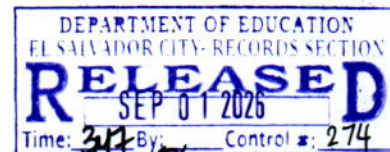




Republic of the Philippines  
**Department of Education**  
REGION X - NORTHERN MINDANAO  
SCHOOLS DIVISION OF EL SALVADOR CITY



August 27, 2026

DIVISION MEMORANDUM  
NO. 274, s. 2026

2026 DIVISION FESTIVAL OF TALENTS (DFOT)

To: Assistant Schools Division Superintendent  
Chief Education Supervisor, SGOD & CID  
Education Program Supervisors  
All Public Secondary and Elementary School Heads  
Private Schools  
All Others Concerned

1. In preparation to the participation of the Regional Festival of Talents (RFOT) 2026, the field is hereby informed of the conduct of the **2026 Division Festival of Talents (DFOT)** on September 14, 2026 at specific venues. Technolympic, Sining Tanghalan, Read-A-Thon, HistoPOP, and STEMazing (Secondary) will be held at Molugan National High School (MNHS), El Salvador City, STEMazing (Elementary) NumbeRace at Molugan Elementary School (MCS), El Salvador City.

2. In line with this activity, a coordination meeting will be held on September 3, (Thursday) from 8:00 am - 5:00 pm at Molugan National High School. This will be participated by the school heads, school DFOT coordinators and the station team leaders in the STEMazing (Elementary).

3. The DFOT aims to

a. provide opportunities for learners from elementary and secondary schools as well as learners from the Alternative Learning System (ALS) including private schools to showcase and demonstrate critical thinking, creativity, collaboration and communication skills, thereby promoting holistic development and 21st-century skills; and

b. select and prepare qualified participants who will represent the division in the regional and national level of competitions in the festival of talents.

4. The DFOT 2026 will showcase different contest-package under the following contest events and focal persons:

- |                            |                            |
|----------------------------|----------------------------|
| a. Sining Tanghalan        | Vanity Jade C. Lazaga      |
| b. Technolympics           | Roque R. Sabasaje          |
| c. Read- A- Thon (English) | Margie R. Valmoria, PhD    |
| d. Read- A-Thon (Filipino) | Genevieve E. Lusterio, PhD |
| e. HistoPop (AP)           | Lorna H. Estrosas, PhD     |
| f. STEMazing (Secondary)   | Marie Jade a. Cacayan, PhD |
| g. STEMazing (Elementary)  | Annabelle M. Mamaclay, PhD |



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Republic of the Philippines  
**Department of Education**  
REGION X - NORTHERN MINDANAO  
**SCHOOLS DIVISION OF EL SALVADOR CITY**

5. There shall be one entry for every event per school. The learner-participant shall be certified by the school head as bonafide and officially enrolled, and a certification that the school is offering specialization for the secondary level competitions for the School Year 2026-2027.
6. Meals and transportation allowance of the participants, coaches and administrators, contest materials, tools, equipment, and other expenses incurred relative to the activity are chargeable to school MOOE/local funds subject to the usual accounting policies and auditing rules and regulations. Each participating school is advised to bring the school banner during the opening ceremony.
7. The DFOT mechanics and guidelines of the contests shall be adopted from the National Festival of Talents (NFOT). Attached are the contest guidelines, names of TWG's and judges, schedules, venues and working committees.
8. Participation to this activity shall be subject to the no-disruption of classes policy stipulated in DepEd Order No. 9, s. 2005 titled "Instituting Measure to Increase Engaged Time on Task and Ensuring Compliance therewith, Section 3 of Republic Act No. 5546. (Policy on Contributions) and DepEd Order No. 66, s. 2017 (Policy on Off-Campus Activities)."
9. For technical concerns, you may contact Roque R. Sabasaje, DFOT Focal Person @roque.sabasaje@deped.gov.ph or at cellphone number 09069504793.
10. This Office shall adhere to Equal Opportunity Principle (EOP) in the steps undertaken for this purpose. Hence, all decisions and actions shall be based on guidelines set forth, with no discrimination on the account of age, gender, identity, sexual orientation, civil status, disability, religion, ethnicity or political affiliation.
11. This Office directs the immediate and wide dissemination of this Memorandum.

**RANDOLPH B. TORTOLA**  
Schools Division Superintendent

Encl.: As stated  
To be indicated in the Perpetual Index  
under the following subjects:

CONTESTS                      PERFORMANCE                      PROGRAMS

RE:      2026 Divisional Festival of Talents (DFOT)

CID/rrs



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| Doc. Ref. Code | SDO-OSDS-F001 | Rev  | 00     |
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# **Bake Cares | Cabin Craft | Savor D' Flavor | Techno Fusion GENERAL CONTEST MECHANICS**

Prior to the commencement of the official contest for all events, a **Harmonization Meeting** shall be conducted to ensure a shared understanding of the contest guidelines, performance tasks, scoring criteria, and evaluation standards among all concerned officials. During this meeting, the Technical Committee, Panel of Judges, Regional Focal Persons, and Panel of Experts shall convene at the contest venue to review, discuss, and finalize the performance task requirements, ensuring their alignment with the approved contest guidelines, procedures, and evaluation standards.

## **A. Pre-Event**

### **1. Venue and Personnel Preparation**

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

### **2. Inspection**

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

### **3. 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.

### **4. 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.



## 5. 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.

## 6. Drawing of Lots

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

## 7. 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

### 1. 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.

### 2. Contest Rules

- The Technical Committee shall distribute a **Performance Task Requirement with Complete Rubrics** 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.

### 3. 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.



#### 4. **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.

#### 5. **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

### C. **After the Event**

#### 1. **Cleanup**

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

#### 2. **Display of Outputs**

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

#### 3. **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.

#### 4. **Giving of Feedback**

- All learner-participants and teacher-coaches shall receive invaluable insights and feedback from the panel of experts to improve the teaching and learning of the contest's target learning competencies.

#### 5. **Finalization of Results**

- The top five (5) winners shall be announced during the Awarding and Closing Ceremonies.
- The decision of the panel of experts shall be final and irrevocable.

## Bake Cares

|                                           |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                            |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY STAGE</b>                          | Key Stage 3 (Grades 9 & 10) or Key Stage 4 (Grades 11 & 12)                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                            |
| <b>NO. OF PARTICIPANT/S PER REGION</b>    | Three (3) learner-participants: <ul style="list-style-type: none"><li>• Two (2) SPTVE/TLE/TVL/Tech-Pro learners</li><li>• One (1) LWD regardless of disability and placement</li></ul> Two (2) Coaches: <ul style="list-style-type: none"><li>• One (1) teacher-coach for SPTVE/TLE/TVL/Tech-Pro learners</li><li>• One (1) teacher-coach for LWD</li></ul>                          |                                                                                                                                                                                                                            |
| <b>TIME ALLOTMENT</b>                     | 240 minutes, excluding interview                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                            |
| <b>PERFORMANCE STANDARD</b>               | The learners use and maintain appropriate baking tools and equipment and follow the Occupational Health and Standard (OHS) in baking and decorating cake. This competency ensures a seamless transition from the classroom to community-based livelihood or employment.                                                                                                              |                                                                                                                                                                                                                            |
| <b>21<sup>ST</sup> CENTURY SKILL/S</b>    | Communication in the workplace, use of appropriate technology, learning and innovative skills and abilities where learners think critically, reflectively, and creatively, and analyze and solve problems.                                                                                                                                                                           |                                                                                                                                                                                                                            |
| <b>CREATIVE INDUSTRIES DOMAIN</b>         | Baking and Design                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                            |
| <b>CAREER PATHWAYS</b>                    | <ul style="list-style-type: none"><li>• Entrepreneurship</li><li>• Cake Designer</li><li>• Pastry Chef</li><li>• Advance career options</li><li>• Higher Academic Progression</li></ul>                                                                                                                                                                                              |                                                                                                                                                                                                                            |
| <b>DESCRIPTION</b>                        | <b>Bake Cares</b> is an NFOT contest that provides an opportunity for diverse learners, including learners with disabilities (LWDs), to collaborate and demonstrate their skills in bakery operations, bread and pastry production, and cake decorating. The contest task requires participants to prepare and decorate a one-layer chiffon cake using a 6 x 3-inch round cake mold. |                                                                                                                                                                                                                            |
| <b>TECHNICAL SPECIFICATIONS</b>           |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                            |
| <b>A. MATERIALS, TOOLS, AND EQUIPMENT</b> | <b>To be provided by learner-participants, if any:</b> <ul style="list-style-type: none"><li>• Personal Protective Equipment (PPE)</li><li>• Packaging Materials (not included in the judging)</li></ul>                                                                                                                                                                             | <b>To be provided by the participants:</b> <ul style="list-style-type: none"><li>• Baking ingredients'<ul style="list-style-type: none"><li>➤ Cake Flour</li><li>➤ Baking Powder</li><li>➤ Baking Soda</li></ul></li></ul> |



|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <ul style="list-style-type: none"> <li>➤ White Sugar</li> <li>➤ Eggs</li> <li>➤ Oil</li> <li>➤ Evaporated Milk</li> <li>➤ Plain Vanilla</li> <li>➤ Food Grade Coloring</li> <li>➤ Icing: Commercial Non-Dairy Cream Paste for superior stability</li> <li>➤ Salt</li> <li>➤ Cream of Tartar</li> </ul> <ul style="list-style-type: none"> <li>• Stove</li> <li>• Oven</li> <li>• LPG</li> <li>• Oven Thermometer</li> <li>• Lighter/Igniter (Long)</li> <li>• Baking utensils</li> <li>• Working table</li> <li>• Cooking area</li> <li>• Water outlet/supply</li> <li>• Extension wire</li> <li>• Chiller</li> <li>• Cake Turner</li> <li>• Materials <ul style="list-style-type: none"> <li>➤ Wax paper</li> <li>➤ Pastry bag</li> </ul> </li> </ul> |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**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

**C. CRITERIA FOR JUDGING**

| Process on the Product Development | 20%         |
|------------------------------------|-------------|
| Proper use of tools and equipment  | 15%         |
| Palatability                       | 20%         |
| Product Presentation               | 20%         |
| Speed                              | 5%          |
| Safety / Sanitation and Hygiene    | 10%         |
| Ability to Present Idea / Process  | 10%         |
| <b>Total</b>                       | <b>100%</b> |

**SPECIFIC CONTEST MECHANICS**

**A. Eligibility and Qualification**

- All Junior High School learners (Grades 9–10, TVE/TLE) and Senior High School learners (SHS-TVL/Tech-Pro), including learners with disabilities (LWDs), who are currently enrolled in or have previously completed the Bakery Operation/Bread and Pastry Production specialization in their

preceding grade level or former school (for transferees) are eligible to join the contest. Participation is open to all LWDs, regardless of the nature of their disability or educational placement.

- In addition to the documentary requirements required during in-person registration, all learner-participants in this contest shall submit a certification signed by the School Head. The certification shall attest that the TLE/TVE/TVL/Tech-Pro learner is currently enrolled in or has previously completed the Bakery Operation/Bread and Pastry Production specialization, or that the learner with a disability (LWD) is enrolled in a Mainstream and/or Transition Program.
- LWD shall present a photocopy of the Medical Assessment Certification from the Developmental Pediatrician/Psychometrician/Psychologist.
- Likewise, additional documentary requirements for each teacher-coach shall include the following:
  - o A certification from the school head stating that:
    - the teacher-coach of two (2) learner-participants is currently handling Bakery Operation/Bread and Pastry Production class; and
    - the teacher-coach of one (1) learner-participant in SNEd.
  - o Copy of e-certificate of the updated National Certificate (NC) Level II in Bakery Operation / Bread and Pastry Production, duly verified through TESDA skills passport to be verified during registration.

## **B. Contest Proper**

**Contest Task:** Within the allotted 240-minute contest period, participants shall prepare and decorate a one-layer chiffon cake using a 6 × 3-inch round cake mold. The finished product must reflect the official theme to be disclosed by the Contest Administrator and Board of Judges on the day of the contest.

### **1. Mise en Place and Preparation**

Time begins upon the signal of the Technical Committee.

Participants shall:

- Check and organize tools, equipment, and ingredients.
- Wear complete PPE and observe safety procedures.
- Maintain cleanliness and sanitation of the workstation.

### **2. Baking Phase**

Participants shall collaboratively perform the following:

- Prepare batter for a one-layer chiffon cake.
- Bake the cake using the provided oven and equipment.
- Monitor baking temperature and baking time.
- Cool the baked cake properly before decorating.

### **3. Decorating Phase**

Participants shall:

- A. Prepare icing using the provided commercial non-dairy cream paste.
- B. Apply icing smoothly and evenly.



- C. Decorate the cake creatively according to the team's concept or theme.
- D. Ensure neatness, balance, and professional appearance.

**4. Work Management**

Throughout the contest, participants must:

- Demonstrate proper use of tools and equipment.
- Practice teamwork and communication.
- Observe food safety standards.
- Keep the workstation organized and clean.

**5. Submission of Finished Product**

- Contestants must stop working immediately upon the final signal.
- The finished cake shall be placed in the designated judging area.
- Workstations must be cleaned before contestants leave their stations.

