibilities about two-thirds of the time as directed.	The student can process and apply information from coaches and teammates to the game approximately one-third of the time. The student demonstrates an understanding of schemes and positional responsibilities about one-third of the time as directed.	The student shows some ability to process instructions from the coach and teammates and apply them during the game. The student demonstrates a limited understanding of schemes and positional responsibilities as directed.	The student is unable to process instructions from the coach or teammates and cannot apply them during the game. The student does not demonstrate an understanding of the schemes or positional responsibilities as directed.

2. Student's Basic skills learned from the teacher.

Very Good/Very Proficient	Good/Proficient	Fair / Developing	Poor / Needs Improvement	Failure
17 - 20 points	13 - 16 points	9 – 12 points	5 – 8 points	0 – 4 points
The student demonstrates excellent form and mechanics in executing basic skills during gameplay.	The student displays good form and mechanics in executing basic skills during gameplay.	The student occasionally applies correct body mechanics when executing basic skills during gameplay.	The student rarely applies correct body mechanics when executing basic skills during gameplay.	The student lacks proper form and demonstrates incorrect body mechanics when executing basic skills during gameplay.

3. Student's knowledge of the basic rules of the game.

Very Good/Very Proficient	Good/Proficient	Fair / Developing	Poor / Needs Improvement	Failure
17 - 20 points	13 - 16 points	9 – 12 points	5 – 8 points	0 – 4 points
Demonstrates an exceptional understanding of the rules.	Demonstrates a good understanding of the rules.	Demonstrates a fair understanding of the rules	Demonstrates a poor understanding of the rules	Demonstrates a very poor understanding of the rules



Scanned with CamScanner



Republic of the Philippines
University of Southern Mindanao
Kabacan, Cotabato
Applied Motor Control and Learning of Exercise,
Sports, and Dance (PED 13)
Final Practical Exam
1st Semester 2024-2025



The following guidelines are intended for evaluating both the dance teacher and their student, as well as the combative athlete and their student. Emphasis is placed on synchronization, as it is a key factor in the student's learning and development. The higher the level of synchronization, the clearer it demonstrates that the teacher has effectively conveyed their techniques to the student.

RUBRICS GUIDE

This guide outlines the criteria and scoring standards for evaluating performance. Use it as a reference to ensure consistent and fair assessment. Follow the specified guidelines for each category and assign scores that accurately reflect the level of achievement based on the detailed descriptors.

1. SYNCHRONIZATION AND PERFORMANCE (60 POINTS)

Very Good/ Very Proficient	Good/Proficient	Fair / Developing	Poor / Needs Improvement	Failure
49 – 60 points	37 – 48 points	25 – 36 points	13 – 24 points	0 – 12 points
Both synchronize with PRECISE coordination of movements, timing, and rhythm. BOTH MOVE TOGETHER IN A HARMONIOUS AND UNIFIED MANNER.	2/3 OF THE PERFORMANCE , both synchronize on coordination of movements, timing, and rhythm. 2/3 OF THE PERFORMANCE , both move together in a harmonious and unified manner.	1/3 OF THE PERFORMANCE , both synchronize on coordination of movements, timing, and rhythm. 1/3 OF THE PERFORMANCE , both move together in a harmonious and unified manner.	Both can SOMEHOW synchronize on coordination of movements, timing, and rhythm. Both can SOMEHOW move together in a harmonious and unified manner.	Both DON'T HAVE any synchronization on coordination of movements, timing, and rhythm. Both DIDN'T move together in a harmonious and unified manner. Each one of them has a different interpretation of the movement.

