Republic of the Philippines
Department of Education
BUREAU OF SECONDARY EDUCATION

EASE

Effective Alternative Secondary Education

H a n d b o o k

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FOREWORD

Education is a priceless legacy we can bequeath to our children. Through education their potentials for personal development and nation building are actualized. Therefore, regardless of age, sex, intelligence, ethnicity socio-economic status, or religious persuasion, everyone must have adequate access to quality education.

But what is quality education? The Philippine Education for All (EFA) 2015 defines quality education as the mastery of the basic learning competencies for effective citizenship in a democratic society.

The high dropout rate in public secondary schools (only 25% of freshman students reach fourth year) seriously threatens the achievement of the EFA goal of functional literacy for all Filipinos. At present, only 63% of the Filipinos are functionally literate according to the Literacy Council of the Philippines.

To address the problem, schools and research organizations have developed several intervention programs. Among them is the Dropout Reduction Program (DORP) which the Department of Education (DepEd) developed. One strategic component of the DORP is the Effective Alternative Secondary Education (EASE).

This Handbook describes what EASE is all about and how it shall be used to address the intractable dropout challenge. The ideas, approaches and procedures given therein are suggested not prescribed. Users are encouraged to modify them if necessary and to adapt them to local conditions and user requirements. Moreover, comments and recommendations to improve the Handbook will be highly appreciated.

The Handbook was prepared through the assistance of various schools and individuals, the names of whom are listed in *Appendix A*.

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Section One: What is EASE?

Section 1 presents some of the common situations encountered by teachers with regard to students' school attendance and academic performance, the problem arising from the situations, and EASE as a solution. This section, therefore, discusses what EASE is all about in terms of its definition, objectives, main features, and the educational assumptions that underlie it.

The Situation

The following incidents are common in the everyday life of a classroom teacher:

1. While presenting a new learning unit, all of a sudden a parent appears at the door with a letter asking that his son be allowed to be absent for one or two weeks because he was to take care of his sick father in the hospital.

2. Going over his Form 1 (school register), a teacher discovers that two of his students have been absent for three consecutive days. Quite alarmed, he sent for their parents only to be informed that the two boys have signed up as casual laborers with a nearby construction company for two to three weeks. Pay was good and the parents of the boys consented to let them work.

3. A student has figured in a vehicular accident, and will have to stay out of school for rehabilitation for injuries and will be absent for at least a month, hence a request for a leave.

4. Three bright students in Mathematics were observed to be either absent or doing something else in class and have indicated a need for advanced lessons. On the other hand, about eight students couldn't cope with the pace of instructions and were several lessons behind and showed signs of dropping out of school.

5. A student who had been absent for several days because she had to care for her mother in a hospital returned to class only to find out that she was several lessons behind. She had difficulty catching up and finally talked to her teacher about dropping out.

In such situations, the teacher could not but accept the request for indefinite absence, and reluctantly hands out to the student a list of chapters or pages in his textbooks that the student should find time to study while on leave.

Most teachers agree that the problem about students' leave of absence can be minimized more rationally and systematically, if the school has in place, an alternative program for students who are on leave for justifiable reasons.

The Problem

What alternative learning modality may be provided for students, who for legitimate or highly justifiable reasons, take a leave of absence from the school? What type of learning materials may be used to support the alternative learning mode?

The Solution: EASE

In response to the problem, EASE was developed by for the Bureau of Secondary Education and was adopted as one of the strategic components of its Dropout Reduction Program (DORP).

What is EASE?

EASE is an alternative learning system for secondary school students who cannot report to their classes regularly, for justifiable reasons: part-time job, illness in the family, seasonal work, distance from school, calamitous events, peace and order problem, absence of regular public transportation, and the like.

Its general objective is to help students in difficult situations complete quality secondary education.

Specific objectives are to:

1. improve the holding power of the school;

2. strengthen school and family partnership in order to reduce student drop out rate; and

3. increase students' capabilities for independent self-managed learning.

What are the main features of EASE?

1. EASE is semi-contractual. The student enters into an agreement with the teacher, that while he is on school leave, shall find time to study a set of learning modules and shall be allowed to enter his regular class, only after passing the re-entry assessment. The student's parent or guardian shall be a witness and shall also consent to provide the necessary resources that the student would need.

2. EASE is distance learning. The student assumes the responsibility to study on his own a module or a set of modules that corresponds to the lessons the regular class shall take while he is on leave.

3. EASE is modularized learning. It uses a set of user friendly, self-learning modules, so arranged from the simple to the complex that makes it easy for any kind of learner, fast, average or slow, to locate his learning entry point.

4. EASE is student-directed and teacher-facilitated. The teacher monitors the learner's progress and sees to it that scheduled meetings are conducted, monitoring feedback is utilized, and quality standards are being observed.

5. EASE supplements but does replace the regular learning system. It supports, reinforces and enriches the regular instructional system in order to help learners in various situations attain their life goals.

What educational assumptions support EASE?

1. Education is life, not a preparation for life. It should be concerned with actual problems, issues and concerns of the learner.