**Scoring Rubrics for Bake Cares**

| Criteria<br>(Observable Behavior)                | Scale                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | Excellent<br>(5)                                                                                                                                                                                                                              | Highly Proficient<br>(4)                                                                                                                                                                                                                     | Proficient<br>(3)                                                                                                                                                                                                                                                                                                         | Developing<br>(2)                                                                                                                                                                                                                                                                                                                                                                                                                                           | Beginning<br>(1)                                                                                                                                                                                                                                                                                                                                                          |
| <b>Process on the Product Development (20%)</b>  | Exceptional understanding; systematic steps; mastery of techniques; innovative. exhibit total mastery of techniques through the independent use of assistive tools or modified strategies.                                                    | Strong understanding; minor deviations; good technique. exhibit good technique by consistently utilizing assistive tools or modified strategies with minimal supervision.                                                                    | Adequate understanding; some confusion; timing issues. successfully executes cake making steps but shows minor inconsistency during transitions. While proficient in using adaptive tools, the learner still benefits from periodic cues and visual schedules to ensure a logical workflow and prevent sequencing errors. | Limited understanding; misses steps; poor technique. 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. demonstrate a fragmented understanding of procedural sequences, often requiring a reset of the task due to omitted steps. Engagement with ingredients is characterized by a high level of dependency, requiring continuous, full physical assistance (hand-over-hand) to initiate and complete basic motor actions. |
| <b>Proper Use of Tools &amp; Equipment (15%)</b> | Expert knowledge; safe, efficient handling; proper maintenance. 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. 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. exhibit a developing ability to handle tools but may show inconsistency in post-use cleaning or proper storage.                                                                                                                                                                    | Limited knowledge; frequent errors; safety concerns. 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. at this stage require full, continuous "hand-over-hand" physical support to hold or touch ingredients and tools. There is a lack of awareness regarding tool function and safety protocols.                                                                                                                                           |
| <b>Palatability (20%)</b>                        | Outstanding taste, texture, aroma; perfect balance                                                                                                                                                                                            | Very good flavor and texture                                                                                                                                                                                                                 | Acceptable taste; balanced enough                                                                                                                                                                                                                                                                                         | Below average; moisture issues                                                                                                                                                                                                                                                                                                                                                                                                                              | Poor taste; unbalanced flavors                                                                                                                                                                                                                                                                                                                                            |
| <b>Product Presentation (20%)</b>                | Visually stunning; perfect shape; creative plating                                                                                                                                                                                            | Attractive; good symmetry                                                                                                                                                                                                                    | Acceptable; minor imperfections                                                                                                                                                                                                                                                                                           | Below average; uneven shape                                                                                                                                                                                                                                                                                                                                                                                                                                 | Poor presentation; misshapen                                                                                                                                                                                                                                                                                                                                              |



|                                                    |                                                   |                                                    |                                                              |                                                     |                                                       |
|----------------------------------------------------|---------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
| <b>Speed<br/>(5%)</b>                              | Completes the task on or before the allotted time | Completes the task 1 minute past the allotted time | Completes the task 2 minutes past the allotted time          | Completes the task 3 minutes past the allotted time | Completes the task 4-5 minutes past the allotted time |
| <b>Safety / Sanitation &amp; Hygiene<br/>(10%)</b> | Exemplary hygiene; clean area; proper handling    | Good hygiene; mostly clean                         | Acceptable hygiene; needs improvement                        | Inconsistent hygiene; messy area                    | Poor hygiene; unsafe                                  |
| <b>Ability to Present Idea / Process<br/>(10%)</b> | 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        |
| <b>Total Points<br/>(100)</b>                      |                                                   |                                                    |                                                              |                                                     |                                                       |

## Cabin Craft

|                                    |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KEY STAGE                          | Key Stage 3 (Grades 9 & 10) or Key Stage 4 (Grades 11 & 12)                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                             |
| NO. OF PARTICIPANT/S PER REGION    | One (1) learner-participants<br>One (1) teacher-coach                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                             |
| TIME ALLOTMENT                     | 240 minutes, excluding interview                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                             |
| PERFORMANCE STANDARD               | The learners create a residential house plan following architectural standards.                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                             |
| 21 <sup>ST</sup> CENTURY SKILL/S   | Core skills supported using ICT, technical, information management, communication, collaboration, creativity, critical thinking, and problem-solving.                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                             |
| CREATIVE INDUSTRIES DOMAIN         | Design                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                             |
| CAREER PATHWAYS                    | <ul style="list-style-type: none"><li>• Draftsman</li><li>• CAD Operator</li><li>• Engineering</li><li>• Architecture</li></ul>                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                             |
| DESCRIPTION                        | <b>Cabin Craft</b> (Technical Drafting) is an NFOT contest that allows learner-participants to perform mensuration and calculations, interpret technical drawings and plans, and prepare computer-aided drawings with structural layout and details. |                                                                                                                                                                                                                                                                                                                                                                                             |
| TECHNICAL SPECIFICATIONS           |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                             |
| A. MATERIALS, TOOLS, AND EQUIPMENT | To be provided by learner-participants, if any:                                                                                                                                                                                                      | To be provided by the participants: <ul style="list-style-type: none"><li>• Desktop computer (with 21-inch Monitor)<br/>/Laptop (16 GB RAM, i5/ Ryzen 5 processor or higher)</li><li>• Printer A4 with ink (ratio 1:1)</li><li>• AutoCAD 2022 Version (uniform version)</li><li>• Paper A4 size</li><li>• Stapler and staple wire</li><li>• Display Board</li><li>Plain Mouse Pad</li></ul> |



|                                |                                                                                                                                                                                                                                  |                   |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>B. VENUE</b>                | Airconditioned / Well-ventilated Computer Laboratory / Room (Holding Area for learner-participants while waiting for the interview and waiting room for teacher-coaches) with complete Facilities or state of the art Laboratory |                   |
| <b>C. CRITERIA FOR JUDGING</b> |                                                                                                                                                                                                                                  |                   |
|                                | <b>Criteria</b>                                                                                                                                                                                                                  | <b>Percentage</b> |
|                                | <b>Accuracy</b>                                                                                                                                                                                                                  | <b>40%</b>        |
|                                | <i>Floor Plan</i>                                                                                                                                                                                                                | 15%               |
|                                | <i>Elevations</i>                                                                                                                                                                                                                | 15%               |
|                                | <i>Perspective</i>                                                                                                                                                                                                               | 10%               |
|                                | <b>Aesthetic / Architectural / Originality and Creativity of Design</b>                                                                                                                                                          | <b>45%</b>        |
|                                | <i>Architectural</i>                                                                                                                                                                                                             | 15%               |
|                                | <i>Aesthetic</i>                                                                                                                                                                                                                 | 5%                |
|                                | <i>Structural</i>                                                                                                                                                                                                                | 10%               |
|                                | <i>Originality</i>                                                                                                                                                                                                               | 5%                |
|                                | <i>Details</i>                                                                                                                                                                                                                   | 10%               |
|                                | <b>Ability to Present the Process</b>                                                                                                                                                                                            | <b>10%</b>        |
|                                | <b>Speed</b>                                                                                                                                                                                                                     | <b>5%</b>         |
|                                | <b>Total</b>                                                                                                                                                                                                                     | <b>100%</b>       |

#### **SPECIFIC CONTEST MECHANICS**

##### **A. Eligibility and Qualification**

- All learners in Junior High School (Grades 9 & 10, TVE/TLE) and Senior High School (Grades 11 & 12 TVL/TechPro), **currently enrolled** in schools offering sector/specialization or have previously completed the 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 enrolled in Technical Drafting 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 Technical Drafting class; and
  - Certified true copy of the updated National Certificate (NC) Level II in Technical Drafting, duly authenticated by the Division and Regional Focal Persons.

##### **B. Contest Proper**

**Contest Task:** The contestant shall create a complete residential house plan following architectural drafting standards based on the design problem and specifications provided by the Contest Administrator and Board of Judges on the

day of the competition. The task must be completed within the allotted 240 minutes, excluding the interview.

**1. Analysis and Planning**

Upon the official start signal, contestants shall:

- Carefully read and analyze the given architectural design problem.
- Interpret design specifications, dimensions, and space requirements.
- Develop a preliminary design concept and layout.
- Plan the arrangement of architectural and structural components.

**2. Drafting and Design Development**

Contestants shall prepare a complete residential house plan in accordance with architectural drafting standards.

The required drawings must include:

- Floor Plan
- Front Elevation
- Side Elevation(s)
- Perspective Drawing
- Structural and Architectural Details
- Dimensions, Labels, and Symbols

During this phase, contestants shall:

- Apply proper drafting techniques and standards.
- Use AutoCAD tools accurately and efficiently.
- Observe correct scaling and dimensioning procedures.
- Ensure completeness and readability of drawings.

**3. Finalization of Drawings**

Contestants shall:

- E. Review all drawings for accuracy and completeness.
- F. Check dimensions, annotations, symbols, and line weights.
- G. Ensure adherence to the requirements stated in the contest problem.
- H. Make necessary revisions and corrections.

**4. Printing and Submission**

Before the end of the allotted time:

- Print the final output on the prescribed paper size.
- Verify that all required drawings are included.
- Label and organize submitted outputs properly.
- Submit the completed printed output and digital file as required by the Technical Committee.



### Scoring Rubrics for Cabin Craft

| Criteria<br>(Observable Behavior)                                             | Scale                                                                                                             |                                                       |                                                          |                                                   |                                                             |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------|
|                                                                               | Excellent<br>(5)                                                                                                  | Highly Proficient<br>(4)                              | Proficient<br>(3)                                        | Developing<br>(2)                                 | Beginning<br>(1)                                            |
| <b>Accuracy - 40%</b>                                                         |                                                                                                                   |                                                       |                                                          |                                                   |                                                             |
| <b>Floor Plan<br/>(15%)</b>                                                   | Clear, well-organized plan; 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. |
| <b>Elevations<br/>(15%)</b>                                                   | 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         |
| <b>Perspective<br/>(10%)</b>                                                  | Strong depth; clean vanishing points; accurate geometry; realistic representation.                                | Mostly accurate with minor distortions.               | Limited depth; noticeable inconsistencies.               | Weak perspective; several inaccuracies.           | Incorrect or unclear perspective overall                    |
| <b>Aesthetic / Architectural / Originality and Creativity of Design - 45%</b> |                                                                                                                   |                                                       |                                                          |                                                   |                                                             |
| <b>Architectural<br/>(15%)</b>                                                | 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.                              |
| <b>Aesthetic<br/>(5%)</b>                                                     | Highly visually appealing; strong composition; clean, polished.                                                   | Attractive with minor issues.                         | Limited clarity; inconsistent style.                     | Poor visual quality; unrefined.                   | Very poor aesthetics; unclear presentation.                 |
| <b>Structural<br/>(10%)</b>                                                   | Realistic, well-planned, logically integrated structure.                                                          | Mostly logical; minor inconsistencies.                | Some unclear or questionable structural elements.        | Major flaws; unrealistic planning.                | Illogical or nonfunctional structure.                       |
| <b>Originality<br/>(5%)</b>                                                   | Innovative approach; unique interpretations; creative execution.                                                  | Some original or creative elements.                   | Basic, common, or standard ideas.                        | Minimal originality.                              | No originality.                                             |
| <b>Details<br/>(10%)</b>                                                      | Thorough details (doors, fixtures, notes, materials, etc.); refined linework.                                     | Mostly detailed; minor omissions.                     | Several unclear or missing details.                      | Very limited detailing.                           | Insufficient or nearly zero detail.                         |
| <b>Ability to Present Idea / Process<br/>(10%)</b>                            | Clear, logical, well-organized documentation; strong progression of thought.                                      | Mostly clear with small gaps.                         | Minimal or partially unclear process.                    | Poorly communicated process.                      | No meaningful documentation.                                |
| <b>Speed<br/>(5%)</b>                                                         | Finished <b>on or before</b> the allotted time.                                                                   | Finished <b>1 minute</b> past the allotted time.      | Finished <b>2 minutes</b> past the allotted time.        | Finished <b>3 minutes</b> past the allotted time. | Finished <b>4-5 minutes</b> past the allotted time.         |
| <b>Total Points<br/>(100)</b>                                                 |                                                                                                                   |                                                       |                                                          |                                                   |                                                             |

## Savor D' Flavor

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY STAGE</b>                       | Key Stage 3 (Grades 9 & 10) or Key Stage 4 (Grades 11 & 12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>NO. OF PARTICIPANT/S PER REGION</b> | <p>Three (3) learner-participants:</p> <ul style="list-style-type: none"> <li>• Two (2) SPTVE/TLE/TVL/Tech-Pro learners</li> <li>• One (1) LWD regardless of disability and placement</li> </ul> <p>Three (3) Coaches:</p> <ul style="list-style-type: none"> <li>• Two (2) SPTVE/TLE/TVL/Tech-Pro teacher-coaches</li> <li>• One (1) teacher-coach for LWD</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>TIME ALLOTMENT</b>                  | <p><b>Food Preparation (Fish Processing):</b> 240 minutes</p> <ul style="list-style-type: none"> <li>• Execution of Mise en Place</li> <li>• Food processing</li> <li>• Clearing of work area</li> </ul> <p><b>Digitized Product Advertising:</b> 240 minutes</p> <ul style="list-style-type: none"> <li>• Digital poster making conceptualization</li> <li>• Digital poster making</li> <li>• Digital poster printing (for display)</li> </ul> <p><b>Food Presentation and Digitized Advertising Presentation:</b> 10 minutes (excluded to 240 minutes allotment)</p> <ul style="list-style-type: none"> <li>• Food and poster presentation</li> <li>• Question and answer</li> </ul>                                                                                                                                           |
| <b>PERFORMANCE STANDARD</b>            | <p>The learners independently demonstrate the core competencies in food processing / food and beverages processing with integration of ICT and entrepreneurial skills and as prescribed in the Revised K to 10 Curriculum and Strengthened Senior High School Curriculum.</p> <p>Specifically, the learners demonstrate food processing in accordance with industry standards.</p> <p>For SNEd, the Learner with Disability focuses on the development of skills and competencies geared towards self-fulfillment and possible entrepreneurial endeavors, and covers useful topics which may be mastered by the learner in order to put up his/her own business enterprise (Livelihood package).</p> <p>Further, prepares and trains LWDs for livelihood vocational training or possible employment (Pre-Vocational package)</p> |



|                                        |                                                                                                                                                                                                         |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>21<sup>ST</sup> CENTURY SKILL/S</b> | Critical Thinking<br>Collaboration<br>Communication<br>Digital Literacy                                                                                                                                 |
| <b>CREATIVE INDUSTRIES DOMAIN</b>      | Traditional Cultural Expressions                                                                                                                                                                        |
| <b>CAREER PATHWAYS</b>                 | College<br>Employment<br>Entrepreneurship<br>Middle-level Skills Development                                                                                                                            |
| <b>DESCRIPTION</b>                     | <b>Savor D' Flavor</b> is an NFOT contest that allows learner-participants to apply the principles of food processing of Fish (Bangus Spanish Sardines), ICT integration, and entrepreneurial concepts. |