2. DIFFICULTY OF THE SKILL (40 POINTS)

Very Difficult	Difficult	Average	Easy	Very Easy
33 - 40 points	25 - 32 points	17 – 24 points	9 – 16 points	0 – 8 points
The skill performed is VERY DIFFICULT	The skill performed is DIFFICULT	The skill performed is an AVERAGE skill.	The skill performed is EASY	The skill performed is VERY EASY

C.4. SAMPLE CLASS RECORD

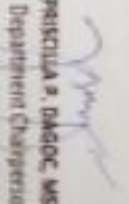
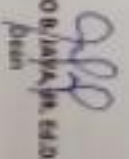
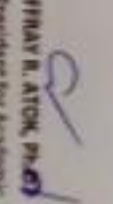
ESS 02 1 BSESS- FSC

Names	Quizzes 20%						Midterm Requirement 10%						Activities 40%						Written Exam 30%			Midterm Grade
			RS	EG	%		RS	EG	%	PE.O	Phil	Anth	RS	EG	%	RS	EG	%	RS	EG	%	
1. Amerol, Hassan M.	1	2	3	2.50	.25		1.25	1.25	.25	2.25	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.75	1.75	.53	1.75
2. Angeles, Philean Mariz R.	1	3	4	2.25	.23		2.0	2.0	.40	2.0	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.75	1.75	.53	1.75
3. Awongon, Jorel U.	2	3	5	2.25	.23		1.25	1.25	.25	2.25	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.50	1.50	.45	1.50
4. Basillio, Kenneth S.	0	3	3	2.5	.25		1.25	1.25	.25	2.25	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.75	1.75	.53	1.50
5. Bernal, Romel B.	1	5	6	2.0	.20		1.25	1.25	.25	1.5	1.5	1.25	1.5	1.5	.45	1.75	1.75	.53	1.75	1.75	.53	1.50
6. Carciller, Rogine Mark S.	1	4	5	2.0	.20		1.25	1.25	.25	1.5	1.5	1.25	1.5	1.5	.45	1.75	1.75	.53	1.75	1.75	.53	1.50
7. Casipe, Louie Jan P.	1	5	6	2.0	.20		1.75	1.75	.35	5.0	1.25	1.25	2.0	2.0	.60	1.75	1.75	.53	1.75	1.75	.53	1.75
8. Castillo, Charlemagne Kate H.	1	3	4	2.25	.23		2.0	2.0	.40	2.0	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.75	1.75	.53	1.75
9. Catulong, Edrian S.	1	5	6	2.0	.20		1.75	1.75	.35	5.0	1.25	1.25	2.0	2.0	.60	1.75	1.75	.53	1.75	1.75	.53	1.50
10. Datuali, Norhajlyn A.	1	3	4	2.25	.23		1.5	1.5	.30	2.0	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.75	1.75	.53	1.75
11. Dela Cruz, Jessa Anjelle T.	1	3	4	2.25	.23		1.5	1.5	.30	2.0	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.5	1.5	.45	1.50
12. Diesto, Myke Lawrence	1	5	6	2.25	.23		1.75	1.75	.35	5.0	1.25	1.25	2.0	2.0	.60	1.75	1.75	.53	1.75	1.75	.53	1.75
13. Gardoce, Incent Carl B.	1	4	5	2.25	.23		1.25	1.25	.25	2.25	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	2.0	2.0	.60	1.75
14. Gregorio, Mc. Kerby A.	1	5	6	2.25	.23		1.25	1.25	.25	1.5	1.5	1.25	1.5	1.5	.45	1.50	1.50	.45	1.50	1.50	.45	1.50
15. Guialal, Almira P.	4	4	8	2.0	.20		1.5	1.5	.30	2.0	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.5	1.5	.45	1.50
16. Gumapac, Cristine June V.	1	4	5	2.25	.23		1.5	1.5	.30	2.0	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.75	1.75	.53	1.75
17. Macayana, Carl Vincent T.	0	2	2	2.50	.25		2.0	2.0	.40	2.0	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.75	1.75	.53	1.75
18. Malantawan, Aladin M.	1	3	4	2.25	.23		1.25	1.25	.25	2.25	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.75	1.75	.53	1.50
19. Malisce, Patrick Andre V.	1	4	5	2.25	.23		2.0	2.0	.40	2.0	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.75	1.75	.53	1.50
20. Manansala, Venus Elaine C.	1	2	3	2.50	.25		2.0	2.0	.40	2.0	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	2.0	2.0	.60	1.75
21. Mariano 11, Herbert A.	10	10	20	1.0	.10		1.75	1.75	.35	3.0	1.25	1.25	1.75	1.75	.53	1.75	1.75	.53	1.0	1.0	.30	1.25