2. EASE helps students respond to the everyday challenges and demands of family and community life: *accidents, illnesses, calamities, job opportunities, change of residence, deaths, seasonal work rythms.*

3. Education is self-realization of a person's potentials: mental, social, physical, emotional. While EASE puts importance on academic achievement, it recognizes at the same time the other aspects of the learner's development: economic security, civic responsibility, physical and emotional health, worthy membership, and vocational efficiency.

4. The school exists for the learners; it is the school that should adjust itself to meet the learner's needs. The EASE modularized learning approach is highly adjustable to meet the varied interests and abilities of the learners, their differing learning styles and environments.

5. The world is a classroom. Learning can take place anywhere – at home, in the work place, in learning centers. EASE modules are handy, highly portable and easy to carry. Learners can easily tuck them in their pockets or backpacks and browse over them wherever they are. EASE recognizes the values of incidental learning- the unintended or non deliberate acquisition of new knowledge, skills and attitudes or the unintended change in one's KSA resulting from participation in meaningful activities.

6. Learning is continuous progression. Previous knowledge and experiences are utilized to form new knowledge. It is a continuous construction of new knowledge on the basis of previous knowledge. Thus, EASE modules are arranged according to the hierarchy of competencies from simple to complex, from concrete to abstract. The learner's entry point is the highest or most complex knowledge or skill he is able to perform. From there he can continuously progress until he reaches mastery.

Section Two: The EASE Program in Action

Section 2 explains the requisites for enrollment to the EASE program and the steps undertaken to implement it.

What are the requirements for entry into the EASE program?

1. The student should pass the reading and writing ability tests in English and Filipino and the mathematical ability test *(Forms 4A, 4B, 5A, 5B, and 6)*. To succeed in the program, the student must be an independent reader.

2. The student should pass the coping ability assessment *(Form 3)*. The EASE program demands that the learner is strongly motivated to continue learning while on leave of absence. He is a creative and resourceful problem solver. He has the savvy in dealing with difficult situations. Above all, he must be confident and responsible.

3. The student should accomplish a study contract *(Form 9A)* which identifies his/her responsibilities and those of the parents/guardians, class adviser, subject teachers, and coach/tutor. The contract is signed by them, attested by the Guidance Counselor and EASE Coordinator, and approved by the School Head.

**What steps are undertaken in implementing the EASE?**

1. The SARDO fills in an application form and submits it to the EASE Coordinator.

2. The EASE Coordinator assesses the application and endorses it to the Guidance Counselor for the administration of the tests.

3. The Guidance Counselor administers the following tests:

   - Reading ability tests in English and Filipino
   - Writing ability tests in English and Filipino
   - Mathematical ability tests
   - Coping scale

4. The Guidance Counselor with the assistance of the class adviser/subject teachers assess the capability of the SARDO based on the results of the tests.

5. The SARDO signs a study contract detailing his responsibilities in his self-directed learning of the modules.

6. The subject teacher gives the modules to the SARDO.

7. The SARDO makes self - study of the modules while on leave from school.

8. The SARDO returns the modules to the subject teacher.

9. The subject teachers evaluate the performance of the SARDO and give corresponding grade.

10. The EASE Coordinator endorses SARDO re-entry to the regular class

11. The SARDO returns to the regular class.

Section Three: The Management Structure of EASE

Section 3 outlines how the EASE program is managed at the school level and the support it gets from the Central Office through the Bureau of Secondary Education, the Regional and the Division offices. The section further delineates the responsibilities of the key stakeholders involved in planning, implementing, monitoring and evaluating the program.

How is the EASE program managed?

The EASE as a DORP intervention is managed through the DORP management structure. The school head designates an EASE Coordinator who will oversee and coordinate all the activities pertinent to the EASE program. Figure 1 shows the DORP management structure.
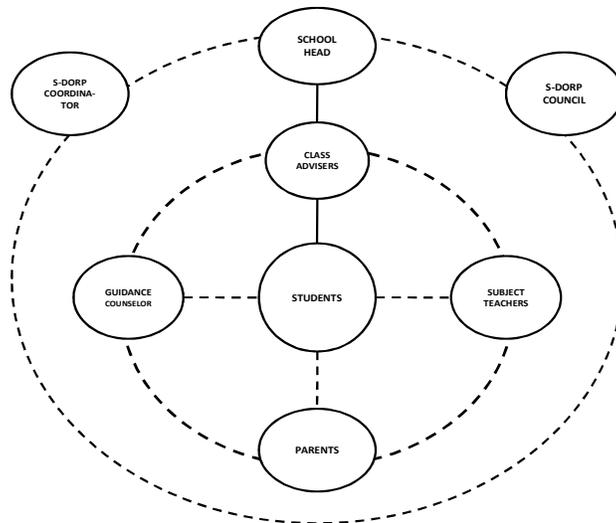
Figure_ School Drop Out Reduction Program (S-DORP) Organizational Structure

Roles and responsibilities:

School Head:

- Designates an EASE Coordinator to oversee the EASE program;

- Approves applications of the SARDO to the EASE program;

- Provides guidance to the class advisers and subject teachers in planning, implementing, monitoring and evaluating the program; and

- Oversees the implementation of policies formulated by the DORP Council.