#### TECHNICAL SPECIFICATIONS

|                                           |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A. MATERIALS, TOOLS, AND EQUIPMENT</b> | <p><b>To be provided by learner-participants, if any:</b></p> <ul style="list-style-type: none"> <li>• Personal Protective Equipment (PPE) (no markings or identification of the school / SDO / region)</li> <li>• Laptop with MS productivity tools</li> </ul> | <p><b>To be provided by the Technical Committee:</b></p> <p>a. Marketable ingredients</p> <ul style="list-style-type: none"> <li>• Whole Bangus 2 pcs (500g each)</li> <li>• Bottles 12 oz (2 pcs)</li> <li>• Cap Sealer (rubberized)</li> <li>• Corn Oil (1L)</li> <li>• Pickle chips (1 smallest bottle size)</li> <li>• Whole green olives (1 smallest bottle)</li> <li>• Carrot 2 pcs</li> <li>• Salt</li> <li>• Pepper Corn</li> <li>• Black pepper (powder)</li> <li>• Bay leaves</li> <li>• Sugar (refined white sugar)</li> <li>• Sili labuyo (optional)</li> </ul> <p>b. Cooking Tools / Equipment</p> <ul style="list-style-type: none"> <li>• 1 pc plate for tasting (11", round white)</li> <li>• Pressure Cooker</li> <li>• Stove (2 burner)</li> <li>• LPG</li> <li>• Working table</li> <li>• Cooking area with sink</li> <li>• Water outlet/supply</li> <li>• Extension cord</li> </ul> |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• Heat gun blower</li><li>• Frying Pan</li><li>• Knives</li><li>• Chopping board</li><li>• Packaging label</li><li>• Dehydrator</li><li>• Sealer</li><li>• Other basic cooking utensils (plates, bowls)</li></ul> <p>c. ICT tools and materials</p> <ul style="list-style-type: none"><li>• HDMI cable</li><li>• Projector/Smart TV</li><li>• Laptop</li><li>• 1 external drive (2TB)/1 USB flash drive (16GB)</li><li>• Printer</li><li>• Bond paper</li><li>• Smart Phone (inspected and sealed)</li></ul> |  |  |                                                                                             |     |                                                                                            |     |                                                                                                   |     |                                                                     |    |                                                                                                      |     |                                                                                                     |     |                                                                                                                                  |     |                                                                                    |     |              |             |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------|-----|---------------------------------------------------------------------------------------------------|-----|---------------------------------------------------------------------|----|------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------|-----|--------------|-------------|
| <b>B. VENUE</b>                                                                                                                  | Airconditioned / well-ventilated Laboratory Room / Holding Area for coaches and for learner-participant during the interview phase                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |                                                                                             |     |                                                                                            |     |                                                                                                   |     |                                                                     |    |                                                                                                      |     |                                                                                                     |     |                                                                                                                                  |     |                                                                                    |     |              |             |
| <b>C. CRITERIA FOR JUDGING</b>                                                                                                   | <table><tr><th></th><th></th></tr><tr><td><b>Process and Product Development</b><br/>(systematic steps, technique mastery, innovation)</td><td>20%</td></tr><tr><td><b>Proper Use of Tools and Equipment</b><br/>(safe, efficient handling, proper maintenance)</td><td>10%</td></tr><tr><td><b>Palatability and Product Presentation</b><br/>(taste, texture, visual appeal, creative plating)</td><td>15%</td></tr><tr><td><b>Speed</b> (completion within time allotment, efficient workflow)</td><td>5%</td></tr><tr><td><b>Safety / Sanitation and Hygiene</b><br/>(clean work area, proper food handling, hygiene standards)</td><td>10%</td></tr><tr><td><b>Ability to Present Ideas / Process</b><br/>(clear explanation, technical knowledge, organization)</td><td>15%</td></tr><tr><td><b>Digital Literacy</b><br/>(ability to find, evaluate, utilize, create, and communicate information using MS productivity tools)</td><td>15%</td></tr><tr><td><b>Entrepreneurial Competency</b><br/>(marketing and advertising, costing, pricing)</td><td>10%</td></tr><tr><td><b>Total</b></td><td><b>100%</b></td></tr></table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  | <b>Process and Product Development</b><br>(systematic steps, technique mastery, innovation) | 20% | <b>Proper Use of Tools and Equipment</b><br>(safe, efficient handling, proper maintenance) | 10% | <b>Palatability and Product Presentation</b><br>(taste, texture, visual appeal, creative plating) | 15% | <b>Speed</b> (completion within time allotment, efficient workflow) | 5% | <b>Safety / Sanitation and Hygiene</b><br>(clean work area, proper food handling, hygiene standards) | 10% | <b>Ability to Present Ideas / Process</b><br>(clear explanation, technical knowledge, organization) | 15% | <b>Digital Literacy</b><br>(ability to find, evaluate, utilize, create, and communicate information using MS productivity tools) | 15% | <b>Entrepreneurial Competency</b><br>(marketing and advertising, costing, pricing) | 10% | <b>Total</b> | <b>100%</b> |
|                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |                                                                                             |     |                                                                                            |     |                                                                                                   |     |                                                                     |    |                                                                                                      |     |                                                                                                     |     |                                                                                                                                  |     |                                                                                    |     |              |             |
| <b>Process and Product Development</b><br>(systematic steps, technique mastery, innovation)                                      | 20%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |                                                                                             |     |                                                                                            |     |                                                                                                   |     |                                                                     |    |                                                                                                      |     |                                                                                                     |     |                                                                                                                                  |     |                                                                                    |     |              |             |
| <b>Proper Use of Tools and Equipment</b><br>(safe, efficient handling, proper maintenance)                                       | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |                                                                                             |     |                                                                                            |     |                                                                                                   |     |                                                                     |    |                                                                                                      |     |                                                                                                     |     |                                                                                                                                  |     |                                                                                    |     |              |             |
| <b>Palatability and Product Presentation</b><br>(taste, texture, visual appeal, creative plating)                                | 15%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |                                                                                             |     |                                                                                            |     |                                                                                                   |     |                                                                     |    |                                                                                                      |     |                                                                                                     |     |                                                                                                                                  |     |                                                                                    |     |              |             |
| <b>Speed</b> (completion within time allotment, efficient workflow)                                                              | 5%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |                                                                                             |     |                                                                                            |     |                                                                                                   |     |                                                                     |    |                                                                                                      |     |                                                                                                     |     |                                                                                                                                  |     |                                                                                    |     |              |             |
| <b>Safety / Sanitation and Hygiene</b><br>(clean work area, proper food handling, hygiene standards)                             | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |                                                                                             |     |                                                                                            |     |                                                                                                   |     |                                                                     |    |                                                                                                      |     |                                                                                                     |     |                                                                                                                                  |     |                                                                                    |     |              |             |
| <b>Ability to Present Ideas / Process</b><br>(clear explanation, technical knowledge, organization)                              | 15%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |                                                                                             |     |                                                                                            |     |                                                                                                   |     |                                                                     |    |                                                                                                      |     |                                                                                                     |     |                                                                                                                                  |     |                                                                                    |     |              |             |
| <b>Digital Literacy</b><br>(ability to find, evaluate, utilize, create, and communicate information using MS productivity tools) | 15%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |                                                                                             |     |                                                                                            |     |                                                                                                   |     |                                                                     |    |                                                                                                      |     |                                                                                                     |     |                                                                                                                                  |     |                                                                                    |     |              |             |
| <b>Entrepreneurial Competency</b><br>(marketing and advertising, costing, pricing)                                               | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |                                                                                             |     |                                                                                            |     |                                                                                                   |     |                                                                     |    |                                                                                                      |     |                                                                                                     |     |                                                                                                                                  |     |                                                                                    |     |              |             |
| <b>Total</b>                                                                                                                     | <b>100%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |                                                                                             |     |                                                                                            |     |                                                                                                   |     |                                                                     |    |                                                                                                      |     |                                                                                                     |     |                                                                                                                                  |     |                                                                                    |     |              |             |



## **SPECIFIC CONTEST MECHANICS**

### **A. Eligibility and Qualification**

- All learners in Junior High School (Grades 9 & 10, TVE/TLE) and Strengthened Senior High School (Grades 11 & 12 TVL/TechPro) previously and currently enrolled in food processing / food beverage processing under TechPro Track. For ICT, any learner who are enrolled in TLE/TVE/TechPro/TVL grades 9 to 12 and LWDs regardless of disability / placement.
- 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 previously / currently enrolled in Food Processing / Food beverage processing and SNEd under Transition Program or Mainstream.
- LWD shall present a photocopy of the Medical Assessment Certification from the Developmental Pediatrician/Psychometrician/Psychologist.
- Likewise, additional documentary requirements for each teacher-coach shall include the following:
  - o A certification from the school head stating that:
    - the teacher-coaches of the three (3) learner-participants are currently handling Food Processing / Food Beverage Processing, TLE/TVE/TechPro teaching handling ICT / Entrepreneurship and teacher-coach in SNED either in the transition program or in mainstream.
  - o Copy of e-certificate of the updated National Certificate (NC) Level II in Food Processing /Food and Beverage Processing, duly verified through TESDA skills passport to be verified during registration.

### **B. Contest Proper**

#### **1. 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. Further, all materials and ingredients are not pre-cleaned or pre-prepared.
- 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.

## **2. Product Presentation Rules**

- While the other learners are preparing the Bangus Spanish Sardines (fish processing), learner-participants shall take photos and gather inputs about the food processing.
- However, they shall not be allowed to bring any reference materials or gadgets, except smart phones for taking photos.
- Each ICT/entrepreneurship learner-participant shall conceptualize digitized presentation to promote/advertise the product.
- Next, each ICT learner-participant shall create a simple digital poster using Microsoft Productivity Tools from the mis-en-place to the output. The poster shall include photos of the fish processing and shall be used during the presentation. Subsequently, the poster shall be printed in two copies, one copy for display and the other copy to be submitted to the Technical Committee for compilation and projection for the digital display.
- Once everything is settled, learner-participants shall present the finished product (Bangus Spanish Sardines) with the digitized presentation.
- Finally, learner-participants shall engage in a ten (10)-minute question-and-answer session on the presentation with the panel of experts. There shall be a maximum of three (3) uniform questions to be asked by the panel of experts.



### Scoring Rubrics for Savor D' Flavor

| Criteria<br>(Observable Behavior)                  | Scale                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                   |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                    | Excellent<br>(5)                                                                                                                                                                                                                                                       | Highly Proficient<br>(4)                                                                                                                                                                                                                                                        | Proficient<br>(3)                                                                                                                                                                                                                                                          | Developing<br>(2)                                                                                                                                                                                                                        | Beginning<br>(1)                                                                                                                                                                                                  |
| <b>Process and Product Development (20%)</b>       | Exceptional understanding; systematic steps; mastery of techniques; innovative approach                                                                                                                                                                                | Strong understanding; minor deviations; good technique application                                                                                                                                                                                                              | Adequate understanding; some confusion; timing issues                                                                                                                                                                                                                      | Limited understanding; misses steps; poor technique                                                                                                                                                                                      | Minimal understanding; fails steps; lacks sequencing                                                                                                                                                              |
| <b>Proper Use of Tools &amp; Equipment (10%)</b>   | Expert knowledge; safe, efficient handling; proper maintenance                                                                                                                                                                                                         | Good knowledge; minor hesitation in handling                                                                                                                                                                                                                                    | Basic knowledge; occasional reminders needed                                                                                                                                                                                                                               | Limited knowledge; frequent errors; safety concerns                                                                                                                                                                                      | Minimal knowledge; unsafe handling                                                                                                                                                                                |
| <b>Palatability and Product Presentation (15%)</b> | Outstanding taste, texture, aroma; perfect balance; visually stunning; creative plating                                                                                                                                                                                | Very good flavor and texture; attractive presentation; good symmetry                                                                                                                                                                                                            | Acceptable taste; balanced enough; acceptable appearance; minor imperfections                                                                                                                                                                                              | Below average taste; moisture issues; uneven shape                                                                                                                                                                                       | Poor taste; unbalanced flavors; poor presentation; misshapen                                                                                                                                                      |
| <b>Speed (5%)</b>                                  | 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 OR task not fully completed                                                                                                                                                             |
| <b>Safety / Sanitation &amp; Hygiene (10%)</b>     | Exemplary hygiene; clean work area; proper food handling                                                                                                                                                                                                               | Good hygiene; mostly clean area                                                                                                                                                                                                                                                 | Acceptable hygiene; needs improvement                                                                                                                                                                                                                                      | Inconsistent hygiene; messy area                                                                                                                                                                                                         | Poor hygiene; unsafe practices                                                                                                                                                                                    |
| <b>Ability to Present Idea / Process (15%)</b>     | Clear, confident explanation; excellent technical knowledge; well-organized                                                                                                                                                                                            | Good explanation; organized presentation                                                                                                                                                                                                                                        | Communicates adequately; minor gaps in clarity or detail                                                                                                                                                                                                                   | Presentation lacks clarity or depth                                                                                                                                                                                                      | Unable to explain ideas or process effectively                                                                                                                                                                    |
| <b>Digital Literacy (15%)</b>                      | Exceptionally finds and critically evaluates high-quality data. Flawlessly utilizes advanced MS features (e.g., complex Excel formulas, advanced Word formatting, seamless PPT design). Creates professional, highly polished content and communicates it with perfect | Efficiently finds and evaluates credible information. Correctly utilizes intermediate MS features (e.g., standard Excel formulas, proper Word styles, clean PPT layouts). Content is well-created, clearly organized, and communicated effectively with minor areas for polish. | Locates relevant information but may rely on basic search terms. Uses standard, baseline features of MS tools adequately. The created content is organized and understandable, and basic digital communication/sharing is functional but lacks depth or creative strategy. | Struggles to independently find or verify credible information. Uses only the most basic features of MS tools (mostly manual data entry or text typing). Created content is unformatted, disorganized, or difficult to follow digitally. | Unable to find or evaluate digital information effectively. Shows minimal to no familiarity with MS productivity tools. Content is incomplete, incorrectly handled, or fails to communicate the intended message. |

