

Assessing the Higher-Order Thinking Skills (HOTS) in English for Grade 7 Students

Christine E. Cabuga¹ and Dr. Merlyn Legaspi-Estoque²

¹Teacher II, Taganito National High School, Philippines

²Faculty, Surigao del Norte State University, , Philippines

christinecabuga05@gmail.com and merlynestoque20@gmail.com

Abstract: *This study assessed the level of Higher-Order Thinking Skills (HOTS) in English among Grade 7 students at Taganito National High School in Claver District, Surigao del Norte. Using a quasi-experimental design, the research aimed to evaluate the effectiveness of teacher-developed intervention modules designed to improve students' skills in applying, analyzing, evaluating, and creating, based on Bloom's Revised Taxonomy. A 65-item pre-test was administered to 261 students to identify the least learned competencies. Results revealed significant gaps in 17 English competencies, particularly in higher-order cognitive domains.*

In response, 14 intervention modules were developed using the 4A's instructional model—Activity, Analysis, Abstraction, and Application—and were aligned with the MATATAG Curriculum. These modules underwent validation through expert review and pilot testing and were implemented during enhancement sessions. After the intervention, a post-test was administered to the same group of students. Findings showed a marked improvement in the performance of learners across all competencies. Statistical analysis using the Wilcoxon Signed-Rank Test revealed a significant difference between pre- and post-test scores, confirming the effectiveness of the intervention. Additionally, the mean gain in scores supported substantial learning progress. The study concludes that integrating HOTS through structured and contextualized modules enhances students' critical and creative thinking abilities. It is recommended that similar approaches be adopted in other subject areas and grade levels, and that continuous professional development be provided for teachers to support the sustained integration of HOTS in classroom instruction.

Keywords: Higher-Order Thinking Skills, Bloom's Taxonomy, 4A's Instructional Model, English Modules, MATATAG Curriculum, Quasi-Experimental Design, Grade 7 Education