DORP Council:

- Recommends to the school head, the designation of an EASE Coordinator;

- Formulates policies that will guide the implementation of EASE;

- Resolves problems and issues;

- Gives oversight information to decisionmakers in the school; and

- Monitors the implementation of the program through the EASE Coordinator.

For membership to the school DORP Council please refer to the DORP Handbook.

EASE Coordinator:

- Accepts, assesses, and endorses applications to the EASE program;

- Ensures through the class advisers that the records of the SARDO are kept – profile; ability tests in English, Filipino, and Mathematics; coping scale; results of modules evaluated by the subject teacher;

- Synchronizes the implementation activities according to the plan;

- Gathers feedback from class advisers and subject teachers on the performance of the SARDO;

- Reports periodically to the DORP Council and the school head regarding the implementation of the EASE program; and

- Helps implement recommendations for the improvement of the program.

Class Adviser:

- Identifies the prospective EASE beneficiaries and refers them to the Guidance Counselor;

- Assists the students in applying to the program;

- Coordinates with the subject teachers in the distribution of the EASE modules;

- Tracks the performance of the students through the modules submitted to the subject teachers ;

- Liaises with the subject teachers to resolve learning difficulties/problems encountered by the students; and

- Facilitates re-entry of the students to the regular class program.

Guidance Counselor:

- Administers the reading and writing ability tests in English and Filipino, the Mathematical ability test and the coping scale instrument;

- Assesses the results of the ability and coping tests and recommends the SARDO to be admitted to the EASE program based on the results;

- Provides a list of qualified SARDO to the class advisers; and

- Assists the class adviser in tracking the performance of the EASE SARDO and their re-entry to the regular class program.

Subject Teacher:

- Distributes modules to the students;

- Assists the students in their learning difficulties/problems;

- Evaluates the EASE modules submitted by the students;

- Submits to the class adviser a progress tracking report; and

- Grades the EASE students following the grading system of the regular class program.

Parent/Guardian

- Provides the resources needed by the EASE student in his self-directed learning;

- Assists the EASE student in the study of the modules or helps him get assistance from capable community members;

- Helps the class adviser and the subject teachers in tracking the performance of the student; and

- Participates in DORP-related activities.

Student

- Negotiates the terms of and signs the study contract;

- Accepts the modules from the subject teachers;

- Plans and implements his own self-directed learning through his Student Learning Plan *(Appendix B for an example of SLP)* ;

- Tracks his own progress and seeks help when necessary;

- Submits accomplished modules to subject teachers; and

- Prepares for re-entry to the regular class program.

The following hierarchical levels of the Department of Education (DepEd) provide support to the implementation of the EASE as a DORP strategic component.

Central Office/ BSE:

- Formulates national policies on EASE;

- Advocates the EASE program through directives and multi-media;

- Develops user-friendly EASE modules;

- Conducts capability- building activities for EASE implementers;

- Monitors and evaluates implementation for quality assurance;

- Conducts researches relative to the EASE program and

- Encourages the benchmarking of best EASE practices.

Regional Office:

- Prepares and implement Regional DORP plan;

- Formulates regional policies on the EASE implementation;

- Advocates the EASE program within the region;

- Provides technical and administrative assistance to the Division DORP Council;

- Conducts researches on EASE at the regional level; and

- Encourages the benchmarking of best EASE practices in the region.

Division Office:

- Advocates the EASE program in the Division;

- Helps the schools in the reproduction of the EASE modules;

- Upgrades the competencies of the EASE implementors in the Division;

- Conducts studies/researches on EASE at the Division level; and

- Encourages the benchmarking of best EASE practices in the division.

Section Four: Evaluating the EASE Program

This section provides the mechanism for evaluating the EASE program. EASE adoptors are, however, encouraged to modify, adapt or suit to local conditions the suggested evaluation scheme.

Why is it important to evaluate the EASE program?

Evaluation of the EASE is necessary for the following reasons:

- To track the progress of the student while enrolled in the program;

- To help the student in overcoming learning difficulties, if any;

- To make adjustments/modifications in the implementation when necessary; and

- To determine whether the student is ready for re-entry to the regular class program

What should be evaluated in the EASE program?

There is a need to assess the following:

- Capability of the student in managing his self-directed learning of the EASE modules. This is done through the student learning plan (SLP) proficiency scale *(Appendix C)*, an instrument developed under the Learning Management Program.

- Performance of the student in the EASE modules through the evaluation done by the subject teachers.

- Capability of the class adviser and the subject teachers in implementing the EASE program. This is done by reviewing the Teacher Professional Development Plan (TPDP) developed by the teachers. The plan enables the teachers to identify the competencies they need to upgrade so that they can better assist the EASE students implement their learning contract.

