



Republic of the Philippines
Department of Education
REGION VI – WESTERN VISAYAS
SCHOOLS DIVISION OF AKLAN

March 12, 2026

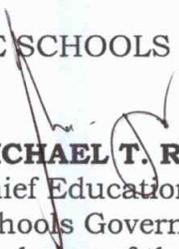
DIVISION MEMORANDUM
No. 163, s. 2026

2026 REGIONAL FESTIVAL OF TALENTS (RFOT)

To: Chief Education Supervisors
Education Program Supervisors
Principals In-charge of the District
Public Schools District Supervisors
Head Teacher In-Charge of the District
School Heads of Public Elementary, Secondary and Integrated Schools
All Others Concerned

1. Attached is Regional Memorandum No. 256, s. 2026 dated March 11, 2026 regarding the 2026 Regional Festival of Talents (RFOT).
2. Immediate dissemination of this Memorandum is desired.

FOR THE SCHOOLS DIVISION SUPERINTENDENT:


MICHAEL T. RAPIZ
Chief Education Supervisor
Schools Governance and Operations Division
In-charge of the Division *fu*

Enclosure: As stated
Reference: R.M. No. 210, s. 2026
To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT
BASIC EDUCATION
ELEMENTARY EDUCATION
LEARNERS
PROGRAMS
SCHOOLS SECONDARY EDUCATION
TESTS



Poblacion, Numancia, Aklan
Tel/Fax No. (265 3740 | 265 3741 | 265 3743)
Website: <https://depedaklan.online>
Email Address: aklan.1958@deped.gov.ph



Republic of the Philippines
Department of Education
REGION VI-WESTERN VISAYAS

MAR 11 2026

REGIONAL MEMORANDUM
No. 256, s. 2026

2026 REGIONAL FESTIVAL OF TALENTS (RFOT)

To: Schools Division Superintendents
All Others Concerned

1. This Office, through the Curriculum and Learning Management Division (CLMD), will conduct the **2026 Regional Festival of Talents (RFOT)** with the theme “*Embracing Change, Redefining Excellence*” to be held on March 24-27, 2026 (inclusive of travel time) to be hosted by the Schools Division of Capiz.
2. This activity aims to:
 - a. embrace change in gauging learners’ holistic development by showcasing inclusive and interdisciplinary performances on a regional platform;
 - b. highlight the significance of academic excellence beyond traditional approaches by promoting the integration of knowledge across disciplines; and
 - c. encourage learners to be creative, innovative, and collaborative in performing their multiple intelligences and 21st century skills to successfully thrive in a dynamic, interconnected, and future-ready world.
3. The participants in the 2026 RFOT are the Schools Division Superintendents, Assistant Schools Division Superintendents, CLMD Chief Education Supervisor, CID Chief Education Supervisors, Regional and Division Focal Persons, Technical Working Group (TWG), and learner- participants with their respective teacher-coaches from public and private elementary and secondary schools. The participation in the 2026 RFOT is **voluntary** and shall not disrupt the instructional time in adherence to DepEd’s Time-On-Task Policy.
4. The School Division Offices (SDOs) are enjoined to ensure the following:
 - a. provision of meals for their delegates for the entire duration of the contest;
 - b. transportation from the station to the 2026 RFOT venue and from the billeting quarters to the different contest venues;
 - c. portable mats, bedding, pillows, and blankets; and
 - d. other supplies and materials necessary for the conduct of the different contest events.
5. The Division Festival of Talents Focal Persons are the only authorized personnel to upload the list of official participants to the 2026 RFOT registration link: <https://bit.ly/41QqnNH> on or before March 15, 2026, with the exact number of delegation per SDO.



Address: Duran Street, Iloilo City, 5000
Telephone Nos: (033) 337-0149; 336-2816
Email Address: region6@deped.gov.ph
Website: region6.deped.gov.ph



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6. There shall be only one Travel Order per SDO, duly approved by the Schools Division Superintendent (SDS). In case of replacement of the participants, an official endorsement duly signed by the SDSs should be submitted a week before the contest.
7. All learner-participants are advised to secure a parent's/guardian's consent (see Enclosure 4), materials, ingredients, and other things needed for the assigned contest category stated in the contextualized contest guidelines.
8. The participants should be given recognition by the schools in accordance with the applicable DepEd policy on awards and assessment. They should be considered for catch-up and/or intervention on the projects, assignments, quizzes, and other requirements they might miss during the conduct of the activity.
9. To ensure the safety, health, and well-being of the RFOT participants, observance of minimum health protocols shall be implemented within the activity premises. The learner-participants and teacher-coaches shall secure a Medical Certificate stating that they are physically fit to be submitted to the Management Committee.
10. D.O. No. 53, s. 2003 titled Updated Guidelines on Grant of Vacation Service Credits shall apply to teaching personnel, while the Technical Working Group shall be provided with Compensatory Time Off (CTO) for the services rendered during weekends and holidays as per Civil Service Commission (CSC) and Department of Budget and Management (DBM Joint Circular No. 2, s. 2004 on Non-Monetary Remuneration for Overtime Service Rendered.
11. The general guidelines and specific guidelines for each contest category are contained in the following enclosures:
 - Enclosure 1: RFOT Logo;
 - Enclosure 2: General Guidelines;
 - Enclosure 3: Specific and Contextualized Guidelines;
 - Enclosure 4: Consent Form for Participation in the 2026 RFOT;
 - Enclosure 5: Consent, Waiver, Indemnity, and Release;
 - Enclosure 6: Certification as Official Teacher-Coach;
 - Enclosure 7: Certification of Replacement; and
 - Enclosure 8: Template of Number of Confirmed Division Participants.
12. There shall be **no registration** fees for the 2026 RFOT. The participants' board and lodging, travel expenses, per diem, and cost of the materials, tools, equipment, and other paraphernalia needed in the skills showcasing and performances shall be charged to their respective local funds or other eligible fund sources. However, traveling and incidental expenses of RTWG members from the Regional Office, food of the judges, certificates, and other eligible expenses shall be charged against the Program Support Funds (PSF) downloaded to the region and 2025 BEC Funds (continuing funds), while those of the Division Personnel to their



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respective local funds/MOOE or other applicable sources of funds, all are subject to the usual government and auditing rules and regulations.

13. The 2026 RFOT contextualized contest guidelines, activity matrix with contest venues, and Working Committees with Terms of Reference shall be announced in a separate Memorandum.
14. The Top 3 Winners shall be awarded with medals and given Certificate of Recognition along with their coaches but only the Top 1 Winner shall represent Region VI in the National Festival of Talents in Roxas City, Capiz to be held on April 18-23, 2026.
15. For more information, contact Dr. Athea V. Landar, EPS in-charge of MAPEH, CLMD, or through email address at region6.clmd@deped.gov.ph.
16. Immediate dissemination of and compliance with this Memorandum are desired.


CRISTITO A. ECO, CESO III
Regional Director

Encl.: As stated
Reference: None
To be indicated in the Perpetual Index
under the following subjects:

AWARDS
CELEBRATIONS AND FESTIVALS
CONTESTS
CURRICULUM
PROGRAMS
RECOGNITION

AVL/CLMD-RM- 2026 Regional Festival of Talents (RFOT)
084/March 9, 2026



Address: Duran Street, Iloilo City, 5000
Telephone Nos: (033) 337-0149; 336-2816
Email Address: region6@deped.gov.ph
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Enclosure No.1 to Regional Memorandum No. _____, s. 2026

2026 Regional Festival of Talents (RFOT)



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Enclosure No. 2 to Regional Memorandum No. _____, s. 2026

**GENERAL GUIDELINES ON THE CONDUCT OF THE
2026 REGIONAL FESTIVAL OF TALENTS (RFOT)**

A. General Guidelines

1. The **2026 Regional Festival of Talents (RFOT)** with the theme “*Embracing Change, Redefining Excellence*” to be held on March 24-27, 2026 within the Province of Capiz (exclusive of travel time).
2. For the information and guidance of all the participants, the general guidelines of the 2026 RFOT are listed as follows:
 - A. All events of the 2026 RFOT shall be conducted under the competition category.
 - B. Participants of the 2026 RFOT are Filipino learners in basic education who are expected to showcase their best products, services, and performances in different event categories as authentic pieces of evidence of their learning across academic areas, key stages, inclusion, and special curricular programs. They shall be accompanied by their respective teacher-coaches.
 - C. Learner participants and teacher coaches shall secure their Medical Certificates. Moreover, the parent/guardian’s consent shall be required for each learner-participant to be submitted to the Management Committee.
 - D. Participation is open to learners in basic education who are:
 - currently enrolled in public or private elementary and secondary schools for SY 2025-2026; and
 - currently enrolled in other inclusion programs such as Alternative Learning System (ALS), Indigenous Peoples Education (IPEd), Special Needs Education (SNEd), and Madrasah Education Program (MEP) for SY 2025-2026.
 - E. Learner-participants and teacher-coaches shall receive a Certificate of Recognition, Participation, and Appearance from the Curriculum and Learning Management Division (CLMD) DepEd Regional Office VI.



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-
- F. Each learner-participant is allowed to participate in only one (1) event category during the 2026 RFOT.
- G. All division focal persons for the 2026 RFOT are advised to submit the printed list of official participants to be endorsed by their Schools Division Superintendent to the **Office of the Regional Director**, DepEd Regional Office VI, Duran Street, Iloilo City, **not later than March 18, 2026**. The PDF and Excel files of the said list should be uploaded to <https://bit.ly/41QqnNH> .

3. Entries at the Regional Level

- A. Only one (1) entry per event category per division shall be accepted at the regional level.
- B. To ensure the objective selection of prospective learner-participants who will compete at the regional level, all division offices are advised to conduct their respective Division Festival of Talents earlier than **March 15, 2026**.
- C. The division offices may refer to the contextualized contest guidelines set for each event category to select their learner participants who will join the 2026 RFOT.
- D. The skills exhibition of the different events shall be conducted at the school level based on standards to ensure the participation of all learners and the quality of participants who will take part in the screening at the division levels.

4. Regional Level Awards

- A. All entries shall be ranked from highest to lowest. However, only the top 5 entries shall be given corresponding points in determining the overall champion.
- B. Only the top three (3) regional winners of each event in the different skills competition shall be declared.
- C. The top three (3) winners per event shall receive a regional certificate of recognition.



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- D. The teacher-coaches of the top three (3) winners shall also receive a regional certificate of recognition.
- E. The top five (5) best-performing divisions shall be determined based on the following point system:

No. of Participants	Rank	Corresponding Points
Events with 1 to 4 participants	1	5
	2	4
	3	3
	4	2
	5	1

No. of Participants	Rank	Corresponding Points
Events with 5 to 10 participants	1	10
	2	8
	3	6
	4	4
	5	2

No. of Participants	Rank	Corresponding Points
Events with 11 and above participants	1	15
	2	12
	3	9
	4	6
	5	3

- F. The top five (5) performing divisions shall be awarded a Certificate of Recognition.
- G. Should there be ties in the top-performing divisions, the division with a higher number of 1st or higher ranks will prevail.