|                                         |                                                                                                                                                                                                                           |                                                                                                                                                                                 |                                                                                                                                                      |                                                                                                                                                         |                                                                                                                         |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
|                                         | digital etiquette and collaborative efficiency.                                                                                                                                                                           |                                                                                                                                                                                 |                                                                                                                                                      |                                                                                                                                                         |                                                                                                                         |
| <b>Entrepreneurial Competency (10%)</b> | Marketing is highly innovative and compelling; costing is optimized for maximum efficiency, and pricing utilizes advanced strategies (e.g., value-based, tiered) to maximize profitability while capturing market demand. | Marketing uses creative, targeted channels; costing is highly detailed (including hidden/overhead costs), and pricing strategically balances value with market competitiveness. | Marketing clearly identifies a target audience; costs are accurately calculated, and pricing covers expenses with a standard, logical profit margin. | Marketing relies on generic ideas; costs are listed but incomplete, and pricing fails to realistically account for expenses or target market realities. | Marketing is absent or misaligned; costs are largely overlooked, and pricing feels arbitrary or unsustainably low/high. |
| <b>Total Points (100)</b>               |                                                                                                                                                                                                                           |                                                                                                                                                                                 |                                                                                                                                                      |                                                                                                                                                         |                                                                                                                         |



## Techno Fusion

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY STAGE</b>                       | Key Stage 2 (Grades 4 to 6)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>NO. OF PARTICIPANT/S PER REGION</b> | <ul style="list-style-type: none"> <li>• Two (2) learner-participants</li> <li>• Two (2) teacher-coaches</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>TIME ALLOTMENT</b>                  | 360 minutes (excluding interview)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>PERFORMANCE STANDARD</b>            | <ul style="list-style-type: none"> <li>• (AFA) Ang mga mag-aaral ay naisasagawa ang natural na pamamaraan ng pagtatanim, pangangalaga, at pagbebenta ng halamang ornamental.</li> <li>• (FCS) Ang mga mag-aaral ay naipapakita ang pag-aayos, pangangalaga sa sarili, angkop na pag-kilos.</li> <li>• (IA) The learners perform the basic competencies in electrical works with safety precautions.</li> <li>• (ICT) Ang mga mag-aaral ay nakakagawa ng algorithm at basic process flow chart bilang bahagi ng block coding.</li> <li>• (ICT) Ang mga mag-aaral ay nakagagawa ng iba't ibang dokumento gamit ang computing devices at productivity tools</li> </ul> |
| <b>21<sup>ST</sup> CENTURY SKILL/S</b> | <p>Learner-participants shall demonstrate learning and innovation skills: thinking critically, creatively, and reflectively; solving problems; applying techniques; and generating functional knowledge while observing proper use of tools, equipment and OHS standards.</p> <p>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.</p>                                                              |
| <b>CREATIVE INDUSTRIES DOMAIN</b>      | Design, creative industries, Landscape Architecture, Agri-Tourism Industry, Agri-entrepreneurial Industry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>CAREER PATHWAYS</b>                 | Landscaper, Plant Nursery Worker, Electrical Technician, Maintenance Technician, Electrical Engineer, Computer Technician, Graphic Designer, Software Developer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>DESCRIPTION</b>                     | <b>Techno Fusion</b> is and an NFOT contest that integrates three key skill areas—Dish Gardening (DG), Extension Cord (EC) with Switch Assembly, and Algorithm Design (AD) to challenge learner-participants to apply creativity, technical ability, and logical thinking in one comprehensive                                                                                                                                                                                                                                                                                                                                                                      |

performance task.

Learner-participants create a dish garden, a miniature landscaped scene in a shallow container using compatible plants arranged to depict nature.

They also construct an extension cord with switch, demonstrating their understanding of electrical components, tool handling, and safety practices aligned with TechVoc standards.

Complementing these hands-on tasks, participants prepare an algorithm, a clear step-by-step set of instructions that outlines their process for both dish gardening and electrical assembly.

The contest highlights learner-participants' ability to integrate design, technology, and structured problem-solving while showcasing innovation, craftsmanship, and 21st-century skills.

#### TECHNICAL SPECIFICATIONS

| <b>A. MATERIALS, TOOLS, AND EQUIPMENT</b> | <b>To be provided by learner-participants, if any:</b>                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>To be provided by the participants:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <p><b>For ICT</b></p> <ul style="list-style-type: none"> <li>- 1 Laptop</li> </ul> <p><b>For EC</b></p> <ul style="list-style-type: none"> <li>- Electrical tools (long nose, pliers, Phillips, and flathead screwdriver)</li> <li>- Multi Tester</li> <li>- Appropriate PPE</li> </ul> <p><b>For DG</b></p> <ul style="list-style-type: none"> <li>- Pliers</li> <li>- Cutter</li> <li>- Tie wire (multiple sizes)</li> <li>- Hand sprayer</li> <li>- Appropriate PPE</li> </ul> | <p><b>Per Team</b></p> <ul style="list-style-type: none"> <li>- 1 printer</li> <li>- Extension cord</li> </ul> <p><b>For each participating team</b></p> <p><b>For EC</b></p> <ul style="list-style-type: none"> <li>- 2 Working tables</li> <li>- two (2) chairs</li> <li>- 1 pc surface utility box</li> <li>- Long bond paper</li> <li>- Pencils</li> <li>- Long folders</li> <li>- 6 meters no.14 strand wire</li> <li>- 2 feet no. 16 THHN electrical wire</li> <li>- 1 pc single pole single throw switch</li> <li>- 2 pcs convenience outlet</li> <li>- 1 set 3-gang plate</li> <li>- 1 pc male plug (15A)</li> <li>- Wire stripper</li> <li>- Electrical outlet</li> </ul> |



|                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>For DG</b></p> <ul style="list-style-type: none"><li>- Two (2) pieces of each kind in six (6) classes/types.</li><li>- Drift wood</li><li>- Pebbles</li><li>- Horticultural charcoal</li><li>- Potting soil</li><li>- Sphagnum Moss</li><li>- Container with the following specifications:<ul style="list-style-type: none"><li>- Wide, low-sided, with drainage hole, any design, 22 inches in outside diameter with a height of 6-8 inches.</li></ul></li><li>- Submersible pump (80 L/h flow rate)</li><li>- round basin (6 inches diameter)</li><li>- Hand trowel</li><li>- Shovel</li><li>- Electrical outlet</li><li>- Water</li></ul> |          |            |                                                                                       |            |                                                    |     |                                                              |     |                                |     |                                                                     |     |                                              |            |                                                   |     |
|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|---------------------------------------------------------------------------------------|------------|----------------------------------------------------|-----|--------------------------------------------------------------|-----|--------------------------------|-----|---------------------------------------------------------------------|-----|----------------------------------------------|------------|---------------------------------------------------|-----|
| <b>B. VENUE</b>                                                                       | <ul style="list-style-type: none"><li>• Well-ventilated covered area with electrical outlets/extension wires, fire extinguishers, first-aid kits, and water outlet.</li><li>• Holding/Waiting area for learner-participant and teacher-coaches.</li><li>• Well ventilated room to be used during the interview</li></ul>                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |            |                                                                                       |            |                                                    |     |                                                              |     |                                |     |                                                                     |     |                                              |            |                                                   |     |
| <b>C. CRITERIA FOR JUDGING</b>                                                        | <table><tr><th>Criteria</th><th>Percentage</th></tr><tr><td><b>A. TECHNICAL PRODUCT OUTPUT (Extension Cord Assembly &amp; Dish Garden Output)</b></td><td><b>40%</b></td></tr><tr><td><i>Quality of Output (EC) / Visual Impact (DG)</i></td><td>10%</td></tr><tr><td><i>Accuracy (EC) / Originality &amp; Plan Alignment (DG)</i></td><td>10%</td></tr><tr><td><i>Functionality (EC only)</i></td><td>10%</td></tr><tr><td><i>Combination &amp; Design of Plants &amp; Materials (DG only)</i></td><td>10%</td></tr><tr><td><b>B. USE OF TOOLS, METHODS &amp; SAFETY</b></td><td><b>30%</b></td></tr><tr><td><i>Use of Tools &amp; Equipment (EC &amp; DG)</i></td><td>10%</td></tr></table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Criteria | Percentage | <b>A. TECHNICAL PRODUCT OUTPUT (Extension Cord Assembly &amp; Dish Garden Output)</b> | <b>40%</b> | <i>Quality of Output (EC) / Visual Impact (DG)</i> | 10% | <i>Accuracy (EC) / Originality &amp; Plan Alignment (DG)</i> | 10% | <i>Functionality (EC only)</i> | 10% | <i>Combination &amp; Design of Plants &amp; Materials (DG only)</i> | 10% | <b>B. USE OF TOOLS, METHODS &amp; SAFETY</b> | <b>30%</b> | <i>Use of Tools &amp; Equipment (EC &amp; DG)</i> | 10% |
| Criteria                                                                              | Percentage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |            |                                                                                       |            |                                                    |     |                                                              |     |                                |     |                                                                     |     |                                              |            |                                                   |     |
| <b>A. TECHNICAL PRODUCT OUTPUT (Extension Cord Assembly &amp; Dish Garden Output)</b> | <b>40%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |            |                                                                                       |            |                                                    |     |                                                              |     |                                |     |                                                                     |     |                                              |            |                                                   |     |
| <i>Quality of Output (EC) / Visual Impact (DG)</i>                                    | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |            |                                                                                       |            |                                                    |     |                                                              |     |                                |     |                                                                     |     |                                              |            |                                                   |     |
| <i>Accuracy (EC) / Originality &amp; Plan Alignment (DG)</i>                          | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |            |                                                                                       |            |                                                    |     |                                                              |     |                                |     |                                                                     |     |                                              |            |                                                   |     |
| <i>Functionality (EC only)</i>                                                        | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |            |                                                                                       |            |                                                    |     |                                                              |     |                                |     |                                                                     |     |                                              |            |                                                   |     |
| <i>Combination &amp; Design of Plants &amp; Materials (DG only)</i>                   | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |            |                                                                                       |            |                                                    |     |                                                              |     |                                |     |                                                                     |     |                                              |            |                                                   |     |
| <b>B. USE OF TOOLS, METHODS &amp; SAFETY</b>                                          | <b>30%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |            |                                                                                       |            |                                                    |     |                                                              |     |                                |     |                                                                     |     |                                              |            |                                                   |     |
| <i>Use of Tools &amp; Equipment (EC &amp; DG)</i>                                     | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |            |                                                                                       |            |                                                    |     |                                                              |     |                                |     |                                                                     |     |                                              |            |                                                   |     |

|                                                                                |             |
|--------------------------------------------------------------------------------|-------------|
| <i>Methods &amp; Safety Work Habits (EC, &amp; DG)</i>                         | 10%         |
| <i>Speed (All Categories)</i>                                                  | 10%         |
| <b>C. COMMUNICATION, PRESENTATION &amp; DIGITAL COMPETENCY (ICT + EC + DG)</b> | <b>20%</b>  |
| <i>Ability to Explain / Present Ideas (All Categories)</i>                     | 5%          |
| <i>Organization &amp; Clarity of Ideas</i>                                     | 5%          |
| <i>Digital Presentation Skills (ICT)</i>                                       | 5%          |
| <i>Technical Accuracy</i>                                                      | 5%          |
| <b>D. ICT DOCUMENTATION (Word to PDF)</b>                                      | <b>10%</b>  |
| <i>Content Accuracy &amp; Completeness</i>                                     | 5%          |
| <i>Use of Productivity Tools &amp; PDF Export</i>                              | 5%          |
| <b>TOTAL</b>                                                                   | <b>100%</b> |

#### **SPECIFIC CONTEST MECHANICS**

##### **A. Eligibility and Qualification**

- All learners officially enrolled in Grades 4 to 6 with LRN may join the contest.
- An additional documentary requirement for each teacher-coach includes a certification from the school head stating that he/she is currently handling EPP/TLE.

