



Republic of the Philippines  
**Department of Education**  
 REGION I  
 SCHOOLS DIVISION OF VIGAN CITY

**Office of the Schools Division Superintendent**

**DIVISION MEMORANDUM**

No. 241, s. 2026

**PARTICIPATION OF VIGAN CITY DELEGATES TO THE 2026 NATIONAL FESTIVAL OF TALENTS (NFOT)**

To: Assistant Schools Division Superintendent  
 Chief Education Supervisors (CID & SGOD)  
 School Head (ISNHS)  
 All Others Concerned

1. In reference to DepEd Memorandum No. 019, s. 2026 titled "2026 National Festival of Talents" and Regional Memorandum No. 351, s. 2026, titled "Results of the 2026 Regional Festival of Talents", the Department of Education, through the Curriculum and Teaching Strand, will conduct the 2026 National Festival of Talents with the theme: "Embracing Change, Redefining Excellence". The activity will be held in Roxas City, Capiz, Region VI from April 18 to 22, 2026. (exclusive of travel time).

2. In view of this, the following learner-participants and teacher-coaches from the Schools Division of Vigan City are directed to participate in their respective events:

AREAS OF SKILLS/EVENT	NAME OF LEARNER	COACH	SCHOOL
<b>EPP/TLE/TVL</b>			
• Flavor Fame	1. Angel Sofia Atalin	1. Sancelle Recaido	ISNHS
	2. Angel Pham Rabbon	2. Nerissa De Vera	
	3. Mil Jovin Jammold K-Zar Cu	3. Ryan Villanueva	
<b>MAPEH</b>			
• CineMunti	1. Budz Spencer Agcaoili	1. Jerick Saupan 2. Theodore Dan Rivero 3. Andrian Carl Aragoza (Additional Teacher-Coach for NFOT)	ISNHS
	2. Jedrick Alfred Guzman		
	3. Genevieve Kate Del Castillo		
	4. Ken Galace		
	5. Jilian Bilgera (Additional participant not reflected in RFOT results)		
6. Jebram Evan Atanes (Additional participant not reflected in RFOT results)			





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<b>SCIENCE/ MATH</b>			
• Stemazing	1. Lien Dixzel Alconcel	1. Lexter Supnet	ISNHS
	2. Zithri Jezreel Baclig		

3. Since the activity falls on the end-of-school year break (EOSY), 7.5 days of Vacation Service Credits (VSC) shall be granted to all participating teacher-coaches who will complete the whole duration of the activity. However, for those who will not complete, one hour of actual service rendered shall be equivalent to 1.5 hours of VSC. The Granting of VSC is in accordance with DO 013, s. 2024, Revised Guidelines on the Grant of Vacation Service Credits for Teachers. In addition, all participating non-teaching personnel shall be granted Compensatory Time Off (CTO) for services rendered during weekend travel days, in accordance with the Civil Service Commission (CSC) and Department of Budget and Management (DBM) Joint Circular No. 1, s. 2015, or the Policies and Guidelines on Overtime Services and Overtime Pay for Government Employees.

4. All expenses related to travel, food, and lodging will be charged to the 2026 Basic Education Curriculum (BEC) Funds allotted to the division. Any excess may be covered by local funds, subject to accounting and auditing rules.

5. Participants must observe protocols, wear appropriate identification, and represent the division with utmost discipline and excellence.

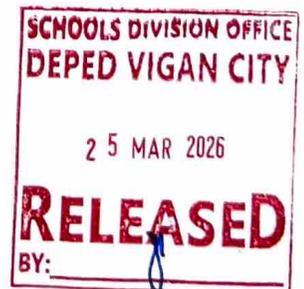
6. All teacher-coaches shall ensure the submission of the duly accomplished consent forms at [clmd.region1@deped.gov.ph](mailto:clmd.region1@deped.gov.ph) on or before March 27, 2026.

9. Attached are copies of the DM No. 19, s. 2026 & RM No. 315, s. 2026 for reference.

10. Wide dissemination of this memorandum is desired.

**VILMA D. EDA, CESO V**  
 Schools Division Superintendent

CID/SSC/DM-Participation of Vigan City to the 2026 National Festival of Talents (NFOT)  
 March 24, 2026



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Republic of the Philippines  
Department of Education

MAR 10 2026

DepEd MEMORANDUM  
No. **019**, s. 2026

**2026 NATIONAL FESTIVAL OF TALENTS**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Minister, Basic, Higher, and Technical Education, BARMM  
Regional Directors  
Schools Division Superintendents  
Public and Private School Heads  
Attached Agencies  
All Others Concerned

1. In line with the commitment toward the holistic development of learners through co-curricular activities complementing academic learning, and in support of the Department of Education's (DepEd) Five-Point Reform Agenda and Quality Basic Education Development Plan (Q-BEDP), the Learning Systems Strand, through the Bureau of Learning Delivery (BLD), will conduct the **2026 National Festival of Talents (NFOT)** in **Roxas City, Capiz, Region VI**, from **April 18 to 22, 2026**.

2. The conduct of the 2026 NFOT is anchored on Section 7 of Republic Act (RA) No. 9155 also known as Governance of Basic Education Act of 2001, which vests the Secretary of Education with the authority, accountability, and responsibility for basic education, including the formulation and implementation of programs and activities supportive of holistic learner development.

3. With the theme, **Embracing Change, Redefining Excellence**, the 2026 NFOT underscores the need to embrace change in gauging learners' holistic development by showcasing inclusive, authentic, and interdisciplinary products and performances on a national platform. It also highlights the significance of redefining academic excellence beyond traditional approaches by promoting the integration of knowledge across disciplines and encouraging learners to be creative, innovative, and collaborative in demonstrating their multiple intelligences and 21st-century skills to successfully thrive in a dynamic, interconnected, and future-ready world.

The 2026 NFOT shall serve as a grand celebration of talents and skills, where change is embraced, and excellence is redefined by what learners can create, apply, and contribute meaningfully to nation-building.

4. Pursuant to DepEd Order (DO) No. 12, s. 2025, titled Multi-year Implementing Guidelines on the School Calendar and Activities, the NFOT is an annual DepEd co-curricular program conducted as a **culminating performance** of learners that provides meaningful learning opportunities to showcase multiple intelligences, value-laden talents, and 21st-century skills as solid evidence of learning across



academic areas and inclusive education programs. It is anchored on the Revised Basic Education Curriculum and supports DepEd's core values and goal of producing holistically developed Filipinos, while also contributing to the development of learners' competencies in various creative industry domains in support of RA 11904 also known as An Act Providing for the Development and Promotion of the Philippine Creative Industries, and Appropriating Funds Therefor.

5. Official delegates shall be composed of learner-participants from public and private elementary and secondary schools and/or Community Learning Centers (CLCs) across the regions who have excelled in the Regional Festival of Talents (RFOT), including teacher-coaches and nonteaching personnel. They are requested to complete the whole duration of the 2026 NFOT and support all its activities.

6. Participation is **voluntary at the learners' level**, while the **participation of teachers and nonteaching personnel is considered official**, authorized, and subject to the approval of the appropriate head of office. **No individual shall be allowed to collect any kind of contributions or fees from learners or teachers for the 2026 NFOT**, in accordance with the provisions of DO 19, s. 2008, titled Implementation of No Collection Policy in All Public Elementary and Secondary Schools.

7. All regions shall ensure that the preparations of their official delegates for the 2026 NFOT do not affect time-on-task, pursuant to DO 9, s. 2005, titled Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith.

8. All participating teaching personnel shall be granted 7.5 days of vacation service credits (VSC), in accordance with DO 013, s. 2024, titled Revised Guidelines on the Grant of Vacation Service Credits for Teachers. However, for those who do not complete the whole duration, 1 hour of actual service rendered shall be equivalent to 1.5 hours of VSC. All participating nonteaching personnel shall be granted Compensatory Time Off (CTO) for weekend travel days, in accordance with the Civil Service Commission and Department of Budget and Management's Joint Circular No. 1, s. 2015, titled Policies and Guidelines on Overtime Services and Overtime Pay for Government Employees.

9. DepEd officials and personnel who are not part of the official delegates may attend the 2026 NFOT on **official business** and at the discretion of the head of office. However, for the whole duration of their stay in Roxas City, they shall be responsible for making arrangements such as travel, meals, and board and lodging to be charged to their **local funds**.

10. To ensure the safety, health, and well-being of all official delegates, strict observance of minimum health and security protocols shall be implemented in all events and billeting venues. All activities shall likewise comply with DO 40, s. 2012, titled DepEd Child Protection Policy, and other applicable DepEd issuances on health standards and established medical and emergency response mechanisms, particularly in view of the participation and travel of learners.

11. For the details of the different events and guidelines, see **Enclosure Nos. 1 and 2**.

12. All eligible expenses relative to the 2026 NFOT shall be charged to the **2026 Basic Education Curriculum Funds** directly released to the regions and local funds per guidelines on the utilization of Program Support Funds, subject to the usual

*Arnoldo Obraon* 

government accounting and auditing rules and regulations. If the travel expenses exceed the allocated funds for the region or division, the remaining costs shall be covered by available sources or local funds, subject to the usual government accounting and auditing rules and regulations.

13. For official delegates from the Bangsamoro Autonomous Region of Muslim Mindanao (BARMM), expenses shall be charged to **local funds** or **other eligible fund sources**, subject to the usual government accounting and auditing rules and regulations.

14. For inquiries and other concerns, please contact the **Bureau of Learning Delivery-Student Inclusion Division**, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through **Ms. Marites Paiton-Romen** and/or **Mr. Denn Marc P. Alayon**, through email at [nfot.blidsid@deped.gov.ph](mailto:nfot.blidsid@deped.gov.ph) or at telephone number (02) 8637-4346.

15. Immediate dissemination of this Memorandum is desired.



  
**SONNY ANGARA**  
Secretary

Encl.:

As stated

References:

DepEd Order (No. 12, s. 2025; 013, s. 2024; 46, s.2022; 43, s. 2022; 40, s. 2012; 19, s. 2008; and 9, s. 2005)

DepEd Memorandum No. 039, s. 2025

To be indicated in the Perpetual Index under the following subjects:

CELEBRATIONS AND FESTIVALS  
CONTESTS  
LANGUAGE  
LEARNERS  
PRIZES OR AWARDS  
PROGRAMS  
SCHOOLS  
SECONDARY EDUCATION



## **GENERAL GUIDELINES OF THE 2026 NATIONAL FESTIVAL OF TALENTS (NFOT)**

The general guidelines of the 2026 NFOT are provided as follows:

### **I. National Festival of Talents (NFOT)**

- A. **The National Festival of Talents (NFOT)** is an annual DepEd co-curricular program conducted as a *culminating performance* of learners that provides meaningful learning opportunities to showcase multiple intelligences, value-laden talents, and 21st-century skills as solid evidence of learning across academic areas and inclusive education programs. It is anchored on the Revised Basic Education Curriculum and supports the Department's core values and goal of producing holistically developed Filipinos.
- B. It aims to:
1. empower every learner to become well-rounded and future-ready individuals;
  2. discover and nurture exceptional talents and skills;
  3. demonstrate learners' competence in creative industries;
  4. reinforce academic excellence and achievement among learners;
  5. serve as a meaningful platform for strengthening teaching and learning and sharing best practices;
  6. foster a sense of healthy competition; and
  7. showcase the culture, tradition, and heritage of the host region and division.

### **II. Administrative Arrangements**

- A. All specific events of the 2026 NFOT shall be considered **contests**. There shall be **no registration fee**.
- B. The Program Support Funds (PSF) for the meals of official delegates shall be downloaded to all regions, subject to the usual government accounting and auditing rules and regulations. However, the host region and division shall take responsibility for providing meals for official delegates from BARMM.
- C. The host region and division shall provide supplies and materials which include but are not limited to kits, identification cards, contest materials, and other eligible items necessary for the conduct of the different events in accordance with the approved budget allocation.
- D. All regional delegation heads are advised to closely coordinate with the host region and division regarding the details of arrival and departure from the venue and ensure proper administrative and logistical arrangements with the concerned committees.

- E. Billeting school assignments, determined by a draw lots process led by Assistant Secretary for Learning Systems Jerome T. Buenviaje, are listed in Annex D. The order of parade is likewise provided in Annex E.

**III. New Logo of the NFOT**

- A. The new logo of the NFOT to be used starting Fiscal Year 2026, unless otherwise modified or replaced, shall be as follows:



*Logo Design by Erica D. Angeles and Joel I. Vasallo*

- B. The new NFOT logo represents learners’ holistic development and excellence through a stylized, multi-colored bird inspired by the Philippine eagle, symbolizing strength, aspiration, creativity, and growth as learners rise above challenges. Its vibrant geometric colors reflect cultural diversity and multiple intelligences, while the sun from the Philippine flag and three stars for Luzon, Visayas, and Mindanao emphasize national identity, unity, and pride in nation-building. The flame above the “T” signifies knowledge, passion, and the enduring light of education, and the tagline, “*Where Learners Shine,*” affirms NFOT as a stage where learners confidently and excellently showcase and celebrate their talents and skills.
- C. The new NFOT logo shall be used in official documents and for promotional purposes of the event.

**IV. Participation Eligibility**

The official participants of the 2026 NFOT are as follows:

- A. **Official Delegates from Different Regions.** Official delegates are individuals designated by their respective Regional Offices (ROs) to represent their region in the NFOT. They include:

1. **Learner-participants.** They are basic education learners officially enrolled in public or private elementary and secondary schools or community learning centers (CLCs) for School Year 2025-2026, including those enrolled in Alternative Learning System (ALS), Indigenous Peoples Education (IPEd), Madrasah Education Program (MEP), Special Curricular Programs (SCP), and Special Needs Education (SNEd). They are expected to showcase multiple intelligences and value-laden talents and skills as solid evidence of learning across academic areas and inclusive education programs in accordance with the Revised Basic Education Curriculum. Under the coaching, mentoring, and supervision of their teacher-coaches, they participate in the Division and Regional Festival of Talents (DFOT and RFOT) as preliminary competitions, with winners advancing to the NFOT.

The **criteria for selecting the learner-participants** are as follows:

- a. shall be officially enrolled in public or private elementary and secondary schools or CLCs for School Year 2025-2026;
  - b. shall be enrolled in the class and under the direct supervision of their teacher-coaches;
  - c. shall be part of only one (1) contest to ensure focused preparation and fair distribution of opportunities among peers;
  - d. shall be physically, mentally, and emotionally fit; and
  - e. shall complete and submit all documentary requirements.
2. **Teacher-coaches.** They are teaching personnel in public or private elementary and secondary schools or community learning centers (CLCs) who mentor and guide the learner-participants in preparing for and participating in the NFOT. They shall be the designated classroom/subject/ALS teachers of the learner-participants and have direct supervision over them. They shall provide coaching/mentoring sessions, ensure adherence to contest guidelines, foster positive values throughout the competition, and uphold fairness, discipline, and sportsmanship among learner-participants.

The **criteria for selecting the teacher-coaches** are as follows:

- a. shall be bona fide teaching personnel from public or private elementary or secondary schools or CLCs;
  - b. shall be the designated classroom/subject/ALS teachers of the learner-participants and have direct supervision over them;
  - c. shall be a coach in only one (1) contest to ensure focus and quality preparation;
  - d. shall be physically, mentally, and emotionally fit; and
  - e. shall complete and submit all documentary requirements.
3. **Non-teaching personnel.** They are composed of Regional Directors (RD), Assistant Regional Directors (ARD), Curriculum and Learning Management Division (CLMD) Chief Education Program Supervisors, Regional and Division Education Program Supervisors/Focal Persons, Medical Personnel, and Learner Rights

and Protection Office (LRPO) Regional Focal Persons. They shall provide leadership and administrative assistance to teacher-coaches and learner-participants. They shall help ensure the smooth flow of preparation and participation in the NFOT, in accordance with assigned roles and responsibilities.

- B. **National Technical Working Group (NTWG).** This is composed of designated officials, specialists, and support staff from the DepEd Central Office (CO) who are responsible for providing overall leadership, technical assistance, funding, and coordination to the host region and division in the planning, implementation, and evaluation of the NFOT. The NTWG shall ensure that all activities adhere to established policies, guidelines, and standards, and shall facilitate communication between the CO and host region and division to achieve the smooth and successful conduct of the NFOT.
- C. **Panel of Experts.** They are non-DepEd individuals and professionals designated by the NTWG to judge the products and performances of learner-participants in accordance with the contest guidelines and criteria. They are recognized subject-matter experts in their respective contests and are expected to uphold fairness, integrity, and objectivity throughout the evaluation process. In addition, they shall provide learner-participants and teacher-coaches with invaluable insights and feedback aimed at enhancing the teaching and learning of the contests' target learning competencies.
- D. **Host Region and Division.** These are the designated DepEd Regional Office (RO) and Schools Division Office (SDO) responsible for organizing, facilitating, and hosting the NFOT in their locality for a particular fiscal year, including providing administrative and logistical support, venues, accommodations, transportation, and necessary supplies and materials in coordination with the NTWG, local government unit (LGU), and other stakeholders, and ensuring adherence to the existing budgeting, accounting, auditing, and procurement laws, rules, and regulations.
- E. **Local Government Unit (LGU).** This is the provincial, city, or municipal government within the host locality that provides support and assistance in the conduct of the NFOT. The LGU shall be requested by the host region and division to extend logistical, security, health, and other necessary services to ensure the smooth implementation of activities. It shall coordinate with the host region and division, NTWG, and other stakeholders to uphold safety, compliance, and efficiency throughout the event.

## V. **Registration Process**

- A. The registration process ensures that official delegates from different regions, particularly learner-participants and teacher-coaches, are properly documented and verified prior to participation in the NFOT.
  - 1. **Submission of List of Official Delegates.** All Regional NFOT Focal Persons shall submit through email, the scanned copy (PDF) and Excel file of their list of official delegates (formatted as: First Name, Middle Initial, Last Name) approved by the Regional Director, to

**nfot.bldsid@deped.gov.ph**, no later than April 11, 2026. Likewise, they shall register their official delegates no later than April 11, 2026, through the link: **bit.ly/NFOT2026REG**.

2. **Verification of Documentary Requirements.** The Regional Offices (ROs) shall ensure that all of the following documentary requirements submitted by learner-participants and teacher-coaches are complete and accurate:

<b>For Learner-Participants</b>	<b>For Teacher-Coaches</b>
<ul style="list-style-type: none"> <li>• 1 Photocopy of <b>School ID</b></li> </ul>	<ul style="list-style-type: none"> <li>• 1 Photocopy of <b>School ID</b></li> </ul>
<ul style="list-style-type: none"> <li>• 1 Photocopy of the <b>approved Travel Authority</b></li> </ul>	<ul style="list-style-type: none"> <li>• 1 Photocopy of the <b>approved Travel Authority</b></li> </ul>
<ul style="list-style-type: none"> <li>• 1 Certified True Copy of <b>Medical Certificate</b> with remarks "<i>Fit to Travel and Participate in the 2026 NFOT</i>"</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Certified True Copy of <b>Medical Certificate</b> with remarks "<i>Fit to Travel and Participate in the 2026 NFOT</i>"</li> </ul>
<ul style="list-style-type: none"> <li>• 1 Certified True Copy of <b>Medical Assessment</b> (<i>only for learner-participants with disabilities (LWDs)</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Original Copy of <b>Certification as Official Teacher-Coach</b> (<i>signed by the Schools Division Superintendent, indicating that the teacher-coach is the designated classroom/ subject/ ALS teacher of the learner-participant(s) and have direct supervision over him/ her/ them</i>) (See Annex B)</li> </ul>
<ul style="list-style-type: none"> <li>• 1 Certified True Copy of <b>School Form 9</b> (<i>Learner's Progress Report Card</i>)</li> </ul>	
<ul style="list-style-type: none"> <li>• 1 Original Copy of <b>signed NFOT Consent Form</b> (See Annex A, pp. 142-144)</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Original Copy of <b>signed NFOT Consent Form</b> (See Annex A, p. 145)</li> </ul>

Learners and teachers may secure the required medical certificate from the Schools Division Office (SDO) Medical Officer.

All personal and sensitive personal information collected shall be processed strictly in accordance with RA 10173, otherwise known as the "Data Privacy Act of 2012" and its Implementing Rules and Regulations and applicable National Privacy Commission issuances. The processing of any gathered data and information should be in compliance with the confidentiality and privacy requirements under the said law and applicable regulations.

Additionally, all attendees of the 2026 NFOT are required to sign a consent form, as the event will involve documentation through photographs and video recordings (see Annex A).

3. **In-Person Registration.** On the day prior to the NFOT opening program, all learner-participants and teacher-coaches shall register at the designated registration venue. They shall present their School ID and submit the aforesaid documentary requirements as proofs of

eligibility for participation to the Technical Committee of the NTWG for further verification.

In cases where learner-participants and/or teacher-coaches submit incomplete or erroneous documents, even if these have been verified by their Regional Office (RO), they shall still be allowed to participate in their respective contests. However, they shall be ineligible for any awards or recognition.

- B. **Inspection of Learner-Participants' Devices/Tools/Equipment.** Aside from submission of documentary requirements during in-person registration, learner-participants' devices (*e.g. cellphones, laptops, flash drives, etc.*) and/or other tools or equipment required for their contests shall be inspected by the Technical Committee to ensure they are free from pre-existing files or unnecessary software in accordance with the standards and specifications outlined in the contest guidelines. After inspection, these items shall be sealed and securely stored and returned to the learner-participants on the day of their scheduled contest.

## VI. Replacement of Learner-Participants and Teacher-Coaches

- A. A learner-participant and/or teacher-coach may be replaced if unable to attend the actual event for a valid reason (*e.g. illness or medical emergency, family emergency, conflict with an official school/DepEd activity, natural disasters or force majeure events affecting travel or safety, security or safety concerns, official school reassignment or designation, etc.*), provided that the RO, through the Regional NFOT Focal Person, shall submit to the Technical Committee, a **Certification of Replacement** stating the reason for the replacement and the name of the substitute(s), duly signed by the Regional Director (*See Annex C*).
- B. The substitutes may be the learner-participants and/or teacher-coaches who are second-place winners or the next in rank as declared in the Regional Festival of Talents (RFOT).

## VII. Expectations from the Official Delegates

- A. All official delegates are expected to uphold fairness, discipline, and sportsmanship, and to ensure adherence to contest guidelines throughout the NFOT. They shall also be responsible for the safety and well-being of their learner-participants during travel to and from the venue, as well as during participation in all NFOT activities.
- B. All learner-participants and teacher-coaches are expected to arrive at their contest venue at least one (1) hour before the contest begins for orientation, preparation, and resolution of any last-minute concerns to ensure the contest starts on time.

## VIII. Administrative Coordination, Financial Reporting, and Intellectual Property Guidelines

- A. For administrative concerns, the ROs are encouraged to coordinate with the following contact persons from the host region and division:

<b>NFOT Focal Person from the Host Region (DepEd Region VI)</b>	<b>Athea V. Landar</b> Education Program Supervisor Curriculum and Learning Management Division DepEd Region VI Contact Number: 0956-564-5959 Email Address: athea.landar@deped.gov.ph
<b>NFOT Focal Person from the Host Division (SDO Roxas City)</b>	<b>Mary Ann G. Pinuela</b> Education Program Supervisor Curriculum Implementation Division Schools Division of Roxas City Contact Number: 0946-482-1184 Email Address: mary.pinuela@deped.gov.ph

- B. The host region and division shall submit a Statement of Expenditures, audited by the local Commission on Audit and noted by the Regional Director, to the Office of the Director of the Bureau of Learning Delivery within one month after the activity.
- C. Only DepEd is authorized to use the winning products or performances for educational and publicity purposes, without prejudice to learners' intellectual property rights. However, those who wish to use these for similar purposes shall secure written consent from DepEd CO, through the BLD.

**IX. Entries at the National Level**

- A. Only **one (1)** entry per contest per region shall be accepted at the national level.
- B. DepEd affirms its commitment to equity and inclusion by ensuring that all qualified learners are given equal opportunities to participate, with reasonable accommodations provided as necessary. Hence, all learners are encouraged and welcome to participate in the 2026 NFOT, including **learners with disabilities (LWDs)** and those from inclusive education programs.
- C. To ensure objective selection of prospective learner-participants who shall compete at the national level, all ROs are advised to conduct RFOT, **no later than March 30, 2026.**
- D. All ROs shall refer to the enclosed guidelines set for each contest in selecting learner-participants who shall participate in the 2026 NFOT.

**X. 2026 NFOT Contests**

- A. In support of DepEd's Five-Point Reform Agenda and Quality Basic Education Development Plan (Q-BEDP), the NFOT aims to empower every learner to become well-rounded and future-ready individuals. This year's theme, **Embracing Change, Redefining Excellence**, shall guide the conduct of all its contests, reflecting inclusive, authentic, and interdisciplinary approach to learning.

- B. Each contest shall provide an avenue for learner-participants to showcase products and performances that integrate knowledge across disciplines, fostering creativity, communication, collaboration, and critical thinking.
- C. To showcase holistic development, the contests shall go beyond traditional academic measures, which shall challenge learners to be creative, innovative, and collaborative in demonstrating multiple intelligences and 21st-century skills essential for success in a dynamic, interconnected, future-ready world.
- D. The different contests of the 2026 NFOT are as follows:

No.	Contest	Description
1	<b>Advocacy Pitch</b>	This is an NFOT contest that evaluates learner-participants' ability to deliver a compelling pitch using verbal and non-verbal communication strategies. They utilize ICT resources and visual aids to enhance the clarity and persuasive impact of their message.
2	<b>Arabic Language Spelling</b>	This is an NFOT contest that showcases learner-participants' listening and writing skills in the Arabic language. In this contest, learner-participants are required to accurately spell Arabic words and write them in cursive form with proper vowel marks.
3	<b>BakeCares</b>	This is an NFOT contest that allows diverse learners, including learners with disabilities (LWDs), to work together in showcasing bread and pastry production, including decorating skills. The task involves the preparation and icing of a one-layer chiffon cake with a size of 6x3 inch round mold.
4	<b>Cabin Craft</b>	This is an NFOT contest that allows learner-participants to perform mensuration and calculations, interpret technical drawings and plans, and prepare computer-aided drawings with structural layout and details.
5	<b>CineMunti</b>	This is an NFOT contest that celebrates the art of short filmmaking that challenges learners to demonstrate skills in acting, directing, and scriptwriting. Derived from "Cine" (cinema) and "Munti" (short), participating teams shall produce an original short film running from four (4) to five (5) minutes and deliver its title and oral introduction in the target foreign language (either Chinese (Mandarin), Japanese (Nihongo), Korean, or Spanish), highlighting both cinematic creativity and linguistic proficiency.

6	<b>DokyuWento</b>	Ito ay timpalak ng NFOT na naglalayong gamitin ang Wikang Filipino sa malikhaing pagpapahayag ng mga karanasan ng mga Pilipino sa pamamagitan ng paggawa ng dokumentaryo, habang pinaunlad ang kasanayan sa pananaliksik, pagsasalaysay, at kritikal na pag-iisip. Nilalayon nitong mapahalagahan ang wika, kultura, at mga usaping panlipunan sa pamamagitan ng pagbuo ng limang minutong dokyumentaryo tungkol sa isang tiyak at napapanahong paksa.
7	<b>Harf Touch</b>	This is an NFOT contest that allows blind-folded learner-participants to demonstrate tactile recognition by touching engraved Arabic letters. They are expected to accurately identify and engage with the letters on the surface of an illustration board.
8	<b>Likhawitan</b>	This is an NFOT contest that challenges learner-participants to showcase their artistry through on-the-spot songwriting and a cappella performance, integrating musical composition, digital notation, and linguistic mastery. Derived from the Filipino words <i>likha</i> (create), <i>awit</i> (song), and <i>awitan</i> (singing), this contest features bilingual lyrics in either Chinese (Mandarin), Japanese (Nihongo), Korean, or Spanish paired with Filipino, English, or a local language, embodying creative musical expression and multilingual proficiency.
9	<b>Literary Cup</b>	This is an NFOT contest that evaluates a team's ability to comprehend an open-ended narrative and generate an original resolution. Learner-participants utilize narrative reconstruction, summarization, and inferencing skills to produce a unified output through a timed oral performance.
10	<b>PinaSayaw</b>	This is an NFOT contest that showcases "transformational dance," challenging student-artists to resolve local and global social issues through the lens of Filipino values and choreography fusing classical, contemporary, folk, and modern genres into a powerful narrative. By enforcing a strict "no-props" and "no-lifts" policy, this contest prioritizes raw technical mastery and artistic expression to prepare student-artists for professional careers in the global creative industries.
11	<b>Pop Quiz</b>	This is an NFOT contest in a quiz format that assesses learner-participants' understanding of population dynamics, development issues,

		and their social, economic, and environmental impacts. It covers key Population Education concepts: Family Life and Responsible Parenthood, Gender and Development, and Population-Reproductive Health, Environment, Resources, and Sustainable Development.
12	<b>Qur'an Reading</b>	This is an NFOT contest that allows learner-participants to showcase their reading skills while developing their good speech habits. They use the Qur'an as an authentic source of literature to demonstrate their proficiency.
13	<b>Savor D' Flavor</b>	This is an NFOT contest that allows learner-participants to apply the principles of food preservation and foreign language and media expertise. This includes preparation and processing of Fish ( <i>Bangus Spanish Sardines</i> ) and its advertisement with the use of foreign language, either Chinese (Mandarin), Japanese (Nihongo), Korean, or Spanish.
14	<b>Stories in Silence</b>	This is an NFOT contest that allows Deaf learners to bring stories to life by performing in Filipino Sign Language (FSL), showcasing not only the narrative itself but also their interpretation of the writer's perspective, emotions, and message. It highlights creativity, expression, and communication skills, while celebrating the unique talents and skills of Deaf learners.
15	<b>STEMazing</b>	This is an NFOT contest that challenges learner-participants to combine physical exploration with scientific research and mathematical investigation. They engage in problem-solving activities within real-world contexts to demonstrate their mastery of STEM concepts.
16	<b>Techno Fusion</b>	This is an NFOT contest that integrates dish gardening, extension cord assembly, algorithm design, and table with storage construction into one comprehensive performance task. In this contest, teams apply creativity and technical ability to create a miniature landscaped scene on top of a table and construct functional electrical components.

## **XI. Mechanics for Judging**

- A. The talents and skills (products or performances) of learner-participants/teams in each contest shall be judged by three (3) to five (5) expert panel members.

- B. The judging of talents and skills shall follow the scoring rubrics for all contests, except for Arabic Language Spelling, Harf Touch, and Pop Quiz, which shall use a point-based system. The specific guidelines for each contest are provided in Enclosure No. 2.
- C. Each expert panel member shall rank the learner-participants or teams in a specific contest based on their total scores, as determined using the prescribed scoring rubrics.
- D. To determine the top five winners, points shall be assigned to each rank achieved by the learner-participants or teams, as follows:

Rank	Point	Rank	Point
1st	50	10th	22
2nd	40	11th	21
3rd	30	12th	20
4th	28	13th	19
5th	27	14th	18
6th	26	15th	17
7th	25	16th	16
8th	24	17th	15
9th	23	18th	14

The learner-participant/team with the lowest total rank shall receive the highest points and shall be declared Rank 1, followed by the next lowest total rank as Rank 2, and so on.

**Sample Computation:**

There are three (3) experts and four (4) learner-participants.

Each expert ranks the learner-participants from 1 (best) to 4 (lowest).

**Step 1: Experts' Individual Ranking**

Learner-participant	Expert 1	Expert 2	Expert 3
A	1	2	1
B	2	1	3
C	3	4	2
D	4	3	4

**Step 2: Add All Ranks (Total Rank Score)**

Contestant A:  $1 + 2 + 1 = 4$   
 Contestant B:  $2 + 1 + 3 = 6$   
 Contestant C:  $3 + 4 + 2 = 9$   
 Contestant D:  $4 + 3 + 4 = 11$

### Step 3: Determine Final Ranking

The lowest total rank = Rank 1

Learner-participant	Total Rank	Final Standing	Equivalent Points
A	4	Rank 1	50
B	6	Rank 2	40
C	9	Rank 3	30
D	11	Rank 4	28

- E. In case of a tie in any rank, the tied learner-participants/teams shall receive the same points corresponding to that rank. The points for the immediately succeeding rank or ranks shall no longer be awarded and shall be skipped in the computation.

Example: **Tie for 1<sup>st</sup> Place**

Learner-participant	Rank	Equivalent Points
A	1 <sup>st</sup>	50
B	1 <sup>st</sup>	50
C	3 <sup>rd</sup>	30 (2 <sup>nd</sup> place skipped)
D	4 <sup>th</sup>	28

*Note: There is no 2<sup>nd</sup> place.*

Example: **Three-way Tied for 3<sup>rd</sup> Place**

Learner-participant	Rank	Equivalent Points
A	1 <sup>st</sup>	50
B	1 <sup>st</sup>	40
C	3 <sup>rd</sup>	30
D	3 <sup>rd</sup>	30
E	3 <sup>rd</sup>	30
F	6 <sup>th</sup>	26 (4 <sup>th</sup> and 5 <sup>th</sup> places skipped)

*Note: There are no 4<sup>th</sup> and 5<sup>th</sup> places.*

## XII. Giving of Insights and Feedback

Consistent with the NFOT's goal of providing a meaningful learning platform, learner-participants or teams, after showcasing talents and skills, together with teacher-coaches, shall have the opportunity to receive invaluable insights and feedback from the panel of experts aimed at enhancing the teaching and learning of the contests' target learning competencies.

### **XIII. Computation of Regions' Overall Ranking Per Contest**

- A. To determine the overall ranking of each region, contest placements shall be converted into their corresponding point equivalents. The points earned across all contests shall then be summed to obtain the region's total score. Regions shall be ranked according to their total points, with the highest total declared Rank 1, followed by the next highest, and so on.
- B. A sample computation matrix for determining the overall ranking of regions per contest and another computation matrix for determining the overall top performing regions are provided below for reference:

<b>Sample Computation Matrix for Determining the Overall Ranking of Regions per Contest</b>								
<b>Region</b>	<b>Contest 1 (Rank)</b>	<b>Equivalent Point</b>	<b>Contest 2 (Rank)</b>	<b>Equivalent Point</b>	<b>Contest 3 (Rank)</b>	<b>Equivalent Point</b>	<b>Total Points</b>	<b>Overall Rank</b>
<b>A</b>	3	<b>30</b>	1	<b>50</b>	8	<b>24</b>	<b>104</b>	<b>3</b>
<b>B</b>	15	<b>17</b>	2	<b>40</b>	7	<b>25</b>	<b>82</b>	5
<b>C</b>	2	<b>40</b>	14	<b>18</b>	6	<b>26</b>	<b>84</b>	4
<b>D</b>	14	<b>18</b>	15	<b>17</b>	5	<b>27</b>	<b>62</b>	15
<b>E</b>	1	<b>50</b>	3	<b>30</b>	4	<b>28</b>	<b>108</b>	<b>1</b>
<b>F</b>	13	<b>19</b>	4	<b>28</b>	3	<b>30</b>	<b>77</b>	7
<b>G</b>	12	<b>20</b>	13	<b>19</b>	2	<b>40</b>	<b>79</b>	6
<b>H</b>	4	<b>28</b>	5	<b>27</b>	1	<b>50</b>	<b>105</b>	<b>2</b>
<b>I</b>	16	<b>16</b>	17	<b>15</b>	17	<b>15</b>	<b>46</b>	17
<b>J</b>	5	<b>27</b>	6	<b>26</b>	10	<b>22</b>	<b>75</b>	8
<b>K</b>	11	<b>21</b>	7	<b>25</b>	9	<b>23</b>	<b>69</b>	9
<b>L</b>	17	<b>15</b>	16	<b>16</b>	16	<b>16</b>	<b>47</b>	16
<b>M</b>	6	<b>26</b>	12	<b>20</b>	11	<b>21</b>	<b>67</b>	10
<b>N</b>	10	<b>22</b>	8	<b>24</b>	15	<b>17</b>	<b>63</b>	14
<b>O</b>	7	<b>25</b>	9	<b>23</b>	14	<b>18</b>	<b>66</b>	11
<b>P</b>	9	<b>23</b>	10	<b>22</b>	13	<b>19</b>	<b>64</b>	13
<b>Q</b>	8	<b>24</b>	11	<b>21</b>	12	<b>20</b>	<b>65</b>	12

**Sample Computation Matrix for Determining the Overall Top Performing Regions**

Region	2026 NFOT Contests								Total Points	Rank
	Contest 1	Contest 2	Contest 3	Contest 4	Contest 5	Contest 6	Contest 7	Contest 8		
A	22	20	17	50	27	26	22	24	208	8
B	28	23	30	22	40	15	17	17	192	13
C	18	14	18	48	15	25	25	25	188	14
D	30	50	30	28	18	24	17	15	212	7
E	27	26	50	26	27	22	25	18	221	6
F	15	40	27	22	50	28	24	26	232	4
G	28	18	30	50	24	17	50	20	237	2
H	50	27	17	16	18	26	17	23	194	12
I	16	40	27	15	40	17	18	25	198	11
J	27	19	15	18	16	21	50	18	184	15
K	19	28	18	50	19	26	23	24	207	9
L	24	18	30	22	40	50	24	25	233	3
M	40	40	26	28	27	17	25	24	227	5
N	18	22	17	28	19	18	30	15	167	17
O	21	24	21	17	27	50	17	27	204	10
P	17	26	22	18	28	19	26	24	180	16
Q	25	20	23	28	23	50	50	50	269	1

- C. The decision of the panel of experts shall be final and irrevocable.
- D. The tabulation, consolidation, and review of all results shall be done by the Tabulation Committee of the NTWG.