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5. Mechanics for Judging

- A. The services, products, and performances of participants to be showcased in all events shall be judged by three (3) members of the panel of experts.
- B. The scores of the three (3) members of the panel of experts in any event shall be computed to determine the AVERAGE SCORE of each participant/team. The average score shall be the basis for ranking the participants to determine the top three (3) winners.
- C. The tabulation, consolidation, and review of all results shall be done by a committee composed of select CLMD Education Program Supervisors and a chair of the panel of experts.
- D. The results shall be reviewed by the members of the panel of experts before they affix their signatures on the summary sheet.
- E. In case of ties, triple ties, or quadruple ties, the participant who finished with the shortest/earliest time will be declared as the “winner”. In the event of another tie, the panel of experts will decide.
- F. **The decision of the panel of experts is final and irrevocable.**

6. General Orientation

- A. A virtual orientation to be attended by the Division Focal Persons of the 2026 RFOT shall be conducted (date, time, and virtual platform to be announced in a separate Memorandum). All clarifications, issues, and concerns relative to 2026 RFOT shall be addressed during the orientation. Any concerns raised during the actual conduct of the events shall not be entertained unless valid and necessary.
- B. The teacher-coaches of each event shall have a separate orientation with their Division Focal Person regarding the specific guidelines and mechanics of the events before their actual conduct.



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Enclosure No. 4 to Regional Memorandum No. _____, s. 2026

(Division Header)

CONSENT FORM FOR PARTICIPATION IN THE 2026 RFOT



I. Learner-Participant's Information

- A. Name of Learner-Participant: _____
- B. Grade Level: _____
- C. School: _____
- D. Division: _____
- E. Region: _____
- F. RFOT 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 (RFOT). 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 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



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Enclosure No.5 to Regional Memorandum No. _____, s. 2026

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/or 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.



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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 of Learner Participants

____/____/____
 mm dd yyyy

 Signature over printed name of Parent /Guardian/ Teacher

____/____/____
 mm dd yyyy

Address: _____

Home phone: _____ Mobile phone: _____



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Enclosure No. 6 to Regional Memorandum No. _____, s. 2026



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 Regional Festival of Talents (RFOT) to be held on **[Contest Schedule]** in SDO 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 Regional Technical Working Group (RTWG) as part of the official requirements for the 2026 RFOT.

Issued this ___ day of _____, 2026 at _____.

Signature

[Name of Schools Division Superintendent]

Schools Division Superintendent
Schools Division of _____



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Enclosure No. 7 to Regional Memorandum No. _____, s. 2026



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 (RFOT) 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 Schools Division Superintendent

Schools Division Superintendent
 Schools Division of _____



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Enclosure No.8 to Regional Memorandum No. _____, s. 2026

(Division Header)

Number of Confirmed Division Participants for the 2026 RFOT

DFOT Focal Person:		Division:		
Contact Number:		Email Address:		
EVENT	CONTESTANT (First, MI, Last)	COACH (First, MI, Last)	SEX Male/ Female	SCHOOL
<i>*you may add rows if necessary</i>				
Total No. of Participants:				
Division Focal Persons				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
Division Officials				
Schools Division Superintendent				
Asst. Schools Division Superintendent				
CID Chief				
SGOD Chief				
Total No. of Division Delegations:				

Prepared by:

_____ DFOT Focal Person

Approved by:

_____ Schools Division Superintendent



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**SPECIFIC GUIDELINES FOR THE DIFFERENT CONTESTS
OF THE 2026 REGIONAL FESTIVAL OF TALENTS (RFOT)**

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



Advocacy Pitch

KEY STAGE	Key Stages 3 and 4 (Grades 7 to 12)
NO. OF PARTICIPANTS	Two (2) learner-participants per region Two (2) teacher-coaches per region
TIME ALLOTMENT	126 minutes
PERFORMANCE STANDARD	The learners skillfully deliver a speech for a special occasion through utilizing effective verbal and non-verbal strategies and ICT resources.
21ST CENTURY SKILLS	Communication Skills Information, Media, and Technology Skills Learning and Innovation Skills Life and Career Skills
CREATIVE INDUSTRIES DOMAIN	Publishing and Printed Media Performing Arts
DESCRIPTION	Advocacy Pitch is an RFOT 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.
CAREER PATHWAYS	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.
TECHNICAL SPECIFICATIONS	

<p>A. MATERIAL, TOOLS, AND, EQUIPMENT</p>	<p>To be provided by the learner-participants:</p> <ul style="list-style-type: none"> ● Laptop with MS PowerPoint 2010 or latest version and Adobe In-design ● Lapels (<i>Wireless Body Pack, maximum of 40W</i>) & batteries 	<p>To be provided by the Technical Committee:</p> <ul style="list-style-type: none"> ● Projector/LED Screen/TV 55" or better (for the contest room and for the viewers outside of the contest room) ● Extension Cords ● HDMI/VGA Cables ● Flash Drives
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	<ul style="list-style-type: none"> Flash Drive (32 gb) 	<ul style="list-style-type: none"> A4 Bond Paper Substance 100 gsm Flaglets (yellow, green and red) Stopwatch / timer Printers 		
B. VENUE	Airconditioned/Well-ventilated: Preparation Room, Holding Room, and Contest Room			
CRITERIA FOR JUDGING	Product/Performance	Criteria	Points	Weight %
	Pitching	Analysis and Content	45	70%
		Organization	30	
		Delivery	25	
		Total	100	
	15-slide PowerPoint Presentation	Focus and Clarity	25	10%
		Visual Effectiveness	25	
		Credibility and Attribution	10	
		Technical Aspects and Readability	15	
		Overall Craftmanship	25	
		Total	100	
	Tri-Fold Brochure	Panel Layout and Structural Accuracy	10	20%
		Content Organization and Flow	40	
		Visual Consistency and Branding	25	
		Typography and Readability	10	
Layout, Balance and Margins		15		
Total		100		
TOTAL			100 %	
RUBRICS	<i>See attached scoring rubrics.</i>			
MECHANICS				
Pre-Event				
<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 before 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 MS PowerPoint.
 - b. Each team shall prepare the script based on the PowerPoint presentation.
 - c. Each presentation is timed for five (5) minutes and shall be limited to 16 slides only. Each slide shall be automatically timed for 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 a 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 a 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
16-slide PowerPoint Presentation 10%				
Focus & Clarity of Content (25pts)	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.
Visual Effectiveness (25pts)	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.
Credibility & Attribution (10pts)	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.
Technical Aspects & Readability (15pts)	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.
Overall Craftsmanship (25pts)	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.

Tri-Fold Brochure 20%				
Panel Layout & Structural Accuracy (10pts)	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.
Content Organization & Flow (40pts)	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.
Visual Consistency & Branding (25pts)	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.
Typography & Readability (10pts)	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.
Layout Balance & Margins (15pts)	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.
Advocacy Pitch 70%				

<p>A. Analysis and Content (45pts)</p>	<p>The speakers fully address the question/topic directly and effectively; the presentation is highly informative, and enhances audience understanding; arguments are consistently supported with</p>	<p>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</p>	<p>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</p>	<p>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</p>
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	<p>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.</p>	<p>are documented; the information is mostly relevant to the advocacy focus, utilizing effective visual examples or signs.</p>	<p>of data/examples is incomplete or unclear; some information is off-topic or only somewhat related to the advocacy focus.</p>	<p>improperly documented; most of the information is irrelevant to the advocacy focus.</p>
B. Organization (30pts)				
<p>Introduction (10 pts)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The speakers fail to capture audience's attention; the topic is unclear or confusing; main points are not outlined or missing.</p>
<p>Body (10 pts)</p>	<p>The presentation is divided into clear, well-defined sections; transitions, internal summaries; ideas flow logically and coherently from introduction to conclusion.</p>	<p>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.</p>	<p>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.</p>	<p>Sections are unclear or poorly defined; key sections are omitted or inadequately addressed; ideas are disorganized and difficult to follow.</p>

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.
Delivery (25pts)				
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>

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



Arabic Language Spelling (*Imlah*)

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

		<p>neon cartolina) - 860 pieces total:</p> <ul style="list-style-type: none"> ○ Easy Round (yellow) - 15 pieces ○ Average Round (light blue) - 15 pieces ○ Difficult Round (light pink) - 15 pieces ○ Clincher Round (light green) - 10 pieces <ul style="list-style-type: none"> ● Permanent markers (broad tip) - 10 pieces ● Envelopes - 10 pieces ● Bell/buzzer - 1 piece ● Tally sheets - 10 pieces <p>Furniture and Equipment:</p> <ul style="list-style-type: none"> ● 8 tables with chairs for the contestants ● 3 tables with chairs for the judges ● Sound system with microphone ● Video recorder - 1 unit <p>Personnel:</p> <ul style="list-style-type: none"> ● Proctor ● Timekeeper ● Video Recorder ● Tabulator ● Event Facilitator
B. VENUE	Gymnasium with bleachers and 1 holding room	
MECHANICS		
<p>Pre-Event (Briefing and Materials Preparation)</p> <p>A. Participant Eligibility:</p> <ul style="list-style-type: none"> ● One Grade 4 learner-participant, either male or female, per region <p>B. Teacher-coaches Briefing:</p> <ul style="list-style-type: none"> ● Brief teacher-coaches on judging criteria, appeal procedures, and time constraints. 		

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.



Bake Cares

KEY STAGE	Key Stage 3 (Grades 9 to 10); Key Stage 4 (Grade 11 only), Transition Program for Learner with Disabilities (LWDs)	
NO. OF PARTICIPANTS	<p>Three (3) learner-participants:</p> <ul style="list-style-type: none"> ● Two (2) typically developing learners under the SPTVE/TLE/TVL ● One (1) learner with disability (LWD) <p>One (1) teacher-coach for typically developing learners One (1) teacher-coach for LWD</p>	
TIME ALLOTMENT	240 minutes, excluding interview	
PERFORMANCE STANDARD	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.	
21ST CENTURY SKILLS	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	
CREATIVE INDUSTRIES DOMAIN	Baking and Design	
DESCRIPTION	Bake Cares 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.	
TECHNICAL SPECIFICATIONS		
A. MATERIALS, TOOLS, AND, EQUIPMENT	<p>To be provided by learner-participants:</p> <ul style="list-style-type: none"> ● Baking ingredients ● Marketable ingredients ● Icing: Commercial ● Non-Dairy Cream Paste for superior stability ● Stove ● Oven ● LPG ● Baking utensils ● Personal Protective Equipment (PPE) ● Packaging Materials (not included in the judging) 	<p>To be provided by the Technical Committee:</p> <ul style="list-style-type: none"> ● Working table ● Cooking area ● Water outlet/supply ● Utility expenses

B. VENUE	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																			
CRITERIA FOR JUDGING	<table border="0"> <thead> <tr> <th style="text-align: center;">Criteria</th> <th style="text-align: center;">Percentage</th> </tr> </thead> <tbody> <tr> <td>Process on the Product Development</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Proper use of tools and equipment</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Palatability</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>Product Presentation</td> <td style="text-align: right;">15%</td> </tr> <tr> <td>Speed</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Safety/Sanitation and Hygiene</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>Ability to Present Idea/Process</td> <td style="text-align: right;">10%</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">100%</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%	TOTAL	100%	
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RUBRICS	<i>See attached rubrics.</i>																			
MECHANICS																				
<p>Pre-Event</p> <p>1. Eligibility</p> <ul style="list-style-type: none"> ○ 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 currently enrolled in schools offering specialization in Bread and Pastry Production, are eligible to join. ○ 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. ○ Likewise, additional documentary requirements for each teacher-coach shall include the following: <ul style="list-style-type: none"> ○ A certification from the school head stating that: <ul style="list-style-type: none"> • the teacher-coach of two (2) typically developing learner-participants is currently handling Bread and Pastry Production class; and • the teacher-coach of one (1) learner-participant with disability is a SNED teacher handling the Transition Program. ○ Certified true copy of the updated National Certificate (NC) Level II in Bread and Pastry Production, duly authenticated by the Division TLE/TVE/TVL Focal Persons. <p>2. Venue and Personnel Preparation</p> <ul style="list-style-type: none"> ○ The Technical Committee and panel of experts shall be at the contest venue at least 60 minutes before the contest schedule. ○ Contest venue shall be prepared by the Technical Committee s a day 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 prior to the official briefing for transparency and to ensure fairness.

