

Two-way table of specification (blank)

Fill one row per competency taught. Items = days / total days x total items; round, then adjust so the total matches the test. Split each row across the cognitive levels; each cell shows the number of items and their item numbers.

Subject / grade:		Test:			Total items:			Teaching time covered:		
Competency	Days	%	Items	Rem.	Und.	App.	Ana.	Eva.	Cre.	Item placement
Total		100%								

Sample: Grade 7 science term examination, 50 items

Illustrative sample matching the Draft My Lesson article. Competencies are written in plain language: copy the exact competency statements and codes from your curriculum guide. Each level cell shows: number of items (item numbers).

Subject / grade: Science 7	Test: Term examination (illustrative)	Total items: 50	Teaching time covered: 30 class days
----------------------------	---------------------------------------	-----------------	--------------------------------------

Competency	Days	%	Items	Rem.	Und.	App.	Ana.	Eva.	Cre.	Item placement
A. Describe the steps of a scientific investigation and identify its variables	6	20.0%	10	2 (1-2)	3 (3-5)	3 (6-8)	1 (9)	1 (10)	0	1-10
B. Distinguish pure substances from mixtures	8	26.7%	13	3 (11-13)	4 (14-17)	3 (18-20)	2 (21-22)	1 (23)	0	11-23
C. Describe solutions and express their concentration	10	33.3%	17	3 (24-26)	5 (27-31)	5 (32-36)	2 (37-38)	2 (39-40)	0	24-40
D. Choose a suitable method to separate a mixture	6	20.0%	10	2 (41-42)	3 (43-45)	2 (46-47)	2 (48-49)	1 (50)	0	41-50
Total	30	100%	50	10	15	13	7	5	0	1-50

Cognitive split used (illustrative): Remembering 20% (10 items), Understanding 30% (15 items), Applying 26% (13 items), Analyzing 14% (7 items), Evaluating 10% (5 items), Creating 0% (0 items).

Items per competency: A = $6 / 30 \times 50 = 10.00$, rounded 10; B = $8 / 30 \times 50 = 13.33$, rounded 13; C = $10 / 30 \times 50 = 16.67$, rounded 17; D = $6 / 30 \times 50 = 10.00$, rounded 10.

Original Draft My Lesson template, free to use and adapt. Items = days for the competency / total days x total items, rounded, then adjusted so the column equals the total. The cognitive split in the sample is illustrative: DepEd Order No. 8, s. 2015 recommends distributing test items across the cognitive process dimensions but sets no national percentage. Use the TOS format and competency statements of your school or division.