21. Mariano 11, Herbert A.	10	10	1.0	.10	1.75	1.75	.35	3.0	1.25	1.25	1.75	1.75	.53	1.0	1.0	.30	1.25	.53	1.25	.53	1.25	1.25
22. Martin, Sean Alwyn S.	1	6	2.0	.20	1.75	1.75	.35	5.0	1.25	1.25	2.0	2.0	.60	2.0	2.0	.60	1.75	.87	1.75	.87	1.75	1.75
23. Morillo, Kristine Mae A.	4	3	2.0	.20	1.5	1.5	.30	2.0	1.75	1.25	1.75	1.75	.53	1.5	1.5	.45	1.5	.75	1.5	.75	1.5	1.5
24. Oro, Earl Vincent M.	1	2	2.5	.25	1.75	1.75	.35	5.0	1.25	1.25	2.0	2.0	.60	1.75	1.75	.53	1.75	.87	1.75	.87	1.75	1.75
25. Ortizano, Breniley R.	1	6	2.0	.20	1.25	1.25	.25	1.5	1.5	1.25	1.5	1.5	.45	2.0	2.0	.60	1.75	.87	1.75	.87	1.75	1.75
26. Pasandalan, Sittie Monaliza L.	4	4	2.0	.20	2.0	2.0	.40	2.0	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.75	.87	1.75	.87	1.75	1.75
27. Patriarca, Jose D.	1	4	2.25	.23	1.25	1.25	.25	1.5	1.5	1.25	1.5	1.5	.45	1.75	1.75	.53	1.5	.75	1.5	.75	1.5	1.5
28. Pimentel, Marielle Joy G.	1	4	2.25	.23	1.5	1.5	.30	2.0	1.75	1.25	1.75	1.75	.53	2.0	2.0	.60	1.75	.87	1.75	.87	1.75	1.75
29. Porras, Marc Lawrence G.	1	2	2.5	.25	1.75	1.75	.35	5.0	1.25	1.25	2.0	2.0	.60	1.75	1.75	.53	1.75	.87	1.75	.87	1.75	1.75
30. Rama, Mary Claire G.	0	5	2.25	.23	1.5	1.5	.30	2.0	1.75	1.25	1.75	1.75	.53	2.5	2.5	.75	1.75	.87	1.75	.87	1.75	1.75
31. Ramirez, Joseph O.	0	4	2.25	.23	1.5	1.5	.30	2.0	1.75	1.25	1.75	1.75	.53	1.5	1.5	.45	1.75	.87	1.75	.87	1.75	1.75
32. Romera, Michael James V.	0	4	2.25	.23	1.25	1.25	.25	2.25	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.75	.87	1.75	.87	1.75	1.75
33. Romerosa, Sherwin Ray S.	1	6	2.0	.20	1.75	1.75	.35	5.0	1.25	1.25	2.0	2.0	.60	1.75	1.75	.53	1.75	.87	1.75	.87	1.75	1.75
34. Ruiz, Jasper David A.	1	2	2.5	.25	1.25	1.25	.25	1.5	1.5	1.25	1.5	1.5	.45	1.75	1.75	.53	1.50	.75	1.50	.75	1.50	1.50
35. Saldívar, Khirylle Zeta Joyce	0	5	2.25	.23	2.0	2.0	.40	2.0	1.75	1.25	1.75	1.75	.53	1.75	1.75	.53	1.75	.87	1.75	.87	1.75	1.75
36. Sorilla, Andrea Mekayla	1	2	2.5	.25	1.25	1.25	.25	1.5	1.5	1.25	1.5	1.5	.45	1.5	1.5	.53	1.5	.75	1.5	.75	1.5	1.5
37. Valencia, Laurence B.	1	5	2.25	.23	1.75	1.75	.35	5.0	1.25	1.25	2.0	2.0	.60	1.75	1.75	.53	1.50	.75	1.50	.75	1.50	1.50

C.5. COPY OF THE GRADING SYSTEM, INCLUDING EVIDENCE THAT IT HAS BEEN APPROVED

UNIVERSITY OF SOUTHERN MINDANAO							
Course Syllabus for Philosophical and Socio Anthropological Foundation of Physical Education and Sports							
Course Number	ESS 02	Rev. No.	1	Page 1 of 12			
							