4. Participant Arrival

- All learner-participants shall arrive at the contest venue **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 Ceremony** 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)
Process on Product Development	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 execute cake-making steps but show 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.

Proper Use of Tools & Equipment	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.
Palatability	20%	Outstanding taste, texture, aroma; perfect balance	Very good flavor and texture	Acceptable taste; balanced enough	Below average; moisture issues	Poor taste; unbalanced flavors
Product Presentation	15%	Visually stunning; perfect shape; creative plating	Attractive; good symmetry	Acceptable; minor imperfections	Below average; uneven shape	Poor presentation; misshapen
Speed	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
Safety/ Sanitation & Hygiene	10%	Exemplary hygiene; clean area; proper handling	Good hygiene; mostly clean	Acceptable hygiene; needs improvement	Inconsistent hygiene; messy area	Poor hygiene; unsafe
Ability to Present Idea/Process	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



KEY STAGE	Key Stage 3 (Grades 9 to 10) and Key Stage 4 (Grade 11 only)	
NO. OF PARTICIPANT/S	One (1) learner-participant One (1) teacher-coach	
TIME ALLOTMENT	240 minutes, excluding interview	
PERFORMANCE STANDARD	The learners create a house plan following architectural standards.	
21ST CENTURY SKILL/S	Core skills supported using ICT, technical, information management, communication, collaboration, creativity, critical thinking, and problem-solving	
CREATIVE INDUSTRIES DOMAIN	Design	
DESCRIPTION	Cabin Craft is an RFOT 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.	
TECHNICAL SPECIFICATIONS		
A. MATERIALS, TOOLS, AND EQUIPMENT	To be provided by the learner-participants: <ul style="list-style-type: none"> ● Desktop computer ● /Laptop (16 GB RAM, i5 processor or higher) ● Printer with ink (ratio 1:1) ● AutoCAD 2019 Version or higher (uniform version) ● Coupon Band A4 size (70-80 GSM) 	To be provided by the Technical Committee: <ul style="list-style-type: none"> ● Stapler and staple wire ● Display Board
B. VENUE	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	

CRITERIA FOR JUDGING	Aesthetic/Architectural/Originality and Creativity of Design	40%
	<i>Architectural</i>	<i>15%</i>
	<i>Aesthetic</i>	<i>5%</i>
	<i>Structural</i>	<i>10%</i>
	<i>Originality</i>	<i>5%</i>
	<i>Details</i>	<i>5%</i>
	Ability to Present the Process	10%
	Speed	10%
	Total	100%
RUBRICS	<i>See attached rubrics.</i>	
MECHANICS		
<i>Pre-Event</i>		
<p>1. Eligibility</p> <ul style="list-style-type: none"> ○ All learners in Junior High School (Grades 9–10, TVE/TLE) and Senior High School (Grade 11 TVL), including ALS learners (TVL Track), currently enrolled in schools offering specialization in Technical Drafting, are eligible to join. ○ 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. ○ Likewise, additional documentary requirements for each teacher-coach shall include the following: <ul style="list-style-type: none"> ○ A certification from the school head stating that the teacher-coach of the learner-participant is currently handling Technical Drafting class; and ○ Certified true copy of the updated National Certificate (NC) Level II in Technical Drafting, duly authenticated by the Division TLE/TVE/TVL Focal Persons. 		
<p>2. Venue and Personnel Preparation</p> <ul style="list-style-type: none"> ○ The Technical Committee and panel of experts shall be at the venue 60 minutes before the contest schedule. ○ Contest Venue shall be prepared by the Technical Committee, a day before the contest, except those to be brought by the learner-participants. 		
<p>3. Inspection</p> <ul style="list-style-type: none"> ○ The Technical Committee shall inspect and verify all required materials, equipment, utilities, and work stations are complete, functional, and compliant with contest standards prior to the official briefing for transparency and to ensure fairness. 		
<p>4. Participant Arrival</p> <ul style="list-style-type: none"> ○ 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; **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 Ceremony** 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)
Accuracy - 40%						
<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
Aesthetic/Architectural/Originality and Creativity of Design - 40%						
<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.
Ability to Present the Process	10%	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.
Speed	10%	Finished on or before the allotted time.	Finished 1 minute past the allotted time.	Finished 2 minutes past the allotted time.	Finished 3 minutes past the allotted time.	Finished 4-5 minutes past the allotted time.



CineMunti

KEY STAGE	<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/Japanese/ Chinese/Korean</p>
NO. OF PARTICIPANTS	<p>Six (6) learner-participants:</p> <ul style="list-style-type: none"> ● Four (4) learner-participants for media arts and/or theater from Key Stages 3 to 4; ● One (1) learner-participant for creative writing from Key Stages 3 to 4; and ● One (1) learner-participant for SPFL either Mandarin/Japanese/Korean/Spanish from Key Stage 3. <p>Three (3) teacher-coaches:</p> <ul style="list-style-type: none"> ● One (1) teacher-coach for media/theater arts; ● One (1) teacher-coach for creative writing; and ● One (1) teacher-coach for SPFL.
TIME ALLOTMENT	<p>Film Making Day 1: 8:00 a.m. -12:00 p.m. Team Orientation, Pre-production Planning, and Scriptwriting (240 minutes)</p> <p>Video Shoot, Editing, Synopsis Writing and Movie Poster Making 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>Film Showing and Judging of Entries Day 3: 8:00 a.m. - 1:00 p.m. Film Showing and Awarding of Special Citations (300 minutes)</p>
PERFORMANCE STANDARD	<p>SPA Theater 7</p> <ul style="list-style-type: none"> ● 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.

- 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>SPFL</p> <ul style="list-style-type: none"> • The learner communicates correctly and creatively, in oral and written form, various words, phrases, and expressions from visual and textual materials. 	
21ST CENTURY SKILLS	<p>Critical thinking Creativity Collaboration Communication Character Education (Discipline) Citizenship Cultural Literacy</p>	
CREATIVE INDUSTRIES DOMAIN	<p>Performing Arts Creative Services Audiovisual Media</p>	
DESCRIPTION	<p>CineMunti is an RFOT contest that celebrates the art of short filmmaking, which 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>	
CAREER PATHWAYS	<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>	
TECHNICAL SPECIFICATIONS		
A. MATERIALS, TOOLS, AND EQUIPMENT	<p>To be provided by the learner-participants:</p> <p>Film Making Component:</p> <ul style="list-style-type: none"> • laptop/s or computers with video editing software • digital cameras or video cameras with computer cable for file transfer • Cellphones • camera tripod • extension cord/s • other tools and equipment for video editing <p>SPFL component:</p> <ul style="list-style-type: none"> • Laptop with installed Microsoft Office 	<p>To be provided by the Technical Committee:</p> <ul style="list-style-type: none"> • Copy of the script • RFOT shirt for learner-participant • 1 ream A4 size bond paper • 10 pcs long folders • Pencils • Black Ballpens • One (1) HD video camera • Memory card for video camera • One (1) unit TV Monitor • Cable connectors for camera to TV monitor for holding area • Portable sound system • wireless Microphones • 1 USB flash drive (128GB)

	<ul style="list-style-type: none"> ● Camera data transfer connector 	<ul style="list-style-type: none"> ● 2 Cling wrap rolls/ stretch films (30cm x 400-500m; 20 microns) 																						
B. VENUE	<p>Day 1: Airconditioned Hall for Team Orientation, Pre-production Planning, and Scriptwriting</p> <p>Day 2:</p> <ul style="list-style-type: none"> (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. (b) Fully air-conditioned computer laboratory with desktop computers that can accommodate 70 participants for the video editing and rendering. <p>Day 3: Fully air-conditioned hall with LED wall that can accommodate 300 participants, Film Showing, and Presentation. The same venue will be used for the awarding of Special Citations.</p>																							
CRITERIA FOR JUDGING	<table border="1"> <thead> <tr> <th>Criteria</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Story and Content (Relevance to the theme; engaging narrative; clear message)</td> <td>20%</td> </tr> <tr> <td>Cinematography and Editing (Controlled camera work; clear sound quality; composition and framing; originality and creativity; flawless editing; readability of text; focus of shots)</td> <td>20%</td> </tr> <tr> <td>Screenplay (Visual and auditory clarity; effective dialogue; coherent structure)</td> <td>10%</td> </tr> <tr> <td>Acting Skills (Clear portrayal of character; believable performance; emotional authenticity)</td> <td>10%</td> </tr> <tr> <td>Directing Technique (Clear vision throughout the film; cohesive storytelling; effective integration of elements)</td> <td>10%</td> </tr> <tr> <td>Foreign Language Composition (grammar accuracy, vocabulary range, script quality, and translation accuracy)</td> <td>10%</td> </tr> <tr> <td>Foreign Language Oral Proficiency (pronunciation accuracy, fluency, Q&A responses, and language delivery in the film)</td> <td>15%</td> </tr> <tr> <td>Foreign Cultural Attire (cultural appropriateness and authenticity of traditional costume)</td> <td>5%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>		Criteria	Percentage	Story and Content (Relevance to the theme; engaging narrative; clear message)	20%	Cinematography and Editing (Controlled camera work; clear sound quality; composition and framing; originality and creativity; flawless editing; readability of text; focus of shots)	20%	Screenplay (Visual and auditory clarity; effective dialogue; coherent structure)	10%	Acting Skills (Clear portrayal of character; believable performance; emotional authenticity)	10%	Directing Technique (Clear vision throughout the film; cohesive storytelling; effective integration of elements)	10%	Foreign Language Composition (grammar accuracy, vocabulary range, script quality, and translation accuracy)	10%	Foreign Language Oral Proficiency (pronunciation accuracy, fluency, Q&A responses, and language delivery in the film)	15%	Foreign Cultural Attire (cultural appropriateness and authenticity of traditional costume)	5%	Total	100%		
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Total	100%																							
RUBRICS	<i>See attached 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/RFOT 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 the 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 the 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

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
Story and Content (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
Cinematography and Editing (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
Screenplay (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
Acting Skills (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	
Directing Technique (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
Foreign Language Composition (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
Foreign Language Oral Proficiency (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

Cultural Attire (cultural appropriateness and authenticity of traditional costume) (5 pts)	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
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Scoring Rubrics for CineMunti BEST SCREENPLAY

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
Originality & Creativity (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
Story Structure & Plot Development (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
Characterization (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
Theme & Relevance (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
Technical Writing Quality (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
Originality & Creativity (20 pts)	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
Plot & Structure (20 pts)	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
Character Development (20 pts)	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
Theme & Relevance (20 pts)	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
Emotional Impact / Engagement (20 pts)	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

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
Voice & Diction (20 pts)	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
Body Language & Movement (20 pts)	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
Emotional Authenticity (20 pts)	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
Engagement & Presence (20 pts)	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
Teamwork & Responsiveness (20 pts)	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
Shot Composition & Framing (20 pts)	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
Lighting (20 pts)	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
Camera Movement & Stability (20 pts)	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
Visual Storytelling (20 pts)	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
Color & Visual Style (20 pts)	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
Vision & Storytelling	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
Performance Direction	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
Visual Composition	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
Pacing & Rhythm	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
Integration of Elements	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
Foreign Language Composition (35 pts)	35 pts: Impeccable grammar; sophisticated vocabulary; exceptionally well-crafted script; flawless Pinyin maintaining cultural nuances	28 pts: Consistent grammar with minimal errors; diverse vocabulary; well-developed script; accurate Pinyin preserving meaning and context	21 pts: Generally correct grammar; sufficient vocabulary; adequate script with comprehensible storyline; acceptable Pinyin conveying basic meaning	14 pts: Frequent grammatical errors; limited vocabulary; weak script development; poor Pinyin with meaning loss	7 pts: Pervasive grammatical errors; inadequate vocabulary; incoherent script; severely flawed Pinyin
Foreign Language Oral Proficiency (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
Foreign Cultural Attire (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



DokyuWento

Mga Tuntunin para sa Pagpapatupad

Timpalak sa pagbuo ng malikhaing dokumentaryong Filipino sa kritikal na pagpapahayag ng mga kuwento at danas ng mga Pilipino.