- Ability of the parents/guardians to provide the resources needed by the students and their willingness to generate resources when necessary.

When should evaluation be conducted?

Evaluation is done at various phases of the EASE program to ensure success.

- Prior to implementation, an assessment of the readiness of the resources is necessary, that is, manpower – the student, parents/guardians, tutors/mentors, class adviser, and subject teachers; materials – modules, references, writing materials, etc; facilities-learning centers, library, and others that may be needed in the self-learning activity; time – the time of those involved in the program; funds – that may be needed to support the program.

- During the implementation, monitoring and evaluation is needed to track the progress of the students and resolve issues and problems encountered.

- At the end of the learning contract of the student, his performance is evaluated to determine his readiness to go back to the regular class and the outcome of his self-directed learning.

- At the end of the school year or the period of the implementation of the program, an overall evaluation is imperative to determine the strengths and weaknesses of the program and areas for improvement.

Who should be involved in the evaluation?

For the performance of the student, the following shall do the evaluation:

- the student himself

- parents/guardians

- mentors/tutors

- class adviser

- subject teachers

- EASE Coordinator

For the teacher implementers, the evaluators shall include the:

- school head

- DORP Council

- EASE Coordinator

For the school as the implementor, the evaluators shall be the:

- Division DORP Council

- Regional Office

- Central Office through the BSE

The evaluation shall use the following data gathering forms:

- Form 8 - Student's Entry Profile. This is used to gather personal, socio-economic, demographic and academic information.

- Form 11 – Application for Re-entry to the Regular Class Program. This collects information on the performance rating of the student before re-entry to the regular class program.

Appendices

Form No.	Description/Title
1	EASE Program Application Form
2	Referral Letter (Guidance Counselor)
3	Coping Scale
4-A	Reading Comprehension
4-B	Writing
5-A	Pagbasa
5-B	Pagsulat
6	Mathematical Ability
7	Summary of Scores
8	Students Entry Profile
9-A	Study Contract
9-B	Endorsement To The Subject Teachers
10	Receipt/Acceptance Form
11	Request for Assistance
12	Request for Extension/Renewal of EASE Contract
13	Application for Reentry into the Mainstream
14	Endorsement to the

Appendix

A	SLP sample
B	SLP Proficiency Scale

Form 1

Application for Entry to the
Effective Alternative Secondary Education (EASE)

_____
Date

Sir/Madam:

I am applying for the EASE Program.

I want to be in the program from _____ to _____ (inclusive dates) because _____

_____

_____

_____.

Thank you.

Sincerely yours,

_____
Student
Year _____ Section _____

PAHINTULOT NG MAGULANG AT TAGAPAG-ALAGA
(Parent/Guardian's Approval)

Pinapahintulutan ko ang pag-aaplay ni _____

sa Programang EASE sa dahilang _____

_____

_____.

G./Gng./Bb. _____
(Pangalan at Lagda)

Petsa _____

(This form is to be submitted to the class/section adviser)

Form 2

Project EASE: Effective Alternative Secondary Education

REFERRAL SLIP

Date _____

**The Guidance Counselor/
Medical Officer**

Sir/Madam:

    Kindly assess _____ of _____
                   (Name of Students)   (Year and Section)

in terms of disadvantaged situations.

                            Respectfully yours,

                            _____

                              Class Adviser

Findings/Assessment

           _____

           _____

Suggestions/Recommendations

           _____

           _____

                       _____

                       Guidance Counselor/Medical Officer

Noted by:

_____
   Principal/School Head

(This form is to be submitted by the adviser to the Guidance Counselor/Medical Officer)

Form 3

Project EASE: Effective Alternative Secondary Education

Coping Scale
(Sukatan ng Kakayahan ng Mag-aaral)

Magandang araw sa iyo…

Ang mga pangungusap na nakatala sa ibaba ay nagsasaad ng mga paniniwala, opinyon at damdamin ng mga karaniwang estudyante ukol sa pag-aaral. Kasama rin dito ang ilan sa kanilang mga nakasanayang pag-uugali sa pag-aaral o *study habits.*

Basahing mabuti at intindihin ang bawat pangungusap. Para sa iyo, ang sinasabi ba nito ay totoo o hindi? Kung totoo, lagyan ng tsek (√) sa hanay na **Totoo.** Kung hindi naman, maglagay ng tsek (√) sa hanay na **Hindi Totoo** at kung hindi nakatitiyak, lagyan ng tsek (√) sa hanay na **Hindi Sigurado.**

Inaasahang magiging tapat ka sa sagot sa bawat aytem. Alalahanin mong hindi ito isang pagsusulit na may mga natatanging tamang sagot. Sa coping scale na ito, ang iyong pakiramdam o palagay, ay siyang tamang sagot.

Simulan mo na ang pagsagot!