EFFECTIVE DATE	REV NO	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR		
2023-07-20	1	Partial	Revising of the clinics and other online provisions	6,7,8,9,10,11,12	JESSA S. BUSAN		
2022-07-26	0	New	Newly established in accordance with the Data Management System Requirements	ALL	JESSA S. BUSAN		

Author:	Reviewer:	Verifier:	Validation:	Final Approver:	DOC USE ONLY		
 JOSEPH E. BERMAN Course Developer	 CHETTE R. JAVITO, MAEd Department Curriculum Coordinator	 PRISCILLA P. DAGOC, MEd Department Chairperson	 MORENO R. JAVITO, JR., Ed.D. Dean	 GEOFFREY R. ATOK, PhD Vice President for Academic Affairs	DOCUMENT CONTROL INDICATOR MASTER COPY 07-20		
Date: 2023-07-04	Date: 2023-07-07	Date: 2024-07-11	Date: 2024-07-11	Date: 2024-07-17			

This document is a confidential document of the University of Southern Mindanao. Any disclosure, reproduction, or use without the written permission of the University is strictly prohibited. This document is the property of the University of Southern Mindanao.

UNSM ESSA Form 01, Version 01



UNIVERSITY OF SOUTHERN MINDANAO					
Course Number	ESS 008	Course Title	Philosophical and Socio-Anthropological Foundation of Physical Education and Sports	Sec. No.	1
				Equivalent	

Course Outcomes (CO)	Assessment Test Addressing CO	Weight (%)	Satisfactory Rating	Target Standard
----------------------	-------------------------------	------------	---------------------	-----------------

Grading System		
Midterm	Final Term	Midterm Final Term
Quiz _____ 20%	Quiz _____ 20%	_____ 50%
Midterm Requirement _____ 30%	Final Requirement _____ 30%	_____ 50%
Group Activities/Presentations _____ 40%	Group Activities/Presentations _____ 40%	_____ 50%
Written Exam _____ 30%	Written Exam _____ 30%	_____ 50%

Classroom Policies

1. Lesson/ Topics will be delivered face to face.
 2. Video lectures/slides should not be posted online or other social media accounts. It will only be used solely in the class. Sanctions will be given if caught, based on privacy policy and intellectual property rights.
 3. Late assignments will NOT be accepted. Extensions will only be granted in cases where there is an excusable reason.
 4. Proper attire during face to face class is required and are only allowed 15 minutes after the scheduled time extension to get inside the classroom.
 5. Evaluation for write-ups will include: content 35 pts, organization 5 pts, clarity 5.
 6. Questions or concerns regarding individual grades on assignments, quizzes, exams, etc. should be brought to the instructor no later than 1 week from when the grade is originally posted.
 7. Dishonesty, plagiarism, falsification, fabrication or misrepresentation of data, unauthorized assistance or unauthorized collaboration, cheating on tests or other assignments, deliberately furnishing false information, forging or falsifying documents, assisting or aiding another in engaging in any of the above shall be dealt with the existing policy in the University.
- If these are reasonable, personal issues which may designate an exception to a course policy, please message as soon as possible to discuss a potential plan of action. I can only do my best to accommodate a student if I am aware of higher issues.





UNIVERSITY OF SOUTHERN MINDANAO				
Academy of Human Movement and Performance				
Course Number	HS255 L&P EM	Course Title		

Life-long Learning Opportunity

- a. Through knowledge and skills acquired in movement analysis, students are given the opportunity to try out various and physical activities.
b. Students are given opportunity to obtain physical activities through acquired knowledge in providing inquiry, proper nutrition and performance environments for specific skills and body segments to be developed.