**XIV. Awarding of Winners**

- A. All winners per contest, top five (5) performing regions, and special awards shall be declared during the Awarding and Closing Ceremonies.
- B. The top five (5) performing learner-participants/teams per contest, who shall be declared as winners, shall receive the following awards and recognition:

No.	Winners	Awards and Recognition
1	<b>Champion</b>	Gold Medal and Certificate of Recognition
2	<b>First Runner Up</b>	Silver Medal and Certificate of Recognition
3	<b>Second Runner Up</b>	Bronze Medal and Certificate of Recognition
4	<b>Third Runner Up</b>	Certificate of Recognition
5	<b>Fourth Runner Up</b>	Certificate of Recognition

- C. The teacher-coaches of the top five (5) learner-winners shall also receive a Certificate of Recognition.
- D. All official delegates shall receive a Certificate of Participation from DepEd CO, through the BLD and a Certificate of Appearance from the host region and division.

- E. The top five (5) performing regions that garnered the highest points shall be declared winners and awarded with trophies of recognition, while the rest of the regions shall receive Certificates of Participation. Should there be ties in the top five (5) performing regions, the region with the highest number of gold medals shall prevail.
- F. The **following special awards** shall be conferred to qualified regions, with corresponding trophies presented as recognition of their achievement:
  - 1. **Most Orderly Billeting Venue Award** - recognizes the region that maintained the highest standards of cleanliness and orderliness in its assigned billeting venue.
  - 2. **Most Disciplined Delegation Award** - honors the region that demonstrated exemplary discipline, adherence to rules, and respectful conduct throughout the NFOT.
  - 3. **NFOT Excellence Award** - awarded to the Overall Champion or Top Performing Region for outstanding achievement and excellence in all NFOT contests.

**XV. Orientations on the Guidelines**

- A. An online orientation shall be conducted to inform the host region and division, CLMD Chiefs, and Regional NFOT Focal Persons on the 2026 NFOT guidelines and other related concerns (*specific date to be announced through an Advisory*). All clarifications, issues, and concerns shall be addressed during this orientation. Any concerns on the guidelines raised during the actual conduct of the NFOT shall not be entertained unless valid and necessary.
- B. All Regional Focal Persons of each contest shall conduct a separate orientation with teacher-coaches regarding the specific guidelines of contests prior to the NFOT.

**XVI. Solidarity Meeting**

- A. The solidarity meeting serves as an avenue for final coordination among the NTWG and the Regional NFOT and Contest Focal Persons, aiming to strengthen collaboration, clarify responsibilities, and ensure the smooth implementation of all planned activities.
- B. Upon consultation with the host region and division, the schedule and venue of the solidarity meeting shall be announced through an Advisory.

**XVII. Distribution of Official Delegates**

- A. Each region shall have a total of **105 official delegates**.
- B. The **allotted number of learner-participants and teacher-coaches for each contest per region** is provided as follows:

<b>ALLOTTED NUMBER OF LEARNER-PARTICIPANTS AND TEACHER-COACHES PER CONTEST PER REGION</b>				
<b>No.</b>	<b>Contest</b>	<b>Learner-Participants</b>	<b>Teacher-Coaches</b>	<b>Total</b>
1	Advocacy Pitch	2	2	4
2	Arabic Language Spelling	1	1	2
3	BakeCares	3	2	5
4	Cabin Craft	1	1	2
5	CineMunti	6	3	9
6	DokyuWento	3	1	4
7	Harf Touch	1	1	2
8	Likhawitan	4	2	6
9	Literary Cup	3	3	6
10	PinaSayaw	14	1	15
11	Pop Quiz	1	1	2
12	Qur'an Reading	1	1	2
13	Savor D' Flavor	3	3	6
14	Stories in Silence	1	1	2
15	STEMazing	4	2	6
16	Techno Fusion	4	2	6
	<b>TOTAL</b>	<b>52</b>	<b>27</b>	<b>79</b>

C. The **allotted number of DepEd non-teaching personnel per region** is provided as follows:

<b>ALLOTTED NUMBER OF DEPED NON-TEACHING PERSONNEL PER REGION</b>	
<b>Position</b>	<b>Allotted Number</b>
Regional Director	1
Assistant Regional Director	1
CLMD Chief	1
Regional EPS/Focal Persons	10
Regional LRPO Focal Person	1
Medical Personnel	2
Division EPS/Focal Persons	10
<b>TOTAL</b>	<b>26</b>

D. The total number of official delegates from all regions is **1,890**. The distribution per region is provided as follows:

TOTAL NUMBER OF OFFICIAL DELEGATES FROM ALL REGIONS																					
Region	Learner-Participants and Teacher-Coaches																DepEd Non-Teaching Personnel				TOTAL
	Advocacy Pitch	Arabic Language Spelling	BakeCares	Cabin Craft	CineMunti	Dokyu Wentu	Harf Touch	Likha witan	Literary Cup	PinaSayaw	Pop Quiz	Qur'an Reading	Savor D' Flavor	Stories in Silence	STE Mazing	Techno Fusion	Division and Regional Focal Persons	LRPO Regional Focal Person	Medical Personnel	RD, ARD, and CLMD Chief	
I	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
II	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
III	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
IV-A	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
IV-B	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
V	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
VI	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
VII	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
VIII	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
IX	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
X	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
XI	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
XII	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
CAR	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
NIR	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
CARAGA	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
BARMM	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
NCR	4	2	5	2	9	4	2	6	6	15	2	2	6	2	6	6	20	1	2	3	105
<b>TOTAL</b>	<b>72</b>	<b>36</b>	<b>90</b>	<b>36</b>	<b>162</b>	<b>72</b>	<b>36</b>	<b>108</b>	<b>108</b>	<b>270</b>	<b>36</b>	<b>36</b>	<b>108</b>	<b>36</b>	<b>108</b>	<b>108</b>	<b>360</b>	<b>18</b>	<b>36</b>	<b>54</b>	<b>1890</b>



## SPECIFIC GUIDELINES FOR THE DIFFERENT CONTESTS OF THE 2026 NATIONAL FESTIVAL OF TALENTS (NFOT)

The specific guidelines for the different contests of the 2026 NFOT are provided as follows:



### Advocacy Pitch

<b>KEY STAGE</b>	Key Stages 3 and 4 (Grades 7 to 12)	
<b>NO. OF PARTICIPANTS</b>	Two (2) learner-participants per region Two (2) teacher-coaches per region	
<b>TIME ALLOTMENT</b>	126 minutes	
<b>PERFORMANCE STANDARD</b>	The learners skillfully deliver a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.	
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	Communication Skills Information, Media and Technology Skills Learning and Innovation Skills Life and Career Skills	
<b>CREATIVE INDUSTRIES DOMAIN</b>	Publishing and Printed Media Performing Arts	
<b>DESCRIPTION</b>	<b>Advocacy Pitch</b> is an NFOT contest that evaluates learner-participants' ability to deliver a compelling pitch using verbal and non-verbal communication strategies. They utilize ICT resources and visual aids to enhance the clarity and persuasive impact of their message.	
<b>CAREER PATHWAYS</b>	This contest develops key communication, presentation, and ICT skills essential across industries. By strengthening public speaking, critical thinking, digital literacy, and persuasive advocacy, it prepares learners for real-world roles in leadership, education, business, community engagement, and other communication-driven fields.	
<b>TECHNICAL SPECIFICATIONS</b>		
<b>A. MATERIAL, TOOLS, AND, EQUIPMENT</b>	<b>To be provided by the learner-participants:</b> <ul style="list-style-type: none"><li>• Laptop with MS PowerPoint 2010 or latest version and Adobe In-design</li><li>• Lapels (<i>Wireless Body Pack, maximum of 40W</i>) &amp; batteries</li></ul>	<b>To be provided by the Technical Committee:</b> <ul style="list-style-type: none"><li>• Projector/LED Screen/TV 55" or better (for the contest room and for the viewers outside of the contest room)</li><li>• Extension Cords</li><li>• HDMI/VGA Cables</li><li>• Flash Drives</li></ul>

	<ul style="list-style-type: none"> <li>Flash Drive (32 gb)</li> </ul>	<ul style="list-style-type: none"> <li>A4 Bond Paper Substance 100 gsm</li> <li>Flaglets (yellow, green and red)</li> <li>Stopwatch / timer</li> <li>Printers</li> </ul>		
<b>B. VENUE</b>	Airconditioned/Well-ventilated: Preparation Room, Holding Room, and Contest Room			
<b>CRITERIA FOR JUDGING</b>	<b>Product/ Performance</b>	<b>Criteria</b>	<b>Points</b>	<b>Weight %</b>
	<b>Pitching</b>	Analysis and Content.	45	<b>70%</b>
		Organization	30	
		Delivery	25	
		<b>Total</b>	<b>100</b>	
	<b>15-slide Powerpoint Presentation</b>	Focus and Clarity	25	<b>10%</b>
		Visual Effectiveness	25	
		Credibility and Attribution	10	
		Technical Aspects and Readability	15	
		Overall Craftmanship	25	
		<b>Total</b>	<b>100</b>	
	<b>Tri-Fold Brochure</b>	Panel Layout and Structural Accuracy	10	<b>20%</b>
		Content Organization and Flow	40	
Visual Consistency and Branding		25		
Typography and Readability		10		
Layout, Balance and Margins		15		
<b>Total</b>		<b>100</b>		
<b>TOTAL</b>			<b>100 %</b>	
<b>RUBRICS</b>	<i>See attached scoring rubrics.</i>			
<b>MECHANICS</b>				
<b>Pre-Event</b>				
<p>A. The Advocacy Pitch is open to all learners from Key Stages 3 and 4 (Grades 7 to 12) who are officially enrolled in public and private elementary and secondary schools and CLCs. Each region shall register one (1) team composed of two (2) learner-participants who are winners in the Regional Festival of Talents (RFOT) and two (2) teacher-coaches.</p> <p>B. Each team shall bring two (2) laptops with respective chargers and one (1) flash drive.</p> <p>C. A mandatory technical inspection of all laptops and flash drives shall be conducted a day before the contest. The Technical Committee shall place the inspected laptops in the Holding Room. The flash drives shall be collected where digital copies of contest materials shall be stored.</p>				

- D. Drawing of lots shall be done thirty (30) minutes prior to the contest.
- E. The learner-participants shall wear corporate attire during the contest.

***During the Event***

- A. Each team shall be given a running time of 120 minutes from Phases 1-4.

*Phase 1 – Text Immersion (30 Minutes)*

- 1. Three (3) sets of grade-level appropriate informational texts, from which each team shall choose only one set to work on shall be provided by the Technical Committee in the Holding Room. Each team shall also receive random graphics stored in the flash drive. This shall be retrieved from them before their presentation.
- 2. The team shall be given thirty (30) minutes to read the texts.

*Phase 2 - Topic Outlining (20 Minutes)*

- 1. Each team shall be given twenty (20) minutes to outline their presentation, both PowerPoint (PPT) and brochure, using laptops.

*Phase 3 – Presentation Preparation (60 Minutes)*

- 1. Preparation of PPT and brochure shall be done simultaneously.
- 2. For the PowerPoint Presentation
  - a. Each team shall use MS PowerPoint applying the presentation standards and utilizing available text resources like images, graphics, or any symbol found in the MS PowerPoint.
  - b. Each team shall prepare the script based on the Powerpoint presentation.
  - c. Each presentation is timed five (5) minutes and shall be limited to 16 slides only. Each slide shall be automatically timed twenty (20) seconds. The final slide should contain the caption “Thank you” which shall be the cue for the teams to stop.
  - d. Each team is given sixty (60) minutes to prepare, rehearse, and finalize their output.
  - e. Each team shall save the file using the filename format: Entry Number\_Event Contest Code (**ex: 01\_AP\_PPT**).
  - f. The Technical Committee shall collect the flash drive and ensure that the saved file is working and ready for presentation. Once saved, the team shall not be allowed to open their laptops.
- 3. For the Brochure
  - a. Each team shall use InDesign, Publisher, MS PowerPoint, and/or Photoshop for the layout of the tri-fold brochure.
  - b. Each team shall prepare one tri-fold brochure in landscape layout using the A4 paper. The brochure shall contain the (1) advocacy title, (2) problem description, (3) evidence from the

readings, (4) proposed actions, (6) expected impact, and (7) team information without any identifying marks. It shall be clear, organized, and visually appealing, using only materials provided during the preparation period.

- c. Each team shall save the file in PDF using the filename format: Entry Number\_Event Contest Code (**ex: 01\_AP\_Brochure**).
  - d. Each team shall print the brochure in five (5) copies to be distributed randomly to the audience during the pitching time.
  - e. Each team shall not be allowed to use laptops after the allotted preparation time.
4. Designated time shall be allocated for learner-participants to print materials, strictly adhering to the cue established by the Technical Committee. Printing time shall not be included in the preparation time.

#### *Phase 4 – Final Rehearsal (10 Minutes)*

1. Before the delivery, all teams shall be given ten (10) minutes for technical check and rehearsal in the Holding Room.
2. The Technical Committee shall allow the teams to use the laptops again during the final rehearsal.
3. Editing any part of the PPT is prohibited.
4. After the rehearsal, each team, guided by the Technical Committee, shall immediately proceed to the presentation room.

#### *Phase 5 – Presentation Proper (6 Minutes)*

1. Before the delivery, each team shall be given one (1) minute for technical check.
2. Distribution of the brochures shall be done during the presentation.
3. Each team shall present in five (5) minutes.
4. The slide presentation shall play automatically for five (5) minutes, and the team shall deliver their pitch synchronized with the auto-timed slides. Manual slide-clicking is not allowed. Both team members shall speak during the presentation, but they may divide speaking roles according to their preference. Clear teamwork, coherent delivery, and strong connection to the reading texts are expected.
5. The Technical Committee shall use color-coded flags to manage time during the slide presentation:
  - **green flag** to signal the start of the presentation;
  - **yellow flag** to indicate that only 2 minutes remain; and
  - **red flag** to signal that time is up.
6. The Technical Committee timer shall serve as the official and definitive timekeeper for the event.

#### ***After the Event***

1. Upon completion of the performance, learner-participants shall be required to exit the stage in an orderly manner and proceed directly to the designated holding area. The Technical Committee shall escort the team off the stage.

2. The Technical Committee shall collect the printed brochures and direct the participants to retrieve the laptops and flash drives placed in the preparation area.
3. Each brochure shall be judged after the performance on stage.
4. Results shall be announced during the Awarding and Closing Ceremonies.

### Scoring Rubrics for Advocacy Pitch

Scale	4 Excellent	3 Very Satisfactory	2 Satisfactory	1 Needs Improvement
<b>16-slide PowerPoint Presentation 10%</b>				
<b>Focus &amp; Clarity of Content (25pts)</b>	Slides present one clear idea, use only essential points, and the main takeaway is instantly understood.	Slides are mostly focused; minor unnecessary details but the main idea remains clear.	Slides contain more than one idea or too many points, making the message less clear.	Slides are cluttered, unfocused, or the main idea is difficult to understand.
<b>Visual Effectiveness (25pts)</b>	Graphics support the message well; layout is clear and avoids clutter or overload.	Visuals are generally effective; minimal clutter but still understandable	Visuals are present but may distract or add unnecessary complexity.	Poor layout or visuals cause confusion and make the slide difficult to understand.
<b>Credibility &amp; Attribution (10pts)</b>	All sources and visuals are properly credited and clearly identified.	Most sources are credited, with only minor omissions.	Some important credits/citations are missing or unclear.	No credits given for borrowed information or visuals.
<b>Technical Aspects &amp; Readability (15pts)</b>	Text and visuals remain readable even with technical issues; design does not rely on animations.	Mostly readable text and visuals; minor elements may be affected by technical limitations.	Some parts may be difficult to read due to low contrast or rely on animations.	Slide becomes unclear or unreadable with technical disruptions.
<b>Overall Craftsmanship (25pts)</b>	Slide shows strong refinement, polished design, and consistent formatting.	Slide is generally well-made; minor inconsistencies exist.	Slide appears minimally revised; several inconsistencies in design.	Slide appears rushed, unrefined, or inconsistently designed.

<b>Tri-Fold Brochure</b> <b>20%</b>				
<b>Panel Layout &amp; Structural Accuracy (10pts)</b>	Panels follow correct tri-fold structure; panel widths are accurate; folding is neat and aligned.	Layout is mostly correct; minor spacing or folding inconsistencies but still functional.	Some panels are misplaced or misaligned; layout affects folding but remains usable.	Incorrect panel order or widths; brochure does not fold or align properly.
<b>Content Organization &amp; Flow (40pts)</b>	Content is placed on the correct panels; flow is clear from cover to interior to back cover.	Flow is mostly logical; minor misplacements but overall understandable	Sections are out of sequence or confusing; information flow is disrupted.	Content placement is disorganized and does not follow tri-fold standards.
<b>Visual Consistency &amp; Branding (25pts)</b>	Images and colors follow a consistent style and align well with the brand.	Mostly consistent visuals; minor mismatches in image style or color usage.	Visual inconsistency is noticeable; some elements break the cohesive look.	No visual consistency; images and colors appear random or mismatched.
<b>Typography &amp; Readability (10pts)</b>	Uses no more than two fonts; clear headers; concise text; very easy to read.	Generally readable; minor issues with font choices or text length.	Multiple fonts or long text sections make reading harder.	Text is cluttered, inconsistent, or difficult to read.
<b>Layout Balance &amp; Margins (15pts)</b>	Text and images are balanced with proper margins (around 0.25"); clean, uncluttered layout.	Good balance; slight crowding but still neat.	Some areas look cramped or poorly spaced.	Layout appears crowded or messy; margins are not observed.
<b>Advocacy Pitch</b> <b>70%</b>				
<b>A. Analysis and Content (45pts)</b>	The speakers fully address the question/topic directly and effectively; the presentation is highly informative, and enhances audience understanding; arguments are consistently supported with	The speakers address the question/topic with minor lapses; the presentation is generally informative; most arguments are supported with reasoning, facts, examples, or credible opinions; most data/examples	The speakers address the question/topic inconsistently; the presentation provides limited information and may lack clarity; some arguments are supported, but many are weak or unsupported; documentation	The speakers do not clearly address the question/topic; the presentation is unclear or lacks meaningful information; arguments are unsupported or illogical; data/examples are missing or

	logical reasoning, relevant facts, examples, and credible expert opinions; all data and examples are properly documented; all information is fully pertinent to the advocacy focus.	are documented; the information is mostly relevant to the advocacy focus, utilizing effective visual examples or signs.	of data/examples is incomplete or unclear; some information is off-topic or only somewhat related to the advocacy focus.	improperly documented; most of the information is irrelevant to the advocacy focus.
<b>B. Organization (30pts)</b>				
Introduction (10 pts)	The speakers immediately capture and maintain the audience's attention; the topic is clearly and confidently introduced via visual aids; the topic is clearly and confidently introduced; main points are effectively outlined, providing a clear visual/roadmap for the presentation.	The speakers capture the audience's attention most of the time; the topic is mostly clear; main points are outlined, though some visual transitions may lack clarity or detail.	The speakers only partially capture audience attention; the topic is somewhat unclear; main points are vaguely introduced or partially outlined or the visual roadmap is incomplete.	The speakers fail to capture audience attention; the topic is unclear or confusing; main points are not outlined or missing.
Body (10 pts)	The presentation is divided into clear, well-defined sections; transitions, internal summaries; ideas flow logically and coherently from introduction to conclusion.	The presentation has mostly clear sections; most sections are adequately covered; ideas generally follow a logical sequence with minor lapses in coordination between the presenter and the slides.	Sections are only somewhat clear or inconsistently divided; some sections are rushed or underdeveloped; logical flow is inconsistent making it difficult to follow the sequence.	Sections are unclear or poorly defined; key sections are omitted or inadequately addressed; ideas are disorganized and difficult to follow.

Conclusion (10 pts)	The speakers effectively tie together all parts of the presentation, creating a unified and coherent argument; the main message is clearly stated with no ambiguity; the presentation ends with a strong, definitive conclusion.	Most parts of the presentation are well-connected; the main message is generally clear; the conclusion provides closure but may lack emphasis or impact.	Connections between sections are inconsistent; the main message is somewhat unclear; the conclusion is weak or only partially addresses the presentation's main point.	The presentation lacks cohesion; the main message is unclear or missing; there is no clear conclusion, leaving the audience without closure.
<b>Delivery (25pts)</b>				
Language Style (10pts)	Language is highly suitable for informing and engaging the audience; it is clear, precise, grammatically correct, and vivid; delivery is natural, confident, and spontaneous; word choice effectively reinforces the key ideas.	Language is generally suitable and mostly clear; though minor grammatical or stylistic issues may be present; delivery is mostly natural; word choice generally supports the key ideas.	Language is somewhat unclear, imprecise, or occasionally inappropriate; some grammatical errors are noticeable; delivery may be hesitant or uneven; word choice only partially supports the key ideas.	Language is unclear, confusing, or inappropriate; frequent grammatical errors; delivery is unnatural or hesitant; word choice fails to support the key ideas.
Delivery (10 pts)	The speakers enunciate words clearly and speak at an appropriate volume throughout; vocal variety (rate, pauses, pitch) is consistently effective in maintaining audience engagement and	The speakers' words are generally clear and the volume is appropriate most of the time; some vocal variety is present but may lack consistency. The speakers show good coordination with the slide progression,	The speakers' enunciation is sometimes unclear and the volume may fluctuate; limited vocal variety leads to reduced audience engagement. The speakers show inconsistent coordination with the auto-	The speakers frequently lack clear enunciation and appropriate volume; there is little or no vocal variety, making the presentation difficult to follow. The speakers are poorly synchronized

	<p>emphasizing key points. The speakers are well-synchronized with the automatically timed PowerPoint slides, using them purposefully to support and enhance the message without relying on them excessively; speaker is perfectly synchronized with auto-timed slides to ensure the message is seamless.</p>	<p>using the slides appropriately, though timing or emphasis may occasionally be off.</p>	<p>timed slides, at times rushing, lagging, or reading directly from the screen; shows inconsistent coordination with auto-timed slides, causing the interpreter to rush or lag.</p>	<p>with the slides, appears unprepared, or relies heavily on the PowerPoint instead of delivering confidently.</p>
<p>Physical Delivery (5 pts)</p>	<p>The speakers demonstrate strong composure, confidence, and professionalism ; gestures and signs are purposeful and varied, movements are motivated by content, and eye contact is engaging; note cards, if used, are unobtrusive and do not distract from delivery.</p>	<p>The speakers show general composure and confidence; gestures, signs and movements are mostly effective, and eye contact is mostly direct; note cards, if used, are minimally distracting.</p>	<p>The speakers show some nervousness or lack of confidence; gestures, signs and movements are limited or only occasionally motivated by content; eye contact is inconsistent; note cards may be somewhat distracting.</p>	<p>The speakers lack composure and confidence; gestures and movements are absent or inappropriate; eye contact is poor; note cards distract significantly from the delivery.</p>

<b>Score Equivalence</b>				
Points	4	3	2	1
<b>45</b>	45	23	15	11
<b>40</b>	40	20	13	10
<b>35</b>	35	18	12	9
<b>30</b>	30	15	10	8
<b>25</b>	25	13	8	6
<b>20</b>	20	10	7	5
<b>15</b>	15	8	5	4
<b>10</b>	10	5	3	3
<b>5</b>	5	3	2	1



## Arabic Language Spelling (*Imlah*)

<b>KEY STAGE</b>	Key Stage 2 (Grade 4 only)	
<b>NO. OF PARTICIPANT</b>	One (1) learner-participant per region One (1) teacher-coach	
<b>TIME ALLOTMENT</b>	Easy Round: 10 seconds per word Average Round: 15 seconds per word Difficult Round: 30 seconds per word	
<b>PERFORMANCE STANDARD</b>	The learner demonstrates proficiency in Arabic language through accurate spelling, proper handwriting in both <b><i>nuskah</i></b> and <b><i>cursive forms</i></b> , and correct placement of vowel marks.	
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	Communication Literacy Global Awareness	
<b>CREATIVE INDUSTRIES DOMAIN</b>	Traditional Cultural Expressions	
<b>DESCRIPTION</b>	<b>Arabic Language Spelling (<i>Imlah</i>)</b> is an NFOT contest that showcases learner-participants' listening and writing skills in the Arabic language. In this contest, learner-participants are required to accurately spell Arabic words and write them in cursive form with proper vowel marks.	
<b>CRITERIA FOR JUDGING</b>	<b>Scoring System:</b> <ul style="list-style-type: none"> <li>- Easy Round (3-syllable nouns): 1 point per word</li> <li>- Average Round (4-syllable nouns): 2 points per word</li> <li>- Difficult Round (5-syllable nouns): 3 points per word</li> </ul>	
<b>TECHNICAL SPECIFICATIONS</b>		
<b>A. MATERIALS, TOOLS, AND EQUIPMENT</b>	<b>To be provided by the learner-participants:</b> <ul style="list-style-type: none"> <li>- black <i>abayah</i> and white kombong/hijab for female and white kimon with <i>totob/kopya</i> for male</li> </ul>	<b>To be provided by the NTWG:</b> <ul style="list-style-type: none"> <li>- 3 panel of experts</li> <li>- 1 Quizmaster</li> </ul> <b>To be provided by the Technical Committee:</b> Office Supplies: <ul style="list-style-type: none"> <li>• Metacards (4.25 by 13 - half lengthwise legal-sized)</li> </ul>

		<p>neon cartolina) - 860 pieces total:</p> <ul style="list-style-type: none"> <li>○ Easy Round (yellow) - 270 pieces</li> <li>○ Average Round (light blue) - 270 pieces</li> <li>○ Difficult Round (light pink) - 270 pieces</li> <li>○ Clincher Round (light green) - 50 pieces</li> </ul> <ul style="list-style-type: none"> <li>● Permanent markers (broad tip) - 18 pieces</li> <li>● Envelopes - 20 pieces</li> <li>● Bell/buzzer - 1 piece</li> <li>● Tally sheets - 10 pieces</li> </ul> <p><b>Furniture and Equipment:</b></p> <ul style="list-style-type: none"> <li>● 18 tables with chairs for the contestants</li> <li>● 3 tables with chairs for the judges</li> <li>● Sound system with microphone</li> <li>● Video recorder - 1 unit</li> </ul> <p><b>Personnel:</b></p> <ul style="list-style-type: none"> <li>● Proctor</li> <li>● Timekeeper</li> <li>● Video Recorder</li> <li>● Tabulator</li> <li>● Event Facilitator</li> </ul>
<b>B. VENUE</b>	Gymnasium with bleachers and 1 holding room	
<b>MECHANICS</b>		
<p><b>Pre-Event (Briefing and Materials Preparation)</b></p> <p><b>A. Participant Eligibility:</b></p> <ul style="list-style-type: none"> <li>● One Grade 4 learner-participant, either male or female, per region</li> </ul> <p><b>B. Teacher-coaches Briefing:</b></p> <ul style="list-style-type: none"> <li>● Brief teacher-coaches on judging criteria, appeal procedures, and time constraints.</li> </ul>		

### **C. Participants Briefing:**

- Explain the competition format, timing, and scoring per round.
- Require proper attire (black *abayah* and white *kombong/hijab* for female; white kimon with *totob/kopya* for male).

### **D. Panel of Experts' Preparation:**

- Determine and prepare the word list for each round prior to the competition.
  - Easy Round: 10 words (3-syllable nouns)
  - Average Round: 10 words (4-syllable nouns)
  - Difficult Round: 10 words (5-syllable nouns)
  - Clincher Round: 5 two-word phrases
- Ensure words are appropriate for the grade level and align with the Arabic Language and Islamic Values Education (ALIVE) curriculum learning competencies for Grade 4.
- Keep the selected words confidential until the actual competition.
- Provide three (3) copies of the master list to the NTWG before the competition proper.
- Prepare a separate set of two-word phrases specifically for potential clincher rounds.
- Use Arabic language as the medium.

### **E. Materials and Equipment Setup:**

- Arrange 18 tables with chairs for the contestants and 3 tables with chairs for the panel of experts.
- Provide each learner-participant with metacards:
  - Yellow (Easy Round): 15 pieces
  - Light blue (Average Round): 15 pieces
  - Light pink (Difficult Round): 15 pieces
  - Light green (Clincher Round): 5 pieces
- Distribute permanent markers (broad tip) to each learner-participant.
- Prepare envelopes, bell/buzzer, and tally sheets.
- Set up a sound system with a microphone and video recorder.
- Display tally board/score board.

Assign one (1) quizmaster, one (1) proctor, one (1) timekeeper, one (1) video recorder operator, one (1) tabulator, and one (1) event facilitator.

### **During the Event (Conduct of Actual Competition)**

#### **A. Opening:**

- Seat the learner-participants at the designated table with their metacards and permanent markers during the contest proper.

- The proctor shall verify control numbers and materials.

**B. Competition Procedure:**

1. Conduct three rounds: Easy Round (10 words), Average Round (10 words), Difficult Round (10 words).
2. For each word:
  - Read the word twice.
  - Signal to the learner-participants to start writing after saying "uktubu".
  - Ask the learner-participants to write in both *nuskhah* and cursive forms with complete vowel marks.
  - Apply time limits:
    - Easy Round (10 seconds per word)
    - Average Round (15 seconds per word)
    - Difficult Round (30 seconds per word)
  - Sound the buzzer at the time limit.
  - As the learner-participants immediately raise their meta-cards after the buzzer.
  - Judges evaluate: Both forms + vowel marks correct = full points; any error = 0 points.
  - Allow learner-participants or official teacher-coaches to raise questions/clarifications immediately after the item before the next word is read in case of appeal.
  - Have the learner-participants place card facedown and prepare for the next word.
3. After each round: Sum up the scores after each round and post them in the tally board/score board.
4. Easy Round: 10 words × 1 point = 10 points possible
  - Average Round: 10 words × 2 points = 20 points possible
  - Difficult Round: 10 words × 3 points = 30 points possible
  - Total: 60 points possible
5. The NTWG shall record the whole proceedings.

**After the Event (Review of Scoring and Feedback)**

**A. Scoring Review:**

- Panel of experts shall verify calculations across all rounds.
- They shall identify the top three participants.
- They shall check for ties.

### **B. Tie-Breaking:**

- Declare the three learner-participants with the highest total points as winners.
- In case of tie, conduct a clincher round between the tied learner-participants only.
- Clincher Round Procedure:
  1. Follow the same format for each phrase: read twice, 30 seconds to write both *nuskhah* and cursive forms.
  2. Award 1 point for each correctly spelled phrase with proper vowel marks.
  3. Declare the first learner-participant to score 3 points as the winner for that ranking.
  4. If no learner-participant reaches 3 points after 5 phrases, the learner-participant with the highest points in the clincher round shall win.
  5. Begin do or die round where the first learner-participant shall correctly spell a phrase wins if still tied after 5 phrases.

Conduct separate clincher rounds for each tied ranking (i.e., if there is a tie for both first and second place).

### **C. Winners Declaration:**

- The top five winners shall be awarded during the Awarding and Closing Ceremonies.

### **D. Feedback Session by Panel of Experts:**

The panel of experts shall:

- provide general feedback on *nuskhah* form: letter formation accuracy, stroke order, specific errors and corrections;
- provide analysis of areas needing improvement in cursive form including connectivity fluency, and letter transitions
- discuss speed/accuracy balance including time management across rounds and strategies for improvement.
- identify common errors including frequently confused letters and challenging words
- conduct round-by-round analysis including performance progression from Easy to Difficult and strengths in specific syllable structures
- share general observations including statistics on common errors and most challenging words
- provide teacher-coaches with insights and feedback including specific words missed with correct forms, formation issues, and connectivity areas.



## BakeCares

<b>KEY STAGE</b>	Key Stage 3 (Grades 9 to 10); Key Stage 4 (Grade 11 only), Transition Program for Learner with Disabilities (LWDs)	
<b>NO. OF PARTICIPANTS</b>	Three (3) learner-participants: <ul style="list-style-type: none"> <li>• Two (2) SPTVE/TLE/TVL learners</li> <li>• One (1) learner with disability (LWD)</li> </ul> One (1) teacher-coach for SPTVE/TLE/TVL learners One (1) teacher-coach for LWD	
<b>TIME ALLOTMENT</b>	240 minutes, excluding interview	
<b>PERFORMANCE STANDARD</b>	The learners use and maintain appropriate baking tools and equipment and follow the Occupational Health and Standard (OHS) in baking and decorating cake. This competency ensures a seamless transition from the classroom to community-based livelihood or employment for LWDs enrolled in the Transition Program.	
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	Communication in the workplace, use of appropriate technology, learning and innovative skills and abilities where learners think critically, reflectively, and creatively, and analyze and solve problems	
<b>CREATIVE INDUSTRIES DOMAIN</b>	Baking and Design	
<b>DESCRIPTION</b>	<b>BakeCares</b> is a contest that allows diverse learners, including learners with disabilities (LWDs), to work together in showcasing bread and pastry production, including decorating skills. The task involves the preparation and icing of a one-layer chiffon cake with a size of 6x3 inch round mold.	
<b>TECHNICAL SPECIFICATIONS</b>		
<b>A. MATERIALS, TOOLS, AND, EQUIPMENT</b>	<b>To be provided by learner-participants:</b> <ul style="list-style-type: none"> <li>• Personal Protective Equipment (PPE)</li> <li>• Packaging Materials (not included in the judging)</li> </ul>	<b>To be provided by the Technical Committee:</b> <ul style="list-style-type: none"> <li>• Baking ingredients</li> <li>• Marketable ingredients</li> <li>• Icing: Commercial Non-Dairy Cream Paste for superior stability</li> <li>• Stove</li> <li>• Oven</li> <li>• LPG</li> <li>• Baking utensils</li> <li>• Working table</li> <li>• Cooking area</li> <li>• Water outlet/supply</li> <li>• Utility expenses</li> </ul>

<b>B. VENUE</b>	Well-ventilated laboratory room with sufficient water supply, electrical outlet, medical kit, and fire extinguisher and one (1) adjacent room as holding area for teacher-coaches																			
<b>CRITERIA FOR JUDGING</b>	<table border="1"> <thead> <tr> <th data-bbox="549 344 1145 376">Criteria</th> <th data-bbox="1150 344 1418 376">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="549 383 1145 414">Process on the Product Development</td> <td data-bbox="1150 383 1418 414">20%</td> </tr> <tr> <td data-bbox="549 421 1145 452">Proper use of tools and equipment</td> <td data-bbox="1150 421 1418 452">15%</td> </tr> <tr> <td data-bbox="549 459 1145 490">Palatability</td> <td data-bbox="1150 459 1418 490">20%</td> </tr> <tr> <td data-bbox="549 497 1145 528">Product Presentation</td> <td data-bbox="1150 497 1418 528">15%</td> </tr> <tr> <td data-bbox="549 535 1145 566">Speed</td> <td data-bbox="1150 535 1418 566">10%</td> </tr> <tr> <td data-bbox="549 573 1145 604">Safety/Sanitation and Hygiene</td> <td data-bbox="1150 573 1418 604">10%</td> </tr> <tr> <td data-bbox="549 611 1145 642">Ability to Present Idea/Process</td> <td data-bbox="1150 611 1418 642">10%</td> </tr> <tr> <td data-bbox="549 649 1145 680"><b>TOTAL</b></td> <td data-bbox="1150 649 1418 680"><b>100%</b></td> </tr> </tbody> </table>		Criteria	Percentage	Process on the Product Development	20%	Proper use of tools and equipment	15%	Palatability	20%	Product Presentation	15%	Speed	10%	Safety/Sanitation and Hygiene	10%	Ability to Present Idea/Process	10%	<b>TOTAL</b>	<b>100%</b>
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<b>RUBRICS</b>	<i>See attached scoring rubrics.</i>																			
<b>MECHANICS</b>																				
<p data-bbox="172 770 320 801"><i>Pre-Event</i></p> <ol style="list-style-type: none"> <li data-bbox="220 824 421 855">1. <b>Eligibility</b> <ul style="list-style-type: none"> <li data-bbox="272 862 1423 996">○ All learners in Junior High School (Grades 9–10, TVE/TLE) and Senior High School (Grade 11 TVL), including ALS learners (TVL Track), learners with disability in the Transition Program <b>currently enrolled</b> in schools offering specialization in Bread and Pastry Production, are eligible to join.</li> <li data-bbox="272 1032 1423 1167">○ In addition to the documentary requirements to be submitted during in-person registration, all learner-participants in this contest shall also submit a certification, signed by their school head, confirming that they are currently enrolled in Bread and Pastry Production and SNED Transition Program class.</li> <li data-bbox="272 1202 1423 1552">○ Likewise, additional documentary requirements for each teacher-coach shall include the following: <ul style="list-style-type: none"> <li data-bbox="325 1272 1423 1447">○ A certification from the school head stating that: <ul style="list-style-type: none"> <li data-bbox="400 1308 1423 1375">• the teacher-coach of two (2) learner-participants is currently handling Bread and Pastry Production class; and</li> <li data-bbox="400 1382 1423 1447">• the teacher-coach of one (1) learner-participant with disability is a SNED teacher handling the Transition Program.</li> </ul> </li> <li data-bbox="325 1453 1423 1552">○ Certified true copy of the updated National Certificate (NC) Level II in Bread and Pastry Production, duly authenticated by the Division and Regional Focal Persons.</li> </ul> </li> </ul> </li> <li data-bbox="220 1588 783 1619">2. <b>Venue and Personnel Preparation</b> <ul style="list-style-type: none"> <li data-bbox="272 1626 1423 1693">○ The Technical Committee and panel of experts shall be at the contest venue at least <b>60 minutes</b> before the contest schedule.</li> <li data-bbox="272 1700 1423 1812">○ All materials, supplies, tools, and equipment shall be prepared by the Technical Committee <b>60 minutes</b> before the contest, except for those to be brought by the learner-participants.</li> </ul> </li> </ol>																				

### 3. **Inspection**

- The Technical Committee shall inspect and verify all required materials, equipment, utilities, and work stations are complete, functional, and compliant with contest standards.
- The teacher-coaches shall inspect the provided resources prior to the official briefing for transparency and to ensure fairness.