##### **B. Contest Proper**

- 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) for printing in two (2) copies: one (1) copy for the Technical Committee, and one (1) copy for the learner-participants.
- Learner-participants shall also complete:
  - The algorithm (flow chart) of the logical steps for Techno-Fusion (**extension cord with switch assembly**, and the **dish garden**) following their submitted sketch/blueprint.
  - The printed algorithm should be displayed near the working area.
- Learner-participants shall proceed with the task only after submitting the document (logical steps, sketch plan, and flow chart).



### Scoring Rubrics for Techno Fusion

| Criteria<br>(Observable Behavior)                                                           | Scale                                                                                                   |                                                                      |                                                           |                                                               |                                                       |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------|
|                                                                                             | Excellent<br>(5)                                                                                        | Highly Proficient<br>(4)                                             | Proficient<br>(3)                                         | Developing<br>(2)                                             | Beginning<br>(1)                                      |
| <b>A. TECHNICAL PRODUCT OUTPUT (Extension Cord Assembly &amp; Dish Garden Output) – 40%</b> |                                                                                                         |                                                                      |                                                           |                                                               |                                                       |
| <b>Quality of Output (EC) / Visual Impact (DG) (10%)</b>                                    | Highly polished, neat, professional; visually striking and well-balanced.                               | Clean, organized, strong appeal with minor imperfections.            | Acceptable quality; some inconsistencies, but still neat. | Weak execution; uneven quality or weak visual elements.       | Poorly made, messy, unbalanced, or unsafe.            |
| <b>Accuracy (EC) / Originality &amp; Plan Alignment (DG) (10%)</b>                          | Measurements, layout, and design strictly follow specifications or sketch plan; exceptionally original. | Minor deviations, but do not affect performance or design coherence. | Generally accurate; follows most specifications.          | Multiple inaccuracies: the parts are different from the plan. | Major errors: does not follow specifications or plan. |
| <b>Functionality (EC only) (10%)</b>                                                        | Fully functional; flawless switch/connection performance.                                               | Fully functional; minor inconsistencies.                             | Functional but may show inconsistent performance.         | Limited or partial function.                                  | Non-functional or unsafe.                             |
| <b>Combination &amp; Design of Plants &amp; Materials (DG only) (10%)</b>                   | Harmonious, balanced, compelling; enhances theme and sustainability.                                    | Effective combinations; minor balance issues.                        | Acceptable combinations; coherent design.                 | Mismatched choices; theme unclear.                            | Poor combination; lacks unity or suitability.         |
| <b>B. USE OF TOOLS, METHODS &amp; SAFETY – 30%</b>                                          |                                                                                                         |                                                                      |                                                           |                                                               |                                                       |
| <b>Use of Tools &amp; Equipment (EC &amp; DG) (10%)</b>                                     | Confident, precise, efficient; correct technique.                                                       | Mostly correct and safe use; minor inefficiency.                     | Adequate use; some gaps, but task completed.              | Frequent improper handling; needs reminders.                  | Incorrect or unsafe tool use.                         |
| <b>Methods &amp; Safety Work Habits (EC &amp; DG, and FCS) (10%)</b>                        | Consistently follows all protocols; PPE used; organized, hazard-free workspace.                         | Safe practices with minor lapses.                                    | Basic safety observed; occasional reminders needed.       | Several lapses or inefficient methods.                        | Repeated unsafe behaviors; disorganized.              |
| <b>Speed (All Categories) (10%)</b>                                                         | Finishes within/ahead of time with excellent quality.                                                   | Slightly slow but efficient overall.                                 | Completes within a reasonable time.                       | Slow pace causes delays.                                      | Unable to finish on time.                             |
| <b>C. COMMUNICATION, PRESENTATION &amp; DIGITAL COMPETENCY (ICT + EC + DG) – 20%</b>        |                                                                                                         |                                                                      |                                                           |                                                               |                                                       |
| <b>Ability to Explain / Present Ideas (All Categories) (5%)</b>                             | Clear, confident, thorough explanation of process, reasoning, tools, safety, or design choices.         | Clear explanation with minor gaps.                                   | Basic explanation; some unclear areas.                    | Limited explanation; missing key details.                     | Cannot explain; unclear or incorrect responses.       |
| <b>Organization &amp; Clarity of Ideas (5%)</b>                                             | Logical flow; strong structure; coherent transitions.                                                   | Mostly organized; minor clarity lapses.                              | Understandable but loosely organized.                     | Ideas are not well-connected.                                 | Disorganized and unclear.                             |
| <b>Digital Presentation Skills (ICT) (5%)</b>                                               | Highly confident; complete explanation of tools and                                                     | Clear with minor gaps.                                               | Basic; some details missing.                              | Struggles to articulate workflow.                             | Inaccurate or incomplete explanation.                 |

|                                                        |                                                          |                                                   |                                        |                                    |                                          |
|--------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------|----------------------------------------|------------------------------------|------------------------------------------|
|                                                        | processes (Word/PDF).                                    |                                                   |                                        |                                    |                                          |
| <b>Technical Accuracy (5%)</b>                         | No errors; polished and professional.                    | Minor errors.                                     | Several errors, but readable.          | Frequent errors affect clarity.    | Many errors; hard to understand.         |
| <b>D. ICT DOCUMENTATION (Word → PDF) - 10%</b>         |                                                          |                                                   |                                        |                                    |                                          |
| <b>Content Accuracy &amp; Completeness (5%)</b>        | Fully complete, accurate, and meets all requirements.    | Mostly complete; minor omissions.                 | Generally correct; some missing parts. | Incomplete sections; inaccuracies. | Largely off-task or incorrect.           |
| <b>Use of Productivity Tools &amp; PDF Export (5%)</b> | Effective use of styles, tables, images; error-free PDF. | Several tools used effectively; minor PDF issues. | Basic tools used; acceptable PDF.      | Minimal tool use; many errors.     | Incorrect tool use; faulty/no PDF export |
| <b>Total Points (100)</b>                              |                                                          |                                                   |                                        |                                    |                                          |



## Techno Fusion (Table Construction)

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY STAGE</b>                       | Key Stages 3 and 4 (Grades 9 to 12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>NO. OF PARTICIPANT/S PER REGION</b> | <ul style="list-style-type: none"> <li>• Two (2) learner-participants</li> <li>• One (1) teacher-coach</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>TIME ALLOTMENT</b>                  | 360 mins (exclusive of 30 minutes lunch break and interview)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>PERFORMANCE STANDARD</b>            | <p>The learner shall be able to apply quality standards to raw and finished furniture products, components, and finishing materials in accordance with job requirements.</p> <p>Specifically, the learner shall demonstrate the ability to fabricate wood / bamboo / rattan projects while adhering to established safety precautions and industry standards.</p>                                                                                                                                                                                                                            |
| <b>21<sup>ST</sup> CENTURY SKILL/S</b> | <p>Learning and Innovation Skills</p> <p>Life and Career Skills</p> <p>Communication Skills</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>CREATIVE INDUSTRIES DOMAIN</b>      | Design and Craft Area                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>CAREER PATHWAYS</b>                 | <p>Carpenter</p> <p>Furniture Maker</p> <p>Cabinet Maker</p> <p>Woodworking Technician</p> <p>Furniture Designer</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>DESCRIPTION</b>                     | <p><b>Table Construction</b> is a component of Techno Fusion NFOT contest that evaluates learner-participants' skills in measurement, calculation, and technical drawing through the design and construction of an office table with storage. Learner-participants shall strictly follow the prescribed dimensions: 29.5 inches (H), 48 inches (L), and 24 inches (W).]</p> <p>The contest emphasizes accuracy, workmanship, and compliance with specifications, assessing learners' ability to apply technical knowledge and practical construction skills aligned with TVET standards.</p> |

# TECHNICAL SPECIFICATIONS

| <b>A. MATERIALS, TOOLS, AND EQUIPMENT</b> | <b>To be provided by learner-participants, if any:</b><br><br>Carpentry Power Tools and Equipment specified in the Curriculum Guides for Industrial Arts Residential Carpentry Sector: <ul style="list-style-type: none"><li>• Power tools<ul style="list-style-type: none"><li>- circular saw</li><li>- jigsaw</li><li>- miter saw</li><li>- planer</li><li>- router</li></ul></li><li>• Equipment<ul style="list-style-type: none"><li>- Bandsaw</li><li>- jointer machine</li><li>- table saw</li><li>- wood lathe machine</li></ul></li><li>• Personal Protective Equipment (PPE)</li></ul> | <b>To be provided by the participants:</b> <ul style="list-style-type: none"><li>• 2 pcs -3/4x 4x8 Marine Plywood (hardwood or mixed hardwood veneers)</li><li>• 5 pcs – 2 inches lattice 8 feet moldings</li><li>• 4 pcs -# 120 sandpaper</li><li>• 4 pcs - #180 sandpaper</li><li>• 4 pcs - #100 sandpaper</li><li>• 1 Liter of Pioneer wood glue</li><li>• ½ kilo - 2 ¼ inches finishing nail or whatever size is applicable</li><li>• ½ kilo - 1 inch finishing nail or whatever size is applicable</li><li>• 2 pairs - concealed hinge</li><li>• Hand Tools<ul style="list-style-type: none"><li>- Hammer</li><li>- Cross Cut Saw</li><li>- Hand Planer</li><li>- Jack Plane</li><li>- Try Square</li><li>- Push Rule</li><li>- Chalk line</li><li>- Nail set</li><li>- Pencil</li></ul></li><li>• Working Table</li><li>• Extension Cord</li><li>• Pencil</li><li>• Eraser</li><li>• Ruler</li><li>• Triangle</li><li>• Bond paper (A4 size)</li></ul> |             |               |              |                                                                                                                                  |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------|--------------|----------------------------------------------------------------------------------------------------------------------------------|
|                                           | <p>The power tools and equipment to be provided by the learner-participants shall not exceed the following specifications:</p> <p><b>A. Power Tools</b></p> <table><tr><th>Power Tools</th><th>Specification</th></tr><tr><td>Circular saw</td><td>Tool Type Cordless (Wireless) Circular Saw<br/>Motor Brushless Motor<br/>Power Source 20V Lithium-Ion Battery (18V–20V acceptable)</td></tr></table>                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Power Tools | Specification | Circular saw | Tool Type Cordless (Wireless) Circular Saw<br>Motor Brushless Motor<br>Power Source 20V Lithium-Ion Battery (18V–20V acceptable) |
| Power Tools                               | Specification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             |               |              |                                                                                                                                  |
| Circular saw                              | Tool Type Cordless (Wireless) Circular Saw<br>Motor Brushless Motor<br>Power Source 20V Lithium-Ion Battery (18V–20V acceptable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |             |               |              |                                                                                                                                  |



|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | <p>Battery Capacity Minimum 4.0 Ah</p> <p>Charger Fast charger compatible with supplied battery</p> <p>Blade Diameter 185 mm (7-1/4 in.) preferred; minimum 165 mm (6-1/2 in.)</p> <p>Arbor Size 20 mm or compatible</p> <p>No-Load Speed Minimum 4,500 RPM</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Jigsaw    | <p>Tool Type Cordless (Wireless) Jigsaw</p> <p>Motor Type Brushless Motor</p> <p>Power Source 18V–20V Lithium-Ion Battery</p> <p>Battery Capacity Minimum 4.0 Ah</p> <p>Charger Fast charger compatible with supplied battery</p> <p>Stroke Length Minimum 25 mm (1 in.)</p> <p>No-Load Stroke Rate 800–3,500 strokes per minute (SPM), variable speed</p> <p>Maximum Cutting Capacity – Wood Minimum 100 mm</p> <p>Maximum Cutting Capacity – Steel Minimum 10 mm</p> <p>Maximum Cutting Capacity – Aluminum Minimum 20 mm</p> <p>Bevel Capacity 0°–45° (left and right)</p> <p>Blade Change System Tool-free blade change</p> <p>Orbital Action 4-position orbital cutting action</p> <p>Base Plate Heavy-duty aluminum or steel adjustable base</p> <p>LED Work Light Integrated LED work light</p> <p>Dust Extraction Dust blower and vacuum extraction port</p> <p>Safety Features Lock-off switch, electric brake, overload protection</p> <p>Handle Ergonomic soft-grip handle (D-handle or barrel grip)</p> <p>Weight Not more than 3.5 kg (without battery preferred)</p> <p>Standard Wood-cutting blade, metal-cutting blade, battery, charger, dust extraction</p> <p>Accessories adapter, carrying case, user manual</p> |
| Miter saw | <p>Tool Type Cordless (Wireless) Compound Miter Saw</p> <p>Motor Type Brushless Motor</p> <p>Power Source 18V–20V Lithium-Ion Battery (or dual 18V battery system)</p> <p>Battery Capacity Minimum 5.0 Ah</p> <p>Charger Fast charger compatible with supplied battery</p> <p>Blade Diameter 255 mm (10 in.) minimum</p> <p>Arbor Size 25.4 mm (1 in.)</p> <p>No-Load Speed Minimum 4,000 RPM</p> <p>Maximum Crosscut Capacity (90°) Minimum 305 mm × 90 mm</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Planer    | <p>Tool Type Portable Handheld Electric Planer</p> <p>Motor Type High-performance motor (Brushless for cordless models preferred)</p> <p>Power Rating Minimum 600 W (corded) or 18V–20V Lithium-Ion (cordless)</p> <p>Planing Width 82 mm (3-1/4 in.) minimum</p> <p>Planing Depth Adjustable from 0–2 mm minimum</p> <p>Rebating (Rabbet) Depth Minimum 9 mm</p> <p>No-Load Speed Minimum 12,000 RPM</p> <p>Blade Type Reversible carbide blades or high-speed steel (HSS) blades</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Blade System Dual-blade cutter head<br>Base Plate Precision-machined aluminum base<br>Dust Collection Dust bag or vacuum extraction port                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Router | Tool Type Cordless (Wireless) Compact Router / Trim Router<br>Motor Type Brushless Motor<br>Power Source 18V–20V Lithium-Ion Battery<br>Battery Capacity Minimum 5.0 Ah<br>Charger Fast charger compatible with supplied battery<br>Collet Capacity 6 mm (1/4 in.) standard; 8 mm (optional/acceptable)<br>No-Load Speed Variable speed, 10,000–30,000 RPM minimum<br>Plunge Depth / Cutting Depth Adjustable with fine-depth adjustment mechanism<br>Maximum Cutting Depth Minimum 35 mm<br>Base Type Fixed base (plunge base attachment preferred)<br>Depth Adjustment Rack-and-pinion or micro-adjustment system<br>Spindle Lock Integrated spindle lock for easy bit changes<br>Soft Start Yes<br>Constant Speed Control Electronic constant speed under load LED Work Light Integrated LED work light |