	Hindi Totoo	Hindi Sigurado	Totoo
1. Pumapasa ako sa lahat ng subjects ko.			
2. Hindi ako mahilig mag-aral tuwing gabi.			
3. Wala akong hilig gumawa ng mahabang takdang aralin.			
4. Naiinis ako sa guro na may paboritong estudyante na hindi naman dapat.			
5. Naiinip ako sa haba ng mga class period.			
6. Sabik akong matutunan sa klase ang mga bagay-bagay na hindi ko pa nalalaman.			
7. Naiinis ako kapag ang isang kamag-aral ay nakakuha ng mas mataas na grado kaysa akin.			
8. Ayaw ko sa guro na namimintas ng mga mali kong gawain.			
9. Naiinis ako sa guro kung tinatawag ako upang sumagot ng tanong.			

10. Hindi ko palaging naipapasa ang mga takdang aralin at proyekto na ibinibigay ng guro.			
11. Naiinis ako sa guro na nahuhuli sa pagpasok sa klase.			
12. Mahirap mag-aral ng mag-isa sa bahay dahil walang nagtuturo sa akin.			
13. Masipag akong mag-aral at gumawa ng mga takdang aralin at proyekto.			
14. Gusto ko ang guro na nagbibigay halaga at pansin kahit sa mga maling sagot ko.			
15. Gustong-gusto kong matuto ng mga aralin.			
16. Naiinis ako sa sobrang pala-absent na guro.			
17. Wala akong hilig magbasa.			
18. Sa bahay ay napag-uusapan din namin ng magulang o kapatid ko ang itinuro ng guro.			
19. Naiinis ako sa guro na palaging nagbibigay ng pagsusulit.			
20. Makatatapos ako ng high school kahit papaano.			
21. Pumapasok ako kahit may sakit, dahil ayaw kong mahuli sa mga aralin.			
22. Ayaw ko sa guro na masungit.			
23. Hindi ako nahuhuli sa pagpasa ng mga takdang aralin at proyekto.			
24. Sa tingin ko ay wala ring kwenta kahit nakatapos ako ng high school.			

Maraming salamat sa iyong kooperasyon!

Scoring the EASE Coping Scale (Form 3)

There are 24 items in the Coping Scale (Sukatan ng Kakayahan ng Mag-aaral). There are equal numbers of positive and negative items.

1. To score items 1,6,8,11,13,14,15,16,18,20,21, 22 assign the following points to the response:

Totoo	-	2
Hindi Sigurado	-	1
Hindi Tototo	-	0

2. To score items 2,3,4,5,7,9,10,12,17,19, 23, 24 assign the following points to the response:

Totoo	-	0
Hindi Sigurado	-	1
Hindi Totoo	-	2

3. Find the total score by adding the points of all the 24 items.

4. - A total score of *38 and above indicates a high probability that the student can cope with the EASE Program.*
   - a total score between *30 and 37 indicates a moderate probability that the student can cope with the program.*
   - A total score *below 30 indicates a low probability that the student can cope with the program.*

(Forms 3-7 are used for screening of referred SARDO/s)

Form 4-A

Project EASE: Effective Alternative Secondary Education

READING COMPREHENSION TEST

Read the selection below silently. Then answer the short test that follows. Write only the letter of your answer on your answer sheet.

When a person's temperature rises above the normal 37°C, whether it is a reaction to an infection or the manifestation of distress, his first impulse is to take an antipyretic like Aspirin or Medicol for relief.

But this is not the only way to bring the fever down. There are other ways which are economical but equally effective. One is a sponge bath—the simplest techniques. Care must be taken; however, to do it as quickly as possible to avoid chilling. After the refreshing sponge bath, the thermometer will register a normal temperature and the patient will feel relieved.

The other way is the inducing of perspiration, which is done by wrapping the patient with layers of bankers and inhibiting ventilation. This may involve much discomfort to the patient but the moment he perspires, his temperature goes down and he is relieved of the restlessness and pain.

When none of these methods succeed in bringing down a persistently high temperature, it is best to see a doctor and following his advice.

1. According to the selection, one is *restless* when his temperature is

   a. High   c. low
   b. Normal   d. unknown

.

2. Why does the author give alternatives to the antipyretic Aspirin or Medicol?

   a. To avoid infection   c. To induce perspiration
   b. To reduce pain   d. To save money

3. A *persistently high* temperature one that

   a. goes up   c. goes down
   b. won't go down   d. rises and falls

4. A sponge bath helps to

   a. make temperature rise   c. bringing temperature down
   b. prevent chilling   d. induce perspiration

5. One has a fever if his temperature is
   a. 39°C   c. 37°C
   b. 36°C   d. 36.5°C

6. What should you do if all the methods described in the selection fail to lower your fever?

   a. Have a sponge bath   c. Drink plenty of water
   b. See a doctor   d. Wrap yourself with blankets

7. Which of these should be done as quickly as possible according to the selection?

   a. Measuring ones' temperature   c. Taking a sponge bath
   b. Inducing perspiration   d. Seeing a doctor

8. When body perspires, its temperature

   a. goes up   c. remains the same
   b. goes down   d. unknown

9. The purpose of covering the patient with blanket is to make him

   a. feel cold   c. comfortable
   b. sweat   d. chilled

10. This selection tells us how to

   a. prevent sickness   c. bring temperature down
   b. avoid fever   d. reduce pain

Form 4-B

Project EASE: Effective Alternative Secondary Education

English Composition Examination

Name:_____ **Year** _____**Section**_____
School:_____

Below are suggested topics, student like you often think and talk about.

a. My Family
b. What I Want To Be
c. My Favorite Teacher
d. My Hobby
e. My Unforgettable Experience

Select one topic which interest you, and write two or three paragraphs about it in English in the space below. If the space below is not enough, you may continue your essay at the back of this paper.