YUGTONG KINABIBILANGAN	Ikatlong Yugto (Baitang 10)
BILANG NG MGA KALAHOK	Tatlong (3) Mag-aaral mula sa Yugto 3 (Baitang 10) at Isang (1) Tagapagsanay
LAANG ORAS	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
PAMANTAYAN SA PAGGANAP	Nakabubuo ang mga mag-aaral ng sariling multimodal na presentasyon (DokyuWento) 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.
IKA-21 SIGLONG KASANAYAN	Komunikasyon, Pagkamalikhain, Kritikal/Mapanuring Pag-iisip, at Kasanayan sa ICT / Digital Skills
DOMEYN SA CREATIVE INDUSTRIES	Performing, Audio-Visual and Digital Domain
DESKRIPSIYON	Ang DokyuWento ay timpalak ng RFOT 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 usapin panlipunan sa pamamagitan ng pagbuo ng limang minutong dokyumentaryo tungkol sa isang tiyak at napapanahong paksa.
TUNGUHING KARERA	Multimedia at Creative Production Journalism, Communication at Media Community Development Social Work at Public Relations
TEKNIKAL NA ESPESIPIKASYON	
A. MGA MATERYAL, KAGAMITAN, KASANGKAPAN, AT IBA PANG KAUGNAY	<p>Dadalhin ng mga kalahok: 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"> ● 8 GB RAM ● 128 storage ● 8-12 core processor

	<ul style="list-style-type: none"> ● 1080p-4k camera resolution capable to install video editing applications like Capcut (free) and Adobe Premier Rush Adobe license from DepEd <p>Galing sa Tagapamahala:</p> <ul style="list-style-type: none"> ● Kaugnay na mga suplay at materyal para sa pagtatanghal ● Kaugnay na artikulo, batas, balita, mga saliksik at iba pang teksto ● orasan at flaglets ● Mga opisyal na papel sa pagtatala ng marka ● Wireless na mikropono na may stand ● Sound system ● mga sertipiko ● mga lapis ● mga ballpen mga folder ● mga larawan o kagamitang nakatuon sa tema at layunin ● bond paper ● holding area, silid ng paghahanda at silid paligsahan ● laptop 								
<p>B. LUGAR NA PAGGAGANAPAN</p>	<ol style="list-style-type: none"> 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. 2. <i>Gymnasium</i> o isang maluwang na lugar kung saan nila gagawin ang DokyuWento. 3. <i>Auditorium</i> o <i>Function Hall</i>, lugar kung saan panoorin ang DokyuWento 								
<p>C. MGA PAMANTAYAN SA PAGTATANGHAL</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Mga Pamantayan</th> <th style="text-align: center;">Bahagdan</th> </tr> </thead> <tbody> <tr> <td data-bbox="539 1144 1241 1630"> <p>Nilalaman</p> <ul style="list-style-type: none"> ● Angkop ang natukoy na paksa mula sa mga ibinigay na teksto at may malinaw na batayan; ● Holistiko at maayos ang pagkakabuo ng DokyuWento ● May <i>Hook</i> na maaaring nagpapakita ng tanong, estadistika, o nakakagulat na impormasyon ● Malinaw ang ugnayan ng mga konsepto at kaisipan ● Angkop at tumpak ang mga salitang ginamit. </td> <td data-bbox="1241 1144 1465 1630" style="text-align: center; vertical-align: middle;">40%</td> </tr> <tr> <td data-bbox="539 1630 1241 1877"> <p>Kalidad/ Presentasyon</p> <ul style="list-style-type: none"> ● Mabisa at malikhain ang paggamit ng wika; ● Natatangi ang teknik na ginamit; ● Angkop ang daloy ng ideya; at ● Gumamit ng <i>visual effects</i> hal. video transition/animation </td> <td data-bbox="1241 1630 1465 1877" style="text-align: center; vertical-align: middle;">30%</td> </tr> <tr> <td data-bbox="539 1877 1241 2047"> <p>Hikayat/ Dating sa madla</p> <ul style="list-style-type: none"> ● Nakapanghihikayat at kapana-panabik ang bawat daloy ● Naipakikita ang empatiya at responsableng pananaw </td> <td data-bbox="1241 1877 1465 2047" style="text-align: center; vertical-align: middle;">20%</td> </tr> </tbody> </table>	Mga Pamantayan	Bahagdan	<p>Nilalaman</p> <ul style="list-style-type: none"> ● Angkop ang natukoy na paksa mula sa mga ibinigay na teksto at may malinaw na batayan; ● Holistiko at maayos ang pagkakabuo ng DokyuWento ● May <i>Hook</i> na maaaring nagpapakita ng tanong, estadistika, o nakakagulat na impormasyon ● Malinaw ang ugnayan ng mga konsepto at kaisipan ● Angkop at tumpak ang mga salitang ginamit. 	40%	<p>Kalidad/ Presentasyon</p> <ul style="list-style-type: none"> ● Mabisa at malikhain ang paggamit ng wika; ● Natatangi ang teknik na ginamit; ● Angkop ang daloy ng ideya; at ● Gumamit ng <i>visual effects</i> hal. video transition/animation 	30%	<p>Hikayat/ Dating sa madla</p> <ul style="list-style-type: none"> ● Nakapanghihikayat at kapana-panabik ang bawat daloy ● Naipakikita ang empatiya at responsableng pananaw 	20%
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<p>Nilalaman</p> <ul style="list-style-type: none"> ● Angkop ang natukoy na paksa mula sa mga ibinigay na teksto at may malinaw na batayan; ● Holistiko at maayos ang pagkakabuo ng DokyuWento ● May <i>Hook</i> na maaaring nagpapakita ng tanong, estadistika, o nakakagulat na impormasyon ● Malinaw ang ugnayan ng mga konsepto at kaisipan ● Angkop at tumpak ang mga salitang ginamit. 	40%								
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	Nakasunod sa Takdang Oras <ul style="list-style-type: none"> ● Naipasa sa takdang oras ● Nakasunod sa limang (5) minutong DokyuWento 	10%
	Kabuoan	100%
RUBRIC	Tingnan ang kalakip na rubric sa ibaba.	
MEKANISMO NG TIMPALAK		

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 National Technical Working Group (NTWG) 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 NTWG. 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 NTWG 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 dokumentaryo. Ang NTWG 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 NTWG.
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, Adobe Premiere Rush, at Imovie.
4. Magmumula lamang sa NTWG 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 NTWG 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 NTWG 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 Poras sa Pagpasa	Kabawasan
1-10 segundo	1 punto
11-20 segundo	2 puntos
21-30 segundo	3 puntos
31-40 segundo	4 puntos
41-pataas	5 puntos

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

Pagkatapos ng Pagganap

1. 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 nililintang kaugnay sa timpalak.

Rubric para sa DokyuWento

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

Nakasunod sa Takdang Oras	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.
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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

KEY STAGE	Key Stage 1 (Grade 2)	
NO. OF PARTICIPANT	One (1) Grade 2 learner-participant per region One (1) teacher-coach per region	
TIME ALLOTMENT	One (1) minute	
PERFORMANCE STANDARD	The learner demonstrates oral fluency on Arabic phonemes, phonetics, and alphabets by pronouncing the letters correctly with speed and accuracy through cognition and psychomotor.	
21st Century Skills	Literacy Skills Thinking Skills Global Awareness	
CREATIVE INDUSTRIES DOMAIN	Traditional Cultural Expressions	
DESCRIPTION	Harf Touch is an RFOT contest that allows blindfolded 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.	
CRITERIA FOR JUDGING	There shall be one (1) point given for every Arabic letter that is correctly identified and pronounced by learner-participants.	
TECHNICAL SPECIFICATIONS		
A. MATERIALS, TOOLS, AND EQUIPMENT	<ul style="list-style-type: none"> ● To be provided by the learner-participants: Goggles covered with black cloth 	To be provided by the Technical Committee: <ul style="list-style-type: none"> ● 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 ● Table and chair where Arabic letters will be placed ● Clipped microphone ● Stopwatch ● Bell/Buzzer ● Tally board and marker ● Tally sheets/pen/pencil

		<ul style="list-style-type: none"> ● Score sheets ● Video recorder
B. VENUE	Gymnasium with bleachers; 1 holding room	
Mechanics		
<i>Pre-Event (Briefing and Materials Preparation)</i>		
A. Participant Eligibility:		
<ul style="list-style-type: none"> ● One Grade 2 learner-participant, either male or female, per region 		
B. Coaches Briefing:		
<ul style="list-style-type: none"> ● Orient teacher-coaches on appeal procedures and grievance protocols. ● Designate areas where teacher-coaches shall remain during the contest. 		
C. Participants' Briefing:		
<ul style="list-style-type: none"> ● Explain the competition format: identify and pronounce engraved Arabic letters while blindfolded within one (1) minute. ● Clarify the scoring system: (One) 1 point per correctly identified and pronounced letter. ● Inform learner-participants that the facilitator shall mix the 28 letters for each turn. ● Allow clarification questions. 		
D. Materials and Equipment Setup:		
<ul style="list-style-type: none"> ● 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. ● Provide goggles covered with black cloth for blindfolding. ● Set up a clipped microphone, bell/buzzer, and stopwatch. ● Arrange a video recorder, a tally board with markers, and score sheets. ● Assign one (1) timekeeper/buzzer, one (1) recorder, one (1) tabulator, a panel of judges, and one (1) facilitator. 		
E. Holding Area Setup:		
<ul style="list-style-type: none"> ● 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:

Procedures:

- Learner-participants shall take turns on stage to identify the letters engraved/cut 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 the time allotted for each participant.
- Missed or unintentionally cast letters shall not be counted.
- The panel of experts shall confirm the number of 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 the 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

KEY STAGE	<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/Japanese/Chinese/Korean</p>
NO. OF PARTICIPANT/S	<p>Four (4) Learner-participants</p> <ul style="list-style-type: none"> ● Three (3) learner-participants for music composition and performance (Grades 7 to 12) ● One (1) learner-participant for SPFL either Mandarin/Japanese/Korean/Spanish (Grades 7 to 10) <p>Two (2) Teacher-coaches</p> <p>1 teacher-coach for performing arts 1 teacher-coach for SPFL of the represented language</p>
TIME ALLOTMENT	<p>Music Composition:</p> <p>Day 1: 8:00 a.m. - 5:00 p.m.</p> <ul style="list-style-type: none"> ● Songwriting – music and lyrics (English/Filipino/local language with Foreign Language either Mandarin/Nihongo/Korean/Spanish), and digital notation encoding (540 minutes inclusive of lunch) <p>Day 2: 8:00 a.m. -12:00 p.m.</p> <ul style="list-style-type: none"> ● Technical Rehearsal for music performance (240 minutes) <p>1:00 p.m. - 5:00 p.m. Performance and Product Showcase (240 minutes)</p> <ul style="list-style-type: none"> ● 2 minutes (SPFL Presentation) and 2 minutes (Question and Answer) ● 7 minutes music performance per music group, including entrance and exit
PERFORMANCE STANDARD	<p>MAPEH</p> <p>Grade 7</p> <ul style="list-style-type: none"> ● 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.

