DepED DEPARTMENT OF EDUCATION MATATAG
Bansang Makabata Batang Makabansa

SCIENCE - 4
PERIODICAL TEST
QUARTER 3
MATATAG CURRICULUM BASED

KAGAWARAN NG EDUKASYON • REPUBLIKA NG PILIPINAS •

NAME:_____ **SCORE** _____

Direction: Read each question carefully. Identify the letter of the correct answer.

1. Which of the following objects is rigid?
A. Sponge
B. Steel rod
C. Pillow
D. Rubber ball

2. Which of the following objects is soft?
A. Brick
B. Plastic cup
C. Foam
D. Glass bottle

3. A rigid object is best described as:
A. Flexible
B. Hard and keeps its shape
C. Light and soft
D. Changes shape when pressed

4. Which of these groups contains only rigid objects?
A. Chair, rock, metal spoon
B. Sponge, fabric, dough
C. Plastic bag, balloon, clay
D. Pillow, cushion, soft foam

5. Which set consists only of soft objects?
A. Pillow, clay, sponge
B. Glass, wood, steel
C. Plastic, stone, metal
D. Brick, marble, plastic ruler

6. A force is:
A. A way to measure weight
B. A push or pull on an object
C. A kind of energy
D. A measure of speed

7. What is an example of a pull?
A. Kicking a ball
B. Throwing a stone
C. Lifting a bag
D. Pushing a chair

8. In a diagram showing a box being pushed to the right, the arrow representing force should point:
A. Left

B. Down
C. Up
D. Right

9. Arrows used to represent force show:
A. Direction and speed
B. Direction and strength
C. Strength and shape
D. Mass and size

10. Which activity involves a force?
A. Sleeping on a bed
B. Drinking water
C. Pulling a drawer open
D. Reading a book

11. Which task requires applying a push?
A. Lifting a box
B. Closing a door
C. Pulling a cart
D. Picking up a pencil

12. What happens to a soft object when you apply force?
A. It breaks into pieces
B. It stays the same
C. It moves upward
D. It changes shape

13. What happens to a rigid object when a small force is applied?
A. It changes shape
B. It resists the force
C. It shrinks
D. It bends easily

14. Which material is magnetic?
A. Iron nail
B. Plastic toy
C. Wooden block
D. Glass bottle

15. Which of the following is a non-magnetic material?
A. Steel spoon
B. Rubber band
C. Nickel coin
D. Iron bar

16. What happens when the north pole of one magnet meets the south pole of another?
A. They repel
B. They attract
C. They stay apart
D. They lose their magnetism

17. What happens when two north poles of magnets are brought together?
A. They attract

B. They repel
C. They break
D. They lose magnetism

18. Magnets attract materials made of:
A. Plastic
B. Glass
C. Metal
D. Wood

19. A strong magnet can:
A. Repel water
B. Hold heavy metal objects
C. Change color when heated
D. Attract plastic items

20. Predict what will happen if a stronger force is applied to a soft object.
A. It will change shape slightly.
B. It will not change shape at all.
C. It will change shape more.
D. It will break immediately.

21. When you stretch a rubber band, it:
A. Changes size and shape
B. Becomes rigid
C. Attracts magnets
D. Moves upward

22. Which tool is used to measure distance?
A. Thermometer
B. Stopwatch
C. Ruler
D. Compass

23. Which device helps measure time?
A. Meter stick
B. Stopwatch
C. Protractor
D. Scale

24. Speed is calculated using:
A. Distance ÷ Time
B. Distance × Time
C. Force × Distance
D. Time ÷ Force

25. If a car travels 100 kilometers in 2 hours, its speed is:
A. 100 km/h
B. 50 km/h
C. 200 km/h
D. 25 km/h

26. Accurate measurements are important because they:
A. Make experiments more fun

B. Help describe motion precisely
C. Always lead to faster results
D. Can replace all observations

27. A mistake in measuring time can result in:
A. Incorrect speed calculation
B. Faster object movement
C. Object stopping completely
D. No effect at all

28. What does a straight line on a distance vs. time graph indicate?
A. The object is speeding up.
B. The object is stationary.
C. The object is moving at a constant speed.
D. The object is slowing down.