Title: _____

Form 5-A

Pagsubok sa Kakayahan sa Pagbasa

Panuto: Basahing mabuti ang sanaysay at sagutin ang mga sumusunod na tanong . Titik lamang ng tamang sagot ang isusulat sa iyong sagutang papel.

Nagkaroon ng sibilisasyon ang mga tao. Umunlad ang kanyang kaalaman sa larangan ng agham at teknolohiya. Dumami nang dumami ang iba't ibang uri ng makinaryang ginagamit niya sa kanyang pang-araw-araw na buhay. Nagdagsaan ang iba't ibang uri ng sasakyang panlupa, pandagat at panghimpapawid. Naging lungsod ang dating mayaman at makahoy na kabundukan. Makikita ang iba't ibang uri ng pabrika na nagtatapon ng mga dumi sa mga ilog at dagat. Nagbubuga rin ang mga ito ng mga nakakalason na usok sa ating papawirin. Nahiya ang hanging maghatid ng lamig. Nahiya rin ang mga punong kahoy na magbigay-buhay sa buong kalupaan. Sumisid na ang tubig sa kanyang lagusan matapos na ang kanilang daluyan ay tambakan ng mga gabundok na basura. Nawalan na ng puwang ang paglinis at paghahalaman. Tuluyan nang nilimot ng tao ang kanyang tungkulin sa kanyang kapaligiran.

---

1. Ang kaisipang nais ipahatid ng buong talata ay _____.

   A. May tungkulin ang tao sa kanyang kapaligiran.
   B. Dumami ang suliranin sa kapaligiran dahil sa tao.
   C. Sa kabila ng pag-unlad ng tao at ng kanyang paligid ay nakalimot siya sa kanyang tungkulin.
   D. Lumaganap ang suliranin sa polusyon bunga ng pag-unlad ng agham at teknolohiya.

2. Ang nais ipahatid ng pangungusap na "Nawalan na ng puwang ang paglilinis at paghahalaman" _____

   A. Nakalimot na ang tao sa kanyang tungkulin sa paglilinis at paghahalaman.
   B. Laganap na ang polusyon sa kapaligiran.
   C. Marumi ang paligid at kakaunti na lamang ang mga halaman sa kapaligiran.
   D. Ang ibang tao'y hindi na marunong magpahalaga sa kagandhan at kasaganahan dulot ng kalikasan.

3. Sa pangungusap na "Tinayuan ito ang mga nagtataasang gusali na para bang gusting sungkutin ang araw sa katayugan" nais ilarawan ng may akda ang kaisipang_____,

   A. Higit na mataas ang araw kaysa sa mga nagtataasang gusali.
   B. Araw-araw ang mga nagtataasang gusali ay nasisikatan ng araw.
   C. Nakikipag-unahan ang mga mayaman sa pagpapatayo ng mga nagtatayugang mga gusali.
   D. Nagtataasan ang mga gusaling itinayo na halos ay abutin na ang araw.

4. Ang kaisipang nais tukuyin ng may akda sa huling pangungusap ay _____.

   A. Wala nang pag-asa pang malutas ang suliranin sa polusyon.
   B. Ang tao ay ma'y iba't ibang tungkulin ginagampanan sa lipunan.
   C. Ang tungkulin ng tao ay kanyang nalilimutan bunga ng suliraning laganap sa kanyang kapaligiran
   D. Ipinagwawalang bahala ng mga tao ang mga bagay na nais niyang gawin para sa kapakanan ng kanyang lipunan.

Form 5- B

Pagsasanay sa Pagsulat sa Filipino

Pangalan_____
Paaralan_____
Taon at Pangkat_____

Panuto: Basahin at unawaing mabuti ang sitwasyon inilahad sa ibaba.

Sitwasyon

Pagkatapos ng isang mahabang oras ng pagbibiyahe sa bus, narating mo rin ang bahay ng inyong pinsan na titigilan mo ng ilang araw para sa isang maikling bakasyon. Nabigla ka ng ibaba mo ang bitbit na traveling bag dahil hindi ito sa iyo.

Sumulat ng isang salaysay tungkol san mga posibleng pangyayari. Gamitin ang mga patnubay na tala sa ibaba at magdagdag pa ng sarili mong mga ideya.

Paano mo at kailan mo natuklasan na hindi iyo ang bitbit na traveling bag?

Ano ang ginawa mo?

Ano ang nasa loob ng bag?

