This study was undertaken to determine the evaluation skills of teachers and their effect on pupil’s performance in the level of evaluation skills of science teachers and pupil’s performance along science concepts, science processes, and scientific attitudes.

The study made use of the descriptive-correlational method research. Data were gathered through a teacher profile survey questionnaire, tests on science concepts and processes, and a checklist to determine pupil’s scientific attitudes. The results of the study reveals that the teacher respondent’s over all evaluation skills significantly influence the pupil’s performance along concepts, science processes and scientific attitudes.