### 4. **Participant Arrival**

- All learner-participants shall arrive at the contest venues **30 minutes before the contest begins**.
- Learner-participants who arrive late may still be allowed to participate, but they shall not be granted any time extension beyond the scheduled contest period.

### 5. **Safety Compliance**

- All learner-participants shall strictly follow Occupational Health and Safety (OHS) protocols throughout the event.
- Failure to comply with safety standards may result in disqualification.

### 6. **Briefing**

- An **official briefing** shall be conducted **30 minutes before** the competition starts.
- During the briefing, the Technical Committee shall explain the following: contest flows and time limits, rules and prohibitions, judging criteria, safety reminders, clarifications, and final instructions.
- Attendance at the briefing is mandatory for all learner-participants.

### 7. **Drawing of Lots**

- Learner-participants shall draw lots to determine their entry numbers and assigned workstations during the contest registration.

### 8. **Food Provision**

- Learner-participants shall bring their own food and drinking water.
- Leaving the contest venue during the contest is strictly prohibited.

## ***During the Event***

### 9. **Start of Event**

- The Technical Committee shall signal the official start of the contest.
- Once the contest begins, **teacher-coaches and other delegates are no longer allowed to stay in the contest venue**.
- Only the Technical Committee, panel of experts, official photographers, and learner-participants are allowed inside the contest area.

### 10. **Contest Rules**

- The Technical Committee shall distribute a task requirement and learner-participants shall be given 15 minutes to read and analyze it.
- Borrowing of materials, supplies, or tools is **strictly prohibited**.

- Learner-participants shall give their full attention to their tasks to ensure quality, accuracy, and safety.
- All learner-participants shall follow prescribed OHS standards and tool-handling guidelines.
- In case of a technical issue, the designated timekeeper shall pause the time for the specific learner-participant and resume it once the issue has been resolved.
- Any irregularity found during the contest may result in the suspension of the activity at the discretion of the Technical Committee, in consultation with the panel of experts.
- All cases shall be referred to the Technical Committee for appropriate action.

#### **11. Judging and Documentation**

- Outputs shall be completed and ready for judging within the given time.
- Panel of experts shall conduct individual evaluations based on the rubrics.
- Once submitted for judging, outputs shall remain unaltered until the Awarding and Closing Ceremonies.

#### **12. Panel Interview**

- Each learner-participant shall undergo a panel interview with the panel of experts within the allotted time, using a uniform set of questions.

#### **13. Final Deliberation**

- The panel of experts shall deliberate and finalize scores based on:
  - Rubric-based performance scores
  - Panel interview results
  - Quality, safety, and compliance of the final output

### ***After the Event***

#### **14. Cleanup**

- Learner-participants shall **clean their working area immediately** after completing their tasks.
- Proper waste disposal and tool return are mandatory.

#### **15. Display of Outputs**

- All contest outputs shall remain **on display until the Awarding and Closing Ceremonies** unless otherwise instructed.

#### **16. Event Documentation**

- The Technical Committee shall compile and secure the official judging results, attendance, photos, and contest reports.
- These documents shall serve as the official record of the event.

### Scoring Rubrics for BakeCares

Criteria	Weight	Excellent (5)	Highly Proficient (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>Process on Product Development</b>	20%	Exceptional understanding; systematic steps; mastery of techniques; innovative. LWDs exhibit total mastery of techniques through the independent use of assistive tools or modified strategies.	Strong understanding; minor deviations; good technique. LWDs exhibit good technique by consistently utilizing assistive tools or modified strategies with minimal supervision.	Adequate understanding; some confusion; timing issues. LWDs successfully executes cake making steps but shows minor inconsistency during transitions. While proficient in using adaptive tools, the learner still benefits from periodic cues and visual schedules to ensure a logical workflow and prevent sequencing errors.	Limited understanding; misses steps; poor technique. LWDs demonstrate an emerging understanding of baking sequences, though steps are occasionally omitted or performed out of order. Technical execution, such as icing making and ingredient measurement, remains inconsistent. At this stage, the learner requires continuous supervision and a high level of scaffolding through frequent physical or verbal prompting to ensure safety and task completion.	Minimal understanding; fails steps; lacks sequencing. LWDs demonstrate a fragmented understanding of procedural sequences, often requiring a reset of the task due to omitted steps. Engagement with ingredients is characterized by a high level of dependency, requiring continuous, full physical assistance (hand-over-hand) to initiate and complete basic motor actions.

<b>Proper Use of Tools &amp; Equipment</b>	15%	Expert knowledge; safe, efficient handling; proper maintenance. LWDs exhibit total independence in setting up, utilizing, and performing basic maintenance—such as the deep cleaning of mixer attachments or the recalibration of adaptive scales.	Good knowledge; minor hesitation. LWDs exhibit a high degree of independence in utilizing tools, though they may occasionally require a brief verbal or visual reminder regarding specialized storage or advanced cleaning for complex machinery.	Basic knowledge; occasional reminders. LWDs exhibit a developing ability to handle tools but may show inconsistency in post-use cleaning or proper storage.	Limited knowledge; frequent errors; safety concerns. LWDs at this stage require constant, close supervision and repeated physical or verbal prompting to use assistive devices. The learner is not yet able to maintain the workstation independently, often requiring assistance.	Minimal knowledge; unsafe handling. LWDs at this stage require full, continuous "hand-over-hand" physical support to hold or touch ingredients and tools. There is a lack of awareness regarding tool function and safety protocols.
<b>Palatability</b>	20%	Outstanding taste, texture, aroma; perfect balance	Very good flavor and texture	Acceptable taste; balanced enough	Below average; moisture issues	Poor taste; unbalanced flavors
<b>Product Presentation</b>	15%	Visually stunning; perfect shape; creative plating	Attractive; good symmetry	Acceptable; minor imperfections	Below average; uneven shape	Poor presentation; misshapen
<b>Speed</b>	10%	Completes the task on or before the allotted time	Completes the task 1 minute past the allotted time	Completes the task 2 minutes past the allotted time	Completes the task 3 minutes past the allotted time	Completes the task 4-5 minutes past the allotted time
<b>Safety/ Sanitation &amp; Hygiene</b>	10%	Exemplary hygiene; clean area; proper handling	Good hygiene; mostly clean	Acceptable hygiene; needs improvement	Inconsistent hygiene; messy area	Poor hygiene; unsafe
<b>Ability to Present Idea/Process</b>	10%	Clear, confident; excellent technical knowledge	Good explanation; organized	Communicates adequately with minor gaps in clarity or detail	Presentation lacks clarity or depth	Unable to explain ideas or process effectively



## Cabin Craft

<b>KEY STAGE</b>	Key Stage 3 (Grades 9 to 10) and Key Stage 4 (Grade 11 only)											
<b>NO. OF PARTICIPANT/S</b>	One (1) learner-participant One (1) teacher-coach											
<b>TIME ALLOTMENT</b>	240 minutes, excluding interview											
<b>PERFORMANCE STANDARD</b>	The learners create a house plan following architectural standards.											
<b>21<sup>ST</sup>-CENTURY SKILL/S</b>	Core skills supported using ICT, technical, information management, communication, collaboration, creativity, critical thinking, and problem-solving											
<b>CREATIVE INDUSTRIES DOMAIN</b>	Design											
<b>DESCRIPTION</b>	<b>Cabin Craft</b> is an NFOT contest that allows learner-participants to perform mensuration and calculations, interpret technical drawings and plans, and prepare computer-aided drawings with structural layout and details.											
<b>TECHNICAL SPECIFICATIONS</b>												
<b>A. MATERIALS, TOOLS, AND EQUIPMENT</b>	<b>To be provided by the learner-participants:</b> <ul style="list-style-type: none"> <li>• None</li> </ul>	<b>To be provided by the Technical Committee:</b> <ul style="list-style-type: none"> <li>• Desktop computer /Laptop (16 GB RAM, i5 processor or higher)</li> <li>• Printer with ink (ratio 1:1)</li> <li>• AutoCAD 2019 Version or higher (uniform version)</li> <li>• Coupon Band A4 size (70-80 GSM)</li> <li>• Stapler and staple wire</li> <li>• Display Board</li> </ul>										
<b>B. VENUE</b>	Well-ventilated laboratory room with sufficient water supply, electrical outlet, medical kit, and fire extinguisher and 1 adjacent room as holding area for teacher-coaches											
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	<b>Aesthetic/Architectural/Originality and Creativity of Design</b>	<b>40%</b>
	<i>Architectural</i>	15%
	<i>Aesthetic</i>	5%
	<i>Structural</i>	10%
	<i>Originality</i>	5%
	<i>Details</i>	5%
	<b>Ability to Present the Process</b>	<b>10%</b>
	<b>Speed</b>	<b>10%</b>
	<b>Total</b>	<b>100%</b>
<b>RUBRICS</b>	<i>See attached scoring rubrics.</i>	
<b>MECHANICS</b>		
<b>Pre-Event</b>		
<p><b>1. Eligibility</b></p> <ul style="list-style-type: none"> <li>○ All learners in Junior High School (Grades 9–10, TVE/TLE) and Senior High School (Grade 11 TVL), including ALS learners (TVL Track), <b>currently enrolled</b> in schools offering specialization in Technical Drafting, are eligible to join.</li> <li>○ In addition to the documentary requirements to be submitted during in-person registration, all learner-participants in this contest shall also submit a certification, signed by their school head, confirming that they are currently enrolled in Technical Drafting class.</li> <li>○ Likewise, additional documentary requirements for each teacher-coach shall include the following: <ul style="list-style-type: none"> <li>○ A certification from the school head stating that the teacher-coach of the learner-participant is currently handling Technical Drafting class; and</li> <li>○ Certified true copy of the updated National Certificate (NC) Level II in Technical Drafting, duly authenticated by the Division and Regional Focal Persons.</li> </ul> </li> </ul> <p><b>2. Venue and Personnel Preparation</b></p> <ul style="list-style-type: none"> <li>○ The Technical Committee and panel of experts shall be at the venue <b>60 minutes</b> before the contest schedule.</li> <li>○ All materials, supplies, tools, and equipment shall be prepared by the Technical Committee <b>60 minutes</b> before the contest, except for those to be brought by the learner-participants.</li> </ul> <p><b>3. Inspection</b></p> <ul style="list-style-type: none"> <li>○ The Technical Committee shall inspect and verify all required materials, equipment, utilities, and work stations are complete, functional, and compliant with contest standards.</li> <li>○ The teacher-coaches shall inspect the provided resources prior to the official briefing for transparency and to ensure fairness.</li> </ul> <p><b>4. Participant Arrival</b></p> <ul style="list-style-type: none"> <li>○ All learner-participants shall arrive at the contest venues <b>30 minutes before the contest begins.</b></li> </ul>		

- Learner-participants who arrive late may still be allowed to participate, but they shall not be granted any time extension beyond the scheduled contest period.

#### 5. **Safety Compliance**

- All learner-participants shall strictly follow Occupational Health and Safety (OHS) protocols throughout the event.
- Failure to comply with safety standards may result in disqualification.

#### 6. **Briefing**

- An **official briefing** shall be conducted **30 minutes before** the competition starts.
- During the briefing, the Technical Committee shall explain the following: contest flows and time limits, rules and prohibitions, judging criteria, safety reminders, clarifications, and final instructions.
- Attendance at the briefing is mandatory for all learner-participants.

#### 7. **Drawing of Lots**

- Learner-participants shall draw lots to determine their entry numbers and assigned workstations during the contest registration.

#### 8. **Food Provision**

- Learner-participants shall bring their own food; **leaving the contest venue is not allowed** during the event.

### ***During the Event***

#### 9. **Start of Event**

- The Technical Committee shall signal the official start of the contest.
- Once the contest begins, **teacher-coaches and other delegates are no longer allowed to stay in the contest venue.**
- Only the Technical Committee, panel of experts, official photographers, and learner-participants are allowed inside the contest area.

#### 10. **Contest Rules**

- The Technical Committee shall distribute a task requirement and learner-participants shall be given 15 minutes to read and analyze it.
- Borrowing of materials, supplies, or tools is **strictly prohibited.**
- Learner-participants shall give their full attention to their tasks to ensure quality, accuracy, and safety.
- All learner-participants shall follow prescribed OHS standards and tool-handling guidelines.
- In case of a technical issue, the designated timekeeper shall pause the time for the specific learner-participant and resume it once the issue has been resolved.
- Any irregularity found during the contest may result in the suspension of the activity at the discretion of the Technical Committee, in consultation with the panel of experts.

- All cases shall be referred to the Technical Committee for appropriate action.

#### **11. Judging and Documentation**

- Outputs shall be completed and ready for judging within the given time.
- Panel of experts shall conduct individual evaluations based on the rubrics.
- Once submitted for judging, outputs shall remain unaltered until the Awarding and Closing Ceremonies.

#### **12. Panel Interview**

- Each learner-participant shall undergo a panel interview with the panel of experts within the allotted time, using a uniform set of questions.

#### **13. Final Deliberation**

- Panel of experts shall finalize scores based on:
  - Final scores following the rubrics,
  - Panel interview results, and
  - Output quality and safety.

### ***After the Event***

#### **14. Cleanup**

- Learner-participants shall **clean their working area immediately** after completing their tasks.
- Proper waste disposal and tool return are mandatory.

#### **15. Display of Outputs**

- All contest outputs shall remain **on display until the Awarding and Closing Ceremonies** unless otherwise instructed.

#### **16. Event Documentation**

- The Technical Committee shall compile and secure the official judging results, attendance, photos, and contest reports.
- These documents shall serve as the official record of the event.

### Scoring Rubrics for Cabin Craft

Criteria	Weight	Excellent (5)	Highly Proficient (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>Accuracy - 40%</b>						
<i>Floor Plan</i>	15%	Clear, well-organized plan; correct symbology; precise walls, openings, fixtures, and annotations; excellent readability.	Mostly clear; minor graphic or labeling issues.	Some clarity problems; missing or inconsistent elements.	Weak clarity; several omissions.	Very poor readability; major omissions; largely inaccurate.
<i>Elevations</i>	15%	Proportional, detailed, accurate height relationships; correct material indications and linework.	Mostly accurate; minor proportional or detail issues.	Missing details; uneven linework; weak proportionality	low clarity; several inaccuracies; incomplete	Very unclear or significantly inaccurate elevations
<i>Perspective</i>	10%	Strong depth; clean vanishing points; accurate geometry; realistic representation.	Mostly accurate with minor distortions.	Limited depth; noticeable inconsistencies.	Weak perspective; several inaccuracies.	Incorrect or unclear perspective overall
<b>Aesthetic/Architectural/Originality and Creativity of Design - 40%</b>						
<i>Architectural</i>	15%	Strong logic; functional, efficient, coherent; well-justified decisions	Solid reasoning with minor weaknesses.	Some gaps or unresolved layout issues.	Weak reasoning; lacks cohesion.	Very poor or illogical design.
<i>Aesthetic</i>	5%	Highly visually appealing; strong composition; clean, polished.	Attractive with minor issues.	Limited clarity; inconsistent style.	Poor visual quality; unrefined.	Very poor aesthetics; unclear presentation.

<i>Structural</i>	10%	Realistic, well-planned, logically integrated structure.	Mostly logical; minor inconsistencies.	Some unclear or questionable structural elements.	Major flaws; unrealistic planning.	Illogical or nonfunctional structure.
<i>Originality</i>	5%	Innovative approach; unique interpretations; creative execution.	Some original or creative elements.	Basic, common, or standard ideas.	Minimal originality.	No originality.
<i>Details</i>	5%	Thorough details (doors, fixtures, notes, materials, etc.); refined linework.	Mostly detailed; minor omissions.	Several unclear or missing details.	Very limited detailing.	Insufficient or nearly zero detail.
<b>Ability to Present the Process</b>	<b>10%</b>	Clear, logical, well-organized documentation; strong progression of thought.	Mostly clear with small gaps.	Minimal or partially unclear process.	Poorly communicated process.	No meaningful documentation.
<b>Speed</b>	<b>10%</b>	Finished <b>on or before</b> the allotted time.	Finished <b>1 minute</b> past the allotted time.	Finished <b>2 minutes</b> past the allotted time.	Finished <b>3 minutes</b> past the allotted time.	Finished <b>4-5 minutes</b> past the allotted time.



## CineMunti

<b>KEY STAGE</b>	<p>Key Stage 3 and 4 (Grades 7-12) for Music and Arts, and Special Program in the Arts</p> <p>Key Stage 3 (Grades 7 to 10) for Special Program for Foreign Language (SPFL) either Spanish/Chinese/Japanese/Korean</p>
<b>NO. OF PARTICIPANTS</b>	<p><b>Six (6) learner-participants:</b></p> <ul style="list-style-type: none"> <li>• Four (4) learner-participants for media arts and/or theater from Key Stages 3 to 4;</li> <li>• One (1) learner-participant for creative writing from Key Stages 3 to 4; and</li> <li>• One (1) learner-participant for SPFL either Spanish/Chinese/Japanese/Korean (Grades 7 to 10).</li> </ul> <p><b>Three (3) teacher-coaches:</b></p> <ul style="list-style-type: none"> <li>• One (1) teacher-coach for media/theater arts;</li> <li>• One (1) teacher-coach for creative writing; and</li> <li>• One (1) teacher-coach for SPFL.</li> </ul>
<b>TIME ALLOTMENT</b>	<p><b>Film Making</b>            Day 1: 8:00 a.m. -12:00 p.m.            Team Orientation, Pre-production Planning, and Scriptwriting (240 minutes)</p> <p><b>Video Shoot, Editing, Synopsis Writing and Movie Poster Making</b>            Day 2:            8:00 a.m. -12:00 p.m. Team Video Shoot (240 minutes)            2:00 p.m. - 6:00 p.m. Media/Theater Arts - Video Editing and Rendering (240 minutes)</p> <p><b>Film Showing and Judging of Entries</b>            Day 3:            8:00 a.m. - 1:00 p.m. Film Showing and Awarding of Special Citations (300 minutes)</p>
<b>PERFORMANCE STANDARD</b>	<p><b>SPA Theater 7</b></p> <ul style="list-style-type: none"> <li>• The learner performs creative pieces using body movements and vocal improvisations in the integrated arts process that exhibit understanding of the different elements of artistic expressions and principles of organization.</li> </ul>

- The learner performs tasks and activities in the pre-production phase based on the criteria set.

#### **MAPEH Grade 7**

- The learner produces creative works about contemporary and emerging popular music and arts of the Philippines and selected Southeast Asian countries using relevant concepts, processes, techniques, and/or practices

#### **MAPEH Grade 8**

- The learner integrates relevant concepts, techniques, processes, and/or practices of emerging and contemporary Asian popular music and arts in the production of one's creative work.

#### **MAPEH Grade 9**

- The learner produces creative works about emerging popular music and arts of the world and their cultural influences using available technology-based mediums or indigenized materials in relation to Filipino culture and identity.

#### **MAPEH Grade 10**

- The learner utilizes digital/available technologies in a collaborative creative work.

#### **SPA MEDIA ARTS G10-Q4**

- The teacher produces a short film that integrates the various techniques and principles of filmmaking

#### **SHS CREATIVE INDUSTRIES 1**

- The learners execute techniques and skills, as well as the proper use of materials, tools, equipment, and facilities in mounting creative works. In reference to the mapped creative industries in their specific communities as defined by relevant law as within the local and global contexts.

#### **SHS CREATIVE INDUSTRIES 2**

- The learner executes techniques, skills and proper use of materials, tools, equipment, and facilities in mounting creative works in reference to the mapped creative industries in their specific communities as defined by relevant laws within local and global contexts.

	<p><b>SPFL</b></p> <ul style="list-style-type: none"> <li>The learner communicates correctly and creatively, in oral and written form, various words, phrases, and expressions from visual and textual materials.</li> </ul>	
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	<p>Critical thinking Creativity Collaboration Communication Character Education (Discipline) Citizenship Cultural Literacy</p>	
<b>CREATIVE INDUSTRIES DOMAIN</b>	<p>Performing Arts Creative Services Audiovisual Media</p>	
<b>DESCRIPTION</b>	<p><b>CineMunti</b> is an NFOT contest that celebrates the art of short filmmaking that challenges learners to demonstrate skills in acting, directing, and scriptwriting. Derived from “Cine” (cinema) and “Munti” (short), participating teams shall produce an original short film running from four (4) to five (5) minutes and deliver its title and oral introduction in the target foreign language (either Chinese (Mandarin), Japanese (Nihongo), Korean, or Spanish), highlighting both cinematic creativity and linguistic proficiency.</p>	
<b>CAREER PATHWAYS</b>	<p>Director, Actors, Video Editor, Scriptwriter, Cinematographer, Translator/Language Interpreter, etc.</p> <p>International Competitions: USC Multilingual Student Film Festival, International Silent Film Festival, KINEKO International Film Festival, Busan International Kids and Youth Film Festival, Kyoto International Student Film Festival</p>	
<b>TECHNICAL SPECIFICATIONS</b>		
<b>A. MATERIALS, TOOLS, AND EQUIPMENT</b>	<p><b>To be provided by the learner-participants:</b></p> <p><b>Film Making Component:</b></p> <ul style="list-style-type: none"> <li>laptop/s or computers with video editing software</li> <li>digital cameras or video cameras with computer cable for file transfer</li> <li>Cellphones</li> <li>camera tripod</li> <li>extension cord/s</li> <li>other tools and equipment for video editing</li> </ul> <p><b>SPFL component:</b></p> <ul style="list-style-type: none"> <li>Laptop with installed Microsoft Office</li> </ul>	<p><b>To be provided by the Technical Committee:</b></p> <ul style="list-style-type: none"> <li>Copy of the script</li> <li>NFOT shirt for learner-participant</li> <li>1 ream A4 size bond paper</li> <li>10 pcs long folders</li> <li>Pencils</li> <li>Black Ballpens</li> <li>One (1) HD video camera</li> <li>Memory card for video camera</li> <li>One (1) unit TV Monitor</li> <li>Cable connectors for camera to TV monitor for holding area</li> <li>Portable sound system</li> <li>wireless Microphones</li> <li>1 USB flash drive (128GB)</li> </ul>

	<ul style="list-style-type: none"> <li>• Camera data transfer connector</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Cling wrap rolls/ stretch films (30cm x 400-500m; 20 microns)</li> </ul>																				
<b>B. VENUE</b>	<p><b>Day 1:</b> Airconditioned Hall for Team Orientation, Pre-production Planning, and Scriptwriting</p> <p><b>Day 2:</b></p> <ul style="list-style-type: none"> <li>(a) Film location in a safe public space such as tourist attraction, city square, market, festival, or any other crowded scenic location for video shoot.</li> <li>(b) Fully air-conditioned computer laboratory with desktop computers that can accommodate 70 participants for the video editing and rendering.</li> </ul> <p><b>Day 3:</b> Fully air-conditioned hall with LED wall that can accommodate 300 participants Film Showing and Presentation. Same venue to be used for Awarding of Special Citations.</p>																					
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<b>RUBRICS</b>	<i>See attached scoring rubrics.</i>																					

## **MECHANICS**

### ***Pre-Event (Registration and Pre-Production Planning (Day 1))***

#### Team Composition and Eligibility

1. Each team shall consist of six (6) learner-participants only.
2. The team shall be composed of:
  - Four (4) learner-participants for media arts and/or theater who shall handle directing, filming, acting and editing;
  - One (1) learner-participant for creative writing from Key Stage 3 to 4; and
  - One (1) learner-participant for SPFL either Chinese, Korean, Japanese or Spanish from Key Stage 3 who shall use the target foreign language in the film title and description.
3. All learner-participants shall be currently officially enrolled in school.
4. They shall have no professional film experience and shall not have received any national or international awards related to filmmaking.
5. Learner-participants for SPFL shall be the top-ranked regional winner either in Chinese (Mandarin), Korean, Japanese (Nihongo) or Spanish from a DepEd recognized school and a non-native speaker of the foreign language.

#### Registration and Orientation (Day 1)

1. All teams shall report one (1) hour early for registration.
2. All laptops shall be inspected and sealed to ensure that there are no pre-existing files, scripts, videos, or translation applications.
3. The official theme of the short film shall be announced during the orientation.

#### Scriptwriting and Pre-Production (Day 1)

1. After the theme is announced, all teams shall begin scriptwriting and pre-production planning. The speaking lines in the film must be in the target foreign language.
2. The short film shall be original and shall strictly follow the given theme.
3. The title, description, and movie lines in the target foreign language shall be grammatically correct, appropriate to the context, and understandable.
4. All teams shall plan the storyline, scenes, locations, and roles during the morning session.
5. All scripts and production plans shall be submitted to the Technical Committee by 12:00 noon.
6. All teams shall wear plain white shirts and jeans on Day 1.

### ***During the Event***

#### ***Video Production (Day 2 Shooting and Editing)***

##### Filming (Day 2 – Morning)

1. All filming shall be conducted on-site from 8:00 to 12:00 noon.
2. All teams shall use the video camera provided by the Technical Committee.
3. The use of drones is strictly prohibited.
4. At least 80% of the footage shall be recorded during the event.
5. Up to twenty (20%) of the footage may be used from royalty-free stock sources.
6. All teams shall report to the designated filming area, present their approved script to the Technical Committee, and confirm their filming schedule before commencing any video production.
7. All teams shall shoot all scenes according to their submitted production plan within designated campus boundaries/filming zones, capturing establishing shots,

character dialogue, action sequences, and B-roll footage that align with the approved script and theme.

8. All teams shall respect private property, obtain permission before filming in specific locations, maintain safety protocols during all activities, and shall NOT disrupt ongoing classes, school activities, or film in restricted areas.
9. All teams shall handle all equipment responsibly, report damages immediately, and shall NOT use copyrighted music or materials without permission, ensuring all content adheres to royalty-free standards.
10. All teams shall wear plain white shirts/NFOT shirts and jeans.

#### **Editing and Post-Production (Day 2 – Afternoon)**

1. Film editing shall start from 2:00 pm to 6:00 pm.
2. All teams shall edit their films using their laptop.
3. English subtitles shall be complete and synchronized with the dialogue in target foreign language, accurate in meaning, and clearly readable on screen.
4. The finished film shall have a running time of four (4) to five (5) minutes.
5. The total running time, including opening and end credits, shall not exceed six (6) minutes and thirty (30) seconds

#### **Film Presentation and Judging (Day 3)**

1. Each team shall present a completed short film to the panel of experts and audience.
2. Q&A Session: Learner-participants for SPFL shall answer up to three (3) questions of the panel of experts in their represented language (maximum two (2) minutes of total answer).
3. Learner-participants for SPFL shall wear traditional costumes of their represented language without irrelevant and bulky accessories, hats, or props, while the rest of the members of the team shall wear modern Barong or Filipiniana attire.
4. The panel of experts shall give constructive insights and feedback after all films have been shown.

#### **After the Event**

##### **Awards and Results**

1. Special Citation Awards shall include:
  - Best Story
  - Best Director
  - Best Actor/Actress
  - Best Cinematography
  - Best Foreign Language Showcase
2. The Top Five (5) Winners of the Best Picture Award shall be announced during the Awarding and Closing Ceremonies.
3. The decision of the panel of experts shall be final and irrevocable.

##### **Role of Teacher-Coaches**

- Teacher-coaches shall supervise and manage learners throughout the contest.
- Teacher-coaches may assist in coordinating and securing equipment.
- Teacher-coaches shall not participate in scriptwriting, filming, acting, editing, subtitling, or language correction or translation.
- Teacher-coaches shall not influence the creative or technical decisions of the team.

### Overall Scoring Rubrics for CineMunti BEST PICTURE

<b>Criteria (Max Points)</b>	<b>Excellent</b>	<b>Highly Proficient</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>Story and Content</b> (Relevance to the theme; engaging narrative; clear message) (20 pts)	20 pts: Highly relevant theme; compelling narrative with powerful message; exceptional audience engagement	16 pts: Relevant theme; strong narrative with clear message; engaging presentation	12 pts: Adequately relevant; acceptable narrative; message present and comprehensible	8 pts: Weak relevance; unclear narrative; vague or confusing message	4 pts: Not relevant; no coherent narrative; no discernible message
<b>Cinematography and Editing</b> (Controlled camera work; clear sound quality; composition and framing; originality and creativity; flawless editing; readability of text; focus of shots) (20 pts)	20 pts: Masterful camera control; crystal clear sound; perfect composition; highly original; flawless editing; sharp focus throughout	16 pts: Controlled camera work; clear sound quality; strong composition; creative approach; effective editing; good focus	12 pts: Adequate camera work; acceptable sound; basic composition; decent editing; mostly in focus	8 pts: Poor camera control; unclear sound; weak composition; rough editing; frequent focus issues	4 pts: No camera control; inaudible sound; no composition; terrible editing; consistently out of focus
<b>Screenplay</b> (Visual and auditory clarity; effective dialogue; coherent structure) (10 pts)	10 pts: Exceptional clarity in storytelling; brilliant dialogue; perfect narrative structure; seamless flow of scenes	8 pts: Strong clarity; effective and natural dialogue; coherent structure; good narrative flow	6 pts: Adequate clarity; functional dialogue; basic structure with acceptable progression	4 pts: Weak clarity; poor or unnatural dialogue; unclear structure; disjointed flow	2 pts: No clarity; terrible dialogue; no discernible structure; chaotic flow
<b>Acting Skills</b> (Clear portrayal of character; believable performance; emotional authenticity) (10 pts)	10 pts: Exceptional character portrayal; completely believable performances; deeply authentic emotions;	8 pts: Clear character portrayal; believable performances; genuine emotions; strong presence	6 pts: Adequate portrayal; mostly believable; acceptable emotional range; decent presence	4 pts: Weak character portrayal; unconvincing performances;	2 pts: No character development; completely unbelievable; no emotional authenticity

	captivating screen presence			forced or artificial emotions	
<b>Directing Technique</b> (Clear vision throughout the film; cohesive storytelling; effective integration of elements) (10 pts)	10 pts: Masterful artistic vision; exceptional cohesion across all elements; seamless integration of story, visuals, and performance; unified film	8 pts: Clear artistic vision; cohesive storytelling; effective integration of film elements	6 pts: Adequate vision; acceptable cohesion among elements; basic integration	4 pts: Unclear vision; weak cohesion; poor integration of film components	2 pts: No artistic vision; completely disjointed; no integration of elements
<b>Foreign Language Composition</b> (grammar accuracy, vocabulary range, script quality, and translation accuracy) (10 pts)	10 pts: Impeccable grammar; sophisticated vocabulary; exceptionally well-crafted script; flawless translation with cultural nuances	8 pts: Consistent grammar with minimal errors; diverse vocabulary; well-developed script; accurate translation preserving meaning	6 pts: Generally correct grammar; sufficient vocabulary; adequate script; acceptable translation conveying basic meaning	4 pts: Frequent grammatical errors; limited vocabulary; weak script; poor translation with meaning loss	2 pts: Pervasive grammatical errors; inadequate vocabulary; incoherent script; severely flawed translation
<b>Foreign Language Oral Proficiency</b> (pronunciation accuracy, fluency, Q&A responses, and language delivery in the film) (15 pts)	15 pts: Advance fluency and pronunciation; exceptional fluency with natural rhythm; insightful Q&A responses; seamless film delivery with authentic expression	12 pts: Clear pronunciation; proficient fluency with good pacing; competent Q&A responses; effective film delivery with appropriate emotion	9 pts: Understandable pronunciation; moderate fluency with occasional hesitation; acceptable Q&A responses; adequate film delivery though somewhat stilted	6 pts: Pronunciation issues affecting clarity; limited fluency with frequent pauses; weak Q&A responses; labored film delivery	3 pts: Unintelligible pronunciation; minimal fluency; inadequate Q&A responses; poor film delivery

<p><b>Cultural Attire</b> (cultural appropriateness and authenticity of traditional costume) (5 pts)</p>	<p>5 pts: Exemplary authentic costume worn with profound cultural respect; all elements culturally significant</p>	<p>4 pts: Proper authentic costume worn correctly with clear cultural understanding</p>	<p>3 pts: Acceptable costume with basic authenticity; essential cultural elements present</p>	<p>2 pts: Incomplete or partially incorrect costume; limited cultural appropriateness</p>	<p>1 pt: Inappropriate or absent costume; no cultural understanding</p>
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### Scoring Rubrics for CineMunti BEST SCREENPLAY

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
<b>Originality &amp; Creativity</b> (20 pts)	20 pts: Exceptionally unique; innovative; groundbreaking; avoids all clichés	16 pts: Fresh perspective; creative approach; mostly original; engaging	12 pts: Some original elements; minor twists; borrows from common stories	8 pts: Minimal innovation; heavy clichés; familiar story	4 pts: Derivative; entirely predictable; no original elements
<b>Story Structure &amp; Plot Development</b> (20 pts)	20 pts: Masterful structure; seamless flow; perfect pacing; powerful climax	16 pts: Well-organized; clear progression; good pacing; strong logic	12 pts: Adequate structure; mostly logical; some gaps; satisfactory pacing	8 pts: Weak structure; unclear progression; plot inconsistencies	4 pts: No clear structure; confusing; major plot holes
<b>Characterization</b> (20 pts)	20 pts: Richly layered; complex motivations; authentic dialogue; transformative arcs	16 pts: Well-developed; clear motivations; natural dialogue; meaningful growth	12 pts: Some depth; adequate motivations; functional dialogue; basic arcs	8 pts: Limited depth; weak motivations; forced dialogue	4 pts: One-dimensional; no motivation; unrealistic dialogue
<b>Theme &amp; Relevance</b> (20 pts)	20 pts: Profound theme; deeply relevant; thought-provoking; lasting impact	16 pts: Strong theme; significant relevance; resonates culturally; impactful	12 pts: Recognizable theme; moderate relevance; acceptable connection	8 pts: Vague theme; minimal relevance; weak connection	4 pts: No clear theme; lacks purpose; disconnected
<b>Technical Writing Quality</b> (20 pts)	20 pts: Flawless grammar; perfect format; crystal clear; publication-ready	16 pts: Good grammar; proper format; clear; professional; minor errors	12 pts: Some errors; mostly correct format; adequate clarity	8 pts: Frequent errors; inconsistent format; lacks conventions	4 pts: Numerous errors; improper format; unclear

### Scoring Rubrics for CineMunti BEST STORY

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
<b>Originality &amp; Creativity (20 pts)</b>	20 pts: Highly original & compelling; groundbreaking; innovative storytelling	16 pts: Creative; fresh perspective; mostly avoids clichés	12 pts: Some originality; minor creative elements present	8 pts: Limited creativity; relies on familiar patterns	4 pts: Very weak; derivative; predictable
<b>Plot &amp; Structure (20 pts)</b>	20 pts: Excellent & engaging; masterful structure; seamless flow	16 pts: Well-built; clear progression; strong narrative arc	12 pts: Adequate; logical flow; satisfactory pacing	8 pts: Weak structure; unclear progression; gaps	4 pts: Confusing; no clear structure; disjointed
<b>Character Development (20 pts)</b>	20 pts: Excellent depth; complex motivations; authentic dialogue	16 pts: Strong; well-developed; clear motivations; natural dialogue	12 pts: Adequate; some depth; functional dialogue	8 pts: Weak; limited depth; forced dialogue	4 pts: Flat; one-dimensional; unrealistic
<b>Theme &amp; Relevance (20 pts)</b>	20 pts: Very powerful & relevant; profound impact; deeply resonant	16 pts: Strong; significant relevance; clear meaningful message	12 pts: Moderate; recognizable theme; acceptable relevance	8 pts: Minimal; vague theme; weak connection	4 pts: None; no clear theme; lacks purpose
<b>Emotional Impact / Engagement (20 pts)</b>	20 pts: Very compelling; deeply moving; unforgettable	16 pts: Strong; emotionally engaging; memorable moments	12 pts: Moderate; some emotional connection; holds attention	8 pts: Slight; minimal engagement; forgettable	4 pts: No impact; fails to engage audience

### Scoring Rubrics for CineMunti BEST ACTOR/ACTRESS

<b>Criteria (Max Points)</b>	<b>Excellent</b>	<b>Highly Proficient</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>Voice &amp; Diction (20 pts)</b>	20 pts: Excellent; crystal clear; powerful projection; highly expressive delivery	16 pts: Strong; clear articulation; good volume; expressive tone	12 pts: Adequate; understandable; acceptable volume; some expression	8 pts: Weak; unclear at times; low volume; limited expression	4 pts: Poor; mumbled; inaudible; monotone
<b>Body Language &amp; Movement (20 pts)</b>	20 pts: Highly expressive; natural movements; powerful physical presence; purposeful gestures	16 pts: Good; mostly natural; effective gestures; strong posture	12 pts: Inconsistent; some natural moments; basic gestures; acceptable posture	8 pts: Unnatural; stiff movements; awkward gestures; poor posture	4 pts: Very weak; robotic; distracting movements; no control
<b>Emotional Authenticity (20 pts)</b>	20 pts: Completely authentic; deeply emotional; fully embodies character; moving performance	16 pts: Strong authenticity; genuine emotions; convincing portrayal; good connection	12 pts: Adequate; shows some emotion; believable at times; basic connection	8 pts: Weak emotions; forced expressions; superficial portrayal	4 pts: No emotional depth; flat; unconvincing
<b>Engagement &amp; Presence (20 pts)</b>	20 pts: Commanding; captivating presence; sustained focus; dynamic energy throughout	16 pts: Strong; noticeable presence; maintains focus; good energy levels	12 pts: Inconsistent; moderate presence; occasional lapses in focus; uneven energy	8 pts: Weak; minimal presence; distracted; low energy	4 pts: Distracted; no presence; unfocused; disengaged
<b>Teamwork &amp; Responsiveness (20 pts)</b>	20 pts: Seamless & excellent; perfect timing; natural interaction; highly aware of partners	16 pts: Good; responsive to cues; effective interaction; aware of others	12 pts: Fair; adequate timing; basic interaction; some awareness	8 pts: Weak; slow responses; poor interaction; limited awareness	4 pts: Misses cues; no interaction; unaware of scene partners