Ano ang naramdaman mo?

Sino pa ang posibleng kasangkot sa mga pangyayari?

Paano naapektuhan ng mga pangyayari ang inyong bakasyon?

Ano ang huling pangyayari?

Gawing kawili-wili ang iyong salaysay. Tiyaking hindi kukulangin sa 150 mga salita ang iyong komposisyon. Umisip rin ng sariling pamagat.

_____
Pamagat

Form 6

Exercise in Mathematics

Perform the indicated operations:

A. Addition:

1) 8	2) 37	3) 72	4) 513	5) 6369
9	26	99	748	54

B. Subtraction:

1) 7	2) 19	3) 51	4) 832	5) 1000
5	12	36	218	846

C. Multiplication:

1) 8	2) 15	3) 48	4) 143	5) 75
6	7	9	4	25

D. Division:

1) 36 ÷ 4 =

2) 75 ÷ 5 =

3) 123 ÷ 3 =

4) 100 ÷ 25 =

5) 960 ÷ 12 =

Form 7

Project EASE: Effective Alternative Secondary Education

Summary of Scores

I. English

          Reading   Composition

          _____   _____

II. Filipino

          Pagbasa   Pagsulat

          _____   _____

III. Mathematics

          _____

Interpretation:

_____

_____

_____

_____

_____

_____

_____

_____

Form 8

Project EASE: Effective Alternative Secondary Education

Student's Entry Profile

Name :			Date :	
Address:			Date of Birth:	
School :			Year/Section:	
Name of	Age	Highest Grade Completed	Occupation	Average Monthly Income
Father :				
Address:				
Mother :				
Address:				
Guardian:				
Address:				

Other people in the household (siblings, relatives, etc.)	Age	Highest Grade Completed	Occupation	Average Monthly Income

Do parents/guardian live together? _____

Do parents/guardian approve of student entering EASE:_____

Why?_____
_____

Who in the family can assist student in the lesson?_____
_____

Why does student want to enter EASE?_____
_____

Inclusive dates under EASE_____

Academic Info:
Coping   _____   Writing (English) _____
Reading (English)   _____   Pagsulat (Filipino)_____
Pagbasa (Filipino)   _____   GPA/Form137_____
Mathematics _____

_____
Teacher-Adviser

Approved:

_____
Principal/School Head

(This form is to be submitted by the Guidance Counselor to the class/section adviser and EASE Coordinator after assessment)

Form 9-A
Project EASE: Effective Alternative Secondary Education

Study Contract

Student:_____ Year/Section:_____
Address:_____ Date:_____

Reasons for entering the EASE Program:

Class Adviser:_____
Responsibilities:

Signed:_____

Subject Teacher:_____
Responsibilities:

Signed:_____

Coach/Tutor:_____
Responsibilities:

Signed:_____

Parents/Guardian:_____
Responsibilities:

Signed:_____

Student:_____
Responsibilities:

Signed:_____

Done this _____day of _____ 200___ at_____.

Signed in the presence of:

_____   _____
        Guidance Counselor   EASE Coordinator

            Approved by:
            _____
                Principal/School Head

(This form is to be submitted by the Guidance Counselor together with Form 8 to the class/section adviser and EASE Coordinator)

Form 9 B

Project EASE: Effective Alternative Secondary Education

ENDORSEMENT FORM

Date: _____

To Teacher Concerned:

Please be informed that _____of _____ under the advisory class of _____is presently enrolled in the EASE program from _____ to _____ due to _____.

Kindly give the modules/activities/workbooks to be answered by the EASE student, schedule the submission and date of reporting.

Thank you.

Respectfully yours,

_____
EASE Coordinator

Subject	Subject Teacher	Teacher's Signature
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Parents' name/Guardian_____ Signature _____

Address_____ Cellphone No./Tel. No. _____

Approved:

_____
Principal/School Head

(This form is to be submitted by the EASE Coordinator to the subject-teachers)

Form 10

Project EASE: Effective Alternative Secondary Education

Receipt/Acceptance Form

Learning
Area/Subject : _____   Date Received: _____
Learner's
Name   : _____
Year Level : _____

Quarter	No. of Modules Received	Title of Modules	Allotment Period per Module (To be agreed upon by learner and subject teacher)	Returned on	Initial Evaluation by the subject teacher after returned of the module
	Module Nos.				
	_____				
	_____				
	_____				
	_____				
	_____				
	_____				
	_____				
	_____				
	_____				
	_____				
	_____				
	_____				
	_____				

Signed:

_____
Subject Teacher

Form 11

Project EASE: Effective Alternative Secondary Education

Request for Assistance

Sir/Madam:

☐   Tutoring on the subject_____

☐   Counseling regarding difficulties met in the study program

☐   Supplementary or enrichment learning materials on the topic _____, subject _____

☐   Practice problems/exercises in Mathematics

☐   Materials/equipment required in Science/MAPEH/TLE Lessons (encircle subject)

☐   Demonstration/practical application Science/MAPEH/TLE concepts.