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

	<p>relevant to the trends, challenges, and current issues in the creative music industry</p> <ul style="list-style-type: none"> ● 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 <p>SPFL</p> <ul style="list-style-type: none"> ● The learner communicates correctly and creatively, in oral and written form, various words, phrases, and expressions from visual and textual materials. 		
21ST CENTURY SKILL/S	<p>Critical Thinking Creativity Collaboration Communication Character Education (Discipline) Citizenship Cultural Literacy</p>		
CREATIVE INDUSTRIES DOMAIN	<p>Audiovisual Media Performing Arts Creative Services</p>		
CAREER PATHWAYS	<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 (WCOA), ISAC International Popular Music Composition Competition (Japan)</i></p>		
DESCRIPTION	<p>Likhawitan is an RFOT 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 Mandarin/Japanese/Korean/Spanish, and a choice of Filipino, English, or a local language.</p>		
TECHNICAL SPECIFICATIONS			
A. MATERIALS, TOOLS, AND EQUIPMENT	<table border="1"> <tr> <td> <p>To be provided by learner-participants:</p> <p>For musical composition:</p> <ul style="list-style-type: none"> ● Any musical instruments (aide for songwriting composition) </td> <td> <p>To be provided by the Technical Committee:</p> <ul style="list-style-type: none"> ● RFOT shirt for learner-participant ● 1 ream A4 size bond paper ● One (1) Printer </td> </tr> </table>	<p>To be provided by learner-participants:</p> <p>For musical composition:</p> <ul style="list-style-type: none"> ● Any musical instruments (aide for songwriting composition) 	<p>To be provided by the Technical Committee:</p> <ul style="list-style-type: none"> ● RFOT shirt for learner-participant ● 1 ream A4 size bond paper ● One (1) Printer
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	<ul style="list-style-type: none"> • Musical score with lyrics <p>For album cover:</p> <ul style="list-style-type: none"> ● colored markers ● erasers ● colored pens 	<ul style="list-style-type: none"> • with scanner • One (1) computer unit per group, preferably in a computer laboratory • MuseScore or other digital notation software • 10 pcs long folders • 10 pcs Pencils • 10 pcs Black Ballpens • sound system • amplifiers for music instruments • 3 wireless microphones (preferably condenser mic) • 3 mic stan, ds • Projector • Laptop • coloring materials - crayons or coloring pencils 												
B. VENUE	<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>													
CRITERIA FOR JUDGING	<table border="1"> <thead> <tr> <th data-bbox="544 1473 1131 1514">Criteria</th> <th data-bbox="1131 1473 1399 1514">Percentage</th> </tr> </thead> <tbody> <tr> <td data-bbox="544 1514 1131 1583">Lyrics (Theme, Narrative, Message, Depth)</td> <td data-bbox="1131 1514 1399 1583">20%</td> </tr> <tr> <td data-bbox="544 1583 1131 1653">Music (Arrangement, Melody, Rhythm, Harmony)</td> <td data-bbox="1131 1583 1399 1653">10%</td> </tr> <tr> <td data-bbox="544 1653 1131 1722">Music Production (Digital Notation, Score Clarity)</td> <td data-bbox="1131 1653 1399 1722">10%</td> </tr> <tr> <td data-bbox="544 1722 1131 1861">Foreign Language Composition (grammar accuracy, vocabulary range, script quality, and translation accuracy)</td> <td data-bbox="1131 1722 1399 1861">10%</td> </tr> <tr> <td data-bbox="544 1861 1131 2004">Foreign Language Exposition (pronunciation accuracy, fluency, Q&A responses, and language delivery of the song)</td> <td data-bbox="1131 1861 1399 2004">15%</td> </tr> </tbody> </table>		Criteria	Percentage	Lyrics (Theme, Narrative, Message, Depth)	20%	Music (Arrangement, Melody, Rhythm, Harmony)	10%	Music Production (Digital Notation, Score Clarity)	10%	Foreign Language Composition (grammar accuracy, vocabulary range, script quality, and translation accuracy)	10%	Foreign Language Exposition (pronunciation accuracy, fluency, Q&A responses, and language delivery of the song)	15%
Criteria	Percentage													
Lyrics (Theme, Narrative, Message, Depth)	20%													
Music (Arrangement, Melody, Rhythm, Harmony)	10%													
Music Production (Digital Notation, Score Clarity)	10%													
Foreign Language Composition (grammar accuracy, vocabulary range, script quality, and translation accuracy)	10%													
Foreign Language Exposition (pronunciation accuracy, fluency, Q&A responses, and language delivery of the song)	15%													

	Foreign Cultural Attire (cultural appropriateness and authenticity of traditional costume)	5%
	Vocal Quality (Technique, Harmony, Tone, Pitch)	25%
	Showmanship (Stage Presence, Interpretation, Impact)	5%
	Total	100%

RUBRICS See attached rubrics.

MECHANICS

Pre-Event

1. Team Composition and Eligibility:
 - a. Each team shall consist of four (4) learner-participants only.
 - b. The team shall be composed of:
 - Three (3) learner-participants responsible for the song composition, arrangement, and music interpretation; and
 - One (1) learner-participant for SPFL responsible for ensuring language accuracy in the lyrics and introduction of the song performance.
 - c. All learner-participants shall be currently officially enrolled in school.
 - d. All learner-participants shall have no professional recording experience, international awards, or membership in professional music groups.
2. Learner-participants for SPFL shall be the top-ranked division winner, either in Chinese, Korean, Japanese, or Spanish, from a DepEd-recognized school and a non-native speaker of the foreign language.
3. The host division shall provide offline digital notation software. AI-generated lyrics or music are strictly prohibited.
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.
5. After the registration, the learner-participants shall draw their lot to determine their performance sequence.

During the Event

Day 1: Songwriting and Digital Notation Encoding

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.
2. Lyrics shall be written in **English, Filipino, or any local language**, provided that the lyrics adhere to a bilingual composition: **60%** shall be in the chosen language (English, Filipino, or local language) and **40%** shall be in either **Chinese, Korean, Japanese or Spanish**. For judging purposes, a side-by-side English translation of all lyrics shall be provided. Please note that **AI-generated lyrics and music are strictly prohibited**.
3. Musical instruments shall only be allowed during composition day.
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.
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.

6. Teams shall wear plain white T-shirt/RFOT T-shirt and dark colored pants to avoid division identification.

Day 2: Technical Rehearsal & Performance

1:00 p.m. – 3:00 p.m. (Technical Rehearsal)

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

3:00 p.m. – 5:00 p.m. (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 from 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 of overtime in performance, and a 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 cliniquing 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
Lyrics (Theme, Narrative, Message, Depth) (20 pts)	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.
Music (Arrangement, Melody, Rhythm, Harmony) (10 pts)	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.
Music Production (Digital Notation, Score Clarity) (10 pts)	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.
Foreign Language Composition (10 pts)	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

Foreign Language Exposition (15 pts)	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
Cultural Attire (5 pts)	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
Vocal Quality (Technique, Harmony, Tone, Pitch) (25 pts)	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.
Showmanship (Stage Presence, Interpretation, Impact) (5 pts)	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 pts: No stage presence; performer appears disinterested or unprepared.

Scoring Rubrics for Likhawitan BEST SONG INTERPRETATION

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
Vocal Technique (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
Harmony, Tone & Pitch (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
Stage Presence & Interpretation (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
Impact (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
Arrangement (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
Melody, Rhythm & Harmony (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
Digital Notation (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
Score Clarity (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

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
Imagery & Language (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
Theme & Message (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
Lyrics Composition & Structure (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
Bilingual Integration (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
Foreign Language Composition (35 pts)	35 pts: Accurate grammar; sophisticated vocabulary; exceptionally well-crafted script; flawless Castilian maintaining cultural nuances	28 pts: Consistent grammar with minimal errors; diverse vocabulary; well-developed script; accurate Castilian preserving meaning and context	21 pts: Generally correct grammar; sufficient vocabulary; adequate script with comprehensible storyline; acceptable Castilian conveying basic meaning	14 pts: Frequent grammatical errors; limited vocabulary; weak script development; poor Castilian with meaning loss	7 pts: Pervasive grammatical errors; inadequate vocabulary; incoherent script; severely flawed Castilian
Foreign Language Oral Proficiency (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
Foreign Cultural Attire (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

KEY STAGE	Key Stage 2 (Grade 6) Key Stages 3 and 4 (Grades 7-12)
NO. OF PARTICIPANTS	Three (3) learner-participants per region: <i>one (1) Grade 6 typically-developing learner; one (1) Grades 4 to 10 visually-impaired learner; and one (1) Junior/Senior High School visual artist-learner</i> Three (3) teacher-coaches per region: <i>two (2) for typically-developing learners; and one (1) for visually-impaired learner</i>
TIME ALLOTMENT	<i>300 minutes preparation and production 120 minutes presentation (5 minutes per team)</i>
PERFORMANCE STANDARD	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.
21ST CENTURY SKILLS	Communication Skills Learning and Innovation Skills
CREATIVE INDUSTRIES DOMAIN	Publishing and Printed Media Performing Arts Visual Arts Domains
DESCRIPTION	Literary Cup is an RFOT 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.