Course Outcomes (CO)		Assessment Tool Addressing CO		Weight (%)	Satisfactory Rating	Target Standard
CO1: Use different anatomical terms during reports, both oral and written communications.		Module Activities	20			55% of the class achieved a rating of at least 65%.
		Final Exam	20			
		Summative Exams	20			
CO2: Identify structure, organization, support, movement, maintenance of the body and discuss body movements and muscles involved in different body segments.		Module Activities	20			55% of the class achieved a rating of at least 65%.
		Final Exam	20			
		Summative Exams	20			
CO3: Apply knowledge on body movements through lab analysis and exercise prescription to measure development of muscles and find the correlation of different sports and their performance.		Lab Activities	20			55% of the class achieved a rating of at least 65%.
		Final Exam	20			
		Summative Exams	20			

Grading System			
For Students Grade	Module Activities	20%	For Final Grade (Total)
	Final Exam	20%	
	Summative Exams	20%	
			100%
For Faculty	Module Activities	20%	For Final Grade (Total)
	Final Exam	20%	
	Summative Exams	20%	
			100%





UNIVERSITY OF SOUTHERN MINDANAO
Course Syllabus for Physiology of Exercise and Physical Activity



BPE

1212

Rev. No.

0

Page 1 of 13

EFFECTIVE DATE	REV. NO.	REVISION TYPE	CHANGE DESCRIPTION	PAGE AFFECTED	ORIGINATOR
January 20, 2022	0	All	Newly established in accordance with the Quality Management System Requirements, CHED's OBE Requirements, and Rationalized based on COVID-19 Protocols.	All	Marlene E. Ofrecio

Author:	Reviewer:	Verifier:	Validator:	Final Approver:	DCC USE ONLY
 MARLENE E. OFRECIO ED. D-P-E Faculty	 GLADYS AGUIRRE D. AMBROSIO, MA-HE Department Curriculum Coordinator	 NORIE D. MARTINEZ Ed.D., R. E Department Chairperson	 MORENO E. AYALA R. Ed. D-P-E Dean	 GEOFFREY R. ATOK, PHD Vice President for Academic Affairs	DOCUMENT CONTROL INDICATOR 2022 CLP
Date: 2022. 01. 06	Date: 2022. 01. 10	Date: 2022. 01. 12	Date: 2022. 01. 14	Date: 2022. 01. 18	



This document is a sole property of UNIVERSITY OF SOUTHERN MINDANAO. Any falsified, unauthorized reproduction or use is strictly prohibited except upon prior written consent from USM.

Only documents with standard signature of USM are considered official.

USM E201-F02-Rev. 4, 2022. 01. 18



UNIVERSITY OF SOUTHERN MINDANAO

Course Syllabus for Principles of Motor Control and Learning of Exercise, Sports, and Dance

Course Number

ESS 04

Rev. No.

0

Page 1 of 18



EFFECTIVE DATE	REV. NO.	REVISION TYPE	COURSE DESCRIPTION	FIELD APPLICATION	CORRELATION
January 16, 2016	0	Partial	Merely provided in accordance with the Quality Management System Requirements	64-85-2000, 64-85-20	MARICORIN A. CALIBRO
January 16, 2023	4	New	Merely established in accordance with the Quality Management System Requirements	ALL	MARICORIN A. CALIBRO

Author	Reviewer	Verifier	Validator	Final Approver	DOCC USE ONLY
MARICORIN A. CALIBRO Course Designer	CHEER A. JAHNIB, MAED Department Coordinator	MARICORIN A. CALIBRO, MAED Department Chairperson	MARICORIN A. CALIBRO, MAED Dean	MARICORIN A. CALIBRO, MAED Vice President for Academic Affairs	DOCUMENT CONTROLLER MARICORIN A. CALIBRO
Date: 2016-01-16	Date: 2016-01-16	Date: 2016-01-16	Date: 2016-01-16	Date: 2016-01-16	REVISION 1/16



This document is a property of the University of Southern Mindanao. It is not to be reproduced or used in any manner without the written permission of the University of Southern Mindanao.

2023-2024 Academic Year



UNIVERSITY OF SOUTHERN MINDANAO

Principles of Motor Control and Learning of Exercise, Sports,
and Dance

Sec. No.

0

Page No.