☐   Others:_____
_____
_____

      To discuss this, may I meet with you on _____(date) at _____ (time) _____ (place)?

Sincerely yours,

_____
Student

Year_____ Section_____

(Submitted by the EASE learner to the subject teacher when the need arises)

Form 12

Project EASE: Effective Alternative Secondary Education

Request for Extension/Renewal of EASE Contract

Dear_____,

       This is to request for the extension/renewal of my EASE contract from _____ to _____.

       I am making this request because:_____

_____

_____

Truly yours,

_____
Student

Noted:

_____
Parent/Guardian

Approved by:

_____
Principal/School Head

(Submit this form to your class adviser, if the need arises)

Form 13

Project EASE: Effective Alternative Secondary Education

Application for Reentry into Regular School Program

Dear_____,

    This is to request that I return to my regular classes on _____, 200_____.

    I am making this request because:_____
_____
_____

    Below is my performance rating as an EASE student for _____:
<div align="right">(Inclusive Dates)</div>

Subject	Module No.	Class Standing			Teacher's Signature
		Quizzes	Recitation	Output/Project	
Filipino					
English					
Mathematics					
Science					
Makabayan					
Araling Panlipunan					

Truly yours,

_____
Student

Noted:

_____
Parent/Guardian

Approved:

_____
Principal/School Head

(Submit this form to your class adviser)

Form 14

Project EASE: Effective Alternative Secondary Education

Endorsement

The Adviser
Section _____

The Subject Teacher
Subject _____

Dear Sir/Madam:

　　　　This is to endorse _____ to be mainstreamed/returned to his/her regular classes. Pertinent academic records and other data have been evaluated by the EASE Steering Council and found to be Satisfactory.

                                        _____
                                                EASE Coordinator

                        Approved:

                                        _____
                                                Principal/School Head

(This form is to be submitted by the EASE Coordinator to class adviser and all subject teachers)

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Sample Form of the Student-Learning Plan

List of Unmastered Knowledge and Skills	Learning Strategies	Learning Materials	Indicators of Mastery of UMKs	Time Frame

(This form must be provided by the subject teacher to SARDO)

The SLP Proficiency Scale

Direction:

1. Part I asks you to evaluate your listening, speaking, reading and your writing skills. Read the skill stated in each number, then ask yourself whether you find it <u>Very easy</u>, <u>Easy</u>, <u>Difficult</u> or <u>Very Difficult</u> to do.

   Indicate your answer with a big dot (●) in the appropriate column. Do the same for Part II. In Part III, follow the given direction.

2. After you have answered all the items, review your answers to make sure that they truly show your actual communication skills , ability to prepare a self-learning plan, and how you feel about the self-learning plan.

3. Starting with item 1, Part 1, connect all the dots with a line. Do the same for Parts II and III. The results are line charts that tell what skills you already have, and what skills you need to learn to make and implement your SLP successfully. It also tells if there is a need to improve your attitude toward the SLP.

4. You may use the following formula to assess your SLP success probability.

   1. Assign weights to your responses, as follows:

Very easy	---	4 points
Easy	---	3 points
Difficult	---	2 points
Very difficult	---	1 point

      For Part III, use the same weights: 4 for the top positive response and 1 for the lowest negative response.

   2. Get the sum of each column. The highest possible score is 100 (25 X 4); the lowest is 25.

   3. Get the sum of the four columns; you may use the following table to interpret the sum.

      76 – 100 - - - VHPS
      51 – 75   - - - HPS
      26 – 50   - - - LPS
      Below 25 - - - VLPS

Part I. Communicative Skills (listening, speaking, reading, writing)	Very Easy	Easy	Difficult	Very Difficult
1. Understanding what my teachers say in teaching-				
a. Math				
b. Science				
c. English				
d. Araling Panlipunan				
2. Speaking or expressing my ideas orally in English				
3. Speaking or expressing my ideas orally in Filipino				
4. Reading and understanding my textbook in				
a. Math				
b. Science				
c. English				
d. Araling Panlipunan				
5. Writing my ideas in English				
6. Writing my ideas in Filipino				

Part II. Preparing My Self-Learning Plan	Very Easy	Easy	Difficult	Very Difficult
1. Making an inventory of my unmastered knowledge and skills (UMKS)				
2. Identifying and analyzing why I failed to answer the test item correctly				
3. Grouping related KSAs into competencies				
4. Prioritizing/arranging competencies from simple to complex				
5. Selecting/using effective strategies for my UMKS.				
6. Selecting/using effective materials for my SLP				
7. Getting help for the mastery of my UMKS				
8. Following my SLP schedule				
9. Tracking my progress				
10. Evaluating my self-learning results				

Part III. How I feel about the Self-Learning Plan

Please indicate you response with a big dot (•) in the appropriate column.

	Very Important	Important	Not Sure	Not Important
1. How important is SLP to me				
	Very Much	Much	A Little	None
2. How much attention I give to my SLP				
	Very Much	Much	A Little	Not at All
3. To what extent am I using my SLP				