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

CRITERIA FOR JUDGING	<table border="1"> <thead> <tr> <th>Criteria</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Narrative Accuracy, Coherence, and Logic <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></td> <td>25%</td> </tr> <tr> <td>Creativity and Quality of the Constructed Ending <i>(Evaluates originality and emotional impact of the resolution. Includes the "Wow Factor" of the artwork.)</i></td> <td>25%</td> </tr> <tr> <td>Visual Arts Synthesis & Artistic Skill <i>(Evaluates technical skill of the artist, how the artwork supports the narrative "showing" what is told, and the use of symbolism/metaphor.)</i></td> <td>20%</td> </tr> <tr> <td>Delivery, Storytelling, and Music and Team Synergy <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></td> <td>25%</td> </tr> <tr> <td>Overall Impact and Stage Presence <i>(Assesses the team's ability to leave a strong impression and maintain composure.)</i></td> <td>5%</td> </tr> <tr> <td>TOTAL</td> <td>100%</td> </tr> </tbody> </table>		Criteria	Percentage	Narrative Accuracy, Coherence, and Logic <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%	Creativity and Quality of the Constructed Ending <i>(Evaluates originality and emotional impact of the resolution. Includes the "Wow Factor" of the artwork.)</i>	25%	Visual Arts Synthesis & Artistic Skill <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%	Delivery, Storytelling, and Music and Team Synergy <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%	Overall Impact and Stage Presence <i>(Assesses the team's ability to leave a strong impression and maintain composure.)</i>	5%	TOTAL	100%
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RUBRICS	<i>See attached rubrics.</i>															
MECHANICS																
Pre-Event																
<ol style="list-style-type: none"> Literary Cup is open to all Grades 4 to 12 learners who are officially enrolled in public and private schools. Each region shall register one (1) team composed of two (2) typically-developing learners and one (1) visually-impaired learner who are winners in the Regional Festival of Talents (RFOT) and three (3) teacher-coaches (two (2) for typically-developing learners; and one (1) for visually-impaired learner). Each team shall bring one (1) laptop with a respective charger for the sound effects and musical background. 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. Drawing of lots shall be done thirty (30) minutes prior to the contest. The learner-participants shall wear a plain white T-shirt with no prints or designs, paired with <i>maong</i> 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 (*typically-developing 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 typically-developing 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 typically-developing 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

Criteria (Max Points)	4	3	2	1
<p>Narrative Accuracy, Coherence, & Logic (25 pts)</p>	<p>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.</p>	<p>18 pts: Generally accurate with minor omissions. Ending is logical but transitions may be slightly abrupt. Visual elements mostly align with the original setting.</p>	<p>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.</p>	<p>7 pts: Significant deviations; major events missing or altered. Ending is illogical or disconnected. Visual art contradicts the established story elements.</p>
<p>Creativity & Quality of Ending (25 pts)</p>	<p>20 pts: Highly original and imaginative; creates deep emotional impact. Painting has a powerful "Wow Factor" and emotional connection.</p>	<p>15 pts: Shows creativity and refinement; ending is appropriate but may lack depth. Artwork is creative but provides a standard emotional impact.</p>	<p>10 pts: Limited creativity; predictable or simple development. Resolution is generic.</p>	<p>5 pts: Lacks effort; resolution is underdeveloped or unclear. Absence of imagery or character depth in all mediums. No creative risk taken.</p>
<p>Visual Arts Synthesis & Skill (20 pts)</p>	<p>25 pts: Exceptional technique (color, composition, line work). Art perfectly</p>	<p>18 pts: Strong technical skill with minor execution flaws. Art generally supports the narrative. Some</p>	<p>12 pts: Basic artistic skill; composition is unbalanced or colors are muddy. Art only provides</p>	<p>7 pts: Poor technical execution; messy or unfinished look. Art does not support or clarify the story</p>

	<p>helps audience "see" the story. Sophisticated use of symbolism adds deep meaning.</p>	<p>use of visual metaphors is present.</p>	<p>a literal depiction with little narrative enhancement.</p>	<p>being told. No symbolism present.</p>
<p>Delivery and Music & Team Synergy (25 pts)</p>	<p>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.</p>	<p>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.</p>	<p>12 pts: Inconsistent delivery; hesitations affect clarity. Art, music and story feel separate or poorly timed. Minimal evidence of team collaboration during presentation.</p>	<p>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.</p>
<p>Overall Impact & Presence (5 pts)</p>	<p>5 pts: Compelling performance that leaves a polished, memorable impression; full audience connection.</p>	<p>4 pts: Good presence; generally confident with moderate impact on the audience.</p>	<p>2 pts: Limited presence; noticeable lapses in confidence; low audience engagement.</p>	<p>1 pt: Very limited presence; low confidence; little to no audience connection or rule adherence.</p>



COMPONENT AREA	MAPEH and SPA
KEY STAGE	Key Stages Three (3) and Four (4)c
NO. OF PARTICIPANTS	14 learner-participants and 1 teacher-coach
TIME ALLOTMENT	Showcase: Five (5) minutes from the start of the first note to the last note of the music. 1 minute entrance and 1 minute exit shall be allotted for each team. Total of 180 minutes
PERFORMANCE STANDARDS	<p>PEH 7- Participates in dance activities that promote community wellness, safe body mechanics, and expressive movement.</p> <p>PEH 8 - Engages in dance creation that considers both aesthetic (artistic) and wellness</p> <p>PEH 9 – Demonstrates technical precision and expressive quality in performance.</p> <p>PEH 10 - Demonstrates responsible participation and leadership in dance production, valuing both artistic excellence and community well-being.</p> <p>SPA 7- FOLK DANCE & BALLET STRAND</p> <ul style="list-style-type: none"> ● exhibits skills in different dance forms/genres. ● performs basic dance movement combinations (<i>locomotor and non-locomotor</i>) about space. ● creates basic movement combinations using the elements of dance under the movement framework of Rudolph Laban ● creates movement combinations inspired by the local cultural experiences and/or a regional dance. <p>SPA 8 - FOLK DANCE STRAND</p> <ul style="list-style-type: none"> ● showcases and skillfully perform selected local and national dances. <p>SPA 8 - BALLET STRAND</p> <ul style="list-style-type: none"> ● Correctly performs some ballet steps and movements using the principles of classical ballet. ● performs contemporary dance movements using the Cunningham technique. ● showcases and skillfully perform selected classical/contemporary dances. <p>SPA 9 - DANCE – FOLK DANCE STRAND</p>

- 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 glocalisasyon 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 serbisyo, talento, at produktong gawang Pilipino bilang tanda ng nasyonalismo.

VALUES EDUCATION 10

- Naisasagawa ng mga mag-aaral ang sariling pagtugon sa mga isyung pangkalikasan tungo sa sustenableng pag-unlad bilang tanda ng pagiging mabuting katiwala

	<p>ARALING PANLIPUNAN 7</p> <ul style="list-style-type: none"> • Nakapagsasagawa ng pagtatanghal na nagpapahalaga sa nasyonalismo at pagkabansa ng Pilipinas at Timog Silangang Asya sa konteksto ng kolonyalismo <p>ARALING PANLIPUNAN 8</p> <ul style="list-style-type: none"> • 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 <p>ARALING PANLIPUNAN 9</p> <ul style="list-style-type: none"> • Nakapagbibigay ng panukala/suhestiyon sa pagpapabuti ng mga sektor ng ekonomiya at mga patakarang pang-ekonomiya <p>ARALING PANLIPUNAN 10</p> <ul style="list-style-type: none"> • Nakabubuo ng angkop na plano sa pagtugon sa hamong pangkapaligiran <p>CREATIVE INDUSTRIES I Gr 11 -Applies elements and principles of art in creative productions. Gr. 12 - Produces and performs advanced, large-scale works with cultural, narrative, or social relevance.</p>
21ST CENTURY SKILLS	Creativity Critical Thinking Collaboration Problem Solving Communication Leadership
CREATIVE INDUSTRIES DOMAIN	Create, produce, and manage artistic and cultural outputs professionally
DESCRIPTION	PinaSayaw is an RFOT 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 artistic expression to prepare student-artists for professional careers in the global creative industries.
CAREER PATHWAYS	<i>Performing Arts, Arts and Design/Creative Industries, Education and Training Tourism, and Cultural and Events Management</i> <i>International Competitions: World of Dance (WOD), Hip Hop International (HHI)-World Hip Hop Championship</i>
TECHNICAL SPECIFICATIONS	

A. MATERIALS, TOOLS, AND EQUIPMENT	To be provided by the learner-participants:	To be provided by the Technical Committee:
	<ul style="list-style-type: none"> • Costumes (No Props) • Music for Exhibition 	<ul style="list-style-type: none"> • 6 pcs Two-way radio (optional) for the NTWG/TWG • Lights and sound system for Showcase • Speakers to be installed in strategic areas during the dance parade • LED wall during the showcase • Tables and chairs for judges and TWGs • Extension cords for the TWG table • Stopwatch • Signboards
B. VENUE	<ul style="list-style-type: none"> • A thoroughly ventilated holding room/hall suitable for hosting organizers, judges and coaches is preferred (if available) during the pre-event orientation. • Preferably one (1) ventilated performing area that can accommodate an audience of 1500 pax Dance Parade and Bayle exhibition 	
CRITERIA FOR JUDGING	Criteria for PinaSayaw (RFOT/RFOT)	
	Artistic Interpretation/Expression (Ability to convey the theme, mood or story of the dance; emotional engagement and expressiveness)	40
	Choreography & Creativity (Originality of movement, transitions and overall compositions)	30
	Technique & Execution (Mastery of the dance movements, posture, balance, control and precision)	20
	Costume and Music	10
	TOTAL	100
MECHANICS (require to have a <i>pre, during, and after</i> the event)		
Pre-Event		
A. Registration & Documentation		
<ol style="list-style-type: none"> 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 is represented by 14 dancers and 1 teacher-coach. 		
B. Orientation & Briefing		

1. Mandatory orientations shall be held separately from the rest of the contingent for judges and coaches.
2. Organizers 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. Drawing of Lots: The official sequence or order of performance shall be determined during this session.
3. The parade route and dance floor shall be clearly marked, and marshals shall be assigned to guide the teams.

During the Event

A. Dance Mechanics

1. During the grand opening parade, all learner-participants shall join the contingent doing simple movements or routines.
2. During the showcase, teams shall remain within the designated venue at all times.
3. Each team shall be called on stage with their assigned group number.
4. Time shall start soon as the first note of the music plays. Time shall stop soon as the last note of the music stops.
5. Dance routines shall be transformational, showcasing a fusion of two or more styles (e.g., ballet, contemporary, jazz, hip-hop, folk, or neo-ethnic).
6. Groups 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 are prohibited during the exhibition. Aesthetic variations (like flipping a skirt or loosening a garment) are allowed only if they are part of the original outfit.

C. Safety & Prohibitions

DISQUALIFICATION: 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 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. Marshals and organizers shall monitor the crowd and ensure the performance area remains clear.

After the Event

1. Organizers and teams shall ensure the cleanliness and safety of the venue immediately following the performances.
2. Judges shall provide Technical Assistance (TA), feedback, and a cliniquing session to help learners and coaches improve their craft.
3. Scores shall be officially tabulated and verified by the technical committee.
4. The decision of the Board of Judges is final and irrevocable.

Scoring Rubrics for PinaSayaw

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

	the diwa (spirit) of the story to the audience.	supports the narrative effectively.	or depth to fully move the audience.	ed from the theme or the music.	emotional connection .
Music & Costume Synergy (10 pts)	10 pts: Music choice and costume design (including attached accessories) perfectly amplify the theme and transformational styles.	8 pts: Music and costume are highly appropriate and support the creative vision of the performance.	6 pts: Music and costume are relevant but provide standard or minimal support to the overall impact.	4 pts: Music or costume choice clashes with the theme; lacks aesthetic cohesion.	2 pts: Music and costume are off-theme or distracting ; no clear relevance to the performance.



Pop Quiz

KEY STAGE	Key Stage 3 (Grade 10)	
NO. OF PARTICIPANTS	1 learner-contestant from Key Stage 3 (Grade10) 1 teacher-coach	
TIME ALLOTMENT	180 mins.	
PERFORMANCE STANDARD	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.	
21ST CENTURY SKILLS	Communication Creativity and Critical Thinking Skills Problem Solving Information and Media	
CREATIVE INDUSTRIES DOMAIN	Digital Media Creative Research and Development	
DESCRIPTION	Pop Quiz is an RFOT 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.	
TECHNICAL SPECIFICATIONS		
A. MATERIALS, TOOLS, AND EQUIPMENT	To be provided by the learner-participants: -school ID -certification as official contestant of the region	To be provided by the Technical Committee: -markers -white board -timer -LCD projector -sound system -tables and chairs -tally sheets -tabulation sheets -internet connection
B. VENUE	Airconditioned/well-ventilated Computer Laboratory/ Room	

CRITERIA FOR JUDGING

Round		Points	
Easy	(8 items)	1	(8 points)
Average	(7 items)	2	(14 points)
Difficult	(6 items)	3	(18 points)
Total		21 items	40 points

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.