Course Number

ESS 84

Course Title

Grading System
FINAL

(Orally includes written and oral questions, class discussion and participation)

(Also clips of the applications and practical exams)

TOTAL

FINAL GRADE

Midterm

Final

TOTAL

Classroom Policies

1. All activities given should be submitted on time.
2. Substantial learning activities will serve as the weekly attendance of the students.
3. Video clips (if needed only) and write-ups (if any) of the learning activities should be submitted on or before the schedule. Just contact your teacher if failed to pass the requirements on the scheduled time.
4. All write-ups of the lessons will be posted at class group chat.
5. Don't hesitate to ask in the GC for questions. If you have a personal message to your instructor, just notify your teacher at the GC that you have an important problem.
6. Review of every quiz answers (both from your classroom and Google). You can quote names/references but make sure to also type the author and year of the statements copied and make sure that you have your answer.
7. Please begin to finish reading our syllabus and GC, and please read the updates in our GC ALL THE TIME.



C.6. EVIDENCE THAT COURSE REQUIREMENTS ARE RETURNED TO STUDENTS AFTER THEY WERE EVALUATED AND RECORDED

OUSM

Instructor: GENNIE REY RICO

Units: 4.5

Yr/Cs/Sec: 2-BSESS-ISM

Semester: 1ST

Academic Year: 2024-2025

Course Code: ESS05

Day: T AND F

Time:

NAME OF STUDENTS

Possible Highest Score

1 ALMEDRADO, Kent Jasper Apredo

2 ARCOSAYTES, Christian Na

3 BALAN, Divener Kim Raban

4 BANITS, Abduljalil Kasala

5 BAYANGAN, Norhana Kamarna

6 BRAZANUELA, Kia Arando

7 COSTANEDA, Jetro Caddadet

8 COLAUJO, Rehner Percezo

9 CULAUJO, Kaye Airaene Gonzaga

10 DASAMRINAS, Ilene Jane Ortega

11 ESMAL, Melody Maynating

12 ESPANTERO JR, Janson Jr Ojagario

13 ESTALLILA, Arven Luba Miral

14 GARGOLIVAN, Mohyannet Kido

15 HINOJALES, Ray Miguel Penarao

16 JAVIER, Michal Salazar

17 LULANGON, Shihani Biong

18 MAADONG, Zenaida Buleg

19 MAAGUIYAN, Brilliant Bryle Pericito

20 MASIGUD, Dania M

21 MALANGIGALO, AMERHUMEN Paglaia

22 MATULAC, FATH Ayon

23 MONIB, Mocther Padomama

24 ORONZA, Eugene Marcos

25 PANGARAL, Imbert Jr Lopez

26 PAQUET, Norhine Kalpa

27 PASAGDALAN, Stile Monaliza Lindangan

28 QUINONES, Ilon Bazel Mendoza

29 REISONA, Keyry Lazara

30 SEGO, Sean Dave Na

31 SAKO, Simone Francis Lazaro

32 SIOCE, Shandy Elysa Fernando

33 TACITCAN, Rihan Mhe Salido

34 TOITILE, Angelyn Picon

35 UNTAL, Joana Nicole Gamica

36 USMAN, Alani Mangraz

ENTRY

SCORE

TOTAL

AVERAGE

POINTS

QUIZ 1

TOTAL

AVERAGE

POINTS

ACT 1

ACT 2

ACT 3

TOTAL

AVERAGE

POINTS

M.F.

