Abstract:
This study aimed at the development and validation of conceptual exercises called ranking task exercises for teaching physics. The developed ranking task exercises focus on the three topics namely: (1) electric circuits (2) electrical connections and (3) electrical energy which consist of thirty six ranking task exercises.

The study used the research and development or R and D (often called research-based development) methodology. The major steps in the R and D cycle followed by the researcher in developing the instructional materials are the following: (1) preliminary preparation (2) bibliographical research (3) developing the ranking task exercises, (4) revising the ranking task exercises (5) field testing the ranking task exercises (6) evaluating tryouts results and (7) modification and final production of the ranking task exercises.

The data were gathered with the use of three sets of instruments- a five-point evaluation checklist patterned after a model for evaluating instructional materials devised by Creager and Murray (1971) a questionnaire to determine the reactions of the teachers and students regarding the components and usefulness of the ranking task exercises and two sets of pretest and posttest for evaluating the student’s knowledge of physics concepts and science process skills.