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

KEY STAGE	Key Stage 2 (Grade 6)													
NO. OF PARTICIPANTS	One (1) Grade 6 learner-participant per region One (1) teacher-coach per region													
TIME ALLOTMENT	Five (5) minutes													
PERFORMANCE STANDARD	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.													
21ST CENTURY SKILLS	Communication Literacy Global Awareness													
CREATIVE INDUSTRIES DOMAIN	Traditional Cultural Expressions													
DESCRIPTION	Qur'an Reading is an RFOT 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.													
TECHNICAL SPECIFICATIONS														
A. MATERIALS, TOOLS, AND EQUIPMENT	To be provided by the learner-participants: <ul style="list-style-type: none"> - black <i>abayah</i> and white <i>kombong/hijab</i> for female and white kimon with <i>totob/kopya</i> for male 	To be provided by the Technical Committee: <ul style="list-style-type: none"> • Holy Qur'an • Book stand • Clipped wired microphone • Stopwatch • Video recorder 												
B. VENUE	Gymnasium with bleachers, 1 holding room													
CRITERIA FOR JUDGING	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 70%;">Criteria</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td><i>Tajweed</i>/Pronunciation</td> <td>40%</td> </tr> <tr> <td><i>Tawasot</i>/Chant</td> <td>30%</td> </tr> <tr> <td><i>Sawt</i>/Voice Clarity</td> <td>20%</td> </tr> <tr> <td><i>Hay'ah</i>/Stage Presence</td> <td>10%</td> </tr> <tr> <td>Total</td> <td>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													
<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%													
MECHANICS														
<i>Pre-Event</i> (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 (makhrāj), 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
Pronunciation (40%)	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.
Tawasot/ Chant Mastery (30%)	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.
Voice Clarity/ Enunciation (20%)	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.
Stage Presence (10%)	The assigned <i>Surah</i> was read with the following: <ul style="list-style-type: none"> • Proper attire <i>jubbah/th awb</i> and <i>tutob</i> • Proper placement of the hands • Apparent and strong confidence 	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

KEY STAGE	Key Stages 3 (Grades 9 to 10) and Key Stage 4 (Grade 11) for TVE/TLE/TVL Non-Graded for Special Needs Education (SNEd) Transition Program Key Stage 3 (Grades 7 to 10) for Special Program for Foreign Language (SPFL) either Spanish/Japanese/Chinese/Korean
NO. OF PARTICIPANTS	Three (3) learner-participants; Three (3) teacher-coaches <ul style="list-style-type: none"> • One (1) learner-participant; One (1) teacher-coach TLE/TVE/TVL • One (1) learner-participant; One (1) teacher-coach for SPFL either Spanish/Japanese/Chinese/Korean • One (1) learner-participant; One (1) teacher-coach for SNEd Transition Program
TIME ALLOTMENT	<p>Food Preparation:</p> <ul style="list-style-type: none"> • 240 minutes (Fish Processing) <p>Product Presentation:</p> <ul style="list-style-type: none"> • 60 minutes (Script Writing) • 30 minutes (Simple Product Poster Making) • 2 minutes (Poster Presentation) • 2 minutes (Question and Answer)
PERFORMANCE STANDARD	<ul style="list-style-type: none"> • 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. • 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"> • The learner describes places and products through a simple advertisement (SPFL10SEV-IIc-4) • The learner describes pictures and other non-prose materials (SPFL9NAI-Ie-5) • The learner narrates experiences or incidents in one's life (9SPFLMSP-Ij-10)
21ST CENTURY SKILLS	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	
CREATIVE INDUSTRIES DOMAIN	Traditional Cultural Expressions	
DESCRIPTION	<p>Savor D' Flavor is a 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.</p>	
TECHNICAL SPECIFICATIONS		
A. MATERIALS, TOOLS, AND EQUIPMENT	<p>To be provided by participants:</p> <ul style="list-style-type: none"> • Personal Protective Equipment (PPE) • Packaging Materials • Mobile Phone • Android-Smart Phone • Laptop with installed Microsoft Office 2010 or 2013 • Cellphone data connector • Marketable ingredients • Pressure Cooker • Stove • LPG • Heat gun blower • Frying Pan • Laptop • 1 external drive (2TB) • 1 USB flash drive (16GB) 	<p>To be provided by the Technical Committee:</p> <ul style="list-style-type: none"> • Working table • Cooking area • Water outlet/supply • Utility expenses • HDMI cable • Projector
B. VENUE	Wi-Fi-ready and airconditioned/ well-ventilated Laboratory Room/Holding Area for foreign language composition	
CRITERIA FOR JUDGING	Criteria for Food Preparation	
	Process and Product Development (Systematic steps, technique mastery, innovation)	20%
	Proper Use of Tools and Equipment (Safe, efficient handling, proper maintenance)	10%
	Palatability and Product Presentation (Taste, texture, visual appeal, creative plating)	10%
	Speed (Completion within time allotment, efficient workflow)	10%

	Safety/Sanitation and Hygiene (Clean work area, proper food handling, hygiene standards)	10%
	Ability to Present Ideas/Process (Clear explanation, technical knowledge, organization)	10%

- 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
Process and Product Development (20 pts)	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
Proper Use of Tools & Equipment (10 pts)	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
Palatability and Product Presentation (10 pts)	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
Speed (10 pts)	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
Safety/Sanitation & Hygiene (10 pts)	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
Ability to Present Ideas/Process (10 pts)	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

Foreign Language Composition (10 pts)	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
Foreign Language Oral Proficiency (15 pts)	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
Foreign Cultural Attire (5 pts)	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

Criteria (Max Points)	Excellent	Highly Proficient	Proficient	Developing	Beginning
Foreign Language Composition (35 pts)	35 pts: Impeccable grammar; sophisticated vocabulary; exceptionally well-crafted script; flawless Pinyin maintaining cultural nuances	28 pts: Consistent grammar with minimal errors; diverse vocabulary; well-developed script; accurate Pinyin preserving meaning and context	21 pts: Generally correct grammar; sufficient vocabulary; adequate script with comprehensible storyline; acceptable Pinyin conveying basic meaning	14 pts: Frequent grammatical errors; limited vocabulary; weak script development; poor Pinyin with meaning loss	7 pts: Pervasive grammatical errors; inadequate vocabulary; incoherent script; severely flawed Pinyin
Foreign Language Oral Proficiency (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
Foreign Cultural Attire (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



Silent Stories

KEY STAGE	Key Stage 2 (Grades 4-6)	
NO. OF PARTICIPANTS	One (1) Deaf learner-participant per Region One (1) teacher-coach per region	
TIME ALLOTMENT	15 Minutes per presentation	
PERFORMANCE STANDARD	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)	
21ST CENTURY SKILLS	Creativity Communication Critical Thinking	
CREATIVE INDUSTRIES DOMAIN	Creative services (creative research, development, and real-time artistic performances)	
DESCRIPTION	<p>Silent Stories is a Regional Festival of Talents 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.</p>	
CAREER PATHWAYS	<p>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.</p> <p>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</p>	
TECHNICAL SPECIFICATIONS		
A. MATERIAL, TOOLS, AND EQUIPMENT	To be provided by the learner-participants: None	To be provided by the Technical Committee: <ul style="list-style-type: none"> • Copy of the DepEd Quality assured Story Book (English – KS2)

		<ul style="list-style-type: none"> • 2 cameras with tripod • 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) • 2 laptops • 5 extension wires • 2 long table for panel of experts and event secretariat with chairs • 17 chairs at the holding area • 1 adjustable bookstand • sound system • stage • flaglets (1-red, 1-yellow, 2-green) • 3 rooms • live streaming equipment
B. VENUE	Airconditioned/well-ventilated: Preparation Room, Holding Room, and Contest Room	
CRITERIA FOR JUDGING		
	Criteria	Percentage
	Space Referents	2
	Grammar - Use of NMS-	3
	Sign Production & Formation-	3
	Fluency/Accuracy	1
	Contextual Understanding	1
Total	10	
RUBRICS	<i>See attached scoring rubrics.</i>	
MECHANICS		
<p>Pre-Event</p> <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.</p> <p>C. The Technical Committee shall provide a quality-assured story for interpretation. The story shall not exceed 400 words. The story 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>		

- E. The order of performance shall be determined through a drawing of lots. Prior to the contest proper, an orientation shall be conducted to familiarize participants with the contest guidelines, process flow, and house rules.

Story Interpretation Proper

- F. Each learner-participant is given 15 minutes in the stage to read and understand the story. This includes the following: scanning, skimming, familiarizing and interpreting the content of the story piece.
- G. The contestant shall not introduce herself/himself.
- H. The learner-participant shall interpret the story using Filipino Sign Language (FSL). The storybook shall be placed on a bookstand and turned by the learner-participant as they progress. He/She shall signal the start of the interpretation by raising the green flag to the panel of experts and TWG. The story shall also be projected on a wide screen for the panel of experts and audience.
- I. The interpretation shall conclude with a lesson or moral derived from the story.
- J. 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.
- K. The Technical Committee timer shall serve as the official and definitive timekeeper for the event.
- L. In the event of a tie, the judges shall make the final decision to determine the winner.

Event Rubrics and Sample Scoring

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
Space Referents (20%)	Does not attempt to use space in collaboration with messages.	Difficulty with setting up points in space to refer to objects and people;	Limited use of setting up points in space to refer to objects and people:	Frequently sets up points in space to refer to objects and people:

Requirements/ Task Completion	Limited 25 points	Developing 50 points	Proficient 75 points	Exceptional 100 points
		Difficulty with maintaining eye contact; Lacks expressive behaviors when signing	sometimes makes errors; Limited eye contact; Limited use of expressive behaviors	make no errors; Maintains some eye contact; Some use of expressive behaviors
Grammar -Use of NMS (30%) 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
Sign Production & Formation (30%) 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
Fluency/Accuracy (10%) Smoothness and Fluency of Signs Conceptually Accurate Ideas/Message s	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

Requirements/ Task Completion	Limited 25 points	Developing 50 points	Proficient 75 points	Exceptional 100 points
Contextual Understanding (10%)	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.
Total (100%)				



Specific Guidelines for the Different Contest of the 2026 Regional Festival of Talents (RFOT)