## B. Equipment

| Equipment       | Specification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Band saw        | Tool Type<br>Band Saw (Floor-Standing or Bench-Type)<br>Motor Power<br>Minimum 750 W (1 HP)<br>Power Supply<br>220–240V AC, 60 Hz<br>Blade Size<br>Minimum 2,200 mm length<br>Blade Width Capacity<br>6 mm to 20 mm minimum<br>Throat Capacity<br>Minimum 300 mm (12 in.)<br>Maximum Cutting Height<br>Minimum 150 mm<br>Table Size<br>Minimum 400 mm × 500 mm<br>Table Tilt<br>0° to 45° minimum<br>Blade Speed<br>Variable or minimum 800 m/min<br>Blade Guides<br>Upper and lower adjustable blade guides<br>Fence<br>Adjustable rip fence included<br>Dust Port<br>Minimum 50 mm dust extraction port<br>Frame Construction<br>Heavy-duty steel frame |
| Jointer machine | - Machine Type Bench-Type or Floor-Standing Jointer Machine                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | <ul style="list-style-type: none"> <li>- Power Source 220–240V AC, 60 Hz, Single Phase</li> <li>- Motor Power Minimum 1 HP (750 W)</li> <li>- Cutter Head Width: Minimum 150 mm (6 in.)</li> <li>- Number of Knives Three (3) high-speed steel (HSS) or carbide knives</li> <li>- Cutter Head Speed Minimum 4,500 RPM</li> <li>- Cutter Head Diameter Approximately 60–70 mm</li> <li>- Maximum Depth of Cut Minimum 3 mm (1/8 in.)</li> <li>- Maximum Rabbet Depth Minimum 12 mm (1/2 in.)</li> <li>- Table Length Minimum 1,200 mm</li> <li>- Table Material Precision-ground cast iron or heavy-duty machined steel</li> <li>- Fence Size Minimum 600 mm × 100 mm</li> <li>- Fence Tilt Adjustable from 90° to 45°</li> </ul>                                                                                                                                                                                   |
| Table saw          | <ul style="list-style-type: none"> <li>- Machine Type Table Saw (Cabinet or Contractor Type)</li> <li>- Power Source 220–240V AC, 60 Hz, Single Phase</li> <li>- Motor Power Minimum 2 HP (1,500 W)</li> <li>- Blade Diameter 254 mm (10 in.) carbide-tipped blade</li> <li>- Arbor Size 25.4 mm (1 in.)</li> <li>- No-Load Speed Minimum 4,000 RPM</li> <li>- Maximum Cutting Depth at 90° Minimum 80 mm (3-1/8 in.)</li> <li>- Maximum Cutting Depth at 45° Minimum 55 mm (2-1/8 in.)</li> <li>- Blade Tilt (Bevel Capacity) 0°–45°</li> <li>- Rip Capacity Minimum 600 mm (24 in.)</li> <li>- Table Material Precision-ground cast iron or heavy-duty machined steel</li> <li>- Table Size Minimum 685 mm × 500 mm</li> <li>- Rip Fence Adjustable locking rip fence with measuring scale</li> <li>- Miter Gauge Adjustable 0°–60° miter gauge</li> </ul>                                                       |
| Wood lathe machine | <ul style="list-style-type: none"> <li>- Machine Type Wood Lathe Machine (Floor-Standing or Bench-Type)</li> <li>- Power Source 220–240V AC, 60 Hz, Single Phase</li> <li>- Motor Power Minimum 1 HP (750 W)</li> <li>- Motor Type Induction Motor</li> <li>- Swing Over Bed Minimum 300 mm (12 in.)</li> <li>- Distance Between Centers Minimum 900 mm (36 in.)</li> <li>- Spindle Speed Variable Speed</li> <li>- Speed Range Minimum 500–3,200 RPM</li> <li>- Speed Control Electronic variable speed or pulley system</li> <li>- Spindle Thread M33 × 3.5 mm or 1 in. × 8 TPI (or equivalent)</li> <li>- Spindle Taper MT2 (Morse Taper No. 2)</li> <li>- Tailstock Taper MT2 (Morse Taper No. 2)</li> <li>- Tool Rest Length Minimum 300 mm (12 in.)</li> <li>- Tailstock Travel Minimum 100 mm</li> <li>- Bed Material Cast iron</li> <li>- Frame/Base Heavy-duty steel or cast-iron construction</li> </ul> |

|                                                     | <ul style="list-style-type: none"> <li>- Safety Features Emergency stop switch, spindle lock, belt guard, overload protection, non-slip controls</li> <li>- Weight Approximately 60–120 kg</li> <li>- Standard Accessories Faceplate, live center, drive center, tool rest, knockout bar, wrenches, user manual</li> </ul>                                                                                                                                                                                                                                                                                                                              |  |  |                    |            |                   |            |                 |            |                           |            |                                                     |            |                                               |            |              |           |                                |           |              |             |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--------------------|------------|-------------------|------------|-----------------|------------|---------------------------|------------|-----------------------------------------------------|------------|-----------------------------------------------|------------|--------------|-----------|--------------------------------|-----------|--------------|-------------|
| <b>B. VENUE</b>                                     | Well-ventilated room with electrical outlet, medical kit, and fire extinguisher and 1 adjacent room as holding area for teacher-coaches                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |                    |            |                   |            |                 |            |                           |            |                                                     |            |                                               |            |              |           |                                |           |              |             |
| <b>C. CRITERIA FOR JUDGING</b>                      | <table border="1"> <tr> <th></th><th></th></tr> <tr> <td><b>Workmanship</b></td><td><b>60%</b></td></tr> <tr> <td><i>Creativity</i></td><td><i>20%</i></td></tr> <tr> <td><i>Accuracy</i></td><td><i>20%</i></td></tr> <tr> <td><i>Quality of Product</i></td><td><i>20%</i></td></tr> <tr> <td><b>Proper Use of Materials, Tools and Equipment</b></td><td><b>20%</b></td></tr> <tr> <td><b>Safety Work Habits a&amp; Housekeeping</b></td><td><b>10%</b></td></tr> <tr> <td><b>Speed</b></td><td><b>5%</b></td></tr> <tr> <td>Ability to Present the Process</td><td><b>5%</b></td></tr> <tr> <td><b>TOTAL</b></td><td><b>100%</b></td></tr> </table> |  |  | <b>Workmanship</b> | <b>60%</b> | <i>Creativity</i> | <i>20%</i> | <i>Accuracy</i> | <i>20%</i> | <i>Quality of Product</i> | <i>20%</i> | <b>Proper Use of Materials, Tools and Equipment</b> | <b>20%</b> | <b>Safety Work Habits a&amp; Housekeeping</b> | <b>10%</b> | <b>Speed</b> | <b>5%</b> | Ability to Present the Process | <b>5%</b> | <b>TOTAL</b> | <b>100%</b> |
|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |  |                    |            |                   |            |                 |            |                           |            |                                                     |            |                                               |            |              |           |                                |           |              |             |
| <b>Workmanship</b>                                  | <b>60%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |                    |            |                   |            |                 |            |                           |            |                                                     |            |                                               |            |              |           |                                |           |              |             |
| <i>Creativity</i>                                   | <i>20%</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |                    |            |                   |            |                 |            |                           |            |                                                     |            |                                               |            |              |           |                                |           |              |             |
| <i>Accuracy</i>                                     | <i>20%</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |                    |            |                   |            |                 |            |                           |            |                                                     |            |                                               |            |              |           |                                |           |              |             |
| <i>Quality of Product</i>                           | <i>20%</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |                    |            |                   |            |                 |            |                           |            |                                                     |            |                                               |            |              |           |                                |           |              |             |
| <b>Proper Use of Materials, Tools and Equipment</b> | <b>20%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |                    |            |                   |            |                 |            |                           |            |                                                     |            |                                               |            |              |           |                                |           |              |             |
| <b>Safety Work Habits a&amp; Housekeeping</b>       | <b>10%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |  |                    |            |                   |            |                 |            |                           |            |                                                     |            |                                               |            |              |           |                                |           |              |             |
| <b>Speed</b>                                        | <b>5%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |                    |            |                   |            |                 |            |                           |            |                                                     |            |                                               |            |              |           |                                |           |              |             |
| Ability to Present the Process                      | <b>5%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |                    |            |                   |            |                 |            |                           |            |                                                     |            |                                               |            |              |           |                                |           |              |             |
| <b>TOTAL</b>                                        | <b>100%</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |                    |            |                   |            |                 |            |                           |            |                                                     |            |                                               |            |              |           |                                |           |              |             |

#### **SPECIFIC CONTEST MECHANICS**

##### **A. Eligibility and Qualification**

- All Junior High School learners (Grades 9–10, TVE/TLE) and Senior High School learners (TVL/TechPro) who are currently enrolled in or have previously completed the Carpentry or Furniture Making specialization in their preceding grade level, or in their former school in the case of transferees, are eligible to join.
- In addition to the documentary requirements required during in-person registration, all learner-participants shall submit a certification signed by the School Head attesting that they are currently enrolled in a Carpentry or Furniture Making specialization. For learners who completed the specialization in a previous grade level, as well as transferees, a certification from the School Head shall likewise be submitted. Transferees must also provide a certification from their former school indicating the Carpentry or Furniture Making specialization previously taken.
- 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 / Furniture Making class; and
  - Copy of e-certificate of the updated National Certificate (NC) Level II in Carpentry or Furniture Making, duly verified through TESDA skills passport to be verified during registration.



**B. Contest Proper**

From the given performance task requirements perform the following:

1. Prepare a detailed sketch of the proposed design, indicating all exact measurements and dimensions to serve as the basis for the blueprint (orthographic projection).
2. Secure approval of the blueprint by obtaining the signature of the Technical Committee prior to the start of fabrication and assembly.
3. Using the materials provided, fabricate and assemble the required output in accordance with signed blueprint and specifications by the technical committee.
4. Once the participant has completed the office table and conducted a final inspection, they shall raise their hand and notify the assigned contest facilitator or judge.
5. Submission of the final output for presentation and evaluation.

**Scoring Rubrics for Techno Fusion (Table Construction)**

| Criteria<br>(Observable Behavior)                               | Scale                                                                                                                                       |                                                                                                                               |                                                                                                                    |                                                                                                                                 |                                                                                                                                 |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | Excellent<br>(5)                                                                                                                            | Highly Proficient<br>(4)                                                                                                      | Proficient<br>(3)                                                                                                  | Developing<br>(2)                                                                                                               | Beginning<br>(1)                                                                                                                |
| <b>Workmanship – 60%</b>                                        |                                                                                                                                             |                                                                                                                               |                                                                                                                    |                                                                                                                                 |                                                                                                                                 |
| <b>Creativity<br/>(20%)</b>                                     | 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                                                                                           |
| <b>Accuracy<br/>(20%)</b>                                       | Well-proportioned and precise, follows furniture design based on the signed blueprint                                                       | Mostly accurate with minor proportion issues                                                                                  | Mostly accurate with major proportion issues                                                                       | Noticeable inaccuracies in proportions                                                                                          | Major proportion errors, lacks balance                                                                                          |
| <b>Quality of Products<br/>(20%)</b>                            | Finish is smooth and consistent no imperfection (no drips, blotches or missed spots)                                                        | Finish is smooth and consistent little imperfection (little drips, blotches or missed spots)                                  | Finish is smooth to the touch, but some minor, imperfections, drips, or inconsistencies in stain may be visible    | Finish is partially smooth to the touch, but some minor, imperfections, drips, or inconsistencies in stain may be visible       | Finish appears blotchy or incomplete; multiple drip marks and imperfection are everywhere                                       |
| <b>Proper Use of Materials, Tools &amp; Equipment<br/>(20%)</b> | Select and uses all tools and equipment correctly and confidently without assistance. Operate tools according to manufacturer instructions. | Uses tools and equipment correctly and confidently most of the time                                                           | Uses tools and equipment correctly but sometimes needs clarification or guidance                                   | Uses tools and equipment incorrectly or less confidence most of the time                                                        | Unable to use tools or equipment properly                                                                                       |
| <b>Safety Work Habit &amp; Housekeeping<br/>(10%)</b>           | Always wear PPE excellently follow safety rules for tool and machine use and maintain a clean and organized workplace at all times          | Consistently wear PPE, follow safety rules for tool and machine use and maintain a clean and organized workplace at all times | Wear some PPE, follow safety rules for tool and machine use and maintain a clean and organized workplace sometimes | Wear PPE intermittently, inconsistently follow safety rules for tools and machines use and not so clean and organized workplace | Consistently neglect wearing of PPE, not following safety rules for tools and machines use and messy and disorganized workplace |
| <b>Speed<br/>(5%)</b>                                           | Routinely uses time well throughout the contest; completes output ahead of time or on time with a high degree of efficiency                 | Uses time fairly well; completes output on time with minor time management issues                                             | Procrastinates somewhat but gets the job done on time; pace is productive                                          | Unable to adequately meet timeline; requires excessive time to complete tasks                                                   | Fails to finish on time or shows no interest in completing the project within the given timeframe                               |
| <b>Ability to Present the Process<br/>(5%)</b>                  | Answers are accurate, well-structured, delivered confidently and with comprehensive explanation                                             | Answers are accurate, well-structured and delivered confidently but one area may lack thoroughness                            | Answer is mostly accurate, well-structured and delivered confidently but one or more area may lack thoroughness    | Answers are incomplete, missing significant parts of the question's requirement                                                 | Answers are largely incomplete or absent                                                                                        |
| <b>Total Points<br/>(100)</b>                                   |                                                                                                                                             |                                                                                                                               |                                                                                                                    |                                                                                                                                 |                                                                                                                                 |