TOTAL

AVERAGE

POINTS

FINALTERM GRADE

EQUIVALENT

4

4

4

100

100%

20

20

100

100%

50

50

50

150

100

40%

50

50

100

40%

100%

1.5

4

4

4

100

100

20

20

100

100

46

45

50

141

96.4

38.56

44

44

92.8

37.12

95.68

1.75

4

4

4

100

100

20

20

100

100

45

46

48

139

95.6

38.72

46

46

95.2

38.08

96.37

1.75

4

4

4

100

100

20

20

100

100

43

43

50

136

94.4

37.76

42

42

90.4

36.16

93.97

1.75

4

4

4

100

100

20

20

100

100

45

46

43

134

93.6

37.44

40

40

88

35.2

92.64

1.5

4

4

4

100

100

20

20

100

100

50

48

46

144

97.6

39.04

42

42

90.4

36.16

95.2

1.5

3

3

3

85

85%

20

20

100

100

50

50

50

150

100

40

50

50

100

40

98.5

1.25

2.5

2.5

2.5

77.5

77.5%

20

20

100

100

0

0

0

0

40

16

0

40

16

49.75

4

4

4

4

100

100

20

20

100

100

48

50

48

146

98.4

39.36

49

49

98.8

39.52

98.88

1.75

3

3

3

85

85%

20

20

100

100

45

46

44

135

94

37.6

40

40

88

35.2

91.3

1.75

4

4

4

100

100

20

20

100

100

44

44

50

138

95.2

38.08

40

40

88

35.2

93.28

1.5

3

3

3

85

85%

20

20

100

100

45

46

45

136

94.4

37.76

44

44

92.8

37.12

93.38

1.5

4

4

4

100

100

20

20

100

100

50

48

44

142

96.8

38.72

44

44

92.8

37.12

95.44

1.5

4

4

4

100

100

20

20

100

100

48

48

43

141

96.4

38.56

48

48

97.6

39.04

97.6

1.75

3

3

3

85

85%

20

20

100

100

48

50

44

142

96.8

38.72

48

48

97.6

39.04

96.76

1.75

3

3

3

85

85%

20

20

100

100

50

48

50

148

99.2

39.68

40

40

88

35.2

93.38

1.5

4

4

4

100

100

20

20

100

100

43

43

48

134

93.6

37.44

42

42

90.4

36.16

93.6

1.5

4

4

4

100

100

20

20

100

100

46

45

50

141

96.4

38.56

44

44

92.8

37.12

95.68

1.5

4

4

4

100

100

20

20

100

100

46

45

43

134

93.6

37.44

45

45

94

37.6

95.04

1.5

4

4

4

100

100

20

20

100

100

48

50

46

144

97.6

39.04

40

40

88

35.2

94.24

1.5

3.5

3.5

3.5

92.5

92.5%

20

20

100

100

44

44

50

138

95.2

38.08

42

42

90.4

36.16

93.49

1.5

4

4

4

100

100

20

20

100

100

48

50

48

146

98.4

39.36

49

49

98.8

39.52

98.88

1.75

4

4

4

100

100

20

20

100

100

44

44

50

138

95.2

38.08

48

48

97.6

39.04

97.12

1.75

4

4

4

100

100

20

20

100

100

50

48

46

137

94.8

37.92

42

42

90.4

36.16

94.08

1.5

4

4

4

100

100

20

20

100

100

44

44

46

134

93.6

37.44

42

42

90.4

36.16

93.6

1.5

4

4

4

100

100

20

20

100

100

43

43

48

134

93.6

37.44

44

44

92.8

37.12

94.56

1.5

4

4

4

100

100

20

20

100

100

44

44

44

132

92.8

37.12

45

45

94

37.6

94.72

1.5

4

4

4

100

100

20

20

100

100

43

43

48

134

93.6

37.44

44

44

92.8

37.12

94.56

1.5

4

4

4

100

100

20

20

100

100

46

45

44

135

94

37.6

46

46

95.2

38.08

95.68

1.5

4

4

4

100

100

20

20

100

100

43

43

50

136

94.4

37.76

45

45

94

37.6

95.36

1.5

4

4

4

100

100

20

20

100

100

44

44

45

133

93.2

37.28

44

44

92.8

37.12

94.4

1.5

4

4

4

100

100

20

20

100

100

46

45

44