### Scoring Rubrics for CineMunti BEST CINEMATOGRAPHY

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
<b>Shot Composition &amp; Framing (20 pts)</b>	20 pts: Outstanding; masterful composition; innovative framing; visually stunning	16 pts: Strong; well-balanced shots; creative angles; visually appealing	12 pts: Adequate; basic composition; acceptable framing; functional	8 pts: Unclear; poor framing; unbalanced shots; distracting	4 pts: Weak; no composition sense; chaotic framing
<b>Lighting (20 pts)</b>	20 pts: Excellent; perfect lighting; creates powerful atmosphere; professional quality	16 pts: Good; effective lighting; enhances mood; clear visibility	12 pts: Adequate; basic lighting; acceptable visibility; some mood	8 pts: Weak; poor lighting; unclear scenes; flat appearance	4 pts: Poor; inadequate lighting; dark or overexposed; unprofessional
<b>Camera Movement &amp; Stability (20 pts)</b>	20 pts: Exceptional; fluid movements; purposeful techniques; perfectly stable	16 pts: Strong; smooth camera work; intentional movements; stable shots	12 pts: Moderate; mostly stable; some purpose to movements; acceptable	8 pts: Limited; shaky footage; unclear purpose; distracting movement	4 pts: Very low; extremely shaky; no control; unwatchable
<b>Visual Storytelling (20 pts)</b>	20 pts: Powerful; images tell the story beautifully; deeply emotional; seamless narrative	16 pts: Strong; visuals enhance story; conveys emotions effectively; clear narrative support	12 pts: Adequate; visuals support story; some emotional impact; basic storytelling	8 pts: Weak; visuals don't support story; minimal emotional connection; unclear	4 pts: None; visuals unrelated to story; no emotional impact; confusing
<b>Color &amp; Visual Style (20 pts)</b>	20 pts: Excellent; stunning color palette; distinctive style; professional grading	16 pts: Good; effective color use; consistent aesthetic; enhances scenes	12 pts: Adequate; acceptable colors; some consistency; functional	8 pts: Weak; inconsistent colors; no clear style; distracting	4 pts: Poor; terrible color choices; no aesthetic; amateur

### Scoring Rubrics for CineMunti BEST DIRECTOR

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
<b>Vision &amp; Storytelling</b>	20 pts: Exceptional; clear unique vision; masterful storytelling; highly original tone	16 pts: Strong; distinctive vision; effective storytelling; clear tone	12 pts: Adequate; basic vision present; narrative is clear; acceptable tone	8 pts: Weak; unclear vision; confusing narrative; inconsistent tone	4 pts: Poor; no clear vision; incomprehensible story; no coherent tone
<b>Performance Direction</b>	20 pts: Excellent; actors deliver outstanding performances; completely believable; expertly guided	16 pts: Strong; actors perform well; convincing; effective direction	12 pts: Adequate; actors are competent; mostly believable; basic direction	8 pts: Weak; actors struggle; unconvincing performances; poor guidance	4 pts: Poor; actors appear lost; unbelievable; no effective direction
<b>Visual Composition</b>	20 pts: Excellent; stunning visuals; masterful framing; perfect lighting; distinctive aesthetic	16 pts: Good; strong visuals; effective framing; good lighting; clear aesthetic	12 pts: Adequate; acceptable visuals; basic framing; functional lighting	8 pts: Weak; poor visual choices; awkward framing; inadequate lighting	4 pts: Poor; no visual sense; chaotic framing; terrible lighting
<b>Pacing &amp; Rhythm</b>	20 pts: Masterful; perfect pacing; excellent timing; completely engaging throughout	16 pts: Strong; well-paced; good timing; maintains engagement	12 pts: Acceptable; adequate pacing; decent timing; moderately engaging	8 pts: Uneven; inconsistent pacing; timing issues; loses engagement	4 pts: Very slow/fast; terrible pacing; poor timing; disengaging
<b>Integration of Elements</b>	20 pts: Excellent; seamless integration; all elements work perfectly together; unified vision	16 pts: Good; effective integration; elements complement each other well; cohesive	12 pts: Fair; basic integration; elements work together adequately; some cohesion	8 pts: Weak; poor integration; elements clash or disconnect; little cohesion	4 pts: Poor; no integration; elements completely disconnected; chaotic

### Scoring Rubrics for CineMunti BEST FOREIGN LANGUAGE SHOWCASE

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
<b>Foreign Language Composition (35 pts)</b>	<b>35 pts:</b> Impeccable grammar; sophisticated vocabulary; exceptionally well-crafted script; flawless Pinyin maintaining cultural nuances	<b>28 pts:</b> Consistent grammar with minimal errors; diverse vocabulary; well-developed script; accurate Pinyin preserving meaning and context	<b>21 pts:</b> Generally correct grammar; sufficient vocabulary; adequate script with comprehensible storyline; acceptable Pinyin conveying basic meaning	<b>14 pts:</b> Frequent grammatical errors; limited vocabulary; weak script development; poor Pinyin with meaning loss	<b>7 pts:</b> Pervasive grammatical errors; inadequate vocabulary; incoherent script; severely flawed Pinyin
<b>Foreign Language Oral Proficiency (50 pts)</b>	<b>50 pts:</b> Advance Fluency and pronunciation; exceptional fluency with natural rhythm; insightful Q&A responses; seamless film delivery with authentic expression	<b>40 pts:</b> Clear pronunciation; proficient fluency with good pacing; competent Q&A responses; effective film delivery with appropriate emotion	<b>30 pts:</b> Understandable pronunciation; moderate fluency with occasional hesitation; acceptable Q&A responses; adequate though somewhat stilted film delivery	<b>20 pts:</b> Pronunciation issues affecting clarity; limited fluency with frequent pauses; weak Q&A responses; labored film delivery	<b>10 pts:</b> Unintelligible pronunciation; minimal fluency; inadequate Q&A responses; poor film delivery difficult to understand
<b>Foreign Cultural Attire (15 pts)</b>	<b>15 pts:</b> Exemplary authentic costume; worn with profound cultural respect; all elements culturally significant; exceptional attention to detail	<b>12 pts:</b> Proper authentic costume; worn correctly with cultural understanding; appropriate elements well-represented	<b>9 pts:</b> Acceptable costume with basic authenticity; worn appropriately; essential cultural elements present	<b>6 pts:</b> Incomplete or partially incorrect costume; limited cultural appropriateness; minimal understanding	<b>3 pts:</b> Inappropriate or absent costume; no cultural appropriateness; demonstrates no cultural understanding



## DokyuWento

<b>YUGTONG KINABIBILANGAN</b>	Ikatlong Yugto (Baitang 10)
<b>BILANG NG MGA KALAHOK</b>	Tatlong (3) Mag-aaral mula sa Yugto 3 (Baitang 10) at Isang (1) Tagapagsanay
<b>LAANG ORAS</b>	6 na oras: (2) oras sa pagsusuri ng mga teksto, pananaliksik at pagbuo ng iskrip at apat (4) na oras sa pagbuo ng video at iba pang teknikal na kailanganin
<b>PAMANTAYAN SA PAGGANAP</b>	Nakabubuo ang mga mag-aaral ng sariling multimodal na presentasyon ( <b>DokyuWento</b> ) na nagpapakita ng kasanayang komunikatibo, malikhaing pagsasalaysay, mapanuring pag-unawa, at etikal na pananagutan sa pagpapahayag ng makatotohanan, angkop, at napapanahong impormasyon tungkol sa isang paksa para sa tiyak na layunin at target na babasa na kapaki-pakinabang sa pagganap bilang makabansa at global na mamamayan.
<b>IKA-21 SIGLONG KASANAYAN</b>	Komunikasyon, Pagkamalikhain, Kritikal/Mapanuring Pag-iisip, at Kasanayan sa ICT / Digital Skills
<b>DOMEYN SA CREATIVE INDUSTRIES</b>	Performing, Audio-Visual and Digital Domain
<b>DESKRIPSIYON</b>	Ang <b>DokyuWento</b> ay timpalak ng NFOT na naglalayong gamitin ang Wikang Filipino sa malikhaing pagpapahayag ng mga karanasan ng mga Pilipino sa pamamagitan ng paggawa ng dokumentaryo, habang pinaunlad ang kasanayan sa pananaliksik, pagsasalaysay, at kritikal na pag-iisip. Nilalayan nitong mapahalagahan ang wika, kultura, at mga usaping panlipunan sa pamamagitan ng pagbuo ng limang minutong dokumentaryo tungkol sa isang tiyak at napapanahong paksa.
<b>TUNGUHING KARERA</b>	Multimedia at Creative Production Journalism, Communication, at Media Community Development, at Social Work Public Relations
<b>TEKNIKAL NA ESPESIPIKASYON</b>	
<b>A. MGA MATERYAL, KAGAMITAN, KASANGKAPAN, AT IBA PANG KAUGNAY</b>	<p><b>Dadalhin ng mga kalahok:</b> mobile phone, tripod/gimbal, wireless lapel, power bank at cord na akma sa laptop para sa paglipat ng file.</p> <p>Technical Specification ng Mobile Phone (<i>minimum</i>)</p> <ul style="list-style-type: none"> <li>● 8 GB RAM</li> <li>● 128 storage</li> <li>● 8-12 core processor</li> </ul>

	<ul style="list-style-type: none"> <li>● 1080p-4k camera resolution capable to install video editing applications like Capcut (free) and Adobe Premier Rush Adobe license from DepEd</li> </ul> <p><b>Galing sa Tagapamahala:</b></p> <ul style="list-style-type: none"> <li>● Kaugnay na mga suplay at materyal para sa pagtatanghal</li> <li>● Kaugnay na artikulo, batas, balita, mga saliksik at iba pang teksto</li> <li>● orasan at flaglets</li> <li>● Mga opisyal na papel sa pagtatala ng marka</li> <li>● Wireless na mikropono na may stand</li> <li>● Sound system</li> <li>● mga sertipiko</li> <li>● mga lapis</li> <li>● mga ballpen mga folder</li> <li>● mga larawan o kagamitang nakatuon sa tema at layunin</li> <li>● bond paper</li> <li>● holding area, silid ng paghahanda at silid paligsahan</li> <li>● laptop</li> </ul>
<p><b>B. LUGAR NA PAGGAGANAPAN</b></p>	<ol style="list-style-type: none"> <li>1. Silid kung saan bubuoin ang <i>storyboard</i> at/ o konsepto ng DokyuWento. Mahalagang komportable ang mga mag-aaral na makapag-isip at hindi siksikan ang silid.</li> <li>2. <i>Gymnasium</i> o isang maluwang na lugar kung saan nila gagawin ang DokyuWento.</li> <li>3. <i>Auditorium</i> o <i>Function Hall</i>, lugar kung saan panoorin ang DokyuWento</li> </ol>

C. MGA PAMANTAYAN SA PAGTATANGHAL	Mga Pamantayan	Bahagdan
	<b>Nilalaman</b> <ul style="list-style-type: none"> <li>• Angkop ang natukoy na paksa mula sa mga ibinigay na teksto at may malinaw na batayan;</li> <li>• Holistiko at maayos ang pagkakabuo ng DokyuWento</li> <li>• May <i>Hook</i> na maaaring nagpapakita ng tanong, estadistika, o nakakagulat na impormasyon</li> <li>• Malinaw ang ugnayan ng mga konsepto at kaisipan</li> <li>• Angkop at tumpak ang mga salitang ginamit.</li> </ul>	40%
	<b>Kalidad/ Presentasyon</b> <ul style="list-style-type: none"> <li>• Mabisa at malikhain ang paggamit ng wika;</li> <li>• Natatangi ang teknik na ginamit;</li> <li>• Angkop ang daloy ng ideya; at</li> <li>• Gumamit ng <i>visual effects</i> hal. video transition/animation</li> </ul>	30%
	<b>Hikayat/ Dating sa madla</b> <ul style="list-style-type: none"> <li>• Nakapanghihikayat at kapana-panabik ang bawat daloy</li> <li>• Naipakikita ang empatiya at responsableng pananaw</li> </ul>	20%
	<b>Nakasunod sa Takdang Oras</b> <ul style="list-style-type: none"> <li>• Naipasa sa takdang oras</li> <li>• Nakasunod sa limang (5) minutong DokyuWento</li> </ul>	10%
	<b>Kabuoan</b>	<b>100%</b>
<b>RUBRIC</b>	Tingnan ang kalakip na rubric sa ibaba.	
<b>MEKANISMO NG TIMPALAK</b>		

### ***Bago ang Pagganap***

1. Bawat rehiyon ay magpaparehistro ng tatlong (3) kalahok mula sa Baitang 10 at isang (1) tagapagsanay mula sa publiko o pribadong paaralan.
2. Puting T-shirt (walang pagkakakilanlan ng paaralan/sangay/rehiyon) at maong na pantalon ang suot ng mga kalahok.
3. Isang araw bago ang timpalak, magsasagawa ng pag-inspeksiyon ang Tagapamahala ng mga mobile phone kung ito ay sumunod sa mga teknikal na kahingian ng timpalak gayundin ang iba pang pangangailangan. Dapat tiyaking fully charge ang mga mobile phone bago ibigay sa Tagapamahala. Pagkatapos ng inspeksiyon, dapat i-off ang mga mobile phone para maka-save ng battery. Bilang tanda, lalagyan din ito ng bilang ng kalahok. Ibibigay lamang ito sa oras ng timpalak.
4. Sakaling ipagkakaloob ng Tagapamahala ang gagamiting mobile phones, tiyakin ang compatibility ng iba pang mga gagamiting gadget (gaya ng tripod/gimbal, wireless lapel, power bank, at cord na akma sa laptop para sa paglipat ng file) sa ibinigay na mobile phone.
5. Tandaan na ang lahat ng gagamiting kagamitan ay nararapat na pasok sa *technical specification* na itinakda ng Kagawaran. Ang paggamit ng mga applications na may

ready-made templates ay mahigpit na pinagbabawal at maaaring maging dahilan ng deskalipikado ng kalahok.

**Habang Gumaganap**

1. Sa silid-hintayan, ibibigay ang mga babasahing teksto gaya ng artikulo, batas, balita, mga saliksik at iba pang teksto na magiging hanguan ng paksa para sa bubuoing DokyuWento.
2. Ilalaan ang dalawang (2) oras sa itinakdang silid upang basahin at suriin ang mga teksto. Tutukuyin ang paksa na pagbabatayan ng bubuoing dokyumentaryo. Ang Tagapamahala ang titiyak sa kaangkupan ng teksto sa antas ng mga kalahok. Pagkatapos matukoy ang paksa, susulat ang kalahok ng balangkas ng konsepto, iskrip o storyboard. Maaaring gumamit ng panulat at papel na ibibigay ng Tagapamahala.
3. Ang natitirang apat (4) na oras ay ilalaan sa pag-shoot at pag-edit na gaganapin sa isang maluwang na silid-paligsahan/espasyo. Dito, malayang makagagalaw ang mga kalahok upang mag-shoot at mag-interview ng kanilang bubuoing DokyuWento. Hindi pahihintulutan ang pakikipag-usap ng mga kalahok sa kapuwa kalahok maging sa kanilang tagapagsanay. Hindi maaaring lumapit ang mga tagapagsanay sa mga kalahok na mag-aaral ngunit pinahihintulutan ang pakikipanayam sa ibang lokal.

Sa timpalak, bibigyan lamang ang mga kalahok ng anim (6) na oras para buoin ang DokyuWento. Sa pagbuo dapat walang ibang application ang mobile phone na gagamitin maliban sa Capcut at Adobe Premiere Rush.

4. Magmumula lamang sa Tagapamahala ang mga pagpipilian at gagamiting sound effects, video clips, at sound bed at hindi dapat gumamit ang mga kalahok ng internet connection o mobile data sa pagbuo nito.
5. Itataas ng Tagapamahala ang berdeng flaglet tanda ng pagsisimula ng kanilang pagshoot. Malayang magagamit ng mga kalahok ang apat (4) na oras sa pagkuha ng larawan at video, pag-shoot, at pag-edit. Itataas ang kahel na flaglet bilang hudyat sa nalalabing tatlumpung (30) minuto. Ang bidyo na gagawin ay hindi lalagpas ng limang (5) minuto. Sa huling sampung minuto, itataas ng Tagapamahala ang pulang flaglet hudyat ng pagsasapinal at pag-save ng video. Mahigpit na ipinapaalala na ang pag-save ng file ay bahagi ng kabuoang oras. Ibabawas sa probisyon sa pamantayan na: Nakasunod sa Takdang Oras sa mga minutong huli sa pagpasa

Labis na Oras sa Pagpasa	Kabawasan
1-10 segundo	1 puntos
11-20 segundo	2 puntos
21-30 segundo	3 puntos
31-40 segundo	4 puntos
41 - pataas	5 puntos

6. Sa hudyat ng Tagapamahala, sabay-sabay na ipapasa ang lahat ng mobile phone. Ililipat ng Tagapamahala sa itinakdang laptop ang lahat ng nabuong video.

**Pagkatapos ng Pagganap**

7. Sa itinakdang oras, ipapalabas ang lahat ng nabuong video sa isang silid paligsahan ayon sa pagkakasunod-sunod. Bibigyan ito ng kapasiyahan ayon sa rubric. Magbibigay

din ng feedback ang mga hurado para sa higit pang pagpapaunlad ng mga kasanayang nililinang kaugnay sa timpalak.

8. Ang mga DokyuWento na lalampas sa itinakdang limang (5) minuto ay magkakaroon ng kabawasan ng puntos ayon sa rubric.
9. Ang desisyon ng hurado ay pinal at hindi mapasusubalian.

### Scoring Rubrics para sa DokyuWento

Kategorya	4 - Napakahusay	3 - Mahusay	2 - Katamtamang Husay	1 - Kailangan pang Paghusayin
<b>Nilalaman</b>	Angkop na paksa mula sa teksto na may malinaw at mahusay na batayan; holistiko at maayos na pagkakabuo; may epektibong hook (hal. tanong/estadistika); lubos na malinaw ang ugnayan ng konsepto at tumpak ang lahat ng salita.	Angkop na paksa na may batayan; holistiko at maayos ang pagkakabuo; may hook; malinaw ang ugnayan ng konsepto at karamihan tumpak ang salita.	Bahagyang angkop sa paksa na may batayan; may hook ngunit mahina; may ilang hindi malinaw na ugnayan o hindi tumpak na salita.	Hindi angkop ang detalye sa paksang napili o walang batayan; hindi holistiko; walang hook; hindi malinaw ang ugnayan o maraming hindi tumpak na salita.
<b>Kalidad/ Presentasyon</b>	Lubos na mabisa at malikhain ang wika; natatangi at orihinal na teknik; perpektong daloy ng ideya; may epektibong visual effects (hal. video transition/animation).	Mabisa at malikhain ang wika; may natatanging teknik; maayos ang daloy; gumamit ng visual effects ngunit hindi lubos na epektibo sa madla.	Bahagyang mabisa ang wika; karaniwang teknik; hindi laging angkop ang daloy; may visual effects ngunit hindi epektibo.	Hindi mabisa ang wika; walang natatanging teknik; hindi maayos ang daloy; walang visual effects.
<b>Hikayat/ Dating sa Madla</b>	Lubos na nakapanghihikayat at kapana-panabik ang bawat daloy;	Nakapanghihikayat at kapana-panabik; naipakita ang	Bahagyang nakapanghihikayat; may empatiya ngunit hindi kapana-panabik o	Hindi nakapanghihikayat; walang empatiya o responsableng

	malinaw na naipakita ang empatiya at responsableng pananaw na nakakaengganyo sa madla.	empatiya at responsableng pananaw ngunit hindi laging malakas.	responsableng pananaw.	pananaw.
<b>Nakasunod sa Takdang Oras</b>	Naipasa sa eksaktong takdang oras (5 minuto); perpekto ang pagsunod sa limitasyon.	Naipasa sa takdang oras (halos 5 minuto); maayos ang pagsunod.	Bahagyang lampas o kulang sa takdang oras (hal. 4-6 minuto); hindi lubos na sumunod.	Hindi naipasa sa takdang oras (hal. masyadong maikli/mahaba); hindi sumunod.

**Pormula:**

Formula

$$Total\ Score = \left(\frac{A}{4} \times 40\right) + \left(\frac{B}{4} \times 30\right) + \left(\frac{C}{4} \times 20\right) + \left(\frac{D}{4} \times 10\right)$$

Example

$$Total\ Score = \left(\frac{3}{4} \times 40\right) + \left(\frac{4}{4} \times 30\right) + \left(\frac{3}{4} \times 20\right) + \left(\frac{2}{4} \times 10\right)$$

$$Total\ Score = 30 + 30 + 15 + 5 = 80$$



## Harf Touch

<b>KEY STAGE</b>	Key Stage 1 (Grade 2)	
<b>NO. OF PARTICIPANT</b>	One (1) Grade 2 learner-participant per region One (1) teacher-coach per region	
<b>TIME ALLOTMENT</b>	One (1) minute	
<b>PERFORMANCE STANDARD</b>	The learner demonstrates oral fluency on Arabic phonemes, phonetics, and alphabets by pronouncing the letters correctly with speed and accuracy through cognition and psychomotor.	
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	Literacy Skills Thinking Skills Global Awareness	
<b>CREATIVE INDUSTRIES DOMAIN</b>	Traditional Cultural Expressions	
<b>DESCRIPTION</b>	<b>Harf Touch</b> is an NFOT contest that allows blind-folded learner-participants to demonstrate tactile recognition by touching engraved Arabic letters. They are expected to accurately identify and engage with the letters on the surface of an illustration board.	
<b>CRITERIA FOR JUDGING</b>	There shall be one (1) point given for every Arabic letter that is correctly identified and pronounced by learner-participants.	
<b>TECHNICAL SPECIFICATIONS</b>		
<b>A. MATERIALS, TOOLS, AND EQUIPMENT</b>	<p><b>To be provided by the learner-participants:</b> None</p>	<p><b>To be provided by the Technical Committee:</b></p> <ul style="list-style-type: none"> <li>● Engraved Arabic Alphabet in A-4 size, landscape illustration board (white colored on top and mounted in black colored illustration board) Font type: Traditional Arabic Font size: 720 except for letters kha (700) and ghayn (600). Note: prepare the letters in power point prior to printing to produce the precise measurement</li> <li>● Goggles covered with black cloth</li> <li>● Table and chair where Arabic letters will be placed</li> <li>● Clipped microphone</li> <li>● Stopwatch</li> <li>● Bell/Buzzer</li> <li>● Tally board and marker</li> <li>● Tally sheets/pen/pencil</li> </ul>

		<ul style="list-style-type: none"> <li>• Score sheets</li> <li>• Video recorder</li> </ul>
<b>B. VENUE</b>	Gymnasium with bleachers; 1 holding room	
<b>Mechanics</b>		
<b><i>Pre-Event (Briefing and Materials Preparation)</i></b>		
<b>A. Participant Eligibility:</b>		
<ul style="list-style-type: none"> <li>• One Grade 2 learner-participant, either male or female, per region</li> </ul>		
<b>B. Coaches Briefing:</b>		
<ul style="list-style-type: none"> <li>• Orient teacher-coaches on appeal procedures and grievance protocols.</li> <li>• Designate areas where teacher-coaches shall remain during the contest.</li> </ul>		
<b>C. Participants Briefing:</b>		
<ul style="list-style-type: none"> <li>• Explain the competition format: identify and pronounce engraved Arabic letters while blindfolded within one (1) minute.</li> <li>• Clarify the scoring system: (One) 1 point per correctly identified and pronounced letter.</li> <li>• Inform learner-participants that the facilitator shall mix the 28 letters for each turn.</li> <li>• Allow clarificatory questions.</li> </ul>		
<b>D. Materials and Equipment Setup:</b>		
<ul style="list-style-type: none"> <li>• Prepare 28 engraved Arabic alphabet boards (A-4 size, landscape, white on black, Traditional Arabic font: size 720, except kha-700 and ghayn-600) on a table with a chair on stage.</li> <li>• Provide goggles covered with black cloth for blindfolding.</li> <li>• Set up a clipped microphone, bell/buzzer, and stopwatch.</li> <li>• Arrange video recorder, tally board with markers, and score sheets.</li> <li>• Assign one (1) timekeeper/buzzer, one (1) recorder, one (1) tabulator, a panel of judges, and one (1) facilitator.</li> </ul>		
<b>E. Holding Area Setup:</b>		
<ul style="list-style-type: none"> <li>• Seat the learner-participants in the designated holding area and ensure that they have no visual or auditory access to the stage or to the process being undertaken by their peers who are currently performing.</li> </ul>		

### ***During the Event:***

#### **Procedures:**

- Learner-participants shall take turns on stage to identify the engraved/cut letters on the illustration board within one (1) minute.
- The facilitator shall mix the 28 letters as they take their turns.
- The timekeeper shall signal the start and the end of time allotted for each participant.
- Missed or unintentionally casted letters shall not be counted.
- The panel of experts shall confirm the number of the correctly identified Arabic letters and tally the scores.
- The corresponding time of each participant shall be flashed on the screen.
- The whole proceedings shall be recorded by the Technical Committee.

### ***After the Event (Review of Scoring and Feedback)***

#### **A. Scoring Review:**

- The panel of experts shall verify all tally sheets for accuracy.
- The panel of experts may review the video recording to confirm the scores.
- The tabulator shall rank the participants by the highest number of correctly identified letters.

#### **B. Tie-Breaking:**

- In case of tie in the number of correctly identified Arabic letters, the shortest recorded time to determine the ranking shall be used.
- In case of tie in both the number of correctly identified Arabic letters and speed, another round using the same format and procedures shall be administered.

#### **C. Winners Declaration:**

- The top five (5) learner-participants with the highest number of correctly identified Arabic letters in a shortest recorded time shall be declared as the winners during the Awarding and Closing Ceremonies.

#### **D. Feedback Session by Panel of Experts:**

- The panel of experts shall provide general insights and feedback highlighting correctly identified letters and pronunciation strengths, commonly confused or mispronounced letters with specific corrections.
- They shall also discuss general observations including common challenges across participants, and offer guidance on Arabic phonetics and proper articulation.



## Likhawitan

<b>KEY STAGE</b>	<p>Key Stage 3 and 4 (Grades 7-12) for Music and Arts, and Special Program in the Arts</p> <p>Key Stage 3 (Grades 7 to 10) for Special Program for Foreign Language (SPFL) either Spanish/Chinese/Japanese/Korean</p>
<b>NO. OF PARTICIPANT/S</b>	<p><b>Four (4) learner-participants</b></p> <ul style="list-style-type: none"> <li>• Three (3) learner-participants for music composition and performance (Grades 7 to 12)</li> <li>• One (1) learner-participant for SPFL either Spanish/Chinese/Japanese/Korean (Grades 7 to 10)</li> </ul> <p><b>Two (2) teacher-coaches</b></p> <p>1 teacher-coach for performing arts 1 teacher-coach for SPFL of the represented language</p>
<b>TIME ALLOTMENT</b>	<p>Music Composition:</p> <p><b>Day 1:</b> 8:00 a.m. - 5:00 p.m.</p> <ul style="list-style-type: none"> <li>• Songwriting – music and lyrics (English/Filipino/local language with Foreign Language either Spanish/Chinese/Japanese/Korean), and digital notation encoding (540 minutes inclusive of lunch)</li> </ul> <p><b>Day 2:</b> 8:00 a.m. -12:00 p.m.</p> <ul style="list-style-type: none"> <li>• Technical Rehearsal for music performance (240 minutes)</li> </ul> <p>1:00 p.m. - 5:00 p.m. Performance and Product Showcase (240 minutes)</p> <ul style="list-style-type: none"> <li>• 2 minutes (SPFL Presentation) and 2 minutes (Question and Answer)</li> <li>• 7 minutes music performance per music group, including entrance and exit</li> </ul>
<b>PERFORMANCE STANDARD</b>	<p><b>MAPEH</b></p> <p><b>Grade 7</b></p> <ul style="list-style-type: none"> <li>• The learners create works based on relevant concepts, processes, techniques, and/or practices used in selected representative contemporary and emerging works of the Philippines and selected Southeast Asian countries in the production of their creative works.</li> </ul>

**Grade 8**

- The learners produce integrated creative works by using relevant emerging and contemporary concepts, techniques, processes, and/or practices in selected Asian representations of popular cultures.

**Grade 9**

- The learners produce creative works about emerging popular Music and Arts of the world and their cultural influences using available technology-based mediums or indigenized materials in relation to Filipino culture and identity.

**Grade 10**

- The learners produce creative works based on relevant literature, emerging concepts, techniques, processes, and practices in Philippine creative industries in their locality in relation to ones intended career.

**SPA****Grade 7**

- The learners produce creative musical works that contain rhythmic and melodic concepts that reflect their cultural background
- The learners produce creative musical works showcasing basic skills that reflect values of local/regional celebrations and festivals, incorporating music technologies

**Grade 8**

- The learners produce musical works reflecting musical concepts and skills from a community heritage, integrating music technologies

**Grade 9**

- The learners present musical works reflecting Western-inspired music with music technology in a planned, staged performance

**Grade 10**

- The learners produce creative musical works approaching music industry standards that show core Filipino values, socio-cultural, and practical relevance through effective use of available music technologies
- The learners produce collaborative, creative musical works approaching music industry standards relevant to the trends, challenges, and current issues in the creative music industry

	<ul style="list-style-type: none"> <li>The learners review music skills approaching music industry standards in collaborative creative musical works that show core Filipino values, socio-cultural, and practical relevance through effective use of available music technologies in staging a music performance</li> </ul> <p><b>SPFL</b></p> <ul style="list-style-type: none"> <li>The learner communicates correctly and creatively, in oral and written form, various words, phrases, and expressions from visual and textual materials.</li> </ul>		
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	<p>Critical Thinking  Creativity  Collaboration  Communication  Character Education (Discipline)  Citizenship  Cultural Literacy</p>		
<b>CREATIVE INDUSTRIES DOMAIN</b>	<p>Audiovisual Media  Performing Arts  Creative Services</p>		
<b>CAREER PATHWAYS</b>	<p>Music Industry: <i>Composer/Song Writer, Performer, Musical Director/Conductor, Sound Engineer, Music Producer, Music Journalist, Instrumentalist</i></p> <p>International competitions: <i>International Songwriting Competition (ISC), John Lennon Songwriting Contest (JLSC), World Championship of Performing Arts (WCOPA), ISAC International Popular Music Composition Competition (Japan)</i></p>		
<b>DESCRIPTION</b>	<p><b>Likhawitan</b> is an NFOT contest that challenges learner-participants to demonstrate their artistry through on-the-spot songwriting and a cappella performance. The term "Likhawitan" is derived from the Filipino words "<i>likha</i>" (create), "<i>awit</i>" (song), and "<i>awitan</i>" (singing), embodying the essence of creative musical composition and performance. This contest integrates musical composition and digital notation with linguistic mastery, featuring bilingual lyrics in a Mandarin/Japanese/Korean/Spanish and a choice of Filipino, English, or a local language.</p>		
<b>TECHNICAL SPECIFICATIONS</b>			
<b>A. MATERIALS, TOOLS, AND EQUIPMENT</b>	<table border="1"> <tr> <td> <p><b>To be provided by learner-participants:</b></p> <p><b>For musical composition:</b></p> <ul style="list-style-type: none"> <li>Any musical instruments (aide for songwriting composition)</li> <li>Musical score with lyrics</li> </ul> </td> <td> <p><b>To be provided by the Technical Committee:</b></p> <ul style="list-style-type: none"> <li>NFOT shirt for learner-participant</li> <li>1 ream A4 size bond paper</li> <li>One (1) Printer with scanner</li> <li>One (1) computer</li> </ul> </td> </tr> </table>	<p><b>To be provided by learner-participants:</b></p> <p><b>For musical composition:</b></p> <ul style="list-style-type: none"> <li>Any musical instruments (aide for songwriting composition)</li> <li>Musical score with lyrics</li> </ul>	<p><b>To be provided by the Technical Committee:</b></p> <ul style="list-style-type: none"> <li>NFOT shirt for learner-participant</li> <li>1 ream A4 size bond paper</li> <li>One (1) Printer with scanner</li> <li>One (1) computer</li> </ul>
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	<p><b>For album cover:</b></p> <ul style="list-style-type: none"> <li>• colored markers</li> <li>• erasers</li> <li>• colored pens</li> </ul>	<p>unit per group, preferably in a computer laboratory</p> <ul style="list-style-type: none"> <li>• MuseScore or other digital notation software</li> <li>• 10 pcs long folders</li> <li>• 20 pcs Pencils</li> <li>• 15 pcs Black Ballpens</li> <li>• sound system</li> <li>• amplifiers for music instruments</li> <li>• 3 wireless microphones (preferably condenser mic)</li> <li>• 3 mic stan, ds</li> <li>• Projector</li> <li>• Laptop</li> <li>• coloring materials - crayons or coloring pencils</li> </ul>														
<b>B. VENUE</b>	<p>One (1) fully air-conditioned/well-ventilated room that can accommodate 100 pax for the event proper;</p> <p>One (1) well-ventilated room as a holding area for performers and coaches</p> <p>One (1) computer laboratory with installed digital music notation software on desktop computers</p>															
<b>CRITERIA FOR JUDGING</b>	<table border="1"> <thead> <tr> <th data-bbox="523 1368 1114 1406"><b>Criteria</b></th> <th data-bbox="1114 1368 1385 1406"><b>Percentage</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="523 1406 1114 1480"><b>Lyrics</b> (Theme, Narrative, Message, Depth)</td> <td data-bbox="1114 1406 1385 1480"><b>20%</b></td> </tr> <tr> <td data-bbox="523 1480 1114 1554"><b>Music</b> (Arrangement, Melody, Rhythm, Harmony)</td> <td data-bbox="1114 1480 1385 1554"><b>10%</b></td> </tr> <tr> <td data-bbox="523 1554 1114 1628"><b>Music Production</b> (Digital Notation, Score Clarity)</td> <td data-bbox="1114 1554 1385 1628"><b>10%</b></td> </tr> <tr> <td data-bbox="523 1628 1114 1765"><b>Foreign Language Composition</b> (grammar accuracy, vocabulary range, script quality, and translation accuracy)</td> <td data-bbox="1114 1628 1385 1765"><b>10%</b></td> </tr> <tr> <td data-bbox="523 1765 1114 1910"><b>Foreign Language Exposition</b> (pronunciation accuracy, fluency, Q&amp;A responses, and language delivery of the song)</td> <td data-bbox="1114 1765 1385 1910"><b>15%</b></td> </tr> <tr> <td data-bbox="523 1910 1114 2011"><b>Foreign Cultural Attire</b> (cultural appropriateness and authenticity of traditional costume)</td> <td data-bbox="1114 1910 1385 2011"><b>5%</b></td> </tr> </tbody> </table>		<b>Criteria</b>	<b>Percentage</b>	<b>Lyrics</b> (Theme, Narrative, Message, Depth)	<b>20%</b>	<b>Music</b> (Arrangement, Melody, Rhythm, Harmony)	<b>10%</b>	<b>Music Production</b> (Digital Notation, Score Clarity)	<b>10%</b>	<b>Foreign Language Composition</b> (grammar accuracy, vocabulary range, script quality, and translation accuracy)	<b>10%</b>	<b>Foreign Language Exposition</b> (pronunciation accuracy, fluency, Q&A responses, and language delivery of the song)	<b>15%</b>	<b>Foreign Cultural Attire</b> (cultural appropriateness and authenticity of traditional costume)	<b>5%</b>
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	<b>Vocal Quality</b> (Technique, Harmony, Tone, Pitch)	<b>25%</b>
	<b>Showmanship</b> (Stage Presence, Interpretation, Impact)	<b>5%</b>
	<b>Total</b>	<b>100%</b>
<b>RUBRICS</b>	<i>See attached scoring rubrics.</i>	
<b>MECHANICS</b>		
<b>Pre-Event</b>		
<ol style="list-style-type: none"> <li>1. Team Composition and Eligibility: <ol style="list-style-type: none"> <li>a. Each team shall consist of four (4) learner-participants only.</li> <li>b. The team shall be composed of: <ul style="list-style-type: none"> <li>• Three (3) learner-participants responsible for the song composition, arrangement and music interpretation; and</li> <li>• One (1) learner-participant for SPFL either Spanish/Chinese/Japanese/Korean, responsible for ensuring language accuracy in the lyrics and introduction of the song performance.</li> </ul> </li> <li>c. All learner-participants shall be currently officially enrolled in school.</li> <li>d. All learner-participants shall have no professional recording experience, international awards, or membership in professional music groups.</li> </ol> </li> <li>2. Learner-participants for SPFL shall be the top-ranked regional winner either in Chinese, Korean, Japanese or Spanish from a DepEd recognized school and a non-native speaker of the foreign language.</li> <li>3. The host region and division shall provide offline digital notation software. AI-generated lyrics or music are strictly prohibited.</li> <li>4. Teacher-coaches shall serve strictly as observers and shall not interfere with the music composition, translation, or production process at any point during the contest.</li> <li>5. After the registration, the learner-participants shall draw their lot to determine their performance sequence.</li> </ol>		
<b>During the Event</b>		
<b>Day 1: Songwriting and Digital Notation Encoding</b>		
<ol style="list-style-type: none"> <li>1. The theme of the contest shall be announced. Based on the theme, the teams shall compose an original song (any genre) and shall encode the melody and lyrics using digital notation software.</li> <li>2. Lyrics shall be written in <b>English, Filipino, or any local language</b>, provided that the lyrics adhere to a bilingual composition: <b>60%</b> shall be in the chosen language (English, Filipino, or local language) and <b>40%</b> shall be in either <b>Spanish/Chinese/Japanese/Korean</b>. For judging purposes, a side-by-side English translation of all lyrics shall be provided. Please note that <b>AI-generated lyrics and music are strictly prohibited</b>.</li> <li>3. Musical instruments shall only be allowed during composition day.</li> <li>4. Teams shall come up with an album cover that shall be flashed on the screen during their performance including the foreign language translation of the song title.</li> <li>5. Teams shall submit the album cover and printed copies of the composition (melodic lines and lyrics) to the Technical Committee by 5:00 p.m.</li> <li>6. Teams shall wear plain white T-shirt/NFOT T-shirt and dark colored pants to avoid regional identification.</li> </ol>		

## **Day 2: Technical Rehearsal & Performance**

2 hours (Technical Rehearsal/Sound Check)

1. Teams shall practice their music performance.
2. They shall wear plain white T-shirts/NFOT T-shirts and dark colored pants to avoid regional identification.
3. They shall complete their vocal warm-ups prior to their scheduled rehearsal time.