## CineMunti

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY STAGE</b>                       | Key Stage 3 (Grades 7 to 10) and<br>Key Stage 4 (Grades 11 to 12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>NO. OF PARTICIPANT/S PER REGION</b> | <p><b>Six (6) learner-participants:</b></p> <ul style="list-style-type: none"> <li>● One (1) learner-participant for scriptwriting from Key Stages 3 to 4;</li> <li>● One (1) learner-participant for movie poster from Key Stages 3 to 4;</li> <li>● Two (2) learner-participants for filmmaking from Key Stages 3 to 4; and</li> <li>● Two (2) learner-participants for main acting from Key Stages 3 to 4</li> </ul> <p><b>Two (2) teacher-coaches:</b></p> <ul style="list-style-type: none"> <li>● One (1) male teacher-coach; and</li> <li>● One (1) female teacher-coach</li> </ul>                                                                                                           |
| <b>TIME ALLOTMENT</b>                  | <p><b>Pre-production</b><br/>Day 1: 8:00 a.m. -12:00 p.m.<br/>Team Orientation, Pre-production Planning, and Scriptwriting (240 minutes)</p> <p><b>Video Shoot, Editing, Synopsis Writing and Movie Poster Making</b><br/>Day 2:<br/>8:00 a.m. -12:00 p.m. Team Video Shoot (240 minutes)<br/>1:00 p.m. - 6:00 p.m. Movie Poster Making (300 minutes)<br/>2:00 p.m. - 6:00 p.m. Video Editing and Rendering (240 minutes)<br/><i>Note: Should there be technical difficulties during rendering, the PMT shall determine additional time.</i></p> <p><b>Film Showing and Judging of Entries</b><br/>Day 3:<br/>9:00 a.m. - 2:00 p.m. Film Showing and Awarding of Special Citations (300 minutes)</p> |
| <b>PERFORMANCE STANDARD</b>            | <p><b>SPA Theater 7</b></p> <ul style="list-style-type: none"> <li>● The learner performs creative pieces using body movements and vocal improvisations in the integrated arts process that exhibit understanding of</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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 – MEDIA ARTS**

The learners apply media arts techniques and skills, as well as the proper use of digital tools, equipment, and platforms, in producing a creative media output, with reference to the mapped creative industries in their specific communities, as defined by relevant laws within local and global contexts.

#### **SHS CREATIVE INDUSTRIES – THEATER ARTS**

The learners apply theater techniques and skills and the proper use of materials, tools, equipment, and facilities in mounting a creative work with reference to the mapped creative industries in their specific communities as defined by relevant laws within local and global contexts.

#### **SHS CREATIVE INDUSTRIES – VISUAL ARTS**

The learners execute techniques and skills in Visual Arts, as well as the proper use of materials, tools, equipment, and



|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                             |  |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                           | facilities in the production of creative works, with reference to the mapped creative industries in their specific communities, as defined by relevant laws within the local and global contexts.                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                             |  |
|                                           | <b>SHS CREATIVE INDUSTRIES – LITERARY ARTS</b><br>The learners apply literary techniques and skills in producing creative written works for print and other media platforms, with reference to the mapped creative industries in their specific communities, as defined by relevant laws in local and global contexts.                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>21<sup>ST</sup> CENTURY SKILL/S</b>    | <ol style="list-style-type: none"><li>1. critical thinking;</li><li>2. creativity;</li><li>3. collaboration;</li><li>4. communication;</li><li>5. character education (discipline);</li><li>6. citizenship; and</li><li>7. cultural literacy</li></ol>                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>CREATIVE INDUSTRIES DOMAIN</b>         | Performing Arts, Creative Services, and Audiovisual Media                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>CAREER PATHWAYS</b>                    | Director, Actors, Video Editor, Scriptwriter, Cinematographer, Illustrator, etc.                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>DESCRIPTION</b>                        | The <b>CineMunti</b> is an NFOT contest that combines "Cine," short for cinema, with "Munti," representing short film, perfectly encapsulating the competition's essence of creating concise cinematic works while demonstrating multilingual proficiency. This contest where learner-participants showcase their skills in filmmaking—including acting, directing, scriptwriting, and illustrating. In this event, teams collaborate to produce and present an original short film with a movie bill. |                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>TECHNICAL SPECIFICATIONS</b>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>A. MATERIALS, TOOLS, AND EQUIPMENT</b> | <b>To be provided by learner-participants, if any:</b><br><br><b>Film Making Component:</b> <ul style="list-style-type: none"><li>● laptop/s or computers with video editing software</li><li>● digital cameras or video cameras with computer cable for file transfer</li><li>● Cellphones</li><li>● camera tripod</li><li>● extension cord/s</li><li>● other tools and equipment for video editing</li></ul>                                                                                         | <b>To be provided by the Technical Committee:</b> <ul style="list-style-type: none"><li>● Copy of the script</li><li>● NFOT shirt for learner-participant</li><li>● 1 ream A4 size bond paper</li><li>● 10 pcs long folders</li><li>● Pencils</li><li>● Black Ballpens</li><li>● One (1) HD video camera</li><li>● Memory card for video camera</li><li>● One (1) unit TV Monitor</li></ul> |  |

|                                                                                                                                                                                             | <p><b>Movie Poster Making</b></p> <ul style="list-style-type: none"><li>• brushes</li><li>• sponge</li><li>• pencil</li><li>• eraser</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>• Cable connectors for camera to TV monitor for holding area</li><li>• Portable sound system</li><li>• wireless Microphones</li><li>• 1 USB flash drive (128GB)</li><li>• 2 Cling wrap rolls/ stretch films (30cm x 400-500m; 20 microns)</li><li>• Marshals assigned per regional team for safety and security</li><li>• Acrylic paint (1 pint of each thalo blue, canary yellow, toluidine red, and 1 quart flat white)</li><li>• 1 Easel per team (Total of 18 Easels)</li><li>• 1 Primed canvass in frame size 2x3 feet per team (18 pcs)</li></ul> |          |            |                                                                                      |     |                                                                                                                                                                                             |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|--------------------------------------------------------------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>B. VENUE</b>                                                                                                                                                                             | <p><b>Day 1:</b> Airconditioned Hall for Team Orientation, Pre-production Planning, and Scriptwriting</p> <p><b>Day 2:</b></p> <p>(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.</p> <p>(b) Fully air-conditioned computer laboratory with desktop computers that can accommodate 70 participants for the video editing and rendering.</p> <p><b>Day 3:</b> Fully air-conditioned hall with LED wall that can accommodate 300 participants Film Showing and Presentation. Same venue to be used for Awarding of Special Citations.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |            |                                                                                      |     |                                                                                                                                                                                             |     |
| <b>C. CRITERIA FOR JUDGING</b>                                                                                                                                                              | <table><tr><th>Criteria</th><th>Percentage</th></tr><tr><td><b>Story and Content</b> (Relevance to the theme; engaging narrative; clear message)</td><td>25%</td></tr><tr><td><b>Cinematography and Editing</b> (Controlled camera work; clear sound quality; composition and framing; originality and creativity; flawless editing; readability of text; focus of shots)</td><td>25%</td></tr></table>                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Criteria | Percentage | <b>Story and Content</b> (Relevance to the theme; engaging narrative; clear message) | 25% | <b>Cinematography and Editing</b> (Controlled camera work; clear sound quality; composition and framing; originality and creativity; flawless editing; readability of text; focus of shots) | 25% |
| Criteria                                                                                                                                                                                    | Percentage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |            |                                                                                      |     |                                                                                                                                                                                             |     |
| <b>Story and Content</b> (Relevance to the theme; engaging narrative; clear message)                                                                                                        | 25%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |            |                                                                                      |     |                                                                                                                                                                                             |     |
| <b>Cinematography and Editing</b> (Controlled camera work; clear sound quality; composition and framing; originality and creativity; flawless editing; readability of text; focus of shots) | 25%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |            |                                                                                      |     |                                                                                                                                                                                             |     |



|                                                                                                                                                                                                                       |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Screenplay</b> (Visual and auditory clarity; effective dialogue; coherent structure)                                                                                                                               | <b>15%</b>  |
| <b>Acting Skills</b> (Clear portrayal of character; believable performance; emotional authenticity)                                                                                                                   | <b>15%</b>  |
| <b>Visual Artistic Merit</b> (Aesthetic value of the <b>movie poster</b> ; creative use of color palette, symbolism, and visual motifs; unique illustrative style and composition that elevates the poster's design.) | <b>10%</b>  |
| <b>Illustration of the Story</b> (How effectively the <b>movie poster</b> captures and translates the core narrative, mood, and underlying themes of the film into a single, compelling promotional image.)           | <b>5%</b>   |
| <b>Technique and Difficulty</b> (Level of technical skill, execution, and complexity demonstrated in the poster's illustration, typography placement, and overall graphic design.)                                    | <b>5%</b>   |
| <b>Total</b>                                                                                                                                                                                                          | <b>100%</b> |

## **MECHANICS**

### ***Pre-Event: Registration and Pre-Production Planning (Day 0-1)***

#### **Team Composition and Eligibility**

1. Each team shall consist of six (6) learner-participants only.
2. The team shall be composed of:
  - One (1) learner-participant for scriptwriting from Key Stages 3 to 4;
  - One (1) learner-participant for movie poster from Key Stages 3 to 4;
  - Two (2) learner-participants for filmmaking from Key Stages 3 to 4; and
  - Two (2) learner-participants for main acting from Key Stages 3 to 4
3. All learner-participants must be currently officially enrolled in school during the conduct of the division and region level of the contest.
4. They must have no professional filmmaking experience and must not have received any national or international awards related to filmmaking.

#### **Registration and Orientation (Day 0)**

1. All teams must 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.
2. The short film shall be original and must strictly follow the given theme.
3. The entire script shall be written in Filipino, English, or Local Language with translation.



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 and Movie Poster Making (Day 2 Movie Poster Making, 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 their own film equipment.
3. The use of drones is strictly prohibited.
4. At least 80% of the footage must 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, confirm their filming schedule, and meet their assigned marshals before commencing any video production.
7. All teams shall shoot all scenes according to their submitted script and production plan within designated campus boundaries/filming zones, establishing shots, character dialogue, action sequences, and B-roll footage.
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 and jeans, unless costumes are needed.
11. All members of the official team may be part of the film.
12. Extra characters (e.g. crowd, street vendors, etc.) may be allowed but only when they are individuals from the actual film location and are not counted as part of the delegation.

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 or the provided desktop computers.
3. English subtitles shall be complete and synchronized with the dialogue, 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

Movie Poster Making

1. Movie Poster Making shall start from 1:00 pm to 6:00 pm.
2. Learner-participants are given 5 hours to finish their output.
3. Participants may be accompanied by one (1) teacher-coach. However, teacher-coaches are only allowed to assist them during the setting up of materials during the event.
4. Materials such as canvass, paint (primary colors), and easels for the movie poster will be distributed by the PMT before the start of the poster making.



5. The participants should clearly show the main concept following the script of the film and should be labeled with the film title only.
6. Participants must come on time. However, late participants shall still be accommodated but time shall not be extended.

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

1. Each team shall present completed short film to the panel of experts and audience.
2. Learner-participants shall wear NFOT shirt during the Film exhibition and will be introduced onstage before the film is shown.
3. 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 (Script)
  - Best Director
  - Best Actor/Actress
  - Best Cinematography
  - Best Movie Poster
2. The Top Five (5) Winners of the Best Picture Award shall be announced during the NFOT Awarding and Closing Ceremonies.
3. The decision of the panel of experts shall be final and irrevocable.