135

94

37.6

42

42

90.4

36.16

93.76

1.5

4

4

4

100

100

20

20

100

100

48

50

43

141

96.4

38.56

42

42

90.4

36.16

94.72

1.5

4

4

4

100

100

20

20

100

100

44

44

44

142

96.8

38.72

42

42

90.4

36.16

94.88

1.5

4

4

4

100

100

20

20

100

100

46

46

46

142

96.8

38.72

42

42

90.4

36.16

94.88

1.5

 University of Southern Mindanao		CLASS RECORD							
NAME OF INSTRUCTOR:									
SUBJECT:				SEM and AY					
CODE				YR/CRS/SEC					
TITLE				Date Printed:				07/02/2025 08:06	
NAME OF STUDENTS		MIDTERM		FINAL TERM		FINAL GRADE		REMARKS	
		%	40%	%	60%	100%	1		
1	ALMENDRAS, Kent Jasper Aperdo	87.41204	34.96	95.68	57.41	92	1.75	PASSED	
2	ARCASITAS, Christian Na	88.25418	35.3	96.32	57.79	93	1.5	PASSED	
3	BAJAN, Diseree Kim Fabian	90.28027	36.11	93.92	56.35	92	1.75	PASSED	
4	BANTAS, Abdullatif Kasela	88.41672	35.37	92.64	55.58	91	1.75	PASSED	
5	BAYANGAN, Norhana Kamama	88.46421	35.39	95.2	57.12	93	1.75	PASSED	
6	BRANZUELA, Kia Arnado	78.74916	31.5	98.5	59.1	91	1.75	PASSED	
7	CASTAÑEDA, Jetro Cadotdot	86.77525	34.71	92.1	55.26	90	2	PASSED	
8	COLLADO, Rainier Parcasio	81.18829	32.48	49.75	29.85	62	4	FAILED	
9	CUAJAO, Kaye Arleane Gonzaga	84.17559	33.67	98.88	59.33	93	1.75	PASSED	
10	DASMARIÑAS, Ritze Jane Orteza	88.85017	35.54	91.3	54.78	90	1.75	PASSED	
11	ESMAIL, Melody Mayadtog	79.8301	31.93	93.28	55.97	88	2	PASSED	
12	ESPARTERO JR., Jayson JR Oligario	86.38127	34.55	93.38	56.03	91	1.75	PASSED	
13	ESTALILLA, Arvin Luke Miral	90.57793	36.23	95.84	57.5	94	1.5	PASSED	
14	GANGGILAN, Mohayden Kido	80.76421	32.31	97.6	58.56	91	1.75	PASSED	
15	HINOJALES, Raj Miguel Penaso	82.83177	33.13	96.26	57.76	91	1.75	PASSED	
16	JAVIER, Micah Salazar	80.92843	32.37	93.38	56.03	88	2	PASSED	
17	LILANGAN, Shahani Katog	91.50234	36.6	93.6	56.16	93	1.75	PASSED	
18	MADIDIS, Zenaida Buleg	89.45485	35.78	95.68	57.41	93	1.5	PASSED	
19	MAGLUYAN, Brilliant Bryle Patricio	89.76923	35.91	95.04	57.02	93	1.75	PASSED	
20	MAGUID, Daniela M	89.1786	35.67	94.24	56.54	92	1.75	PASSED	
21	MALANGGIAO, AMERHAMMIEN Paglala	76.78495	30.71	93.49	56.09	87	2.25	PASSED	
22	MATULAC, FAITH Aron	92.54381	37.02	98.88	59.33	96	1.25	PASSED	
23	MONIB, Morshed Paidomama	89.70033	35.88	97.12	58.27	94	1.5	PASSED	
24	ORANZA, Eugene Marcos	85.31505	34.13	97.12	58.27	92	1.75	PASSED	
25	PANGARAL, Jimbert JR Lopez	81.08595	32.43	94.08	56.45	89	2	PASSED	
26	PAQUE, Norhanie Kalipa	84.60401	33.84	93.6	56.16	90	1.75	PASSED	
27	PASANDALAN, Sittie Monaliza Lindongan	87.79064	35.12	94.56	56.74	92	1.75	PASSED	
28	QUIÑONES, Jhon Russel Mendoza	93.06555	37.23	94.72	56.83	94	1.5	PASSED	
29	REUSORA, Kayzy Lanaza	85.44214	34.18	94.56	56.74	91	1.75	PASSED	
30	SEDO, Sean Dave Na	89.92308	35.97	95.68	57.41	93	1.5	PASSED	
31	SIANG, Simone Francis Lazaro	87.65819	35.06	95.36	57.22	92	1.75	PASSED	
32	SIOS-E, Shandy Elysa Fanuncio	91.5505	36.62	94.4	56.64	93	1.5	PASSED	
33	TAGITICAN, Rehan Mie Salido	85.03545	34.01	93.76	56.26	90	1.75	PASSED	
34	TOLITEL, Angelyn Platon	81.76154	32.7	94.72	56.83	90	2	PASSED	
35	UNTAL, Joana Nicole Garnica	90.33378	36.13	94.88	56.93	93	1.5	PASSED	
36	USMAN, Ailani Mangrar	90.75251	36.3	94.88	56.93	93	1.5	PASSED	