2-3 hours (Performance)

1. No props or musical instruments shall be allowed during the performance. A violation of this provision shall incur a five (5)-point deduction to the total score.
2. Before the song performance, the learner-participant for SPFL shall present the meaning and significance of the song in the foreign language for not more than (two) 2 minutes. Following the presentation, the language expert shall ask the learner-participant for SPFL a maximum of three (3) questions in their foreign language for clarification and deeper understanding, to which he or she shall respond in the same foreign language.
3. After the Q&A session, the teams shall briefly share the inspiration behind their song composition.
4. The song performance shall not exceed seven (7) minutes, including entrance and exit. A one (1) point deduction from the general average score shall be made for every 30-second extension.
5. Learner-participants who are Music performers shall wear modern Barong or Filipiniana attire, while learner-participants for SPFL shall wear the traditional costume of their represented language without irrelevant and bulky accessories, props, or hats.
6. A penalty of one (1)-point deduction shall be given for every 30 seconds overtime in performance and five (5)-point deduction for using instruments/props.

### ***After the Event***

Awards and Results

1. Special Citation Awards shall include:
  - Best Interpretation
  - Best Musical Arrangement
  - Best Lyrics
  - Best Foreign Language Showcase
2. The top five (5) winners of the Best Song Composition shall be announced during the Awarding and Closing Ceremonies.
3. All learner-participants and teacher-coaches shall attend the mandatory feedback and coaching session with the panel of experts.
4. Any damage to the venue or equipment shall be documented and reported immediately.
5. The panel of experts' decision is final and irrevocable.

### Scoring Rubrics for Likhawitan BEST SONG COMPOSITION

Criteria / Max Points	Excellent	Highly Proficient	Proficient	Developing	Beginning
<b>Lyrics (Theme, Narrative, Message, Depth) (20 pts)</b>	20 pts: Lyrics are profound, perfectly aligned with the theme, and tell a compelling story.	16 pts: Strong connection to theme; clear narrative and meaningful message.	12 pts: Relevant to the theme; message is clear but narrative may be simple.	8 pts: Weak connection to theme; message is unclear or repetitive.	4 pts: Off-theme; lyrics lack depth, structure, or clear meaning.
<b>Music (Arrangement, Melody, Rhythm, Harmony) (10 pts)</b>	10 pts: Exceptional melody and arrangement; rhythm and harmony are flawless and creative.	8 pts: Well-structured melody and arrangement; very consistent rhythm.	6 pts: Pleasant melody; standard arrangement; minor rhythmic inconsistencies.	4 pts: Weak melodic structure; arrangement feels thin or disorganized.	2 pts: Lacks musicality; inconsistent rhythm; no clear harmonic structure.
<b>Music Production (Digital Notation, Score Clarity) (10 pts)</b>	10 pts: Professional-grade digital score; notation is perfect; excellent sound balance.	8 pts: Clear and accurate digital notation; technical execution is high quality.	6 pts: Readable score with minor notation errors; acceptable sound balance.	4 pts: Hard to read notation; several technical errors in the digital file.	2 pts: Incomplete or highly inaccurate notation; poor technical execution.
<b>Foreign Language Composition (10 pts)</b>	10 pts: Accurate grammar and syntax; sophisticated vocabulary; exceptionally well-crafted song lyrics with poetic expressions; accurate translation preserving cultural nuances	8 pts: Consistent grammar with minimal errors; diverse vocabulary; well-developed lyrics with creative expressions; accurate translation	6 pts: Generally correct grammar; sufficient vocabulary; adequate lyrics with clear meaning; acceptable translation conveying basic message	4 pts: Recurring grammatical errors; restricted vocabulary; weak lyrical development; poor translation with meaning loss	2 pts: Pervasive grammatical errors; inadequate vocabulary; incoherent lyrics; severely flawed translation

<b>Foreign Language Exposition (15 pts)</b>	15 pts: Advanced fluency and pronunciation; exceptional fluency with natural intonation; confident and engaging introduction demonstrating deep cultural understanding; insightful Q&A responses showing cultural competence	12 pts: Clear pronunciation; proficient fluency with good rhythm; assured introduction with solid cultural knowledge; competent Q&A responses showing cultural awareness	9 pts: Understandable pronunciation; moderate fluency; adequate introduction with basic cultural appreciation; acceptable Q&A responses with fundamental understanding	6 pts: Pronunciation issues affecting clarity; frequent hesitation; uncertain introduction with limited cultural connections; vague Q&A responses lacking depth	3 pts: Unintelligible pronunciation; severely impaired delivery; inadequate introduction ignoring cultural dimensions; unable to demonstrate cultural understanding in Q&A
<b>Cultural Attire (5 pts)</b>	5 pts: Exemplary authentic costume worn with profound cultural respect; all elements culturally significant	4 pts: Proper authentic costume worn correctly with clear cultural understanding	3 pts: Acceptable costume with basic authenticity; essential cultural elements present	2 pts: Incomplete or partially incorrect costume; limited cultural appropriateness	1 pt: Inappropriate or absent costume; no cultural understanding
<b>Vocal Quality (Technique, Harmony, Tone, Pitch) (25 pts)</b>	25 pts: Outstanding pitch, tone, and harmony; professional-level vocal control.	20 pts: Very good vocal technique; strong harmonies with minimal flaws.	15 pts: Good vocal ability; occasional pitch issues or thin harmonies.	10 pts: Significant pitch or tone issues; harmonies are weak or clashing.	5 pts: Poor vocal control; consistent off-pitch singing; no harmony.
<b>Showmanship (Stage Presence, Interpretation, Impact) (5 pts)</b>	5 pts: Captivating presence; powerful emotional connection and audience impact.	4 pts: Strong stage presence; believable and effective interpretation.	3 pts: Decent presence; performance is steady but lacks high energy.	2 pts: Limited stage presence; lacks emotional connection to the song.	1 pt: No stage presence; performer appears disinterested or unprepared.

### Scoring Rubrics for Likhawitan BEST SONG INTERPRETATION

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
<b>Vocal Technique</b> (25 pts)	25 pts: Outstanding; flawless vocal technique; masterful breath control; perfect dynamics and phrasing; virtuosic delivery	20 pts: Strong; solid technique; excellent breath control; effective dynamics; polished execution	15 pts: Adequate; basic technique; acceptable breath support; some dynamic variation; competent delivery	10 pts: Limited; inconsistent technique; poor breath control; minimal dynamics; strained execution	5 pts: Poor; major technical flaws; no breath control; flat delivery; severely strained or weak
<b>Harmony, Tone &amp; Pitch</b> (25 pts)	25 pts: Exceptional; perfect pitch accuracy; beautiful tone; flawless harmonies; rich timbre; accurate intonation throughout	20 pts: Strong; consistently accurate; pleasant tone; well-executed harmonies; clear timbre; reliable intonation	15 pts: Adequate; mostly in tune; acceptable tone; basic harmonies; functional timbre; generally accurate	10 pts: Weak; frequent pitch problems; thin or harsh tone; poor harmonies; inconsistent quality	5 pts: Very poor; constantly off-pitch; unpleasant tone; no harmony; painful to hear
<b>Stage Presence &amp; Interpretation</b> (25 pts)	25 pts: Captivating; commands the stage; deeply authentic emotion; unique artistry; profoundly moving; makes song their own	20 pts: Strong; confident presence; genuine emotion; distinct personal touch; engaging interpretation; connects well	15 pts: Adequate; acceptable presence; sincere effort; some personal style; conveys basic emotion	10 pts: Limited; weak presence; mechanical delivery; generic interpretation; lacks personality	5 pts: Poor; no stage presence; no emotional connection; completely lifeless; fails to engage
<b>Impact</b> (25 pts)	25 pts: Powerful; leaves lasting impression; unforgettable performance; deeply resonates; transforms the audience	20 pts: Strong; memorable performance; clear impact; moves audience; creates strong connection	15 pts: Adequate; some impact; holds interest; basic audience response; generally effective	10 pts: Limited; minimal impact; easily forgotten; weak audience response; underwhelming	5 pts: None; no impact whatsoever; forgettable; audience disengaged; fails to resonate

### Scoring Rubrics for Likhawitan BEST MUSICAL ARRANGEMENT

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
<b>Arrangement</b> (25 pts)	25 pts: Outstanding; masterful instrumental balance; perfect layering; every element serves purpose; brilliant creativity and structure	20 pts: Strong; well-balanced mix; effective layering; creative choices; good structural flow	15 pts: Adequate; acceptable balance; basic layering; functional arrangement; standard structure	10 pts: Weak; unbalanced elements; unclear layering; generic choices; poor structure	5 pts: Poor; chaotic arrangement; no balance; terrible choices; no structure
<b>Melody, Rhythm &amp; Harmony</b> (25 pts)	25 pts: Exceptional; memorable melody; compelling groove; sophisticated harmonies; perfect integration of all elements	20 pts: Strong; catchy melody; solid rhythm; effective harmonies; well-integrated musical elements	15 pts: Adequate; acceptable melody; functional rhythm; basic harmonies; elements mostly work together	10 pts: Limited; weak melody; poor rhythm; unclear harmonies; elements clash or disconnect	5 pts: Very poor; unmemorable melody; chaotic rhythm; terrible harmonies; completely incoherent
<b>Digital Notation</b> (25 pts)	25 pts: Perfect; flawless notation; all articulations/dynamics accurate; professional-grade formatting; export-ready	20 pts: Strong; accurate notation; proper articulations/dynamics; clean formatting; well-executed	15 pts: Adequate; acceptable notation; basic articulations/dynamics; readable formatting; functional	10 pts: Weak; errors in notation; missing articulations/dynamics; messy formatting; hard to read	5 pts: Poor; major notation errors; no articulations/dynamics; terrible formatting; unusable
<b>Score Clarity</b> (25 pts)	25 pts: Outstanding; crystal clear score; perfectly organized; easy to read; professional presentation; publication-ready	20 pts: Strong; clear and organized; easy to follow; good presentation; well-prepared	15 pts: Adequate; readable score; basic organization; acceptable presentation; functional clarity	10 pts: Limited; unclear sections; poor organization; difficult to read; messy presentation	5 pts: Very poor; illegible; chaotic organization; impossible to follow; unprofessional

### Scoring Rubrics for Likhawitan BEST LYRICS

<b>Criteria (Max Points)</b>	<b>Excellent</b>	<b>Highly Proficient</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>Imagery &amp; Language</b> (25 pts)	25 pts: Outstanding; stunning vivid imagery; exquisite word choices; evocative and artful; creates powerful mental pictures	20 pts: Strong; effective imagery; strong language; natural yet artistic; creates clear pictures	15 pts: Adequate; some imagery; acceptable word choices; functional language; basic descriptive quality	10 pts: Limited; weak imagery; generic language; clichéd expressions; minimal evocative power	5 pts: Poor; no imagery; boring or confusing language; terrible word choices; fails to evoke anything
<b>Theme &amp; Message</b> (25 pts)	25 pts: Exceptional; powerful and clear theme; profound message; nuanced perspective; offers genuine insight; deeply meaningful	20 pts: Strong; well-defined theme; meaningful message; good perspective; resonates effectively	15 pts: Adequate; identifiable theme; clear message; basic perspective; some meaning conveyed	10 pts: Shallow; vague theme; unclear message; obvious observations; minimal meaning	5 pts: None; no discernible theme; meaningless message; completely superficial; incoherent
<b>Lyrics Composition &amp; Structure</b> (25 pts)	25 pts: Masterful; sophisticated lyrical structure; perfect rhyme/meter; flawless flow; seamless verse-chorus integration; expert-level craftsmanship	20 pts: Strong; well-structured composition; effective rhyme schemes; natural flow; good verse-chorus balance; skillfully crafted	15 pts: Adequate; basic song structure; functional rhyme/meter; acceptable flow; standard verse-chorus format; competent craft	10 pts: Weak; poor structure; forced rhymes; awkward meter; clunky flow; disjointed sections	5 pts: Very poor; no structure; broken rhyme/meter; terrible flow; chaotic composition; amateur
<b>Bilingual Integration</b> (25 pts)	25 pts: Excellent; seamless transition between languages; natural code-switching; enhances meaning; perfectly balanced; culturally authentic	20 pts: Strong; smooth language transitions; effective code-switching; meaningful use of both languages; well-balanced	15 pts: Adequate; acceptable transitions; basic code-switching; both languages present; mostly balanced	10 pts: Limited; awkward transitions; forced language mixing; unnatural combination; imbalanced usage	5 pts: Poor; jarring transitions; completely awkward; languages clash; feels artificial; unusable combination

### Scoring Rubrics for Likhawitan BEST FOREIGN LANGUAGE SHOWCASE

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
<b>Foreign Language Composition</b> (35 pts)	35 pts: Accurate grammar; sophisticated vocabulary; exceptionally well-crafted script; flawless Castillan maintaining cultural nuances	28 pts: Consistent grammar with minimal errors; diverse vocabulary; well-developed script; accurate Castillan preserving meaning and context	21 pts: Generally correct grammar; sufficient vocabulary; adequate script with comprehensible storyline; acceptable Castillan conveying basic meaning	14 pts: Frequent grammatical errors; limited vocabulary; weak script development; poor Castillan with meaning loss	7 pts: Pervasive grammatical errors; inadequate vocabulary; incoherent script; severely flawed Castillan
<b>Foreign Language Oral Proficiency</b> (50 pts)	50 pts: Advance fluency and pronunciation; exceptional fluency with natural rhythm; insightful Q&A responses; seamless film delivery with authentic expression	40 pts: Clear pronunciation; proficient fluency with good pacing; competent Q&A responses; effective film delivery with appropriate emotion	30 pts: Understandable pronunciation; moderate fluency with occasional hesitation; acceptable Q&A responses; adequate though somewhat stilted film delivery	20 pts: Pronunciation issues affecting clarity; limited fluency with frequent pauses; weak Q&A responses; labored film delivery	10 pts: Unintelligible pronunciation; minimal fluency; inadequate Q&A responses; poor film delivery difficult to understand
<b>Foreign Cultural Attire</b> (15 pts)	15 pts: Exemplary authentic costume; worn with profound cultural respect; all elements culturally significant; exceptional attention to detail	12 pts: Proper authentic costume; worn correctly with cultural understanding; appropriate elements well-represented	9 pts: Acceptable costume with basic authenticity; worn appropriately; essential cultural elements present	6 pts: Incomplete or partially incorrect costume; limited cultural appropriateness; minimal understanding	3 pts: Inappropriate or absent costume; no cultural appropriateness; demonstrates no cultural understanding



## Literary Cup

<b>KEY STAGE</b>	Key Stage 2 (Grade 6) Key Stages 3 and 4 (Grades 7-12)
<b>NO. OF PARTICIPANTS</b>	Three (3) learner-participants per region: <i>one (1) Grade 6 learner;</i> <i>one (1) Grades 4 to 10 visually-impaired learner; and</i> <i>one (1) Junior/Senior High School visual artist-learner</i>  Three (3) teacher-coaches per region: <i>two (2) for Grade 6 and Junior/Senior High School learners; and</i> <i>one (1) for visually-impaired learner</i>
<b>TIME ALLOTMENT</b>	<i>300 minutes preparation and production</i> <i>120 minutes presentation (5 minutes per team)</i>
<b>PERFORMANCE STANDARD</b>	The learner uses speaking skills and strategies appropriately to communicate ideas into varied theme-based tasks (Oral language); uses knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning (fluency); uses linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes (reading comprehension); and publishes texts using appropriate text types for a variety of audiences and purposes (reading and composition).  In addition, the learner creates visual compositions based on modern concepts of art-making using cartoons/comics, graphic designs and advertisements and diverse masterpieces of new styles responding to global changes and social media, and executes techniques and skills, as well as the proper use of materials, tools, equipment, and facilities in mounting creative works, in reference to the mapped creative industries in their specific communities as defined by relevant laws within the local and global contexts.
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	Communication Skills Learning and Innovation Skills
<b>CREATIVE INDUSTRIES DOMAIN</b>	Publishing and Printed Media Performing Arts Visual Arts Domains
<b>DESCRIPTION</b>	<b>Literary Cup</b> is an NFOT contest that evaluates a team's ability to comprehend an open-ended narrative and generate an original resolution. Learner-participants utilize narrative reconstruction, summarization, and inferencing skills to produce a unified output through a timed oral performance.

<b>TECHNICAL SPECIFICATIONS</b>		
<p><b>A. MATERIALS, TOOLS, AND EQUIPMENT</b></p>	<p><b>To be provided by the learner-participants:</b></p> <p><i>For visual learner-artists:</i></p> <ul style="list-style-type: none"> <li>● Paintbrushes, and/or sponges</li> <li>● Art Mixing Plate</li> </ul> <p><i>For visually-impaired learner:</i></p> <ul style="list-style-type: none"> <li>● Laptop with charger loaded with screen reader, and sound effect and music libraries</li> </ul>	<p><b>To be provided by the Technical Committee:</b></p> <ul style="list-style-type: none"> <li>● Timer and flaglets</li> <li>● Strips of papers for drawing of lots</li> <li>● Number identifier</li> <li>● Sound system (<i>for the sound effects and musical background during competition, and orientation and awarding</i>)</li> <li>● Extension cords</li> <li>● Certificates</li> <li>● Pencils</li> <li>● Erasers</li> <li>● Ball Pens</li> <li>● Folders</li> <li>● Calculators</li> <li>● Bond Papers</li> <li>● Holding area, preparation area, and contest area</li> <li>● Signages (<i>e.g., Preparation Area, Holding Area, and Contest Area</i>)</li> <li>● Wall clock (<i>Preparation Area</i>)</li> <li>● Canvas 36 x 48 inches</li> <li>● Acrylic (acri-latex) paint in primary colors: toluidine red, thalo blue, hansa or external yellow, white (¼ liter of each color)</li> <li>● Newspapers/Manila Paper</li> <li>● Painting Easels (1 per team)</li> <li>● Popsicle sticks for mixing paint</li> <li>● Copy of the open-ended (unresolved) narrative text</li> </ul>
<p><b>B. VENUE</b></p>	<p>Airconditioned/well-ventilated rooms for:</p> <ul style="list-style-type: none"> <li>● Holding Area</li> <li>● Preparation Area</li> <li>● Contest Area</li> </ul>	

CRITERIA FOR JUDGING	Criteria		Percentage
	<b>Narrative Accuracy, Coherence, and Logic</b> <i>(Measures faithfulness to the original characters/setting. Evaluates the logical flow from the unresolved text to the new ending across text, sound effects and musical background, and the visual canvas.)</i>		25%
	<b>Creativity and Quality of the Constructed Ending</b> <i>(Evaluates originality and emotional impact of the resolution. Includes the "Wow Factor" of the artwork.)</i>		25%
	<b>Visual Arts Synthesis &amp; Artistic Skill</b> <i>(Evaluates technical skill of the artist, how the artwork supports the narrative "showing" what is told, and the use of symbolism/metaphor.)</i>		20%
	<b>Delivery, Storytelling, and Music and Team Synergy</b> <i>(Measures speech clarity, pacing, and engagement. Assesses how well the visual art, sound effects and musical background and the story are integrated and in-sync during the 5-minute showcase.)</i>		25%
	<b>Overall Impact and Stage Presence</b> <i>(Assesses the team's ability to leave a strong impression and maintain composure.)</i>		5%
	<b>TOTAL</b>		100%
	<b>RUBRICS</b>	See attached scoring rubrics.	
<b>MECHANICS</b>			
<b>Pre-Event</b>			
<ol style="list-style-type: none"> <li><b>Literary Cup</b> is open to all Key Stages 2 to 4 learners who are officially enrolled in public and private schools. Each region shall register one (1) team composed of two (2) learner-participants from Grades 4 to 12 and one (1) visually-impaired learner-participant (<i>learner with functional limitation of the eye(s), ranging from low vision to total blindness</i>) who are winners in the Regional Festival of Talents (RFOT). These learner-participants shall be accompanied by three (3) teacher-coaches (two (2) for Grades 4 to 12 learners; and one (1) for visually-impaired learner).</li> <li>Each team shall bring one (1) laptop with a respective charger for the sound effects and musical background.</li> <li>A mandatory technical inspection of all laptops and flash drives shall be conducted a day before the contest. The Technical Committee shall place the inspected laptops in the Preparation Room.</li> <li>Drawing of lots shall be done thirty (30) minutes prior to the contest.</li> </ol>			

5. The learner-participants shall wear a **plain white T-shirt with no prints or designs**, paired with *maong* pants. Accessories, costumes, props, or themed clothing are not allowed.

#### ***During the Event***

6. Each team shall be given a copy (digital and print) of the open-ended (unresolved) narrative text containing **350–400 words**, along with other materials. This copy shall be provided by the Technical Committee.
7. Each team shall have a **300-minute planning and production period (5 hours inclusive of lunch)**, during which the team shall read and analyze the given text, identify the important events and character actions, conceptualize, and produce their collaborative presentation inclusive of:
  - a. a written story ending (*Grade 6 and Junior/Senior High School learner*);
  - b. a digital copy of the ending (*visually-impaired learner*); and
  - c. a 36 x 48-inch canvas painting depicting the ending (*high school learner-artist*)
8. The teams are strictly prohibited from using dictionaries or any external reference materials, mobile phones and other gadgets except for a laptop to be used for the sound effects and musical background with no internet connectivity.
9. The actual production shall be done by the designated learners in a collaborative manner:
  - a. story retelling (*elementary learner*)
  - b. sound effects and musical background (*visually-impaired learner*)
  - c. painting (*high school visual learner-artist*)
10. At the end of the 300 minutes, the Technical Committee shall collect the following:
  - a. copy of the narrative text;
  - b. written story ending;
  - c. painted story ending in canvass and easel; and
  - d. all notes from the team.
11. The painting shall be displayed on stage during the delivery of the story ending.
12. Before stepping onto the stage, each team shall be called by the Technical Committee according to the official order of presentation. Once called, the team shall immediately proceed to the Contest Room.
13. Each team has **five (5) minutes** to retell the story and present their original ending with sound effects and musical background. The retelling shall accurately follow the events in the provided text and shall be delivered in the contestant's own words (non-verbatim), and without deviating from the established plot.
14. The elementary learner shall retell the whole story without holding any written material, copies of the narrative text, cue cards, or notes. All performance contents shall come from comprehension and recall.
15. The junior high school visual artist-learner shall use the painting to visually support the narration while the elementary visually-impaired learner shall be in-charge of the sound effects and musical background using a laptop.
16. For time signals, the Technical Committee shall use flaglets:
  - a. **green flag** to signal the start of the presentation;
  - b. **yellow flag** to indicate that only 2 minutes remain; and
  - c. **red flag** to signal that time is up.

#### ***After the Event***

17. Upon completion of the performance, the team shall exit the stage and proceed directly to the designated holding area. Technical Committee shall escort them off the stage.

18. Results shall be announced during the awarding ceremony.

*Additional Notes:*

Accommodations for visually-impaired learners before, during, and after the contest:

- *Allow or provide a guide.*
- *Provide clear verbal instructions.*
- *To support equitable participation, visually-impaired learners shall be provided an additional 10-15 minutes of technical preparation time before the delivery of Literary Cup (see adjusted time allotment for planning and production in No. 7 provision).*
- *Provide accessible digital copies of contest guidelines, instructions, and time cues.*
- *Use auditory signals for time management (e.g., bells, audible countdown cues).*
- *Permit headset or earphones before, during, and after the performance.*
- *Permit assistive technology (e.g., laptop with screen reader for preparing sound effects and musical backgrounds, etc).*

Context for providing Reasonable Accommodations:

*RA 11650 section 4 (q), reasonable accommodations refer to the necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure learners with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms including their right to quality education.*

## Scoring Rubrics for Literary Cup

**Total = 100 Points**

<b>Criteria (Max Points)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Narrative Accuracy, Coherence, & Logic (25 pts)	25 pts: Retelling is fully accurate; no altered events. Ending follows seamlessly with smooth transitions and logical resolution. Canvas painting shows 100% consistency with the source setting.	18 pts: Generally accurate with minor omissions. Ending is logical but transitions may be slightly abrupt. Visual elements mostly align with the original setting.	12 pts: Retelling shows several inaccuracies or out-of-order events. Ending feels loosely tied to the unresolved portion. Canvas contains inconsistencies that hinder the narrative flow.	7 pts: Significant deviations; major events missing or altered. Ending is illogical or disconnected. Visual art contradicts the established story elements.
Creativity & Quality of Ending (25 pts)	20 pts: Highly original and imaginative; creates deep emotional impact. Painting has a powerful "Wow Factor" and emotional connection.	15 pts: Shows creativity and refinement; ending is appropriate but may lack depth. Artwork is creative but provides a standard emotional impact.	10 pts: Limited creativity; predictable or simple development. Resolution is generic.	5 pts: Lacks effort; resolution is underdeveloped or unclear. Absence of imagery or character depth in all mediums. No creative risk taken.
Visual Arts Synthesis & Skill (20 pts)	25 pts: Exceptional technique (color, composition, line work). Art perfectly helps audience	18 pts: Strong technical skill with minor execution flaws. Art generally supports the narrative. Some use of visual	12 pts: Basic artistic skill; composition is unbalanced or colors are muddy. Art only provides a literal depiction with	7 pts: Poor technical execution; messy or unfinished look. Art does not support or clarify the story being told.

	"see" the story. Sophisticated use of symbolism adds deep meaning.	metaphors is present.	little narrative enhancement.	No symbolism present.
Delivery and Music & Team Synergy (25 pts)	25 pts: Delivery is expressive and natural. Visual art, musical background and narration are perfectly in-sync. All 3 members show equal, balanced participation in the 5-min showcase.	18 pts: Clear delivery with minor pacing issues. Visuals, musical background and story are generally integrated. The team shows good coordination but one member may dominate.	12 pts: Inconsistent delivery; hesitations affect clarity. Art, music and story feel separate or poorly timed. Minimal evidence of team collaboration during presentation.	7 pts: Delivery is monotone or difficult to follow. Presentation is disjointed; visuals, music and words do not match. The team appears disconnected or unprepared.
Overall Impact & Presence (5 pts)	5 pts: Compelling performance that leaves a polished, memorable impression; full audience connection.	4 pts: Good presence; generally confident with moderate impact on the audience.	2 pts: Limited presence; noticeable lapses in confidence; low audience engagement.	1 pt: Very limited presence; low confidence; little to no audience connection or rule adherence.



## PinaSayaw

<b>COMPONENT AREA</b>	MAPEH and SPA
<b>KEY STAGE</b>	Key Stages Three (3) and Four (4)
<b>NO. OF PARTICIPANTS</b>	14 learner-participants and one (1) teacher-coach
<b>TIME ALLOTMENT</b>	<p>Exhibition: Five (5) minutes from the start of the first note to the last note of the music, (one) 1 minute entrance, and (one) 1 minute exit shall be allotted for each team, for a total of seven (7) minutes per team.</p> <p>This contest shall have a total of 180 minutes for the whole duration of exhibition of all teams from different regions, including the judging process, and coaching proper.</p>
<b>PERFORMANCE STANDARDS</b>	<p><b>PEH 7</b> - Participates in dance activities that promote community wellness, safe body mechanics, and expressive movement</p> <p><b>PEH 8</b> - Engages in dance creation that considers both aesthetic (artistic) and wellness</p> <p><b>PEH 9</b> - Demonstrates technical precision and expressive quality in performance</p> <p><b>PEH 10</b> - Demonstrates responsible participation and leadership in dance production, valuing both artistic excellence and community well-being</p> <p><b>SPA 7 - FOLK DANCE &amp; BALLET STRAND</b></p> <ul style="list-style-type: none"> <li>• Exhibits skills in different dance forms/genres</li> <li>• Performs basic dance movement combinations (<i>locomotor and non-locomotor</i>) about space</li> <li>• Creates basic movement combinations using the elements of dance under the movement framework of Rudolph Laban</li> <li>• Creates movement combinations inspired by the local cultural experiences and/or a regional dance</li> </ul> <p><b>SPA 8 - FOLK DANCE STRAND</b></p> <ul style="list-style-type: none"> <li>• Showcases and skillfully perform selected local and national dances</li> </ul> <p><b>SPA 8 - BALLET STRAND</b></p> <ul style="list-style-type: none"> <li>• Correctly performs some ballet steps and movements using the principles of classical ballet</li> </ul>

- Performs contemporary dance movements using the Cunningham technique
- Showcases and skillfully perform selected classical/contemporary dances

**SPA 9 - DANCE – FOLK DANCE STRAND**

- Performs at least three (3) dances from different countries
- Interprets at least one (1) Philippine or foreign dance literature

**SPA 9 - DANCE – BALLET STRAND**

- Creates dance pieces utilizing the modern dance technique
- Creates a collaborative ballet dance composition according to a “thematic concept”

**SPA 10 - DANCE – FOLK DANCE & BALLET STRAND**

- Prepares a design for mounting a dance production
- organizes appropriate production rehearsal for the dance production
- Develop an understanding of quality dance production

**VALUES EDUCATION 7**

- Naisasagawa ng mag-aaral ang pansariling pagtugon sa panahon ng kalamidad upang malinang ang kahandaan
- Naisasagawa ng mag-aaral ang sariling paraan bilang bahagi ng pagtupad sa tungkulin ng pamilyang kinabibilangan sa bayan bilang tanda ng nasyonalismo
- Naisasagawa ng mag-aaral ang mga malikhaing paraan bilang tugon sa mga suliranin ng bayan gamit ang glokalisasyon bilang tanda ng pagiging malikhain

**VALUES EDUCATION 8**

- Naisasagawa ng mag-aaral ang mga katangian ng Pilipino bilang kapuwa mamamayan ng daigdig upang malinang ang pakikiisa
- Naisasagawa ng mag-aaral ang mga paraan ng pangangalaga sa mga hayop katuwang ang kapuwa upang malinang ang pagiging mapagmalasakit

**VALUES EDUCATION 9**

- Naisasagawa ng mag-aaral ang sariling paraan ng pananagutan ng pamilya sa pangangalaga at pagpapayaman ng kalikasan bilang tanda ng pagiging mabuting katiwala
- Naisasagawa ng mag-aaral ang mga paraan sa pagpapaunlad ng gawi sa pagtangkilik sa mga

	<p>serbisyo, talento, at produktong gawang Pilipino bilang tanda ng nasyonalismo</p> <p><b>VALUES EDUCATION 10</b></p> <ul style="list-style-type: none"> <li>Naisasagawa ng mga mag-aaral ang sariling pagtugon sa mga isyung pangkalikasan tungo sa sustenableng pag-unlad bilang tanda ng pagiging mabuting katiwala</li> </ul> <p><b>ARALING PANLIPUNAN 7</b></p> <ul style="list-style-type: none"> <li>Nakapagsasagawa ng pagtatanghal na nagpapahalaga sa nasyonalismo at pagkabansa ng Pilipinas at Timog Silangang Asya sa konteksto ng kolonyalismo</li> </ul> <p><b>ARALING PANLIPUNAN 8</b></p> <ul style="list-style-type: none"> <li>Nakagagawa ng pananaliksik na nakapagtataya sa mga napapanahong isyu at usapin sa sariling komunidad na nagpapakita ng pagtugon bilang mapanagutang mamamayan ng bansa at daigdig</li> </ul> <p><b>ARALING PANLIPUNAN 9</b></p> <ul style="list-style-type: none"> <li>Nakapagbibigay ng panukala/suhestiyon sa pagpapabuti ng mga sektor ng ekonomiya at mga patakarang pang-ekonomiya</li> </ul> <p><b>ARALING PANLIPUNAN 10</b></p> <ul style="list-style-type: none"> <li>Nakabubuo ng angkop na plano sa pagtugon sa hamong pangkapaligiran</li> </ul> <p><b>CREATIVE INDUSTRIES I</b></p> <ul style="list-style-type: none"> <li>Grade 11 - Applies elements and principles of art in creative productions</li> <li>Grade 12 - Produces and performs advanced, large-scale works with cultural, narrative, or social relevance</li> </ul>
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	<p>Creativity Critical Thinking Collaboration Problem Solving Communication Leadership</p>
<b>CREATIVE INDUSTRIES DOMAIN</b>	<p>Create, produce, and manage artistic and cultural outputs professionally</p>
<b>DESCRIPTION</b>	<p><b>PinaSayaw</b> is an NFOT contest that showcases "transformational dance," challenging student-artists to resolve local and global social issues through the lens of Filipino values and choreography fusing classical, contemporary, folk, and modern genres into a powerful narrative. By enforcing a strict "no-props" and "no-lifts" policy, the contest prioritizes raw technical mastery and</p>

	artistic expression to prepare student-artists for professional careers in the global creative industries.	
<b>CAREER PATHWAYS</b>	Performing Arts, Arts and Design/Creative Industries, Education and Training Tourism, and Cultural and Events Management  <b>International Competitions:</b> World of Dance (WOD), Hip Hop International (HHI)-World Hip Hop Championship	
<b>TECHNICAL SPECIFICATIONS</b>		
<b>A. MATERIALS, TOOLS, AND EQUIPMENT</b>	<b>To be provided by the learner-participants:</b>	<b>To be provided by the Technical Committee:</b>
	<ul style="list-style-type: none"> <li>• Costumes (No Props)</li> <li>• Music for Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• Six (6) pieces of two-way radio (optional) for the Technical Committee</li> <li>• Lights and sound system for the exhibition</li> <li>• Speakers to be installed in strategic areas during the dance parade</li> <li>• LED wall during the showcase</li> <li>• Tables and chairs for the panel of experts and Technical Committee</li> <li>• Extension cords for the Technical Committee's table</li> <li>• Stopwatch</li> <li>• Signboards</li> </ul>
<b>B. VENUE</b>	<ul style="list-style-type: none"> <li>• One (1) ventilated holding room/hall suitable for the Technical Committee, panel of experts, and teacher-coaches is preferred (if available) during the pre-event orientation.</li> <li>• One (1) ventilated performing area that can accommodate an audience of 1,500 pax for the Grand Opening Parade and PinaSayaw Exhibition</li> </ul>	
<b>CRITERIA FOR JUDGING</b>	<b>Criteria for PinaSayaw (NFOT/RFOT)</b>	
	<b>Artistic Interpretation/Expression</b> (Ability to convey the theme, mood or story of the dance, emotional engagement, and expressiveness)	40%
	<b>Choreography &amp; Creativity</b> (Originality of movement, transitions and overall compositions)	30%

	<b>Technique &amp; Execution</b> (Mastery of the dance movements, posture, balance, control and precision)	20%
	<b>Costume and Music</b>	10%
	<b>TOTAL</b>	<b>100%</b>

**MECHANICS** (require to have a *pre, during, and after* the event)

**Pre-Event**

**A. Registration & Documentation**

1. Teams shall submit a complete official entry form and other on or before the deadline. Forms shall be signed by the Regional Director (RD) or the Regional Focal person.
2. Each region shall be represented by 14 dancers and one (1) teacher-coach.

**B. Orientation & Briefing**

1. Mandatory orientations shall be held separately from the rest of the contingent for the panel of experts and teacher-coaches.
2. Technical Committee shall explain ground rules, the specific parade route, and the detailed judging criteria.

**C. Technical Walkthrough**

1. Teams shall have a scheduled rehearsal to familiarize themselves with the performance area and dance floor.
2. The official sequence or order of performance shall be determined through drawing of lots during the registration.
3. The parade route and dance floor shall be clearly marked, and marshals shall be assigned to guide the teams.

**During the Event**

**A. Grand Opening Parade**

1. During the grand opening parade, all teams shall join the contingents doing simple movements or routines.
2. This shall not form part of the judging process.