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

STEMazing

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

	<ul style="list-style-type: none"> ▪ Audiovisual Media Domain (through educational content development) 	
DESCRIPTION	STEMazing is a Science and Mathematics adventure competition designed for Grades 4-12 learners that combines physical exploration, scientific research, mathematical investigation, and problem-solving in real-world contexts.	
TECHNICAL SPECIFICATIONS		
A. MATERIAL, TOOLS, AND EQUIPMENT	<p>To be provided by the participants:</p> <ul style="list-style-type: none"> ● ICT Tools such as laptops and chargers if necessary ● Pocket WiFi ● Extension cords, if necessary 	<p>To be provided by the event organizers:</p> <ul style="list-style-type: none"> ● Team identification badges ● Station markers and QR code printouts ● Scoring sheets and evaluation forms ● Data collection forms ● Emergency and first aid equipment ● Maps and route guides ● Activity Tables ● Digital Timers ● Science Laboratory Tools/Equipment ● Scientific calculator ● Measuring tools (ruler, tape measure, protractor, etc.) ● Yarns and Ribbons ● Tangrams ● Writing materials (Ballpen, Pencil and Bond Paper) ● Digital device for QR codes (<i>if allowed by organizers</i>) ● Safety equipment (as specified in orientation) ● Others
B. VENUE	<p>School grounds or designated competition area with:</p> <ul style="list-style-type: none"> ● Multiple checkpoint stations ● Investigation areas ● Presentation space ● Rest areas and first aid stations ● Emergency assembly points 	
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 organizer 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 judges 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

	<table border="1"> <tr> <td>Total</td> <td>20</td> </tr> </table>	Total	20	<table border="1"> <tr> <td>20</td> </tr> </table>	20									
Total	20													
20														
	Oral Presentation/Argument													
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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													
Total	20													
	<ul style="list-style-type: none"> • 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). <p>e.g.</p> <table border="1" data-bbox="635 952 1439 1243"> <thead> <tr> <th colspan="3">Oral Presentation</th> </tr> <tr> <th>Team</th> <th>Score</th> <th>Score to Record</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>15</td> <td>30</td> </tr> <tr> <td>B</td> <td>18</td> <td>36</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Refer to the Rubric for reference in scoring. <p>All forms and sample rubrics can be accessed via this link: https://tinyurl.com/STEMazingRO6.</p>		Oral Presentation			Team	Score	Score to Record	A	15	30	B	18	36
Oral Presentation														
Team	Score	Score to Record												
A	15	30												
B	18	36												
Mechanics	A. Pre-Competition Requirements/Rules <ol style="list-style-type: none"> 1. Teams shall complete online registration. <ul style="list-style-type: none"> • Submission of Regional Team Registration Forms, including the following: <ul style="list-style-type: none"> ✓ 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: <ul style="list-style-type: none"> ✓ 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. 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

3. 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.

4. 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.

5. 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.

6. 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 organizer 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:

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 organizer. 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 Oral Presentations/Arguments of STEMazing

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

SAMPLE SUMMATIVE SCORESHEET

TEAM	Judge 1	Judge 2	Judge 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						
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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



Techno Fusion

KEY STAGE	Key Stage 2 (Grades 4 to 6)	
NO. OF PARTICIPANTS	Two (2) learner-participants; One (1) teacher-coach	
TIME ALLOTMENT	360 minutes (excluding interview)	
PERFORMANCE STANDARD	<ul style="list-style-type: none"> • The learner constructs simple electrical gadgets with ease and dexterity. • Application of the most applicable dish gardening technique. • Ang mga mag-aaral ay nakagagawa ng iba't ibang dokumento gamit ang computing devices at productivity tools 	
21ST CENTURY SKILLS	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.	
CREATIVE INDUSTRIES DOMAIN	Design Creative Industries Landscape Architecture Agri-Tourism Industry Agri-entrepreneurial Industry	
DESCRIPTION	Techno Fusion is an RFOT 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.	
TECHNICAL SPECIFICATIONS		
A. MATERIALS, TOOLS, AND EQUIPMENT	To be provided by participants: For ICT - 1 Laptop - 1 printer For EC - Electrical tools (long nose, pliers, Phillips, and flathead screwdriver)	To be provided by the Technical Committee: For each participating team For EC - 2 Working tables

	<ul style="list-style-type: none"> - Multi Tester - Appropriate PPE - 1 pc surface utility box - Long bond paper - Pencils - Long folders - 6 meters no.14 strand wire - 1 foot no.14 THHN electrical wire - 1 pc single pole single throw switch - 2 pcs convenience outlet - 1 set 3-gang plate - 1 pc male plug (15A) <p>For DG</p> <ul style="list-style-type: none"> - Pliers - Spade - Cutter - Tie wire - Sprinkler - Hand sprayer - Dish garden plants (assorted, minimum of 6 kinds) - Decorative object - Colored rocks - Horticultural charcoal - Potting soil - Moss or sand - Wide, low-sided container (without a drainage hole, any design) - Submersible pump - Hand trowel - Shovel 	
B. VENUE	<ul style="list-style-type: none"> ● Well-ventilated covered area/room with electrical outlets/extension wires, fire extinguishers, and first-aid kits. ● Holding/Waiting area for teacher-coaches 	

CRITERIA FOR JUDGING	Criteria	Percentage
	A. TECHNICAL PRODUCT OUTPUT (Extension Cord Assembly & Dish Garden Output)	30%
	Quality of Output (EC) / Visual Impact (DG)	
	Accuracy (EC) / Originality & Plan Alignment (DG)	
	Functionality (EC only)	
	Combination & Design of Plants & Materials (DG only)	
	B. USE OF TOOLS, METHODS & SAFETY	30%
	Use of Tools & Equipment (EC & DG)	

	Methods & Safety Work Habits (EC & DG)	
	Speed (All Categories)	
	C. COMMUNICATION, PRESENTATION & DIGITAL COMPETENCY (ICT + EC + DG)	25%
	Ability to Explain / Present Ideas (All Categories)	
	Organization & Clarity of Ideas (ICT)	
	Digital Presentation Skills (ICT)	
	Technical Accuracy (Grammar, Spelling) (ICT)	
	D. ICT DOCUMENTATION (Word → PDF)	15%
	Content Accuracy & Completeness	
	Formatting & Layout in Word	
	Use of Productivity Tools & PDF Export	
	TOTAL	100%
RUBRICS	<i>See attached rubrics.</i>	
MECHANICS		
A. PRE-EVENT		
1. Eligibility		
<ul style="list-style-type: none"> ○ All officially enrolled Grades 4 to 6 learners, including elementary ALS learners with LRN, may join the contest. 		
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. Venue and Personnel Preparation		
<ul style="list-style-type: none"> ○ The Technical Committee and panel of experts shall be at the venue 60 minutes before the contest schedule. ○ Contest Venue shall be prepared by the Technical Committee a day before the contest, except for those to be brought by the learner-participants. 		
4. Inspection		
<ul style="list-style-type: none"> ○ The Technical Committee shall inspect and verify all required materials for the contest (both Dish Gardening and Extension Cord Making). ○ The Technical Committee shall also inspect the laptops of learner-participants to ensure transparency and fairness. 		
5. Participant Arrival		
<ul style="list-style-type: none"> ○ All learner-participants shall arrive at the contest venue 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.

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.

17. Submission of Requirements

- All learner-participants shall submit:
 - 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)**

KEY STAGE	Key Stages 3 and 4 (Grades 9 to 11)	
NO. OF PARTICIPANT/S	Two (2) learner-participants One (1) teacher-coach	
TIME ALLOTMENT	360 mins (exclusive of 30 minutes lunch break and interview)	
PERFORMANCE STANDARD	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).	
21ST CENTURY SKILL/S	Information, Media, and Technology Skills Learning and Innovation Skills Life and Career Skills Communication Skills	
CREATIVE INDUSTRIES DOMAIN	Design and Craft Area	
DESCRIPTION	<p>Table Construction is a component of Techno Fusion RFOT 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>	
TECHNICAL SPECIFICATIONS		
A. MATERIALS, TOOLS, AND EQUIPMENT	To be provided by the learner-participants: Tools and Equipment: <ul style="list-style-type: none"> ● Power tools <ul style="list-style-type: none"> - Circular Saw 	To be provided by the Technical Committee: <ul style="list-style-type: none"> ● Working Table ● Extension Cord

	<ul style="list-style-type: none"> - Sander - Driller - Router - Jig power saw • Materials: <ul style="list-style-type: none"> - 2 pcs -3/4x 4x8 Marine Plywood - 5 pcs – 2 inches lattice 8 feet moldings - 4 pcs -# 120 sandpaper - 4 pcs - #180 sandpaper - 4 pcs - #100 sandpaper - 1 Liter of Pioneer wood glue - ½ kilo - 2 ¼ inches finishing nail - ½ kilo - 1 inch finishing nail - 1 pair - concealed hinge - Hand Tools - Hammer - Cross Cut Saw - Hand Planer - Jack Plane - Try Square - Push Rule - Chack line - Nail set - Pencil • Personal Protective Equipment (PPE) 																															
B. VENUE	Well-ventilated room with electrical outlet, medical kit, and fire extinguisher and 1 adjacent room as holding area for teacher-coaches																															
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RUBRICS	<i>See attached rubrics.</i>																															
MECHANICS																																

Pre-Event

1. Eligibility

- All learners in Junior High School (Grades 9–10, TVE/TLE) and Senior High School (Grade 11 TVL), including ALS learners (TVL Track), **currently enrolled** in schools offering specialization in Carpentry or Furniture Making, are eligible to join.

- 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.
- 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 TLE/TVE/TVL 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.
- Contest venue shall be prepared by the Technical Committee **a day** 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 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.

Rubrics for Techno Fusion

CRITERIA	Excellent (5)	Highly Proficient (4)	Proficient (3)	Developing (2)	Beginning (1)
A. TECHNICAL PRODUCT OUTPUT (Extension Cord Assembly & Dish Garden Output)					
Quality of Output (EC) / Visual Impact (DG)	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.
Accuracy (EC) / Originality & Plan Alignment (DG)	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.
Functionality (EC only)	Fully functional; flawless switch/connection performance.	Fully functional; minor inconsistencies.	Functional but may show inconsistent performance.	Limited or partial function.	Non-functional or unsafe.
Combination & Design of Plants & Materials (DG only)	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. USE OF TOOLS, METHODS & SAFETY					
Use of Tools & Equipment (EC & DG)	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.
Methods & Safety Work Habits (EC & DG)	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.
Speed (All Categories)	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.				
C. COMMUNICATION, PRESENTATION & DIGITAL COMPETENCY (ICT + EC + DG)					
Ability to Explain / Present Ideas (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.
Organization & Clarity of Ideas (ICT)	Logical flow; strong structure; coherent transitions.	Mostly organized; minor clarity lapses.	Understandable but loosely organized.	Ideas are not well-connected.	Disorganized and unclear.
Digital Presentation Skills (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.
Technical Accuracy (Grammar, Spelling) (ICT)	No errors; polished and professional.	Minor errors.	Several errors, but readable.	Frequent errors affect clarity.	Many errors; hard to understand.
D. ICT DOCUMENTATION (Word → PDF)					
Content Accuracy & Completeness	Fully complete, accurate, and meets all requirements.	Mostly complete; minor omissions.	Generally correct; some missing parts.	Incomplete sections; inaccuracies.	Largely off-task or incorrect.
Formatting & Layout in Word	Professional formatting: correct margins, spacing, headings, page breaks.	Minor inconsistencies.	Basic formatting applied.	Frequent formatting errors.	No formatting standards followed.
Use of Productivity Tools & PDF Export	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

Rubrics for Table Construction

Criteria	Excellent (5)	Highly Proficient (4)	Proficient (3)	Developing (2)	Beginning (1)
Workmanship - (60%)					
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
Proper Use of Materials, Tools and Equipment (20%)	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
Safety Work Habit & House Keeping (10%)	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

Speed (5%)	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
Ability to present the process (5%)	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

(Annex C: Certification of Replacement)