29. If a line on a distance vs. time graph is horizontal, the object is:
A. Moving faster
B. Stationary
C. Moving slower
D. Accelerating

30. Energy can cause change in an object's:
A. Shape
B. Motion
C. Both A and B
D. Neither A nor B

31. Which is an example of energy causing change?
A. Melting ice due to heat
B. Holding a book still
C. A glass bottle sitting on a table
D. A shadow forming under a tree

32. Which of the following is a source of light energy?
A. Refrigerator
B. Telephone
C. Fan
D. Candle flame

33. What is a source of sound energy?
A. Guitar strings vibrating
B. A hot pan
C. A flashlight beam
D. A melting candle

34. What should you do when handling a device that uses electricity?
A. Touch wires with wet hands
B. Follow safety guidelines
C. Pull on wires to disconnect
D. Use it near water

35. Why is it important to handle fire carefully?
A. It is always safe.

B. It cannot harm objects.
C. It can cause burns and damage.
D. It never needs supervision.

36. Heat energy can cause ice to:
A. Freeze
B. Melt
C. Evaporate
D. Condense

37. Which is an example of heat energy causing change?
A. Cooking food in a pan
B. Cooling water in a freezer
C. Turning on a fan
D. Charging a phone

38. Turning off lights when not in use helps to:
A. Increase light energy
B. Save energy
C. Produce sound energy
D. Generate heat energy

39. Using energy-efficient appliances can:
A. Waste more energy
B. Reduce energy consumption
C. Increase electric bills
D. Lower light output

40. Why should we use renewable energy sources?
A. They are unlimited and eco-friendly.
B. They are more expensive.
C. They run out quickly.
D. They are difficult to find.

Answer Key:

1. B
2. C
3. B
4. A
5. A
6. B
7. C
8. D
9. B
10. C
11. B
12. D
13. B
14. A
15. B
16. B
17. B
18. C
19. B

20. C
21. A
22. C
23. B
24. A
25. B
26. B
27. A
28. C
29. B
30. C
31. A
32. D
33. A
34. B
35. C
36. B
37. A
38. B
39. B
40. A

PERIODICAL TEST

SCIENCE 4- Q3

TABLE OF SPECIFICATION

COMPETENCIES/OBJECTIVES	No. of Days Spent	Weight	No. of Items	COGNITIVE PROCESS DIMENSION					
				R	U	AP	AN	E	C
				EASY		AVERAGE		DIFFICULT	
				ITEM PLACEMENT					
1. Lesson Objective 1: identify rigid and soft objects based on physical characteristics. 2. Lesson Objective 2: classify objects as rigid and soft objects.		**12.5%**	**5**	1,2	3	4,5			
3. Lesson Objective 3: define force as a push or a pull exerted on an object. 4. Lesson Objective 4: describe forces using arrows in given situations. 5. Lesson Objective 5: identify forces in our daily tasks.		**12.5%**	**5**	6,7	8,9	10			
6. Lesson Objective 6: investigate how rigid and soft objects respond to applied forces.		**7.5%**	**3**			11,12,13			
1. Lesson Objective 1: identify common magnetic materials (e.g.,		**15%**	**6**	14,15					

iron, steel, nickel) and non-magnetic materials. 2. Lesson Objective 2: recognize that magnets' opposite poles attract while like poles repel. 3. Lesson Objective 3: identify and describe key properties of magnets, such as polarity, strength, and the ability to attract certain objects.					16,17 18,19				
1: predict the amount of force needed to move an object and change an object's shape		**2.5%**	**1**			20			
2: describe what happens to an object when it is pushed, pulled, stretched, bent, twisted, and squeezed.		**2.5%**	**1**		21				
4: familiarize oneself with simple equipment to measure distance and time, like a meter stick, ruler, measuring tape, and stopwatch		**5%**	**2**	22,23					
5: calculate the speed of a moving object;		**5%**	**2**			24,25			
6: recognize the importance of having accurate measurements in describing motion		**5%**	**2**		26	27			
Lesson Objective 1: construct a simple distance vs. time graph;		**2.5%**	**1**			28			
Lesson Objective 2: identify if an object is stationary or moving at a uniform speed using the line graph.		**2.5%**	**1**		29				
Learning Competency 3: The learners identify that energy is something that can cause change including light, sound, and heat energy.		**5%**	**2**	30,31					
Learning Competency 4: The learners observe and identify sources and uses of light, sound, and heat energy at school, at home and in the local community.		**5%**	**2**		32,33				
1: Identify and distinguish between different forms of energy, including light, sound, and heat energy. 2: Explain how sound energy can cause changes, such as producing sound in musical instruments or conveying information through communication. 3: Recognize the importance of safety when dealing with energy sources and devices.		**5%**	**2**	34	35				
4: Define the concept of energy sources and how they are harnessed to produce different forms of energy, such as light, sound, and heat. 5.: Observe sources of sound energy, including musical instruments, electronic devices, and natural sounds, in different settings. 6. Develop an awareness of safety considerations when dealing with energy sources and devices, emphasizing fire safety and prevention.		**7.5%**	**3**			38	40	39	

7. Apply the understanding of energy sources to improve energy efficiency at school, home, or in the local community.									
8.: Recognize that energy exists in various forms and can be transferred from one object to another and transformed from one form to another. 9: Identify and distinguish between different forms of energy, including light, sound, and heat energy. 10.Describe how heat energy can cause changes, such as cooking food, melting ice, or heating a room.			**2**	36,37					
TOTAL		**100%**	**40**						