**B. Dance Mechanics**

1. During the exhibition, all teams shall remain within the designated venue at all times.
2. Each team shall be called on stage with the assigned team number.
3. Time shall start soon as the first note of the music plays. Time shall stop as soon as the last note of the music stops.
4. Dance routines shall be transformational, showcasing a fusion of two or more styles (e.g., ballet, contemporary, jazz, hip-hop, folk, or neo-ethnic).
5. All teams may use music of their choice.

**B. Costumes & Props**

1. Props are STRICTLY PROHIBITED.
2. Attached accessories to the costume (parts of the outfit) may be used for creative interpretation.

3. Costume changes shall be prohibited during the exhibition. Aesthetic variations (like flipping a skirt or loosening a garment) shall be allowed only if they are part of the original outfit.

### **C. Safety & Prohibitions**

Any violation of the following prohibitions shall result in immediate disqualification:

- No tossing of dancers or high lifts.
- No flammable materials (fireworks, pyrotechnics, etc.).
- No live animals.
- No pre-set stages or external props.

### **D. Time Limits & Penalties**

1. The time limit shall be strictly enforced.
2. Deductions: A (one) 1-point deduction from the general average shall be imposed for every minute exceeding the time limit.

### **E. Safety Protocols**

1. Standby medics shall be available throughout the event.
2. Technical Committee and marshals shall monitor the crowd and ensure the performance area remains clear.

### ***After the Event***

1. Technical Committee and teams shall ensure the cleanliness and safety of the venue immediately following the performances.
2. The panel of experts shall provide Technical Assistance (TA), feedback, and a coaching session to help teams and teacher-coaches improve their craft.
3. Scores shall be officially tabulated and verified by the Technical Committee.
4. The decision of the panel of experts is final and irrevocable.

## Scoring Rubrics for PinaSayaw

Criteria / Max Points	Excellent	Highly Proficient	Proficient	Developing	Beginning
<b>Thematic Interpretation: Social Issues &amp; Filipino Values</b> (30 pts)	<b>30 pts:</b> Masterful narrative addressing a social issue; Filipino values are seamlessly integrated as a clear, powerful solution.	<b>24 pts:</b> Strong narrative on a social issue; Filipino values are clearly presented as a solution with minor gaps in depth.	<b>18 pts:</b> Social issue is identifiable; Filipino values are present but the connection to the solution is simple.	<b>12 pts:</b> Vague connection to social issues; Filipino values feel forced or are not clearly used as a solution.	<b>6 pts:</b> No clear social issue or Filipino values identified; narrative is incoherent or missing.
<b>Choreography &amp; Creative Fusion</b> (30 pts)	<b>30 pts:</b> Exceptional "transformational" fusion of genres; innovative use of space and formations; highly original storytelling through movement.	<b>24 pts:</b> Clear and well-structured fusion of genres; creative formations and effective use of the performance area.	<b>18 pts:</b> Standard fusion of styles; choreography is consistent but relies on familiar or predictable patterns.	<b>12 pts:</b> Weak attempt at genre fusion; choreography is repetitive and lacks creative exploration of space.	<b>6 pts:</b> No evidence of genre fusion; choreography is disorganized or lacks structure.
<b>Technical Execution &amp; Body Purity (No Props/Lifts)</b> (20 pts)	<b>20 pts:</b> Flawless technique, control, and timing; demonstrates extreme physical discipline and mastery without relying on props or lifts.	<b>16 pts:</b> High level of technical skill and coordination; consistent control with very minimal lapses in timing.	<b>12 pts:</b> Acceptable execution; movements are synchronized but lack the sharpness or control of higher levels.	<b>8 pts:</b> Frequent technical errors; poor timing and noticeable lack of physical control or discipline.	<b>4 pts:</b> Disorganized execution; pervasive errors in movement; fails to demonstrate core technical dance skills.
<b>Artistic Expression &amp; Emotional Impact</b> (10 pts)	<b>10 pts:</b> Captivating and profound emotional expression; every movement communicates the diwa (spirit) of the story to the audience.	<b>8 pts:</b> Strong artistic presence; consistent emotional engagement that supports the narrative effectively.	<b>6 pts:</b> Appropriate expression is present but lacks the intensity or depth to fully move the audience.	<b>4 pts:</b> Expression is inconsistent; performers seem disconnected from the theme or the music.	<b>2 pts:</b> Lacks expression; performance feels mechanical or void of emotional connection.
<b>Music &amp; Costume Synergy</b> (10 pts)	<b>10 pts:</b> Music choice and costume design (including attached accessories) perfectly amplify the theme and transformational styles.	<b>8 pts:</b> Music and costume are highly appropriate and support the creative vision of the performance.	<b>6 pts:</b> Music and costume are relevant but provide standard or minimal support to the overall impact.	<b>4 pts:</b> Music or costume choice clashes with the theme; lacks aesthetic cohesion.	<b>2 pts:</b> Music and costume are off-theme or distracting; no clear relevance to the performance.



## Pop Quiz

<b>KEY STAGE</b>	Key Stage 3 (Grade 10)	
<b>NO. OF PARTICIPANTS</b>	1 learner-contestant from Key Stage 3 (Grade10) 1 teacher-coach	
<b>TIME ALLOTMENT</b>	180 mins.	
<b>PERFORMANCE STANDARD</b>	Ang mag-aaral ay may pag-unawa sa mga epekto ng mga isyu at hamon na may kaugnayan sa kasarian at lipunan upang maging aktibong tagapagtaguyod ng pagkakapantay-pantay at paggalang sa kapwa bilang kasapi ng pamayanan.	
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	Communication Creativity and Critical Thinking Skills Problem Solving Information and Media	
<b>CREATIVE INDUSTRIES DOMAIN</b>	Digital Media Creative Research and Development	
<b>DESCRIPTION</b>	<b>Pop Quiz</b> is an NFOT contest in a quiz format that assesses learner-participants' understanding of population dynamics, development issues, and their social, economic, and environmental impacts. It covers key Population Education concepts: Family Life and Responsible Parenthood, Gender and Development, and Population-Reproductive Health, Environment, Resources, and Sustainable Development.	
<b>TECHNICAL SPECIFICATIONS</b>		
<b>A. MATERIALS, TOOLS, AND EQUIPMENT</b>	<b>To be provided by the learner-participants:</b> -school ID -certification as official contestant of the region	<b>To be provided by the Technical Committee:</b> -markers -white board -timer -LCD projector -sound system -tables and chairs -tally sheets -tabulation sheets -internet connection
<b>B. VENUE</b>	Airconditioned/well-ventilated Computer Laboratory/ Room	

<b>CRITERIA FOR JUDGING</b>	<b>Round</b>		<b>Points</b>	
	Easy	(8 items)	1	(8 points)
	Average	(7 items)	2	(14 points)
	Difficult	(6 items)	3	(18 points)
	<b>Total</b>	<b>21 items</b>		<b>40 points</b>

**MECHANICS**

***Pre-Event***

- A. The formulation of test questions at the local and national levels shall be based on the following Population Education Core Messages/Key Concepts:
- Family Life and Responsible Parenthood;
  - Gender and Development;
  - Population and Reproductive Health; and
  - Population, Environment, Resources, and Sustainable Development.
- B. The Department of Education (DepEd) and the Commission on Population and Development (CPD) shall prepare and provide the questions and review materials for the Pop Quiz. Each answer slide deck shall include specific references.

***During the Event***

- A. During the quiz, the learner-contestants shall be provided with whiteboards, markers, and erasers.
- B. Questions shall be provided using the English language.
- C. Learner-contestants shall be given a total of twenty-one (21) questions, divided into three categories: eight (8) "easy," seven (7) "average," and six (6) "difficult" questions.
- D. Points for every correct answer shall be given as follows: One (1) point shall be given to the correct answer for each "easy" question, two (2) points for each "average" question, and three (3) points for each "difficult" question.
- E. Learner-participants shall be given ten (10) seconds to answer each question. For questions that require computation, they shall be given a maximum of thirty (30) seconds.
- F. The quizmaster shall only read each question twice. Countdown shall start after the question has been read for the second time and the quizmaster says GO. When the quizmaster says "STOP" or "TIME IS UP," learner-participants shall raise their answers to the audience and to the Assessing Committee until such time that the Proctors have verified or confirmed the answer. A general reminder shall be given to all. However, if a learner-participant still commits a violation, his or her answer shall not be considered.
- G. A learner-participant shall be allowed to change his/her answer within the allotted time.
- H. In case of a tie, a clincher question shall be asked.

*Signature*

I. In case of inquiry during the actual quiz proceedings, the following procedures shall be observed:

- Only the participant or the official coach is allowed to raise an inquiry before the next question is read. The inquiry shall be addressed orally to the assessing committee which shall recognize the inquiry.
- The chair shall announce the decision upon deliberation with the members of the committee.
- The decision of the panel of experts is final and irrevocable.

***After the Event***

The panel of experts shall provide general feedback on the conduct of Pop Quiz.

**Winners Declaration**

The top five (5) learner-participants with the highest scores shall be declared as the winners during the Awarding and Closing Ceremonies.



## Qur'an Reading

<b>KEY STAGE</b>	Key Stage 2 (Grade 6)													
<b>NO. OF PARTICIPANTS</b>	One (1) Grade 6 learner-participant per region One (1) teacher-coach per region													
<b>TIME ALLOTMENT</b>	Five (5) minutes													
<b>PERFORMANCE STANDARD</b>	The learner demonstrates the proper way to pause, continue and full stop in reading the verse ( <i>Ayah</i> )/chapter ( <i>surah</i> ) with proper Tajweed, clear voice in <i>Tawasot</i> and stage presence.													
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	Communication Literacy Global Awareness													
<b>CREATIVE INDUSTRIES DOMAIN</b>	Traditional Cultural Expressions													
<b>DESCRIPTION</b>	<b>Qur'an Reading</b> is an NFOT contest that allows learner-participants to showcase their reading skills while developing their good speech habits. They use the Qur'an as an authentic source of literature to demonstrate their proficiency.													
<b>TECHNICAL SPECIFICATIONS</b>														
<b>A. MATERIALS, TOOLS, AND EQUIPMENT</b>	<b>To be provided by the learner-participants:</b> <ul style="list-style-type: none"> <li>- black <i>abayah</i> and white <i>kombong/hijab</i> for female and white <i>kimon</i> with <i>totob/kopya</i> for male</li> </ul>	<b>To be provided by the Technical Committee:</b> <ul style="list-style-type: none"> <li>• Holy Qur'an</li> <li>• Book stand</li> <li>• Clipped wired microphone</li> <li>• Stopwatch</li> <li>• Video recorder</li> </ul>												
<b>B. VENUE</b>	Gymnasium with bleachers and 1 holding room													
<b>CRITERIA FOR JUDGING</b>	<table border="1" style="width: 100%; border-collapse: collapse; margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 60%;">Criteria</th> <th style="width: 40%;">Percentage</th> </tr> </thead> <tbody> <tr> <td><i>Tajweed</i>/Pronunciation</td> <td style="text-align: center;">40%</td> </tr> <tr> <td><i>Tawasot</i>/Chant</td> <td style="text-align: center;">30%</td> </tr> <tr> <td><i>Sawt</i>/Voice Clarity</td> <td style="text-align: center;">20%</td> </tr> <tr> <td><i>Hay'ah</i>/Stage Presence</td> <td style="text-align: center;">10%</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>		Criteria	Percentage	<i>Tajweed</i> /Pronunciation	40%	<i>Tawasot</i> /Chant	30%	<i>Sawt</i> /Voice Clarity	20%	<i>Hay'ah</i> /Stage Presence	10%	Total	100%
Criteria	Percentage													
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<i>Tawasot</i> /Chant	30%													
<i>Sawt</i> /Voice Clarity	20%													
<i>Hay'ah</i> /Stage Presence	10%													
Total	100%													

## MECHANICS

### **Pre-Event (Briefing and Materials Preparation)**

#### **A. Participant Eligibility:**

- One (1) Grade 6 learner-participant, either male or female per region

#### **B. Coaches Briefing:**

- Brief teacher-coaches on judging criteria and appeal procedures.

#### **C. Participants Briefing:**

- Explain the competition format and judging criteria.
- Inform learner-participants that the panel of experts will choose the *surah* to be read.
- Require proper attire (black *abayah* and white *kombong/hijab* for female; white *kimon* with *totob/kopya* for male).

#### **D. Materials and Equipment Setup:**

- Provide Holy Qur'an copies (verified authentic editions) and book stands on stage.
- Arrange the seating area on the floor with proper lighting.
- Test clipped wired microphones for audio and prepare bell/buzzer and stopwatch.
- Set up a video recorder and distribute score sheets to the panel of experts.

#### **E. Holding Area Setup:**

- Seat the learner-participants in the designated holding area and ensure that they have no visual or auditory access to the stage or to the process being undertaken by their peers who are currently performing.

### **During the Event (Conduct of Actual Competition)**

- The learner-participant shall sit on the floor with the book stand and the clipped microphone properly attached.
- The panel of experts shall select the *Surah* to be read by the learner-participants.
- The learner-participants shall be given **30 seconds** of preparation time.
- The panel of experts shall give the go signal by ringing the bell once.
- Each learner-participant shall read the selected *Surah* in *tawasut* within **five (5) minutes**.
- The panel of experts shall evaluate each learner-participant's performance throughout the reading.
- The Technical Committee shall record the whole proceedings.

### **After the Event (Review of Scoring and Feedback)**

#### **A. Scoring Review:**

- The tabulator shall compile individual scores for each learner-participant, calculate weighted scores, and rank learner-participants by total weighted scores.

- The panel of experts may review video recordings if any score disputes arise.
- The panel of experts shall confirm the top five (5) learner-participants based on the total weighted scores and ranks.

**B. Winners Declaration:**

- The top five (5) learner-participants shall be declared as the winners during the Awarding and Closing Ceremonies.

**C. Feedback Session by Panel of Experts:**

- The panel of experts shall provide general insights and feedback on the following, but not limited to: *Tajweed* analysis, correctly applied rules, specific pronunciation errors (makhraj), proper application of *mad* and *ghunnah*, recommended correction techniques, common *Tajweed* errors, and notable exemplary performances.

**Scoring Rubrics for Qur'an Reading**

CRITERIA	4	3	2	1
<b>Pronunciation (40%)</b>	The assigned <i>Surah</i> was read with perfect and accurate pronunciation	The assigned <i>Surah</i> was read with 2-5 mispronounced letters	The assigned <i>Surah</i> was read with 6-10 mispronounced letters.	The assigned <i>Surah</i> was read with 11 or more mispronounced letters.
<b>Tawasot/ Chant Mastery (30%)</b>	The assigned <i>Surah</i> was read with perfect and accurate words	The assigned <i>Surah</i> was read with 2-5 missed words.	The assigned <i>Surah</i> was read with 6-10 missed words.	The assigned <i>Surah</i> was read with 11 or more missed words.
<b>Voice Clarity/ Enunciation (20%)</b>	The assigned <i>Surah</i> was read with clear and loud voice.	The assigned <i>Surah</i> was read with 2-5 unclear words.	The assigned <i>Surah</i> was read with 6-10 unclear words.	The assigned <i>Surah</i> was read with 11 or more unclear words.
<b>Stage Presence (10%)</b>	The assigned <i>Surah</i> was read with the following: <ul style="list-style-type: none"> <li>• Proper attire <i>jubbah/thawb</i> and <i>tutob</i></li> <li>• Proper placement of the hands</li> <li>• Apparent and strong confidence</li> </ul>	The assigned <i>Surah</i> was read with confidence but less proper attire.	The assigned <i>Surah</i> was read with noticeable less confidence and incomplete attire.	The assigned <i>Surah</i> was read with noticeable least confidence and incomplete attire.



## Savor D' Flavor

<b>KEY STAGE</b>	<p>Key Stage 3 (Grades 9 to 10) and Key Stage 4 (Grade 11) for TVE/TLE/TVL</p> <p>Non-Graded for Special Needs Education (SNEd) Transition Program</p> <p>Key Stage 3 (Grades 7 to 10) for Special Program in Foreign Language (SPFL) either Spanish/Chinese/Japanese/Korean</p>
<b>NO. OF PARTICIPANTS</b>	<p>Three (3) learner-participants; Three (3) teacher-coaches</p> <ul style="list-style-type: none"> <li>● One (1) learner-participant; One (1) teacher-coach TLE/TVE/TVL</li> <li>● One (1) learner-participant; One (1) teacher-coach for SPFL either Spanish/Chinese/Japanese/Korean</li> <li>● One (1) learner-participant; One (1) teacher-coach for SNEd Transition Program</li> </ul>
<b>TIME ALLOTMENT</b>	<p><b>Food Preparation:</b></p> <ul style="list-style-type: none"> <li>● 240 minutes (Fish Processing)</li> </ul> <p><b>Product Presentation:</b></p> <ul style="list-style-type: none"> <li>● 60 minutes (Script Writing)</li> <li>● 30 minutes (Simple Product Poster Making)</li> <li>● 2 minutes (Poster Presentation)</li> <li>● 2 minutes (Question and Answer)</li> </ul>
<b>PERFORMANCE STANDARD</b>	<ul style="list-style-type: none"> <li>● The learners independently develop the skills in food processing and demonstrate the core competencies in food processing as well as language proficiency prescribed in the K to 12 Basic Education Curriculum.</li> <li>● The learner communicates correctly and creatively, in oral and written form, various words, phrases, and expressions from visual and textual materials. <ul style="list-style-type: none"> <li>● The learner describes places and products through a simple advertisement (SPFL10SEV-IIc-4)</li> <li>● The learner describes pictures and other non-prose materials (SPFL9NAI-Ie-5)</li> <li>● The learner narrates experiences or incidents in one's life (9SPFLMSP-Ij-10)</li> </ul> </li> </ul>
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	<p>Communication in the workplace</p> <p>Use of appropriate technology</p>

	Learning and innovative skills and abilities where learners think critically, reflectively, and creatively, and analyze and solve problems															
<b>CREATIVE INDUSTRIES DOMAIN</b>	Traditional Cultural Expressions															
<b>DESCRIPTION</b>	<b>Savor D' Flavor</b> is an NFOT contest that allows learner-participants to apply the principles of food preservation and foreign language and media expertise. This includes preparation and processing of Fish ( <i>Bangus Spanish Sardines</i> ) and its advertisement with the use of foreign language, either Chinese (Mandarin), Japanese (Nihongo), Korean, or Spanish.															
<b>TECHNICAL SPECIFICATIONS</b>																
<b>A. MATERIALS, TOOLS, AND EQUIPMENT</b>	<b>To be provided by participants:</b> <ul style="list-style-type: none"> <li>• Personal Protective Equipment (PPE)</li> <li>• Packaging Materials</li> <li>• Mobile Phone</li> <li>• Android-Smart Phone</li> <li>• Laptop with installed Microsoft Office 2010 or 2013</li> <li>• Cellphone data connector</li> </ul>	<b>To be provided by the Technical Committee:</b> <ul style="list-style-type: none"> <li>• Marketable ingredients</li> <li>• Pressure Cooker</li> <li>• Stove</li> <li>• LPG</li> <li>• Working table</li> <li>• Cooking area</li> <li>• Water outlet/supply</li> <li>• Utility expenses</li> <li>• Heat gun blower</li> <li>• Frying Pan</li> <li>• Hdmi cable</li> <li>• Projector</li> <li>• Laptop</li> <li>• 1 external drive (2TB)</li> <li>• 1 USB flash drive (16GB)</li> </ul>														
<b>B. VENUE</b>	Wi-Fi-ready and airconditioned/ well-ventilated Laboratory Room/Holding Area for foreign language composition															
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	<b>Foreign Language Composition</b> (grammar accuracy, vocabulary range, script quality, and translation accuracy)	10%
	<b>Foreign Language Oral Proficiency</b> (pronunciation accuracy, fluency, Q&A responses, and language delivery in the film)	15%
	<b>Foreign Cultural Attire</b> (cultural appropriateness and authenticity of traditional costume)	5%
	<b>TOTAL</b>	<b>100%</b>
<b>RUBRICS</b>	<i>See attached scoring rubrics.</i>	
<b>MECHANICS</b>		
<b>A. PRE-EVENT</b>		
<b>1. Eligibility</b>		
<ul style="list-style-type: none"> <li>○ All learners in Junior High School (Grades 9–10, TVE/TLE) and Senior High School (Grade 11 TVL), including ALS learners (TVL Track), Junior High School (Grade 7-10, SPFL either Chinese (Mandarin), Japanese (Nihongo), Korean, or Spanish/Non-native speaker), and non- graded SNED Transition Program <b>currently enrolled</b> in schools offering specialization in food processing, SPFL, and SNED Transition Program are eligible to join.</li> <li>○ In addition to the documentary requirements to be submitted during in-person registration, all learner-participants in this contest shall also submit a certification, signed by their school head, confirming that they are currently enrolled in Food Processing, SPFL either Chinese (Mandarin), Japanese (Nihongo), Korean, or Spanish, and SNED Transition Program.</li> <li>○ Likewise, additional documentary requirements for each teacher-coach include the following: <ul style="list-style-type: none"> <li>○ A certification from the school head stating that the teacher-coaches of the three (3) learner-participants are currently handling Food Processing, SPFL either Chinese (Mandarin), Japanese (Nihongo), Korean, or Spanish, and SNED Transition Program class.</li> <li>○ Certified true copy of the updated National Certificate (NC) Level II in Food Processing, duly authenticated by the Division and Regional Focal Persons.</li> </ul> </li> </ul>		
<b>2. Venue and Personnel Preparation</b>		
<ul style="list-style-type: none"> <li>○ The Technical Committee and panel of experts shall be at the venue <b>60 minutes</b> before the contest schedule.</li> <li>○ All materials, supplies, tools, and equipment shall be prepared by the Technical Committee <b>60 minutes</b> before the contest, except for those to be brought by the learner-participants.</li> </ul>		
<b>3. Inspection</b>		
<ul style="list-style-type: none"> <li>○ The Technical Committee shall inspect and verify all required materials, equipment, utilities, and work stations are complete, functional, and compliant with contest standards.</li> </ul>		

- The teacher-coaches shall inspect the provided resources prior to the official briefing for transparency and to ensure fairness.
- For learner-participants under either Chinese (Mandarin), Japanese (Nihongo), Korean, or Spanish, the Technical Committee shall inspect their mobile phones and laptops to ensure they do not contain any files, photos, or language translation applications. These devices shall then be sealed during the in-person registration.

#### **4. Participant Arrival**

- All learner-participants shall arrive at the contest venues **30 minutes before the contest begins**.
- Learner-participants who arrive late may still be allowed to participate, but they shall not be granted any time extension beyond the scheduled contest period.

#### **5. Safety Compliance**

- All learner-participants shall strictly follow Occupational Health and Safety (OHS) protocols throughout the event.
- Failure to comply with safety standards may result in disqualification.

#### **6. Briefing**

- An **official briefing** shall be conducted **30 minutes before** the contest starts.
- During the briefing, the Technical Committee shall explain the following: contest flows and time limits, rules and prohibitions, judging criteria, safety reminders, clarifications, and final instructions.
- Attendance at the briefing is mandatory for all learner-participants.

#### **7. Drawing of Lots**

- Participants shall draw lots to determine their entry numbers and assigned workstations during the contest registration.

#### **8. Food Provision**

- Learner-participants shall bring their own food; **leaving the contest venue is not allowed** during the event.

### **B. DURING THE EVENT**

#### **○ Start of Event**

- The Technical Committee shall signal the official start of the contest.
- Once the contest begins, **teacher-coaches and other delegates are no longer allowed to stay in the contest venue**.
- Only the Technical Committee, panel of experts, official photographers, and learner-participants are allowed inside the contest area.

#### **○ Contest Rules**

##### **A. Food Preparation Rules**

- The Technical Committee shall provide learner-participants with instructions on fish processing. The finished product shall be *Bangus Spanish Sardines*.

- All provided materials shall be used as-is; alteration of materials is not allowed.
- Borrowing of materials, supplies, or tools is strictly prohibited.
- Learner-participants shall give their full attention to their tasks to ensure quality, accuracy, and safety.
- All learner-participants shall follow prescribed OHS standards and tool-handling guidelines.
- In case of a technical issue, the designated timekeeper shall pause the time for the specific learner-participant and resume it once the issue has been resolved.
- Any irregularity found during the contest may result in the suspension of the activity at the discretion of the Technical Committee, in consultation with the panel of experts.
- All cases shall be referred to the Technical Committee for appropriate action.

### **B. Product Presentation Rules (SPFL Component)**

- The Special Program in Foreign Language (SPFL) component of this contest is open to all Key Stage 3 (Grades 7-10) learners officially enrolled in DepEd-recognized schools offering SPFL either Chinese (Mandarin), Japanese (Nihongo), Korean, or Spanish. Learner-participants shall not be native foreign language speakers, as this contest measures classroom learning.
- All SPFL learner-participants shall use their enrolled foreign language throughout the entire contest (composition and exposition).
- While the other team members are preparing the *Bangus Spanish Sardines* (fish processing), SPFL learner-participants shall take note of necessary information about the product.
- However, they shall not be allowed to bring any reference materials or gadgets, except mobile phones for taking photos.
- Each SPFL learner-participant shall write a descriptive script in foreign language on how to promote/advertise the product within sixty (60) minutes. This script shall be used for the product presentation. No extension shall be allowed beyond the sixty (60) minutes allotted for writing.
- Next, each SPFL learner-participant shall create a simple digital poster using Microsoft Word within thirty (30) minutes. The poster shall include photos of the fish processing and shall be used during the presentation. Subsequently, the poster shall be submitted to the Technical Committee for compilation and projection.
- Once everything is settled, each SPFL learner-participant shall present the finished product (*Bangus Spanish Sardines*) using the script for a maximum of two (2) minutes. A deduction of one (1) point shall be imposed for every 20 seconds over the time limit.
- SPFL learner-participants shall wear traditional national costumes representing their foreign language. Irrelevant and bulky costumes, hats, and other props are not permitted.
- Finally, each SPFL learner-participant shall engage in a two (2)-minute question-and-answer session on the presentation with the panel of experts using their foreign language. There shall be a maximum of three (3) questions to be asked by the panel of experts in foreign language.

#### **4. Judging and Documentation**

- Outputs shall be completed and ready for judging within the given time.
- Panel of experts shall conduct individual evaluations based on the rubrics.
- A special award will be given to the SPFL student for the Best Foreign Language Showcase.
- Once submitted for judging, outputs shall remain unaltered until the Awarding and Closing Ceremonies.

#### **5. Panel Interview**

- Learner-participants under TLE/TVE/TVL and SNED Transition Program shall undergo a **panel interview** with the panel of experts within the allotted time, using a uniform set of questions.

#### **6. Final Deliberation**

- Panel of experts shall finalize scores based on:
  - Final scores following the rubrics,
  - Panel interview results, and
  - Output quality and safety.

### **C. AFTER THE EVENT**

#### **19. Cleanup**

- Learner-participants shall **clean their working area immediately** after completing their tasks.
- Proper waste disposal and tool return are mandatory.

#### **20. Display of Outputs**

- All contest outputs shall remain **on display until the Awarding and Closing Ceremonies** unless otherwise instructed.

#### **21. Event Documentation**

- The Technical Committee shall compile and secure the official judging results, attendance, photos, and contest reports.
- These documents shall serve as the official record of the event.

### Scoring Rubrics for Savor D' Flavor

Criteria / Max Points	Excellent	Highly Proficient	Proficient	Developing	Beginning
<b>Process and Product Development (20 pts)</b>	20 pts: Exceptional understanding; systematic steps; mastery of techniques; innovative approach	16 pts: Strong understanding; minor deviations; good technique application	12 pts: Adequate understanding; some confusion; timing issues	8 pts: Limited understanding; misses steps; poor technique	4 pts: Minimal understanding; fails steps; lacks sequencing
<b>Proper Use of Tools &amp; Equipment (10 pts)</b>	10 pts: Expert knowledge; safe, efficient handling; proper maintenance	8 pts: Good knowledge; minor hesitation in handling	6 pts: Basic knowledge; occasional reminders needed	4 pts: Limited knowledge; frequent errors; safety concerns	2 pts: Minimal knowledge; unsafe handling
<b>Palatability and Product Presentation (10 pts)</b>	10 pts: Outstanding taste, texture, aroma; perfect balance; visually stunning; creative plating	8 pts: Very good flavor and texture; attractive presentation; good symmetry	6 pts: Acceptable taste; balanced enough; acceptable appearance; minor imperfections	4 pts: Below average taste; moisture issues; uneven shape	2 pts: Poor taste; unbalanced flavors; poor presentation; misshapen
<b>Speed (10 pts)</b>	10 pts: Finished on or before the allotted time	8 pts: Finished 1 minute past the allotted time	6 pts: Finished 2 minutes past the allotted time	4 pts: Finished 3 minutes past the allotted time	2 pts: Finished 4-5 minutes past OR task not fully completed
<b>Safety/Sanitation &amp; Hygiene (10 pts)</b>	10 pts: Exemplary hygiene; clean work area; proper food handling	8 pts: Good hygiene; mostly clean area	6 pts: Acceptable hygiene; needs improvement	4 pts: Inconsistent hygiene; messy area	2 pts: Poor hygiene; unsafe practices
<b>Ability to Present Ideas/Process (10 pts)</b>	10 pts: Clear, confident explanation; excellent technical knowledge; well-organized	8 pts: Good explanation; organized presentation	6 pts: Communicates adequately; minor gaps in clarity or detail	4 pts: Presentation lacks clarity or depth	2 pts: Unable to explain ideas or process effectively

<b>Foreign Language Composition (10 pts)</b>	15 pts: Impeccable grammar and syntax; sophisticated vocabulary; coherent organization; creative poster with authentic cultural symbols and clear visual appeal	12 pts: Consistent grammar; diverse vocabulary; clear organization; effective poster with meaningful cultural imagery and good presentation	9 pts: Generally correct grammar; sufficient vocabulary; basic organization; simple poster with recognizable cultural motifs and acceptable clarity	6 pts: Recurring grammatical errors; restricted vocabulary; weak organization; minimal poster with superficial cultural references and poor quality	3 pts: Pervasive grammatical errors; inadequate vocabulary; lacks organization; poorly executed poster missing cultural authenticity
<b>Foreign Language Oral Proficiency (15 pts)</b>	10 pts: Near-native fluency; precise pronunciation and natural intonation; confident delivery with deep cultural understanding; insightful responses showing cultural competence	8 pts: Clear fluency; accurate pronunciation with good rhythm; assured presentation with solid cultural knowledge; competent responses showing cultural awareness	6 pts: Moderate fluency; understandable pronunciation; adequate presentation with basic cultural appreciation; acceptable responses with fundamental understanding	4 pts: Frequent hesitation; pronunciation issues affecting clarity; uncertain presentation with limited cultural connections; vague responses lacking depth	2 pts: Severely impaired delivery; unintelligible pronunciation; inadequate presentation ignoring cultural dimensions; unable to demonstrate cultural understanding
<b>Foreign Cultural Attire (5 pts)</b>	5 pts: Exemplary authentic costume worn with profound cultural respect; all elements culturally significant	4 pts: Proper authentic costume worn correctly with clear cultural understanding	3 pts: Acceptable costume with basic authenticity; essential cultural elements present	2 pts: Incomplete or partially incorrect costume; limited cultural appropriateness	1 pt: Inappropriate or absent costume; no cultural understanding

**Scoring Rubrics for Savor D' Flavor BEST FOREIGN LANGUAGE SHOWCASE**

<b>Criteria (Max Points)</b>	<b>Excellent</b>	<b>Highly Proficient</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
<b>Foreign Language Composition (35 pts)</b>	<b>35 pts:</b> Impeccable grammar; sophisticated vocabulary; exceptionally well-crafted script; flawless Pinyin maintaining cultural nuances	<b>28 pts:</b> Consistent grammar with minimal errors; diverse vocabulary; well-developed script; accurate Pinyin preserving meaning and context	<b>21 pts:</b> Generally correct grammar; sufficient vocabulary; adequate script with comprehensible storyline; acceptable Pinyin conveying basic meaning	<b>14 pts:</b> Frequent grammatical errors; limited vocabulary; weak script development; poor Pinyin with meaning loss	<b>7 pts:</b> Pervasive grammatical errors; inadequate vocabulary; incoherent script; severely flawed Pinyin
<b>Foreign Language Oral Proficiency (50 pts)</b>	<b>50 pts:</b> Advance Fluency and pronunciation; exceptional fluency with natural rhythm; insightful Q&A responses; seamless film delivery with authentic expression	<b>40 pts:</b> Clear pronunciation; proficient fluency with good pacing; competent Q&A responses; effective film delivery with appropriate emotion	<b>30 pts:</b> Understandable pronunciation; moderate fluency with occasional hesitation; acceptable Q&A responses; adequate though somewhat stilted film delivery	<b>20 pts:</b> Pronunciation issues affecting clarity; limited fluency with frequent pauses; weak Q&A responses; labored film delivery	<b>10 pts:</b> Unintelligible pronunciation; minimal fluency; inadequate Q&A responses; poor film delivery difficult to understand
<b>Foreign Cultural Attire (15 pts)</b>	<b>15 pts:</b> Exemplary authentic costume; worn with profound cultural respect; all elements culturally significant; exceptional attention to detail	<b>12 pts:</b> Proper authentic costume; worn correctly with cultural understanding; appropriate elements well-represented	<b>9 pts:</b> Acceptable costume with basic authenticity; worn appropriately; essential cultural elements present	<b>6 pts:</b> Incomplete or partially incorrect costume; limited cultural appropriateness; minimal understanding	<b>3 pts:</b> Inappropriate or absent costume; no cultural appropriateness; demonstrates no cultural understanding



## Stories in Silence

<b>KEY STAGE</b>	Key Stage 2 (Grades 4-6)	
<b>NO. OF PARTICIPANTS</b>	One (1) Deaf learner-participant per Region One (1) teacher-coach per region	
<b>TIME ALLOTMENT</b>	15 Minutes per presentation	
<b>PERFORMANCE STANDARD</b>	Identifying author's/speaker's point of view (EN4LR-I-1)  Applying the important story elements to one's schema: relating story to one's experiences (EN4LR-I-1.12)	
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	Creativity Communication Critical Thinking	
<b>CREATIVE INDUSTRIES DOMAIN</b>	Creative services (creative research, development, and real-time artistic performances)	
<b>DESCRIPTION</b>	<b>Stories in Silence</b> is an NFOT contest that allows Deaf learners to bring stories to life by performing in Filipino Sign Language (FSL), showcasing not only the narrative itself but also their interpretation of the writer's perspective, emotions, and message. It highlights creativity, expression, and communication skills, while celebrating the unique talents and skills of Deaf learners.	
<b>CAREER PATHWAYS</b>	By engaging deaf learners in FSL-based activities such as story reading, interpretation, and performance, they are provided with meaningful opportunities to express ideas creatively with peers, communicate effectively in their primary language, and analyze information critically. These competencies are essential in preparing learners for a wide range of academic, technical, and employment opportunities.  Strengthening creativity, communication, and critical thinking through FSL contributes to DepEd's desired learner outcomes by fostering independent thinkers, effective communicators, and productive members of society. These skills equip Deaf learners with competencies that are transferable to various career pathways, including creative industries, education, advocacy, entrepreneurship, and technical-vocational fields	
<b>TECHNICAL SPECIFICATIONS</b>		
<b>A. MATERIAL, TOOLS, AND EQUIPMENT</b>	<b>To be provided by the learner-participants:</b> None	<b>To be provided by the Technical Committee:</b> <ul style="list-style-type: none"> <li>• Copy of the DepEd Quality assured Story Book (English - KS2)</li> </ul>

		<ul style="list-style-type: none"> <li>• 2 cameras with tripod</li> <li>• 3 projectors or SMART TV at least 60 inches (Two projectors/TV are positioned at the sides to project the story, and one serves as a timer set at the back facing the learner-participants)</li> <li>• 2 laptops</li> <li>• 5 extension wires</li> <li>• 2 long table for panel of experts and event secretariat with chairs</li> <li>• 17 chairs at the holding area</li> <li>• 1 adjustable bookstand</li> <li>• sound system</li> <li>• stage</li> <li>• 1 red, 1 yellow, and 2 green flaglets</li> <li>• 3 rooms</li> <li>• live streaming equipment</li> </ul>														
<b>B. VENUE</b>	Airconditioned/well-ventilated holding room and contest room															
<b>CRITERIA FOR JUDGING</b>	<table border="1"> <thead> <tr> <th>Criteria</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Space Referents</td> <td>20%</td> </tr> <tr> <td>Grammar - Use of NMS-</td> <td>30%</td> </tr> <tr> <td>Sign Production &amp; Formation-</td> <td>30%</td> </tr> <tr> <td>Fluency/Accuracy</td> <td>10%</td> </tr> <tr> <td>Contextual Understanding</td> <td>10%</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> </tr> </tbody> </table>		Criteria	Percentage	Space Referents	20%	Grammar - Use of NMS-	30%	Sign Production & Formation-	30%	Fluency/Accuracy	10%	Contextual Understanding	10%	<b>Total</b>	<b>100%</b>
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<b>RUBRICS</b>	<i>See attached scoring rubrics.</i>															
<b>MECHANICS</b>																
<b>Pre-Event</b>																
<p>A. The contest is open to Deaf learners in Grades 4 to 6 who are officially enrolled in public or private schools.</p> <p>B. Each region shall be represented by one learner-participant (Deaf - Key Stage 2) in Filipino Sign Language (FSL).</p> <p>C. The Technical Committee shall provide a quality-assured story for interpretation. The story shall not exceed 400 words. It shall be given to the learner-participant only during the contest proper.</p> <p>D. The panel of experts shall be provided with the printed copy of the story during the contest proper.</p> <p>E. The order of performance shall be determined through drawing of lots. Prior to the contest proper, an orientation shall be conducted to familiarize learner-participants with the contest guidelines, process flow, and house rules.</p>																

### **Story Interpretation Proper**

- F. Each learner-participant is given 15 minutes on the stage to perform. This includes the following: scanning, skimming, familiarizing, understanding, and interpreting the content of the story.
- G. The learner-participant shall not introduce himself/herself. He/She shall signal the start of the interpretation by raising the green flag to the panel of experts and Technical Committee.
- H. The learner-participant shall interpret the printed story using FSL. The story shall also be projected on a wide screen for the panel of experts, Technical Committee, and the audience.
- I. If a storybook shall be used, it shall be placed on a book stand. The learner-participant shall turn the pages as his/her reading and interpretation progress.
- J. The interpretation shall conclude with a lesson or moral derived from the story.
- K. The Technical Committee shall use color-coded flags to manage time during the slide presentation:
  - a. green flag to signal the start of the presentation;
  - b. yellow flag to indicate two (2) remaining minutes; and
  - c. red flag to signal that time is up.
- L. The Technical Committee Timer shall serve as the official and definitive timekeeper for the event.
- M. In the event of a tie, the panel of experts shall make the final decision to determine the winner.

### **Scoring Rubrics for Stories in Silence**

Contestants	Space Referents		Grammar – Use of NMS		Sign Production & Formation		Fluency/ Accuracy		Contextual Understanding		Total
	Score	20%	Score	30%	Score	30%	Score	10%	Score	10%	
Juan dela Cruz	75	15 (75x0.2)	25	7.5 (25x0.3)	50	15 (50x0.3)	75	7.5 (75x0.1)	100	10 (100x0.1)	55

Requirements/ Task Completion	Limited 25 points	Developing 50 points	Proficient 75 points	Exceptional 100 points
<b>Space Referents (20%)</b>	Does not attempt to use space in collaborat	Difficulty with setting up points in space to refer to objects and	Limited use of setting up points in space to refer to objects and	Frequently sets up points in space to refer to objects and

<b>Requirements/ Task Completion</b>	<b>Limited 25 points</b>	<b>Developing 50 points</b>	<b>Proficient 75 points</b>	<b>Exceptional 100 points</b>
	ion with messages.	people; Difficulty with maintaining eye contact: Lacks expressive behaviors when signing	people: sometimes makes errors; Limited eye contact; Limited use of expressive behaviors	people: make no errors; Maintains some eye contact; Some use of expressive behaviors
<b>Grammar -Use of NMS (30%)</b> Location Negation Contrastive Structure (listing and ordering, time, etc.)	Lacks facial expressions when signing; Difficulty using non-manual signals; Difficulty using listing and ordering	Some appropriate use of facial expressions; Limited use of non-manual signals; Limited use of listing and ordering	Appropriate use of facial expressions when signing; Inconsistent use of non-manual signals; Inconsistent use of listing and ordering	Uses good facial expressions correctly and consistently; Appropriate use of non-manual signals; Appropriate use of listing and ordering
<b>Sign Production &amp; Formation (30%)</b> Handshape Palm Orientation Movement Location	Frequent incorrect formations of signs; Very difficult to understand signs	Some errors, but is understandable; Errors are usually not corrected	Self-corrects: few mistakes made; Easily understood	Consistent use of correct signs; Clear, easily understood
<b>Fluency/ Accuracy (10%)</b> Smoothness and Fluency of Signs Conceptually Accurate Ideas/ Messages	Irregular hand movements and choppy use of signs; Unable to sign conceptually accurate ideas/messages	Hesitates and self-corrects when signing; Signs conceptually accurate ideas/messages on a limited basis	Smooth flow of signs with confidence most of the time; Signs conceptually accurate ideas/messages the majority of the time	Communicates with fluency and confidence; Signs conceptually accurate ideas/messages consistently

<b>Requirements/ Task Completion</b>	<b>Limited 25 points</b>	<b>Developing 50 points</b>	<b>Proficient 75 points</b>	<b>Exceptional 100 points</b>
<b>Contextual Understanding (10%)</b>	Limited understanding of text in context.	Struggles with context, some understanding.	Understands text context fairly well.	Demonstrates a deep understanding of the text in context.
<b>Total (100%)</b>				



## STEMazing

<b>KEY STAGE</b>	Key Stage 2 (Grades 4 to 6) Key Stage 3 (Grades 7 to 10) Key Stage 4 (Grades 11 to 12)
<b>NO. OF PARTICIPANTS</b>	STEMazing for Elementary: 2 learners per team (choose participants from Key Stage 2; <b>only one learner per grade level is allowed</b> , e.g., the team is composed of 1 Grade 4 and 1 Grade 6 learner)  STEMazing for Secondary (Grades 7 to 12): 2 learners per team (choose participants from Key Stages 3 and 4; <b>only one learner per grade level is allowed</b> , e.g., the team is composed of 1 Grade 8 and Grade 10 learners, or 1 Grade 11 and 1 Grade 12 learners)
<b>TIME ALLOTMENT</b>	180 minutes total
<b>PERFORMANCE STANDARD</b>	The learners: <ul style="list-style-type: none"> <li>• obtain scientific and technological information from varied sources about global issues that have an impact on the country.</li> <li>• acquire scientific attitudes that will allow them to innovate and/or create products useful to the community or country.</li> <li>• process information to get relevant data for a problem at hand</li> <li>• demonstrate proficiency in applying mathematical concepts to solve authentic, real-world challenges;</li> <li>• exhibit analytical and strategic thinking skills in approaching complex mathematical problems;</li> <li>• manifest effective communication and collaborative skills in mathematical discourse and team problem-solving; and</li> <li>• show mastery in integrating concepts across various mathematical domains (Number &amp; Number Sense, Measurement and Geometry, Data and Probability) in practical applications</li> </ul>
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	Critical thinking, communication skills, creativity, problem solving, collaboration, information, digital literacy, and technology and engineering skills
<b>CREATIVE INDUSTRIES DOMAIN</b>	<ul style="list-style-type: none"> <li>▪ Digital Interactive Media Domain (through educational gaming and interactive mathematical applications)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Creative Services Domain (through creative research and development, cultural and recreational services)</li> <li>▪ Design Domain (through the creation of solutions that address mathematical and spatial problems)</li> <li>▪ Audiovisual Media Domain (through educational content development)</li> </ul>		
<b>DESCRIPTION</b>	<b>STEMazing</b> is an NFOT contest that challenges learner-participants to combine physical exploration with scientific research and mathematical investigation. They engage in problem-solving activities within real-world contexts to demonstrate their mastery of STEM concepts.		
<b>TECHNICAL SPECIFICATIONS</b>			
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<b>B. VENUE</b>	<p>School grounds or designated competition area with:</p> <ul style="list-style-type: none"> <li>● Multiple checkpoint stations</li> <li>● Investigation areas</li> <li>● Presentation space</li> <li>● Rest areas and first aid stations</li> <li>● Emergency assembly points</li> </ul>		

**CRITERIA FOR JUDGING**

Category	Maximum Points per Category	Maximum Points per Station <i>(if there are multiple stations per phase)</i>
Easy	30	10
Average	30	15
Difficult	40	20

- **The total cumulative number of points shall always be 100 points.**
- The points per station shall be determined by the Technical Committee based on the nature of the task, provided that the total points and the points for any station do not exceed the maximum points allocated for its respective category.
- If there is only one (1) station in a category, the points assigned to that station may exceed the usual maximum score allocation per station but shall not exceed the maximum points allotted for that category.

**For stations that require a direct answer:**

- Teams with correct answers shall receive full points, while teams with incorrect or unfinished tasks shall receive zero points.
- If the challenge is a written objective type, the number of points shall be based on the number of correct answers obtained by the team.
- The total time to complete the challenges shall be computed, but will not affect the score of each team for each station's task.
- In the event of a tie, the panel of experts shall determine the winner based on the total completion time. The team that finishes in the shortest time shall be declared the winner.
- In the event of a tie in both score and time, the judges shall administer a **do-or-die question** to determine the winner.

**For station/s with written and oral arguments, refer to the criteria below:**

**Written Proposal**

Criteria	Score
Content Thematic Relevance and Organization	8
Feasibility of the proposed solution/output (Based on scientific, mathematical, technological, and other valid assumptions)	6
Relevance of data used	6
<b>Total</b>	<b>20</b>

<b>Oral Presentation/Argument</b>	
<b>Criteria</b>	<b>Score</b>
Discussion/Arguments/Delivery (Based on scientific, mathematical, technological, and other valid assumptions, the feasibility of the proposed solution)	8
Content / Organization	5
Ability to answer the questions	7
<b>Total</b>	<b>20</b>

- Written proposal and oral presentation activities can be placed under the difficult category.
- If only one component, either the written proposal or the oral presentation, is conducted, the score obtained for that component shall be multiplied by two (2).

For example:

Oral Presentation		
<b>Team</b>	<b>Score</b>	<b>Score to Record</b>
A	15	<b>30</b>
B	18	<b>36</b>

- Refer to the attached rubrics for reference in scoring.

## **MECHANICS**

### **A. Pre-Competition Requirements/Rules**

1. Teams shall complete **online** registration two (2) weeks before the event  
Registration Process (2 Weeks Before)

- Submission of Regional Team Registration Forms, including the following:
  - Region number and name
  - Division/Schools Division Office
  - Name of Regional Science and Mathematics Supervisor
  - Name of Division Science and Mathematics Supervisor
- Team Composition Details:
  - Official team name representing the region
  - Grade levels of each member
  - Certified true copy of school records proving grade levels
  - Regional team coach/adviser information with designation
  - Replacement of participants due to valid reasons, such as but not limited to sickness, is allowed, provided that it is duly endorsed by the regional director.

2. Mandatory **online** orientation session 1 week before the competition proper.

- ☐ Orientation session shall cover:
  - Competition mechanics
  - Safety protocols
  - Equipment usage

- Scoring system
- Emergency procedures
- Q&A portion

3. Equipment and Documentation Verification

- Pre-Event Documentation Checklist:
  - Individual Participant Form with parent consent
  - Medical Certificate
  - Equipment Checklist if any
- Equipment Inspection:
  - Basic calculator
  - Measuring tools
  - Writing materials
  - Digital devices (if allowed)
  - Safety equipment

4. The Technical Committee and panel of experts shall be at the venue one (1) hour before the contest, while the learner-participants, teacher-coaches, and audience shall be at the venue thirty (30) minutes before the competition. Late learner-participants may be permitted to join upon thorough assessment of their reasons.
5. Briefing of the participants shall be conducted thirty (30) minutes before the start of the event. All questions, clarifications, and points of order shall be entertained during the briefing.
6. The Technical Committee shall signal the start of the contest. Only the Technical Committee, panel of experts, official photographers, and learner-participants are allowed to be at the contest venue.
7. All teacher-coaches shall form part of the audience only and shall not be allowed to assist the learner-participants during the contest.

**B. During Event / Competition Structure**

- Teams shall navigate through multiple stations.
- The total number of stations shall be a minimum of 3 and a maximum of 10. There shall be at least one (1) station per category, and the difficult category shall have the fewest number of stations. For **STEMazing elementary**, the majority of the challenges shall focus on Mathematics competencies, while for **STEMazing secondary**, the majority of the challenges shall focus on Science competencies.
- Each team shall solve challenges at every station, organized into three categories based on difficulty. Each phase may consist of a minimum of one (1) station to a maximum of four (4) stations.

For example:

Category	Designated Station/s
Easy	First to Third station
Average	Fourth to Fifth station
Difficult	Sixth to Seventh station

- The **total cumulative points** for STEMazing shall always be **100 points**, regardless of the number of stations per category.

- The number of stations per category shall be flexible, allowing the Technical Committee to determine the distribution based on factors such as the nature of challenges, availability of materials and equipment, and the contest venue.
- Samples of distributions of stations and points are shown below:

Sample 1

Category	Station	Maximum Points
Easy	1	10
	2	10
	3	10
Average	4	15
	5	15
Difficult	6	20
	7	20
<b>Total</b>		<b>100</b>

Sample 2

Category	Station	Maximum Points
Easy	1	5
	2	5
	3	5
	4	5
Average	5	10
	6	10
Difficult	7	10
	8	10
	9	20
	10	20
<b>Total</b>		<b>100</b>

Sample 3

Category	Station	Maximum Points
Easy	1	30
Average	2	30
Difficult	3	40
<b>Total</b>		<b>100</b>

- Challenges shall include:
  - Application of scientific and mathematical concepts and analysis of real-world data,
  - Developing scientific and mathematical solutions and solving problems, and
  - Presenting solutions and findings.
- Each team shall start at Station 1. The next team shall proceed after the time interval set by the Technical Committee, based on the nature of the task.
- If the venue and resources can accommodate all teams simultaneously, they may start at the same time. However, if space or materials are limited, teams shall complete the tasks in batches. Teams waiting for their turn shall remain in the designated waiting areas until called.
- Each station shall be equipped with sufficient materials and equipment to accommodate at least five teams simultaneously.
- Each station shall have a time limit for completing the task, which shall be determined by the Technical Committee. A digital timer shall

be provided at every station, which the teams shall activate by themselves when they begin their task and deactivate once they finish or choose to discontinue.

- For challenges involving oral presentation, each team presentation shall be limited to two (2) minutes only, and followed by a five (5)-minute Question and Answer (Q&A) session.
  - All members of the panel of experts may ask questions, provided the Q&A remains within the allocated five-minute timeframe.
  - Each team shall complete their presentation within two (2) minutes. For every additional minute beyond the allotted time, one (1) point shall be deducted from the team's score for that station.
  - A timer shall be assigned for the task.
- Participants are not permitted to return to any previous station they chose to discontinue, even if they still have remaining time. Returning to discontinued stations shall result in disqualification from the contest.
- The total maximum time allotted to complete the whole STEMazing challenge is 180 minutes.
- A checkpoint marshal at each station shall validate the team's answer or output.
- Any form of communication between the participants and other parties (e.g., coach, parents, classmates, teachers, etc.) shall warrant automatic disqualification from the competition.
- At the end of the competition, the team with the highest cumulative score shall be declared the overall champion. In case of a tie, a tie-breaker question shall be given.
- The decision of the panel of experts is final and irrevocable.

### **C. Safety and Compliance**

#### **□ General Safety Protocols**

- Teams shall stay within designated safe zones.
- There shall be mandatory use of specified safety equipment.
- There shall be access to water stations and rest areas.
- There shall be compliance with station-specific safety guidelines.

#### **□ Supervision and Support**

- Station masters shall be present at each checkpoint.
- Recognizable medical teams shall be on standby throughout the contest.
- The safety officer shall oversee all activities.
- There shall be a technical support team for digital components

#### **□ Emergency Response Procedures**

- There shall be a medical emergency response protocol.
- There shall be weather emergency contingency plans.
- There shall be technical failure backup systems.
- There shall be a lost team search and recovery procedure.

#### **□ Incident Management**

- There shall be immediate reporting to the safety officer.
- There shall be documentation through incident report forms.
- There shall be implementation of appropriate response measures.
- There shall be post-incident analysis and documentation.

#### **D. Scoring and Awards**

##### **□ Scoring System Implementation**

- There shall be digital real-time scoring through station verification
- There shall be individual judge scoring followed by panel consensus.
- There shall be final verification by the chair of the panel of experts and Technical Committee.

##### **□ Winners Declaration:**

- The top five (5) teams shall be declared as the winners during the Awarding and Closing Ceremonies.

#### **E. Post Competition Rule**

- The main hall and waiting rooms shall be cleaned and organized by the teams before leaving their respective areas.

### Scoring Rubrics for Scoring of Written Outputs of STEMazing

Criteria	Max Point	Excellent	Good	Fair	Poor
Content Thematic Relevance and Organization	8	<p><b>8 - 7 pts</b> Comprehensive, logical, and strongly aligned with theme</p> <p>Well-structured, follows all format guidelines</p>	<p><b>6 - 5 pts</b> Mostly clear and relevant, minor gaps</p> <p>Mostly organized, minor format issues</p>	<p><b>4 - 3 pts</b> Limited depth, some inconsistencies</p> <p>Some disorganization, noticeable format errors</p>	<p><b>2 pts - 1 pt</b> Incomplete or off-topic</p> <p>Poor structure, ignores format</p>
Feasibility of Proposed Solution	6	<p><b>6 pts</b> Highly practical, based on valid scientific, mathematical, technological principles</p>	<p><b>5 - 4 pts</b> Generally feasible, minor assumptions unclear</p>	<p><b>3 - 2 pts</b> Limited feasibility, weak assumptions</p>	<p><b>1 pt</b> Impractical or unsupported</p>
Relevance of Data Used	6	<p><b>6 pts</b> Uses accurate, credible, and well-integrated data</p>	<p><b>5 - 4 pts</b> Mostly relevant and credible data</p>	<p><b>3 - 2 pts</b> Some irrelevant or weak sources</p>	<p><b>1 pt</b> Data inaccurate or missing</p>
<b>Total</b>	<b>20</b>				

### Scoring Rubrics for Scoring of Oral Presentations/Arguments of STEMazing

Criteria	Max Point	Excellent	Good	Fair	Poor
Delivery/ Discussion of Arguments	8	<b>8 - 7 pts</b> Arguments are clear, logical, and strongly supported by scientific, mathematical, and technological principles; delivery is confident and engaging.	<b>6 - 5 pts</b> Arguments are mostly clear and supported by valid assumptions; delivery is generally good.	<b>4 - 3 pts</b> Arguments lack depth or clarity; limited support from valid assumptions; delivery needs improvement.	<b>2 pts – 1 pt</b> Arguments are weak, unclear, or unsupported; delivery is ineffective.
Content Presentation and Organization	5	<b>5 pts</b> Demonstrates full knowledge by presenting details with explanations and elaboration	<b>4 pts</b> At ease with presenting details without much elaboration	<b>3 pts</b> Uncomfortable with presenting information and is able to present details but without elaboration	<b>2 pts – 1 pt</b> Does not have a grasp of details during the presentation, cannot elaborate the information presented
Ability to Answer Questions	7	<b>7 pts</b> Accurate, confident, and well-supported answers	<b>6 - 5 pts</b> Mostly accurate, minor hesitation	<b>4 - 3 pts</b> Limited accuracy, vague answers	<b>2 pts – 1 pt</b> Incorrect or no answers
<b>Total</b>	<b>20</b>				

### Sample Scoresheet for STEMazing

STATION	CORRECT/ACCOMPLISHED	SCORE	TIME (in minutes:seconds)
<b>Team 1</b>			
1	<b>CORRECT</b>	<b>5</b>	<b>5:00</b>
2	<b>CORRECT</b>	<b>8</b>	<b>6:30</b>
3	<b>ACCOMPLISHED</b>	<b>10</b>	<b>5:30</b>
4			
5			
6			
7			
8			
9			
10			
<b>TOTAL</b>		<b>94</b>	<b>170:40</b>

**Prepared by:**

\_\_\_\_\_  
 Signature over Printed Name  
 Member, Panel of Expert

### Sample Summative Scoresheet for STEMazing

TEAM	Expert 1	Expert 2	Expert 3	AVERAGE TOTAL SCORE	TIME (in minutes:seconds)	Rank
1	93	94	96	94.33	170:40	2
2	94	96	95	95.00	160:17	1
3	79	80	82	80.33	175:22	9
4	96	93	94	94.33	178:05	3
5	85	88	87	86.67	180:00	7
6	87	85	88	86.67	179:22	6
7	73	74	75	74.00	180:00	10
8	84	86	85	85.00	178:05	8
9	90	92	91	91.00	175:22	4
10	89	92	90	90.33	160:25	5
11						
12						
13						
14						
15						
16						
17						
18						

**Prepared by:**

\_\_\_\_\_  
Signature over Printed Name  
Member 1, Panel of Expert

\_\_\_\_\_  
Signature over Printed Name  
Member 2, Panel of Expert

\_\_\_\_\_  
Signature over Printed Name  
Member 3, Panel of Expert



*George*



## Techno Fusion

<b>KEY STAGE</b>	Key Stage 2 (Grades 4 to 6)	
<b>NO. OF PARTICIPANTS</b>	Two (2) learner-participants; One (1) teacher-coach	
<b>TIME ALLOTMENT</b>	<b>360 minutes (excluding interview)</b>	
<b>PERFORMANCE STANDARD</b>	<ul style="list-style-type: none"> <li>• The learner constructs simple electrical gadgets with ease and dexterity.</li> <li>• Application of the most applicable dish gardening technique.</li> <li>• Ang mga mag-aaral ay nakagagawa ng iba't ibang dokumento gamit ang computing devices at productivity tools</li> </ul>	
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	Learner-participants shall demonstrate learning and innovation skills: thinking critically, creatively, and reflectively; solving problems; applying techniques; and generating functional knowledge while observing proper tool use and OHS standards. These skills, including creativity, problem-solving, communication, technological application, and procedural competence, are strengthened in the Techno-Fusion Contest, where learner-participants integrate Dish Gardening (DG), algorithm design, and Extension Cord (EC) Making into one innovative activity.	
<b>CREATIVE INDUSTRIES DOMAIN</b>	Design Creative Industries Landscape Architecture Agri-Tourism Industry Agri-entrepreneurial Industry	
<b>DESCRIPTION</b>	<b>Techno Fusion</b> is an NFOT contest that integrates dish gardening, extension cord assembly, algorithm design, and table with storage construction into one comprehensive performance task. In this contest, teams apply creativity and technical ability to create a miniature landscaped scene on top of a table and construct functional electrical components.	
<b>TECHNICAL SPECIFICATIONS</b>		
<b>A. MATERIALS, TOOLS, AND EQUIPMENT</b>	<b>To be provided by participants:</b>  <b>For ICT</b> - 1 Laptop  <b>For EC</b> - Electrical tools (long nose, pliers, Phillips, and flathead screwdriver)	<b>To be provided by the Technical Committee:</b>  <b>For All</b> - 1 printer  <b>For each participating team</b>  <b>For EC</b> - 2 Working tables

	<ul style="list-style-type: none"> <li>- Multi Tester</li> <li>- Appropriate PPE</li> </ul> <p><b>For DG</b></p> <ul style="list-style-type: none"> <li>- Pliers</li> <li>- Spade</li> <li>- Cutter</li> <li>- Tie wire</li> <li>- Sprinkler</li> <li>- Hand sprayer</li> </ul>	<ul style="list-style-type: none"> <li>- 1 pc surface utility box</li> <li>- Long bond paper</li> <li>- Pencils</li> <li>- Long folders</li> <li>- 6 meters no.14 strand wire</li> <li>- 1 foot no.14 THHN electrical wire</li> <li>- 1 pc single pole single throw switch</li> <li>- 2 pcs convenience outlet</li> <li>- 1 set 3-gang plate</li> <li>- 1 pc male plug (15A)</li> </ul> <p><b>For DG</b></p> <ul style="list-style-type: none"> <li>- Dish garden plants (assorted, minimum of 6 kinds)</li> <li>- Decorative object</li> <li>- Colored rocks</li> <li>- Horticultural charcoal</li> <li>- Potting soil</li> <li>- Moss or sand</li> <li>- Wide, low-sided container (without a drainage hole, any design)</li> <li>- Submersible pump</li> <li>- Hand trowel</li> <li>- Shovel</li> </ul>																
<b>B. VENUE</b>	<ul style="list-style-type: none"> <li>• Well-ventilated covered area/room with electrical outlets/extension wires, fire extinguishers, and first-aid kits.</li> <li>• Holding/waiting area for teacher-coaches</li> </ul>																	
<b>CRITERIA FOR JUDGING</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%; text-align: center;">Criteria</th> <th style="width: 30%; text-align: center;">Percentage</th> </tr> </thead> <tbody> <tr> <td><b>A. TECHNICAL PRODUCT OUTPUT (Extension Cord Assembly &amp; Dish Garden Output)</b></td> <td style="text-align: center;"><b>30%</b></td> </tr> <tr> <td>Quality of Output (EC) / Visual Impact (DG)</td> <td></td> </tr> <tr> <td>Accuracy (EC) / Originality &amp; Plan Alignment (DG)</td> <td></td> </tr> <tr> <td>Functionality (EC only)</td> <td></td> </tr> <tr> <td>Combination &amp; Design of Plants &amp; Materials (DG only)</td> <td></td> </tr> <tr> <td><b>B. USE OF TOOLS, METHODS &amp; SAFETY</b></td> <td style="text-align: center;"><b>30%</b></td> </tr> <tr> <td>Use of Tools &amp; Equipment (EC &amp; DG)</td> <td></td> </tr> </tbody> </table>		Criteria	Percentage	<b>A. TECHNICAL PRODUCT OUTPUT (Extension Cord Assembly &amp; Dish Garden Output)</b>	<b>30%</b>	Quality of Output (EC) / Visual Impact (DG)		Accuracy (EC) / Originality & Plan Alignment (DG)		Functionality (EC only)		Combination & Design of Plants & Materials (DG only)		<b>B. USE OF TOOLS, METHODS &amp; SAFETY</b>	<b>30%</b>	Use of Tools & Equipment (EC & DG)	
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	Methods & Safety Work Habits (EC & DG)	
	Speed (All Categories)	
	<b>C. COMMUNICATION, PRESENTATION &amp; DIGITAL COMPETENCY (ICT + EC + DG)</b>	<b>25%</b>
	Ability to Explain / Present Ideas (All Categories)	
	Organization & Clarity of Ideas (ICT)	
	Digital Presentation Skills (ICT)	
	Technical Accuracy (Grammar, Spelling) (ICT)	
	<b>D. ICT DOCUMENTATION (Word → PDF)</b>	<b>15%</b>
	Content Accuracy & Completeness	
	Formatting & Layout in Word	
	Use of Productivity Tools & PDF Export	
	<b>TOTAL</b>	<b>100%</b>
<b>RUBRICS</b>	<i>See attached scoring rubrics.</i>	
<b>MECHANICS</b>		
<b>A. PRE-EVENT</b>		
1. <b>Eligibility</b>		
<ul style="list-style-type: none"> <li>○ All officially enrolled Grades 4 to 6 learners, including elementary ALS learners with LRN, may join the contest.</li> </ul>		
2. An additional documentary requirement for each teacher-coach includes a certification from the school head stating that he/she is currently handling any of the following areas: ICT, AFA, or IA.		
3. <b>Venue and Personnel Preparation</b>		
<ul style="list-style-type: none"> <li>○ The Technical Committee and panel of experts shall be at the venue <b>60 minutes</b> before the contest schedule.</li> <li>○ All materials, supplies, tools, and equipment shall be prepared by the Technical Committee <b>60 minutes</b> before the contest, except for those to be brought by the learner-participants.</li> </ul>		
4. <b>Inspection</b>		
<ul style="list-style-type: none"> <li>○ The Technical Committee shall inspect and verify all required materials for the contest (both Dish Gardening and Extension Cord Making).</li> <li>○ The Technical Committee shall also inspect the laptops of learner-participants to ensure transparency and fairness.</li> </ul>		
5. <b>Participant Arrival</b>		
<ul style="list-style-type: none"> <li>○ All learner-participants shall arrive at the contest venue <b>30 minutes before the contest begins.</b></li> <li>○ Learner-participants who arrive late may still be allowed to participate, but they shall not be granted any time extension beyond the scheduled contest period.</li> </ul>		

- Learner-participants who arrive late may still be allowed to participate, but they shall not be granted any time extension beyond the scheduled contest period.

#### 6. **Safety Compliance**

- All learner-participants shall strictly follow Occupational Health and Safety (OHS) protocols throughout the event.
- Failure to comply with safety standards may result in disqualification.

#### 7. **Briefing**

- An **official briefing** shall be conducted **30 minutes before** the contest starts.
- During the briefing, the Technical Committee shall explain the following: contest flows and time limits, rules and prohibitions, judging criteria, safety reminders, clarifications, and final instructions.
- Attendance at the briefing is mandatory for all learner-participants.

#### 8. **Drawing of Lots**

- Learner-participants shall draw lots to determine their entry numbers and assigned workstations during the contest registration.

#### 9. **Food Provision**

- Learner-participants shall bring their own food and drinking water.
- Leaving the contest venue during the contest is strictly prohibited.

### **B. DURING THE EVENT**

#### 10. **Start of Event**

- The Technical Committee shall signal the official start of the contest.
- Once the contest begins, **teacher-coaches and other delegates are no longer allowed to stay in the contest venue.**
- Only the Technical Committee, panel of experts, official photographers, and learner-participants are allowed inside the contest area.

#### 11. **Contest Rules**

- The Technical Committee shall distribute a task requirement and learner-participants shall be given 15 minutes to read and analyze it.
- Learner-participants shall use only the official materials, ingredients, tools, and equipment provided.
- Alteration, substitution, or modification of provided materials is not permitted.
- Borrowing or sharing of supplies, equipment, or supplies among learner-participants is **strictly prohibited.**
- Learner-participants shall give their full attention to their tasks to ensure quality, accuracy, and safety.
- All learner-participants shall follow prescribed OHS standards and tool-handling guidelines.

- In case of a technical issue, the designated timekeeper shall pause the time for the specific learner-participant and resume it once the issue has been resolved.
- Any irregularity found during the contest may result in the suspension of the activity at the discretion of the Technical Committee, in consultation with the panel of experts.
- All cases shall be referred to the Technical Committee for appropriate action.

#### 12. **Work Execution**

- Learner-participants shall prepare the sketch plan of the **dish garden for submission to the Technical Committee**.
- They shall prepare the logical steps for tasks in **dish gardening** and **extension cord making** using the Word document with clear headings and numbered steps, which shall be exported (PDF format) and submitted to the Technical Committee for printing.
- Learner-participants shall also complete:
  - The algorithm of the logical steps for Techno-Fusion
  - The **extension cord with switch assembly**, and
  - The **dish garden** following their submitted sketch/blueprint.
  - The printed algorithm should be displayed near the working area.

#### 13. **Judging and Documentation**

- Outputs shall be completed and ready for judging within the given time.
- Panel of experts shall conduct individual evaluations based on the rubrics.
- Once submitted for judging, outputs shall remain unaltered until the Awarding and Closing Ceremonies.

#### 14. **Panel Interview**

- Each learner-participant shall undergo a panel interview with the panel of experts within the allotted time, using a uniform set of questions.

#### 15. **Final Deliberation**

- The panel of experts shall deliberate and finalize scores based on:
  - Final scores following the rubrics,
  - Panel interview results,
  - Algorithm explanation, and
  - Output quality and safety.

### **C. AFTER THE EVENT**

#### 16. **Cleanup**

- Learner-participants shall **clean their working area immediately** after completing their tasks.
- Proper waste disposal and tool return are mandatory.

- The **algorithm document** (Word File format and PDF format)
- All required outputs for the assessed skills.

**18. Display of Outputs**

- All Techno-Fusion outputs shall remain **on display until the Awarding and Closing Ceremonies.**

**19. Event Documentation**

- The Technical Committee shall compile and secure the official judging results, attendance, photos, and final contest reports.
- These documents shall serve as the official record of the event.

**Table Construction  
(as part of Techno Fusion)**

<b>KEY STAGE</b>	Key Stages 3 and 4 (Grades 9 to 11)	
<b>NO. OF PARTICIPANT/S</b>	Two (2) learner-participants One (1) teacher-coach	
<b>TIME ALLOTMENT</b>	360 mins (exclusive of 30 minutes lunch break and interview)	
<b>PERFORMANCE STANDARD</b>	The learner shall be able to apply quality standards on raw or finished furniture products, components, and finishing materials based on job requirements. (Lesson 8: Applying Quality Standards or AQS).	
<b>21<sup>ST</sup>-CENTURY SKILLS</b>	Information, Media, and Technology Skills Learning and Innovation Skills Life and Career Skills Communication Skills	
<b>CREATIVE INDUSTRIES DOMAIN</b>	Design and Craft Area	
<b>DESCRIPTION</b>	<p><b>Table Construction</b> is a component of Techno Fusion NFOT contest that evaluates learner-participants' skills in measurement, calculation, and technical drawing through the design and construction of an office table with storage. Learner-participants shall strictly follow the prescribed dimensions: 29.5 inches (H), 48 inches (L), and 24 inches (W).]</p> <p>The contest emphasizes accuracy, workmanship, and compliance with specifications, assessing learners' ability to apply technical knowledge and practical construction skills aligned with TVET standards.</p>	
<b>TECHNICAL SPECIFICATIONS</b>		
<b>A. MATERIALS, TOOLS, AND EQUIPMENT</b>	<p><b>To be provided by the learner-participants:</b></p> <p>Tools and Equipment:</p> <ul style="list-style-type: none"> <li>• Power tools <ul style="list-style-type: none"> <li>- Circular Saw</li> <li>- Sander</li> <li>- Driller</li> <li>- Router</li> </ul> </li> </ul>	<p><b>To be provided by the Technical Committee:</b></p> <ul style="list-style-type: none"> <li>• 2 pcs -3/4x 4x8 Marine Plywood</li> <li>• 5 pcs – 2 inches lattice 8 feet moldings</li> <li>• 4 pcs - # 120 sandpaper</li> </ul>

	<ul style="list-style-type: none"> <li>- Jig power saw</li> <li>- Automatic Nail Gun Machine</li> <li>● Personal Protective Equipment (PPE)</li> </ul>	<ul style="list-style-type: none"> <li>● 4 pcs - #180 sandpaper</li> <li>● 4 pcs - #100 sandpaper</li> <li>● 1 Liter of Pioneer wood glue</li> <li>● ½ kilo - 2 ¼ inches finishing nail</li> <li>● ½ kilo - 1 inch finishing nail</li> <li>● 1 pair - concealed hinge</li> <li>● Hand Tools <ul style="list-style-type: none"> <li>- Hammer</li> <li>- Cross Cut Saw</li> <li>- Hand Planer</li> <li>- Jack Plane</li> <li>- Try Square</li> <li>- Push Rule</li> <li>- Chack line</li> <li>- Nail set</li> <li>- Pencil</li> </ul> </li> <li>● Working Table</li> <li>● Extension Cord</li> </ul>																				
<b>B. VENUE</b>	Well-ventilated room with electrical outlet, medical kit, and fire extinguisher and 1 adjacent room as holding area for teacher-coaches																					
<b>CRITERIA FOR JUDGING</b>	<table border="1"> <thead> <tr> <th>Criteria</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Workmanship</td> <td>60%</td> </tr> <tr> <td>Creativity</td> <td>20%</td> </tr> <tr> <td>Accuracy</td> <td>20%</td> </tr> <tr> <td>Quality of Product</td> <td>20%</td> </tr> <tr> <td>Proper Use of Materials, Tools and Equipment</td> <td>20%</td> </tr> <tr> <td>Safety work habits &amp; housekeeping</td> <td>10%</td> </tr> <tr> <td>Speed 5%</td> <td>5%</td> </tr> <tr> <td>Ability to Present the Process</td> <td>5%</td> </tr> <tr> <td><b>Total</b></td> <td><b>100%</b></td> </tr> </tbody> </table>		Criteria	Percentage	Workmanship	60%	Creativity	20%	Accuracy	20%	Quality of Product	20%	Proper Use of Materials, Tools and Equipment	20%	Safety work habits & housekeeping	10%	Speed 5%	5%	Ability to Present the Process	5%	<b>Total</b>	<b>100%</b>
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<b>RUBRICS</b>	<i>See attached scoring rubrics.</i>																					
<b>MECHANICS</b>																						
<b>Pre-Event</b>																						
<p><b>1. Eligibility</b></p> <ul style="list-style-type: none"> <li>○ All learners in Junior High School (Grades 9–10, TVE/TLE) and Senior High School (Grade 11 TVL), including ALS learners (TVL Track), <b>currently enrolled</b> in schools offering specialization in Carpentry or Furniture Making, are eligible to join.</li> <li>○ In addition to the documentary requirements to be submitted during in-person registration, all learner-participants in this contest shall also submit a certification, signed by their school head, confirming that they are currently enrolled in Carpentry class.</li> </ul>																						

- Likewise, additional documentary requirements for each teacher-coach shall include the following:
  - A certification from the school head stating that the teacher-coach of the learner-participant is currently handling Carpentry class; and
  - Certified true copy of the updated National Certificate (NC) Level II in Carpentry or Furniture Making, duly authenticated by the Division and Regional Focal Persons.

**2. Venue and Personnel Preparation**

- The Technical Committee and panel of experts shall be at the venue **60 minutes** before the event schedule.
- All materials, supplies, tools, and equipment shall be prepared by the Technical Committee **60 minutes** before the contest, except for those to be brought by the learner-participants.

**3. Inspection**

- The Technical Committee shall inspect and verify all required materials, equipment, utilities, and work stations are complete, functional, and compliant with contest standards.
- The teacher-coaches shall inspect the provided resources prior to the official briefing for transparency and to ensure fairness.

**4. Participant Arrival**

- All learner-participants shall arrive at the contest venues **30 minutes before the contest begins**.
- Learner-participants who arrive late may still be allowed to participate, but they shall not be granted any time extension beyond the scheduled contest period.

**5. Safety Compliance**

- All learner-participants shall strictly follow Occupational Health and Safety (OHS) protocols throughout the event.
- Failure to comply with safety standards may result in disqualification.

**6. Briefing**

- An **official briefing** shall be conducted **30 minutes before** the contest starts.
- During the briefing, the Technical Committee shall explain the following: contest flows and time limits, rules and prohibitions, judging criteria, safety reminders, clarifications, and final instructions.
- Attendance at the briefing is mandatory for all learner-participants.

**7. Drawing of Lots**

- Learner-participants shall draw lots to determine their entry numbers and assigned workstations during the contest registration.

## 8. Food Provision

- Learner-participants shall bring their own food; **leaving the contest venue is not allowed** during the event.

### *During the Event*

## 9. Start of Event

- The Technical Committee shall signal the official start of the contest.
- Once the contest begins, **teacher-coaches and other delegates are no longer allowed to stay in the contest venue.**
- Only the Technical Committee, panel of experts, official photographers, and learner-participants are allowed inside the contest area.

## 10. Contest Rules

- The Technical Committee shall distribute a task requirement and learner-participants shall be given 15 minutes to read and analyze it.
- Borrowing of materials, supplies, or tools is **strictly prohibited.**
- Learner-participants shall give their full attention to their tasks to ensure quality, accuracy, and safety.
- All learner-participants shall follow prescribed OHS standards and tool-handling guidelines.
- In case of a technical issue, the designated timekeeper shall pause the time for the specific learner-participant and resume it once the issue has been resolved.
- Any irregularity found during the contest may result in the suspension of the activity at the discretion of the Technical Committee, in consultation with the panel of experts.
- All cases shall be referred to the Technical Committee for appropriate action.

## 11. Judging and Documentation

- Outputs shall be **ready for display** once all members of the panel of experts have completed individual evaluation.
- Outputs shall remain **unaltered** until the Awarding and Closing Ceremonies.

## 12. Panel Interview

- Each learner-participant shall undergo a panel interview with the panel of experts within the allotted time, using a uniform set of questions.

## 13. Final Deliberation

- Panel of experts shall finalize scores based on:
  - Final scores following the rubrics,
  - Panel interview results, and
  - Output quality and safety.

***After the Event***

**14. Cleanup**

- Learner-participants shall **clean their working area immediately** after completing their tasks.

**15. Display of Outputs**

- Outputs shall remain **on display until the Awarding and Closing Ceremonies** unless otherwise instructed.

**16. Event Documentation**

- The Technical Committee shall compile and secure the official judging results, attendance, photos, and contest reports.
- These documents shall serve as the official record of the event.

### Scoring Rubrics for Techno Fusion

CRITERIA	Excellent (5)	Highly Proficient (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>A. TECHNICAL PRODUCT OUTPUT (Extension Cord Assembly &amp; Dish Garden Output)</b>					
<b>Quality of Output (EC) / Visual Impact (DG)</b>	Highly polished, neat, professional; visually striking and well-balanced.	Clean, organized, strong appeal with minor imperfections.	Acceptable quality; some inconsistencies, but still neat.	Weak execution; uneven quality or weak visual elements.	Poorly made, messy, unbalanced, or unsafe.
<b>Accuracy (EC) / Originality &amp; Plan Alignment (DG)</b>	Measurements, layout, and design strictly follow specifications or sketch plan; exceptionally original.	Minor deviations, but do not affect performance or design coherence.	Generally accurate; follows most specifications.	Multiple inaccuracies: the parts are different from the plan.	Major errors: does not follow specifications or plan.
<b>Functionality (EC only)</b>	Fully functional; flawless switch/connection performance.	Fully functional; minor inconsistencies.	Functional but may show inconsistent performance.	Limited or partial function.	Non-functional or unsafe.
<b>Combination &amp; Design of Plants &amp; Materials (DG only)</b>	Harmonious, balanced, compelling; enhances theme and sustainability.	Effective combinations; minor balance issues.	Acceptable combinations; coherent design.	Mismatched choices; theme unclear.	Poor combination; lacks unity or suitability.
<b>B. USE OF TOOLS, METHODS &amp; SAFETY</b>					
<b>Use of Tools &amp; Equipment (EC &amp; DG)</b>	Confident, precise, efficient; correct technique.	Mostly correct and safe use; minor inefficiency.	Adequate use; some gaps, but task completed.	Frequent improper handling; needs reminders.	Incorrect or unsafe tool use.
<b>Methods &amp; Safety Work Habits (EC &amp; DG)</b>	Consistently follows all protocols; PPE used; organized, hazard-free workspace.	Safe practices with minor lapses.	Basic safety observed; occasional reminders needed.	Several lapses or inefficient methods.	Repeated unsafe behaviors; disorganized.
<b>Speed (All Categories)</b>	Finishes within/ahead of time	Slightly slow but efficient overall.	Completes within a reasonable time.	Slow pace causes delays.	Unable to finish on time.

	with excellent quality.				
<b>C. COMMUNICATION, PRESENTATION &amp; DIGITAL COMPETENCY (ICT + EC + DG)</b>					
<b>Ability to Explain / Present Ideas</b> (All Categories)	Clear, confident, thorough explanation of process, reasoning, tools, safety, or design choices.	Clear explanation with minor gaps.	Basic explanation; some unclear areas.	Limited explanation; missing key details.	Cannot explain; unclear or incorrect responses.
<b>Organization &amp; Clarity of Ideas</b> (ICT)	Logical flow; strong structure; coherent transitions.	Mostly organized; minor clarity lapses.	Understandable but loosely organized.	Ideas are not well-connected.	Disorganized and unclear.
<b>Digital Presentation Skills</b> (ICT)	Highly confident; complete explanation of tools and processes (Word/PDF).	Clear with minor gaps.	Basic; some details missing.	Struggles to articulate workflow.	Inaccurate or incomplete explanation.
<b>Technical Accuracy</b> (Grammar, Spelling) (ICT)	No errors; polished and professional.	Minor errors.	Several errors, but readable.	Frequent errors affect clarity.	Many errors; hard to understand.
<b>D. ICT DOCUMENTATION (Word → PDF)</b>					
<b>Content Accuracy &amp; Completeness</b>	Fully complete, accurate, and meets all requirements.	Mostly complete; minor omissions.	Generally correct; some missing parts.	Incomplete sections; inaccuracies.	Largely off-task or incorrect.
<b>Formatting &amp; Layout in Word</b>	Professional formatting: correct margins, spacing, headings, page breaks.	Minor inconsistencies.	Basic formatting applied.	Frequent formatting errors.	No formatting standards followed.
<b>Use of Productivity Tools &amp; PDF Export</b>	Effective use of styles, tables, images; error-free PDF.	Several tools used effectively; minor PDF issues.	Basic tools used; acceptable PDF.	Minimal tool use; many errors.	Incorrect tool use; faulty/no PDF export

### Scoring Rubrics for Table Construction

Criteria	<b>Excellent (5)</b>	<b>Highly Proficient (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Beginning (1)</b>
<b>Workmanship – (60%)</b>					
Creativity (20%)	Unique and imaginative furniture design with innovative features	Some creative elements, but lacks uniqueness	Basic design with minimal creativity	Little creativity, lacks originality	Absence of Creativity and originality
Accuracy (20%)	Well-proportioned and precise, follows furniture design standards	Mostly accurate with minor proportion issues	Mostly accurate with major proportion issues	Noticeable inaccuracies in proportions	Major proportion errors, lacks balance
Quality of Product (20%)	Finish is smooth and consistent no imperfection (no drips, blotches or missed spots)	Finish is smooth and consistent little imperfection (little drips, blotches or missed spots)	Finish is smooth to the touch, but some minor, imperfections, drips, or inconsistencies in stain may be visible	Finish is partially smooth to the touch, but some minor, imperfections, drips, or inconsistencies in stain may be visible	Finish appears blotchy or incomplete; multiple drip marks and imperfection are everywhere
<b>Proper Use of Materials, Tools and Equipment (20%)</b>	Select and uses all tools and equipment correctly and confidently without assistance. Operate tools according to manufacturer instructions.	Uses tools and equipment correctly and confidently most of the time	Uses tools and equipment correctly but sometimes needs clarification or guidance	Uses tools and equipment incorrectly or less confidence most of the time	Unable to use tools or equipment properly
<b>Safety Work Habit &amp; House Keeping (10%)</b>	Always wear PPE excellently follow safety rules for tool and machine use and maintain a clean and organized workplace at all times	Consistently wear PPE, follow safety rules for tool and machine use and maintain a clean and organized workplace at all times	Wear some PPE, follow safety rules for tool and machine use and maintain a clean and organized workplace sometimes	Wear PPE intermittently, inconsistently follow safety rules for tools and machines use and not so clean and organized workplace	Consistently neglect wearing of PPE, not following safety rules for tools and machines use and messy and disorganized workplace

<b>Speed (5%)</b>	Routinely uses time well throughout the contest; completes output ahead of time or on time with a high degree of efficiency	Uses time fairly well; completes output on time with minor time management issues	Procrastinates somewhat but gets the job done on time; pace is productive	Unable to adequately meet timeline; requires excessive time to complete tasks	Fails to finish on time or shows no interest in completing the project within the given timeframe
<b>Ability to present the process (5%)</b>	Answers are accurate, well structured, delivered confidently and with comprehensive explanation	Answers are accurate, well-structured and delivered confidently but one area may lack thoroughness	Answer is mostly accurate, well-structured and delivered confidently but one or more area may lack thoroughness	Answers are incomplete, missing significant parts of the question's requirement	Answers are largely incomplete or absent



**CONSENT FORM FOR LEARNER'S PARTICIPATION IN THE 2026 NFOT**



**I. Learner-Participant's Information**

- A. Name of Learner-Participant: \_\_\_\_\_
- B. Grade Level: \_\_\_\_\_
- C. School: \_\_\_\_\_
- D. Division: \_\_\_\_\_
- E. Region: \_\_\_\_\_
- F. NFOT Contest to participate in: \_\_\_\_\_

**II. Parent/Legal Guardian's Consent**

I, the undersigned, as the parent/legal guardian of the above-named learner, hereby give my consent for my child to participate in the 2026 National Festival of Talents (NFOT). I understand that this event involves activities that may require travel, and I acknowledge that I have been informed of the details, including the schedule, billeting and contest venues, and any risks associated with the event.

I agree to allow my child's device to be inspected and stored by the Technical Committee as part of the contest protocol, with the understanding that the device will be returned to my child during the contest proper.

I voluntarily consent to the collection, use, processing, storage, and disclosure of my child's personal data for lawful and declared purposes, in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173) and its implementing rules, with the understanding that his/her data will be protected, retained only as necessary or as required by law, and that he/she may exercise his/her rights as a data subject, including the right to withdraw consent subject to applicable legal limitations.

I understand that the event will be conducted in accordance with the guidelines and protocols set by the Department of Education (DepEd), and I agree to the terms and conditions set for participation.

Parent/Legal Guardian's Name: \_\_\_\_\_  
Relationship to Learner: \_\_\_\_\_  
Contact Number: \_\_\_\_\_  
Signature of Parent/Legal Guardian: \_\_\_\_\_  
Date: \_\_\_\_\_

Noted by:

\_\_\_\_\_  
**Teacher-Coach**  
Signature Over Printed Name

\_\_\_\_\_  
**Class Adviser**  
Signature Over Printed Name

Approved:  
\_\_\_\_\_  
**School Head/Principal**  
Signature Over Printed Name



# Department of Education

## Republic of the Philippines

In line with the mission of the Department of Education (DepEd) to provide quality, equitable, culture-based, and complete basic education where:

- Students learn in a child-friendly, gender-sensitive, safe, and motivating environment;
- Teachers facilitate learning and constantly nurture every learner;
- Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen;
- Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners;

And in accordance with the DepEd's thrust to continuously improve itself to better serve its stakeholders, an effective communications strategy paves the way to a more efficient public policy formulation and implementation.

The Department of Education and its representatives are therefore seeking your permission to take and make use of voice recordings and/ or audiovisual images of you/ your children/ your students for the purposes stated above.

Please furnish us with your full name and signature on the next page should you confirm your consent to the proposed use of your/ your children/ your students' photographs and video/voice recordings in our communications and publicity materials.

Thank you very much.

# Department of Education

Republic of the Philippines

## CONSENT, WAIVER, INDEMNITY, and RELEASE

I, \_\_\_\_\_, M/ F, \_\_\_\_\_ years of age, hereby grant permission to the **Department of Education (DepEd)** and its representatives to make recordings of my voice and to take photographs and /or videos in which I appear in, to be used for the communications and various public campaigns of the Agency be it in print, broadcast, and/or electronic media, at the event and location stated below:

Production name/ Project title:

\_\_\_\_\_

Location:

I acknowledge that the DepEd owns all rights to these images and recordings. I further grant the DepEd and its representatives the right to use, display, exhibit, reproduce, distribute, and create derivative works of these images and recordings in any media now known or later developed.

I hereby waive any right to inspect or approve the use of the images or recordings or of any written derivatives. I further waive all moral rights. I also waive any right to royalties or other compensation arising from or related to the use of the materials.

I hereby release, defend, indemnify, and hold harmless the DepEd and its representatives from and against any claims, damages, or liability arising from or related to the use of the images, recordings, or materials, including but not limited to claims of defamation, invasion of privacy, or rights of publicity or copyright infringement, or any misuse, distortion, blurring, alteration, optical illusion or use in composite form that may occur or be produced in taking, processing, reduction or production of the finished product, its publication or distribution.

I am 18 years of age or older/ I am accompanied by my legal guardian, and I am competent to enter into this contract/ NAME OF GUARDIAN: \_\_\_\_\_ has legal authority to enter into this contract. I have read this document before signing below, and I fully understand the contents, meaning and impact of this consent, waiver, indemnity and release.

This consent, waiver, indemnity and release is binding on me, my heirs, executors, administrators and assigns.

\_\_\_\_\_  
Signature \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
mm dd yyyy

\_\_\_\_\_  
Signature over printed name of Parent /Guardian/ Teacher \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
mm dd yyyy

Address:

Home phone: \_\_\_\_\_ Mobile phone: \_\_\_\_\_





**CONSENT FORM FOR TEACHING AND NON-TEACHING PERSONNEL'S PARTICIPATION IN THE 2026 NFOT**



**I. Personal Information**

- A. Name: \_\_\_\_\_
- B. Position: \_\_\_\_\_
- C. School/Office: \_\_\_\_\_
- D. Division: \_\_\_\_\_
- E. Region: \_\_\_\_\_

**II. Consent**

I, the undersigned, hereby give my consent to participate in the 2026 National Festival of Talents (NFOT). I understand that this event involves activities that may require travel, and I acknowledge that I have been informed of the details, including the schedule, billeting and contest venues, and any risks associated with the event.

I voluntarily consent to the collection, use, processing, storage, and disclosure of my personal data for lawful and declared purposes, in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173) and its implementing rules, with the understanding that my data will be protected, retained only as necessary or as required by law, and that I may exercise my rights as a data subject, including the right to withdraw consent subject to applicable legal limitations.

I understand that the event will be conducted in accordance with the guidelines and protocols set by the Department of Education (DepEd), and I agree to the terms and conditions set for participation.

\_\_\_\_\_  
**Personnel**  
Signature Over Printed Name

Noted by:

\_\_\_\_\_  
**Immediate Head**  
Signature Over Printed Name

(Annex B: Certification as Official Teacher-Coach)



**CERTIFICATION AS OFFICIAL TEACHER-COACH**

Date

This is to certify that **[Name of Teacher-Coach]**, currently assigned as **[Classroom/Subject/ALS Teacher]** at **[ School Name ]**, **[Schools Division]**, is the designated teacher-coach of the following learner-participant(s) for the **[Contest Title]** of the 2026 National Festival of Talents (NFOT) to be held on **[Contest Schedule]** in Roxas City, Capiz.

List of Learner-Participant(s):

1. [Name of Learner]
2. [Name of Learner]
3. [Name of Learner]

The undersigned further certifies that the teacher-coach has direct supervision over the above-mentioned learner(s) in his/her/their respective classes or learning sessions and is responsible for guiding and preparing him/her/them for participation in the said event.

This certification is issued upon the request of the aforesaid teacher for submission to the National Technical Working Group (NTWG) as part of the official requirements for the 2026 NFOT.

Issued this \_\_\_ day of \_\_\_\_\_, 2026 at \_\_\_\_\_.

Signature

[Name of Schools Division Superintendent]  
Schools Division Superintendent  
[Schools Division of \_\_\_\_\_]  
[Region \_\_\_]

(Annex C: Certification of Replacement)



**CERTIFICATION OF REPLACEMENT**  
*(For Learner-Participant and/or Teacher-Coach)*  
Date \_\_\_\_\_

This is to certify that **[Name of Original Learner-Participant/Teacher-Coach]** from **[ School Name ]**, **[ Schools Division ]**, has been replaced due to **[state valid reason for replacement]** and will not be able to attend the **[Contest Title]** of the 2026 National Festival of Talents (NFOT) to be held on **[Contest Schedule]** in Roxas City, Capiz.

The substitute designated to take his/her place is:

**Name of Substitute:** \_\_\_\_\_

**Role:** [Learner-Participant / Teacher-Coach]

**School:** \_\_\_\_\_

**Division:** \_\_\_\_\_

This is also to certify that this Office acknowledges that the above-named substitute is the official replacement and is authorized to participate in the aforesaid contest in lieu of the original learner-participant/teacher-coach.

This certification is issued for submission to the National Technical Working Group (NTWG) in compliance with the guidelines for participation in the aforesaid contest.

Issued this \_\_\_ day of \_\_\_\_\_, 2026 at \_\_\_\_\_.

Signature  
[Name of Regional Director]  
[Region \_\_\_]

(Annex D: List of Billeting Schools)



**2026 NATIONAL FESTIVAL OF TALENTS**

**LIST OF BILLETING SCHOOLS**

<b>No.</b>	<b>Billeting School</b>	<b>Region</b>	<b>School Head</b>	<b>Billeting Focal Person</b>	<b>Contact Number</b>	<b>Assigned SDO</b>
1	BANICA ES	NCR	REXIEME D. AURELLA	REXIEME D. AURELLA	09985469177	ANTIQUE
2	CONG. RAMON A. ARNALDO HS	IV-B	ALEX B. BORDA	REY BILLAN	09688569113	ANTIQUE
3	DON FRANCISCO DINGLASAN MS	V	ROWENA C. AROSTIQUE	ROWENA C. AROSTIQUE	09309279652	AKLAN
4	DON MANUEL ARNALDO MS	I	SHERYLL A. QUE	SHERYLL A. QUE	09927006380	ILOILO
5	DON YNOCENCIO DEL ROSARIO MS	VIII	MARY ANN C. MARTINEZ	JOHN ALBERT BRINOSA/EM ALINE EBLACAS	09199922747 /09690342317/09915096795	CAPIZ
6	DON YNOCENCIO DEL ROSARIO NHS	VI	ADONIS P. BESA	ADONIS P. BESA	09985738251	CAPIZ
7	KATIPUNAN VES	CARAGA	MA. RONELLA B. LAYNO	JEAN ADIO	09178074808 /09810969897	ILOILO
8	LAWAAN IS	IX	TOMAS S. HUPEDA	JOHN LEE ABAGAY	09177211968	ILOILO
9	LOCTUGAN IFS	NIR	VICENTE B. CASUGBO	LOEJIE CELOSO	09126343614	ILOILO CITY
10	MILIBILI NHS	XII	LEOFELLE MORCOSO	ALMA R. MORALES	09307519660	ILOILO
11	PLARIDEL EAST ES	BARMM	IRENE L. BILLONES	IRENE L. BILLONES	09294271921	GUIMARAS
12	PLARIDEL WEST ES	X	JANETTE D. VILLEZA	REY ALARO	09108403488	GUIMARAS
13	PRES. MANUEL ROXAS MEMORIAL IS-SOUTH	XI	JOSE RICHARD C. LACHICA	WEGAN FLAVIANO	09177164070 /09917696195	AKLAN
14	PRES. MANUEL ROXAS MEMORIAL SCHOOL- NORTH	VII	RUTH B. BARRIOS	FRANCIS SATURNO ISOLAN/ JOE CONRAD BARUA	09088971156	AKLAN
15	ROXAS CITY SCHOOL FOR PHILIPPINE CRAFTSMEN	CAR	TESSIE D. ORTEGA	RELAN LACIBAL	09989704752	ILOILO CITY

16	TANQUE NHS	II	MARIA THERESA D. APOSIN	MARIA THERESA D. APOSIN	09171099000	CAPIZ
17	TANZA ES	III	VERGINIA B. ALVAREZ	VERGINIA B. ALVAREZ	09173404985, 09606171320	ANTIQUE
18	VENANCIO ALBA ES	IV-A	SHERRY T. ARGUELLES	APRIL GRACE RESPONDE	09301140501	ILOILO

(Annex E: Order of Parade)



## 2026 NATIONAL FESTIVAL OF TALENTS

### ORDER OF PARADE

<b>Order</b>	<b>Region</b>
1st	Region I (Ilocos Region)
2nd	Region II (Cagayan Valley Region)
3rd	Region III (Central Luzon Region)
4th	Region IV-A (CALABARZON)
5th	Region IV-B (MIMAROPA)
6th	Region V (Bicol Region)
7th	Cordillera Administrative Region (CAR)
8th	National Capital Region (NCR)
9th	Negros Island Region (NIR)
10th	Region VII (Central Visayas Region)
11th	Region VIII (Eastern Visayas Region)
12th	Region IX (Zamboanga Peninsula Region)
13th	Region X (Northern Mindanao Region)
14th	Region XI (Davao Region)
15th	Region XII (SOCCSKSARGEN)
16th	Region XIII (CARAGA)
17th	Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)
18th	Region VI (Western Visayas Region)



Republic of the Philippines  
**Department of Education**  
 REGION I



MAR 17 2026

**REGIONAL MEMORANDUM**

No. 351, s. 2026

**RESULTS OF THE 2026 REGIONAL FESTIVAL OF TALENTS**

To: Schools Division Superintendents

1. The Department of Education – Regional Office I, through the Curriculum and Learning Management Division, is pleased to announce the official results of the 2026 Regional Festival of Talents (RFOT), which was successfully conducted on March 3–5, 2026, and hosted by the Schools Division Office (SDO) of Laoag City.
2. The results of the various contest events are hereby attached for reference. The first-place winners (learner-participants and teacher-coaches) will represent the region at the National Festival of Talents on April 18-22 in Roxas City, Capiz.
3. This Office extends its warmest congratulations to the winning participants and all division representatives and acknowledges the full support of the Schools Division Superintendents, Assistant Schools Division Superintendents, principals, school heads, teacher-coaches, trainers, stakeholders, and parents of all the participants.
4. Likewise, special acknowledgment is given to the Schools Division Office of Laoag City for its exemplary leadership and hospitality in hosting the 2026 Regional Festival of Talents, as well as to the Local Government of Laoag City, whose unwavering support significantly contributed to the success of this regional gathering.
5. For inquiries or concerns, please contact Ms. Arlene A. Niro, Chief Education Supervisor, the Curriculum and Learning Management Division (CLMD) or Ms. Jackelyn R. Aguinaldo, Education Program Supervisor, at telephone number (072) 682-2324, local 120 or through email address clmd.ro1@deped.gov.ph.
6. For the information and guidance of all concerned.

For the Regional Director:

**RHODA T. RAZON**  
 Director III

Encl.: As stated  
 References: None  
 To be included in the Perpetual Index  
 Under the following subject:

**ASSESSMENT OF LEARNING OUTCOMES  
 RESULTS  
 FESTIVAL OF TALENTS**

CLMD/jra/RM\_2026RFOTResults  
 March 16, 2026



Flores St., Catbangan, City of San Fernando, La Union  
 Telephone Nos.: (072) 607-8137/682-2324  
 DepEd Region I region1@deped.gov.ph  
 www.depedregion1.com

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Republic of the Philippines  
**Department of Education**  
REGION I

**2026 REGIONAL FESTIVAL OF TALENTS (RFOT)**

Host: Schools Division of Laoag City  
March 3-5, 2026

**CONTEST EVENTS  
FINAL RESULTS**

**DOKYUWENTO**

Division	Name	Coach	School	Rank
San Carlos City	Jasmine Exiomo, Princess Maavie S. Juanica, Jansen Viray	Cynthia F. Panuela	Speaker Eugenio Perez National Agricultural School	1
Candon City	Lance Christopher B. Ramos, Arjhen Angel G. Calzado, Fayebe Ysabelle D. Lupdag	Gilda Viaje	Candon National High School	2
Batac City	Hyacinth Jade Mendoza, Jamielle Monique Bayangos, Laexier Angelo Agcaoili	Lauro P. Dela Cruz Jr.	Immaculate Conception of Batac Academy Inc.	3
Vigan City	Jillian S. Bilgera, Marcus Antonio Rivera, Shikiyah M. Agcarao	Theodore Dan C. Rivero	Ilocos Sur National High School	4
Pangasinan 2	Hayley T. Agcaoili, Amira P. Godinez, Carl Jian C. Villanueva	Michelle J. Agpoon	Cipriano P. Primicias National High School	5

## ADVOCACY PITCH

Division	Name	Coach	School	Rank
Pangasinan II	Glaiza F. Prestoza Krystian James P. Varona	Samantha Bunquin Julie Beth R. Villanueva	Cipriano P. Primicias NHS	1
Batac City	Rainah Ysabel Franco Allijah Julianne A. Pagdilao	Jayferson G. Panelo Rosalie Balister	MMSU Laboratory HS	2
Ilocos Norte	Gyneth Wynona Lledp Kristoff Jay Ezekiel Reyes	Angelo Pascual Richmond Pailma	Solsona NHS	3
Pangasinan 1	John Gabriel S. Victorio Sarah Mae V. Cayabyab	Julia Calaunan Genesis Dudang	Calasiao Comprehensive NHS	4
San Carlos City	Sheneil E. Mendoza Nimfa Faye M. Diaz	John Christian R. Carzon Mark Carlo D. Austria	Speaker Eugenio Perez Agricultural School	5

## HARF TOUCH

Division	Name	Coach	School	Rank
Pangasinan I	Hamidah S. Marsok	Sahara T. Dima	Bayambang Elem School	1
San Fernando City	Abdul Salam M. Zaynor	Abdulmuin S. Ahalul	San Fernando South Central IS	2
Dagupan City	Nor-Asiya A. Disomimba	Noraniah S. Abdulkader	Juan L. Siapno ES	3
Ilocos Sur	Mohammad Arham D. Abdulkhalid	Saripa H. Adoma	Balaleng ES	4
Laoag City	Sittie Fatimah N. Sumagayan	Salman M. Moh. Amin S.	AP Santos ES	5

## ARABIC LANGUAGE SPELLING

Division	Name	Coach	School	Rank
Ilocos Sur	Muhammad Hanzalah B. Marangit	Saripa H. Adoma	Balaleng ES	1
Laoag City	Norhanifah R. Samporna	Salman M. Moh. Amin s.	AP Santos ES	2
La Union	Nursaif Ali Salomabao	Ammar M. Ditual	Agoo West Central School	3
San Fernando City	Norjannah M. Macapundag	Jhonaira M. Mabasok	San Fernando South Central IS	4
Dagupan City	Najera P. Calauro	Noraniah S. Abdulkader	Juan L. Siapno ES	5

## QUR'AN READING

Division	Name	Coach	School	Rank
Ilocos Sur	Omar D. Sangcupan	Jalil S. Durogungen	Balaleng ES	1
Dagupan City	Sittie Ashixah S. Pili	Faizal S. Idjiran	West Central ES I	2
San Fernando City	Harith M. Macapundag	Sahia S. Macapundag	SFC South Central IS	3
Candon City	Nor Hiyam Macasalang	Omar S. Sultan	South Central School	4
La Union Alaminos City	Ashrien M. Lonto Jalanor L. Domado	Dahlia N. Disumimba Charlene A. Damil	Agoo East Central School Alaminos Central School	5

## STEMAZING (ELEMENTARY)

Division	Name	Coach	School	Rank
Alaminos City	Zairyn Angelie B. Del Mundo, Hannah Carmela S. Base	Carmelo D. Paduyos	Alaminos Central School	1
Pangasinan I	Cris Ysabelle L. Dela Cruz, Chloe Shaine C. Reyes	Myra M. Pre	Bolinao Integrated School	2
San Fernando City	Armand Robin M. Galimba, Eunice J. Gaerlan	Roberto Lelina	BHC Educational Institution Inc.	3
Pangasinan II	Marc Nigel Y. Menuas, Japer Joy A. Peralta	Elizabeth S. Agsaoay, Maiyer R. Tullao	Pozzorubio Central School Tayug Central School	4

San Carlos City	Julius Paolo Jr. C. Dino, Keat Emmanuel C. Sanduz	Aldrin M. Petrea	Central I Elementary School	5
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### STEMAZING (SECONDARY)

Division	Name	Coach	School	Rank
Vigan City	Lien Dixzel Q. Alconcel Zithri Jezreel R. Baclig	Lexter C. Supnet	Ilocos Sur NHS	1
Batac City	John Joseph U. Sy Joseph Paoul U. Sy	Marvil Jay C. Oao	Batac Junior College Inc.	2
Laoag City	Richard F. Kau Jr. Isabela Abby Marey B. Madamba	Princess Mae T. Bullalayao	INHS	3
San Carlos City	John Arvin Datiun Daphne Venice Cabuang	Ray Aldecoa	Turac NHS	4
Urdaneta City	Prenz Aaron S. Tomas Jian Carl R. Lebaste	Nathaniel Pabaira	Urdaneta City HS	5

### LIKHAWITAN

Division	Name	Coach	School	Rank
Laoag City	Ma. Leoize Elaijah Morales Micah Jhabes C. Matinez MJ Roben S. Asunto	Sherween Cabrales	Ilocos Norte NHS	1
Ilocos Norte	Denea C. Puyaoan Mary Joy Damo Geimalyn Ramos	Calvin Paul Adrales	San Nicolas NHS	2
Pangasinan II	Emmanuel Buada Andrea Nicole P. Estares Meganne Miles R. Dela Cruz	Christian Jay C. Caoile	San Jacinto NHS	3
Alaminos City	Cherish Parel	Pinky Isidro	Alaminos City NHS	4

	Eli John Asaph N. Vinluan Audriz hannah C. Cerineo			
Ilocos Sur	Jay Chelle Lucero Francheska Lara Berniedette Lapena	Arjay Domisin	Tagudin NHS	5

## CINEMUNTI

Division	Name	Coach	School	Rank
Vigan City	Budz Spencer S. Agcaoili, Jedrick Alfred T. Guzman, Genevieve Kate M. Del Castillo, Ken R. Galace	Jerick O. Saupan	Ilocos Sur NHS	1
Ilocos Norte	Stephanie F. Agbuggo, Vince Cyrus B. Constantino, Thirdee Balagot, Jansen Leigh C. Verdadero	Julius Cedric Rosqueta	Dingras NHS	2
Ilocos Sur	Aizen Gabriel Amante, UJ Sibolboro, Fiona Apple Magsino, Archie Louise Delos Santos	Aaron James A. Cadano	Teodeoro Hernaez NHS	3
Urduaneta City	Jeawil T. Navarro, James Josief P. Francisco, Rysa A. Olpindo, John Louie E. Alvano	Mark Steohen R. Redito	Lananpin NHS	4
Dagupan City	Ma. Roselyn S. De Leon, Qwyney Ryu C. Ramos, Jebel Rashi Diah D. Ravanzo, Jasper C. Ferrer	Rheven B. Castro	Dagupan City NHS	5

## LITERARY CUP

Division	Name	Coach	School	Rank
Alaminos City	Blessie Kywin B. Escano, Zyna B. Basobas, Veera Greza Aruelo	Elaine V. Sison, Ruben C. Pacis, Ma. Ivy E. Santiago	Popantay Elementary School, Alaminos City National High School	1
Ilocos Sur	Jobhal C. Balderas, Renielle Rayven Roan C. Puertullano, Marianne Zyrille N. Gadia	Flordelina F. Lacosta, Esminia B. Alcain, Philip D. Apolancias	Tagudin Integrated School	2
Batac City	Avriel Mandy G. Narciso, Mae Angela B. Hermoguez, Yvonne Sophy Tabija	Visitacion S. Agres, Myra A. Libed, Zindie Mae C. Hibaya	Mariano Marcos Memorial ES, Mariano Marcos Memorial ES, City of Batac National High School Poblacion	3
Ilocos Norte	Jeffrie Marty P. Quintos, Stephanie D. Magalad, Samantha Rylin Nicole U. Caber	Mabie Gail C. James, Jane Meryl B. Dalde, Cellin U. Caber	Sarray National High School	4
Pangasinan I	James Lloyd D. Villaruz, Kristoff Allen C. Calimlom, Jed Daniel M. Telan	Allan N. Padero, Carlos S. Poserio, Jr. , Michael Lorenz Roy	Equia National High School, Sta. Barbara Central School, Calasiao Comprehensive NHS	5

## POP QUIZ

Division	Name	Coach	School	Rank
San Carlos City	Sophia M. Reyes	Sonia C. Desla	SEPNAS	1
Dagupan City	Wilfred Kel Andrei U. Urloza	Vic Agbayani	St. Albert the Great School	2
Ilocos Norte	Lei Ann Pearl P. Raymundo	Isabelo V. Avellano Jr.	Solsona NHS	3
Ilocos Sur	Francesca Louviers M. France	Rhoneal John B. Orpilla	BNHS	4

Urdaneta City	Kriscia Cail Intendencia	Fe Gatchalian	Urdaneta City NHS	5
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### BAKE CARES

Division	Name	Coach	School	Rank
Pangasinan 1	Kent Daniel Calinog Ma. Elaine de Guzman Angelic Divine F. Olermo	Via Elida R. Heyrosa Cerelina C. Ramirez Cerelina C. Ramirez	Anda NHS	1
Ilocos Norte	Bernadeth P. Baetong Ma. Carmelle Gloryne A. Sacro Princess Noelle M. Constantino	Cherrt A. Galapia Mayline M. Galapia Cherrt A. Galapia	Paoay NHS	2
Batac City	Jaren Eloisa C. Siriban William Joshua A. Labog Jan Matthew Symon P. Tagala	Janeth T. Rabanal Marlon T. Lumang Marlon T. Lumang	Batac City NHS	3
Ilocos Sur	Lovely Somera Jinelle Ritch Regua Jaypee A. Renon	Harold D. Solis Harold D. Solis Julita A. Alvarado	Cabugao Ilocos Sur	4
Vigan City	Ma. Cassandria Adatan Rizza M. Paa Ryouji P. Flores	Mary Ann Agtutubo Angelica Ugale	Ilocos Sur NHS	5

### CABIN CRAFT

Division	Name	Coach	School	Rank
Laoag City	Brent Laurel Sarmiento	Roger Vea	Ilocos Norte College of Arts and Trades	1
Alaminos City	Lorraine T. Daroya	Shiela Mae S. Perez	Alaminos City National High School	2
Panasinan II	Eric S. Casimiro	Rodolfo L. Aquino	Luciano Millan National High School	3
Ilocos Sur	John Riel Agapito Ancheta	Edmar Alcarion	Sinait National High School	4
Pangasinan I	Ric Lorenz B. Rosario	Aaron Paul Calizar	Binmaley School of Fisheries	5

### DESK MATES (TECHNOFUSION-TABLE CONSTRUCTION)

Division	Name	Coach	School	Rank
Pangasinan I	Aaron James Paragas Justine Jay Dacanay	Jeremiah Mejia	Pangasinan School of Arts and Trades	1
Batac City	Recheil Angella Maloom Jay Hardee G. Manglal-lan	Jonathan M. Alibuyog	Batac Junior College	2
Pangasinan II	Prince Daniel Banaga Jhelvin R. Rodelas	Mac John Hertnandez	San Macario NHS	3
Ilocos Sur	Jayvee Visaya Emmanuel Silvania	Bernard M. Miguel	Cabugao NHS	4
Laoag City	Shelton Mark Agtani John Michael R. Coteng	Gilbert M. Domingo	Ilocos Norte College of Arts and trades	5

### FLAVOR FAME (SAVOR 'D' FLAVOR)

Division	Name	Coach	School	Rank
Vigan City	Angel Pham A. Rabbon Angel Sofia Atalin Mil Jovin Jamnold K-Zar A. Cu	Nerissa R. De Vera Sancelle A. Recaido Ryan D. Villanueva	Ilocos Sur NHS	1
La Union	Maxine Mae U. Batan Kirk Haniel N. Yasay Cassandra Julienne S. Garelano	Patricia A. Halog Emma Lou B. Espinueva Joni C. Abubo	DEGMMHS	2
Ilocos Sur	Darry Jerie V. Diaz Princess Romgail G. Entrina Khian Obina	Mark Joseph G. Ramos Mhelrose A. Montero Arlene M. Abad	NNHHS	3
Laoag City	Nur Jaquib P. Ibrahim KC Ann Agustin Ma. Lavegnea M. Alipio	Adeline B. Dumbrique Veronica F. Guerrero Ma. Paulyne Aglugub	INNHS	4

Pangasinan II	Leri Faith B. Catameo Jan Chloe D. Dacanay Joana MAE B. Lagade	Mary Rose S. Florendo Jackelyn E. Fontanilla Maritess A. Lopez	BNHS	5
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## TECHNOFUSION

Division	Name	Coach	School	Rank
Pangasinan II	Jamie M. Rocio, Sherwin M. Olivar	Narranja R. Pulido	West Central School Sped Center, Villasis Central School and Sped Center	1
Laoag City	Gabrielle C. Cainguitan, Lacen Angel S. Bagaoisan	Julia Brigida L. Molina	Don Galicano R. Raffles Memorial ES	2
San Fernando City	Ehlyza D. Bacsa, Arvin Jay P. Abretel	Roselily A. Tejano	Dallangayan Elementary School,	3
Ilocos Sur	Gia Willianne E. Ferrer, Cyril L. Dumanas	Anajoy L. Palagay	Becques Community School	4
Batac Sity	Samantha Faith G. Sadiri, Ma. Alexa M. Gappi	Rowen B. Fiesta	Catalino Memorial ES	5