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

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

### **Scoring Rubrics for CineMunti – BEST PICTURE**

| Criteria<br>(Observable Behavior)                                                                   | Scale                                                                                              |                                                                            |                                                                               |                                                               |
|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------|
|                                                                                                     | 4<br>(Excellent)                                                                                   | 3<br>(Very Satisfactory)                                                   | 2<br>(Satisfactory)                                                           | 1<br>(Needs Improvement)                                      |
| <b>Story and Content</b><br>(Relevance to the theme; engaging narrative; clear message)<br>(20 pts) | Highly relevant theme; compelling narrative with powerful message; exceptional audience engagement | Relevant theme; strong narrative with clear message; engaging presentation | Adequately relevant; acceptable narrative; message present and comprehensible | Weak relevance; unclear narrative; vague or confusing message |
| <b>Cinematography and Editing</b><br>(Controlled)                                                   | Masterful camera control; crystal clear                                                            | Controlled camera work; clear sound                                        | Adequate camera work; acceptable                                              | Poor camera control; unclear sound;                           |



|                                                                                                                                                                                                                          |                                                                                                                                                                                                                       |                                                                                                                                                     |                                                                                                                                                       |                                                                                                                                                                  |
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| camera work; clear sound quality; composition and framing; originality and creativity; flawless editing; readability of text; focus of shots)<br>(20 pts)                                                                | sound; perfect composition; highly original; flawless editing; sharp focus throughout                                                                                                                                 | quality; strong composition; creative approach; effective editing; good focus                                                                       | sound; basic composition; decent editing; mostly in focus                                                                                             | weak composition; rough editing; frequent focus issues                                                                                                           |
| <b>Screenplay</b><br>(Visual and auditory clarity; effective dialogue; coherent structure)<br>(10 pts)                                                                                                                   | Exceptional clarity in storytelling; brilliant dialogue; perfect narrative structure; seamless flow of scenes                                                                                                         | Strong clarity; effective and natural dialogue; coherent structure; good narrative flow                                                             | Adequate clarity; functional dialogue; basic structure with acceptable progression                                                                    | Weak clarity; poor or unnatural dialogue; unclear structure; disjointed flow                                                                                     |
| <b>Acting Skills</b><br>(Clear portrayal of character; believable performance; emotional authenticity)<br>(10 pts)                                                                                                       | Exceptional character portrayal; completely believable performances; deeply authentic emotions; captivating screen presence                                                                                           | Clear character portrayal; believable performances; genuine emotions; strong presence                                                               | Adequate portrayal; mostly believable; acceptable emotional range; decent presence                                                                    | Weak character portrayal; unconvincing performances; forced or artificial emotions                                                                               |
| <b>Visual Artistic Merit</b><br>(Aesthetic value of the <b>movie poster</b> ; creative use of color palette, symbolism, and visual motifs; unique illustrative style and composition that elevates the poster's design.) | Highly impressive and visually compelling poster; excellent use of color, symbolism, and visual motifs; shows a distinct illustrative style and well-balanced composition that strongly elevates the film's identity. | Visually appealing poster; effective use of color, symbolism, and visual motifs; shows creativity and a clear artistic style with good composition. | Acceptable visual appeal; uses color, symbolism, or visual motifs in a basic way; composition is generally clear but may lack strong artistic impact. | Limited visual appeal; weak or unclear use of color, symbolism, and visual motifs; composition appears unbalanced, unfinished, or lacking in artistic direction. |
| <b>Illustration of the Story</b> (How effectively the <b>movie poster</b> captures and translates the core narrative, mood, and underlying                                                                               | Poster clearly and powerfully captures the film's core narrative, mood, and theme in a compelling promotional image.                                                                                                  | Poster effectively reflects the film's story, mood, and theme, with only minor gaps in visual storytelling.                                         | Poster shows a general connection to the film's story and mood but does not fully capture the central theme or message.                               | Poster has weak connection to the film's story, mood, or theme; the promotional image is                                                                         |



|                                                                                                                                                                                       |                                                                                                                                                            |                                                                                                                            |                                                                                                                                      |                                                                                                                                           |
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| themes of the film into a single, compelling promotional image.)                                                                                                                      |                                                                                                                                                            |                                                                                                                            |                                                                                                                                      | unclear or not convincing.                                                                                                                |
| <b>Technique and Difficulty</b><br>(Level of technical skill, execution, and complexity demonstrated in the poster's illustration, typography placement, and overall graphic design.) | Demonstrates excellent technical skill, refined execution, and high level of complexity in illustration, typography placement, and overall graphic design. | Demonstrates good technical skill and execution; illustration, typography, and design elements are generally well-handled. | Demonstrates adequate technical skill; execution is understandable but may show minor issues in illustration, typography, or layout. | Demonstrates limited technical skill; execution is weak, with noticeable issues in illustration, typography placement, or overall design. |
| <b>Total Points (28)</b>                                                                                                                                                              |                                                                                                                                                            |                                                                                                                            |                                                                                                                                      |                                                                                                                                           |

## Likhawitan

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY STAGE</b>                       | Key Stage 3 (Grades 7 to 10)<br>Key Stage 4 (Grades 11 to 12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>NO. OF PARTICIPANT/S PER REGION</b> | <b>Three (3) Learner-participants</b> <ul style="list-style-type: none"> <li>● Three (3) learner-participants (Grades 7 to 12)</li> </ul> <b>One (1) Teacher-coach</b><br>1 teacher-coach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>TIME ALLOTMENT</b>                  | <b>Music Composition (Day 1):</b><br>9:00 a.m. - 2:00 p.m. <ul style="list-style-type: none"> <li>● Songwriting – music, chords and lyrics on MS Word (English/Filipino/local language with translation), (300 minutes inclusive of lunch)</li> </ul><br><b>Sound Check and Performance (Day 2):</b><br>8:00 a.m. - 10:00 a.m. <ul style="list-style-type: none"> <li>● Sound check for music performance (120 minutes)</li> </ul><br>10:00 a.m. - 12:00 p.m. Performance and judging (120 minutes)                                                                                                                                                                                                                                                                                                                                                             |
| <b>PERFORMANCE STANDARD</b>            | <b>MAPEH</b><br><br><b>Grade 7</b> <ul style="list-style-type: none"> <li>● The learners create works based on relevant concepts, processes, techniques, and/or practices used in selected representative contemporary and emerging works of the Philippines and selected Southeast Asian countries in the production of their creative works.</li> </ul><br><b>Grade 8</b> <ul style="list-style-type: none"> <li>● 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.</li> </ul><br><b>Grade 9</b> <ul style="list-style-type: none"> <li>● The learners produce creative works about emerging popular Music and Arts of the world and their cultural influences using available technology-based</li> </ul> |



mediums or indigenized materials in relation to Filipino culture and identity.

**Grade 10**

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

**SPA**

**Grade 7**

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

**Grade 8**

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

**Grade 9**

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

**Grade 10**

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

**SHS Creative Industries (Music)**

- The learners execute music techniques, skills, and proper use of materials, tools, equipment, and facilities in mounting creative works related to the

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                    | mapped creative industries in their specific communities as defined by relevant laws within local and global contexts.                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 21 <sup>ST</sup> CENTURY SKILL/S   | <ol style="list-style-type: none"><li>1. critical thinking;</li><li>2. creativity;</li><li>3. collaboration;</li><li>4. communication;</li><li>5. character education (discipline);</li><li>6. citizenship; and</li><li>7. cultural literacy</li></ol>                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| CREATIVE INDUSTRIES DOMAIN         | Audiovisual Media<br>Performing Arts<br>Creative Services                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| CAREER PATHWAYS                    | Music Industry: <i>Composer/Song Writer, Performer, Musical Director/Conductor, Sound Engineer, Music Producer, Music Journalist, Instrumentalist, Music arranger, Audio Content Creator, Music Educator</i><br><br><b>International Competitions:</b> The Voice, Got Talent, World Championship of Performing Arts (WCOPA)                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| DESCRIPTION                        | <b>Likhawitan</b> is an NFOT contest that challenges learner-participants to demonstrate their artistry through on-the-spot songwriting and music performance. The term "Likhawitan" is derived from the Filipino words "likha" (create), "awit" (song), and "awitan" (singing), embodying the essence of creative musical composition and performance. This contest integrates songwriting, music performance and music technology skills. |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| TECHNICAL SPECIFICATIONS           |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| A. MATERIALS, TOOLS, AND EQUIPMENT | <b>To be provided by learner-participants, if any:</b> <ul style="list-style-type: none"><li>• Acoustic guitar (with or without output jack)</li><li>• Output jack cable</li><li>• Laptop with MS Office</li></ul>                                                                                                                                                                                                                          | <b>To be provided by the Technical Committee:</b> <ul style="list-style-type: none"><li>• NFOT shirt for learner-participant</li><li>• 1 ream A4 size bond paper</li><li>• One (1) Printer with scanner</li><li>• 10 pcs long folders (for scoresheets and lyric sheets)</li><li>• 20 pcs Pencils</li><li>• 15 pcs Black Ballpens</li><li>• sound system</li><li>• amplifiers for music instruments</li><li>• 3 wireless microphones</li></ul> |



line enclosed in parenthesis. Please note that **AI-generated lyrics and music are strictly prohibited.**

3. Teacher-coaches shall serve strictly as observers and must not interfere with the music composition, translation, or production process at any point during the contest.
4. Teams must submit the printed copies of the composition (chords and lyrics) to the Technical Committee by 5:00 p.m.
5. Teams shall wear plain white T-shirt/NFOT T-shirt and dark colored pants to avoid regional identification.

### **Day 2: Sound check & Performance**

8:00 a.m. – 10:00 a.m. (Sound check)

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

10:00 a.m. – 12:00 p.m. (Performance)

1. No props or instrument enhancers shall be allowed during the performance. A violation of this provision shall incur a five (5)-point deduction to the total score.
2. Guitars shall either be connected with line-in cable or used with wired microphone and mic stand.
3. The song performance shall not exceed five (5) minutes, including entrance and exit. A one (1) point deduction from the general average score shall be made for every 30-second extension.

### **After the Event:**

#### **Awards and Results**

1. The top five (5) winners of the Best Song Composition shall be announced during the Awarding and Closing Ceremonies.
2. All learner-participants and teacher-coaches shall attend the mandatory feedback and cliniquing session with the panel of experts.
3. The panel of experts' decision is final and irrevocable.

### **Scoring Rubrics for Likhawitan**

| Criteria<br>(Observable Behavior)                   | Scale                                                                               |                                                                     |                                                                      |                                                             |
|-----------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------|
|                                                     | 4<br>(Excellent)                                                                    | 3<br>(Very Satisfactory)                                            | 2<br>(Satisfactory)                                                  | 1<br>(Needs Improvement)                                    |
| <b>Lyrics</b><br>(Theme, Narrative, Message, Depth) | Lyrics are profound, perfectly aligned with the theme, and tell a compelling story. | Strong connection to theme; clear narrative and meaningful message. | Relevant to the theme; message is clear but narrative may be simple. | Weak connection to theme; message is unclear or repetitive. |

|                                                        |                                                                                                                                                     |                                                                                                                              |                                                                                                                   |                                                                                                                            |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Music</b><br>(Arrangement, Melody, Rhythm, Harmony) | Exceptional melody and arrangement; rhythm and harmony are flawless and creative.                                                                   | Well-structured melody and arrangement; very consistent rhythm.                                                              | Pleasant melody; standard arrangement; minor rhythmic inconsistencies.                                            | Weak melodic structure; arrangement feels thin or disorganized.                                                            |
| <b>Vocal Quality</b><br>(Technique, Tone, Pitch)       | Outstanding pitch, tone, and harmony; professional-level vocal control.                                                                             | Very good vocal technique; strong harmonies with minimal flaws.                                                              | Good vocal ability; occasional pitch issues or thin harmonies.                                                    | Significant pitch or tone issues; harmonies are weak or clashing.                                                          |
| <b>Originality</b><br>(Uniqueness of concept)          | The song is highly original, with a fresh concept, distinctive lyrics, and a melody that clearly reflects the songwriter's own creative expression. | The song shows strong originality in its idea, lyrics, and melody, with only minimal resemblance to common musical patterns. | The song has some original elements, but parts of the lyrics, melody, or structure sound familiar or predictable. | The song shows limited originality and relies heavily on common ideas, familiar expressions, or ordinary melodic patterns. |
| <b>Showmanship</b><br>(Interpretation, Impact)         | Captivating presence; powerful emotional connection and audience impact.                                                                            | Strong stage presence; believable and effective interpretation.                                                              | Decent presence; performance is steady but lacks high energy.                                                     | Limited stage presence; lacks emotional connection to the song.                                                            |
| <b>Total Points (20pts)</b>                            |                                                                                                                                                     |                                                                                                                              |                                                                                                                   |                                                                                                                            |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                               |                                                                                                                                                                   |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• 1 wired microphone</li> <li>• 4 mic stands</li> <li>• 2 music stands</li> <li>• Laptop for judges' tabulation</li> </ul> |
| <b>B. VENUE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>One (1) well-ventilated hall for songwriting and encoding</p> <p>One (1) fully air-conditioned/well-ventilated hall that can accommodate 300 pax for the event proper;</p> |                                                                                                                                                                   |
| <b>C. CRITERIA FOR JUDGING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                               |                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Criteria</b>                                                                                                                                                               | <b>Percentage</b>                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Lyrics</b> (Theme, Narrative, Message, Depth)                                                                                                                              | <b>25%</b>                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Music</b> (Melody, Rhythm, Harmony)                                                                                                                                        | <b>25%</b>                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Music Production</b> (Instrumentation and chord progression)                                                                                                               | <b>25%</b>                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Vocal Quality</b> (Technique, Tone, Pitch)                                                                                                                                 | <b>10%</b>                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Originality</b> (Uniqueness of concept)                                                                                                                                    | <b>10%</b>                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Showmanship</b> (Interpretation, Impact)                                                                                                                                   | <b>5%</b>                                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Total</b>                                                                                                                                                                  | <b>100%</b>                                                                                                                                                       |
| <b>MECHANICS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                               |                                                                                                                                                                   |
| <p><b>Pre-Event (Day 0):</b></p> <ol style="list-style-type: none"> <li>Team Composition and Eligibility: <ol style="list-style-type: none"> <li>Each team shall consist of three (3) learner-participants only.</li> <li>All learner-participants must be currently officially enrolled in school.</li> <li>One (1) learner from the team will play the guitar. Guitarist may be allowed to sing with the team.</li> <li>All members of the team shall participate in the songwriting process and performance.</li> <li>All learner-participants must have no professional recording experience, international awards, or membership in professional music groups.</li> </ol> </li> <li>Laptops shall be inspected by the PMT during the registration and will be sealed with cling wrap.</li> <li>After the registration, the learner-participants shall draw their lot to determine their performance sequence.</li> </ol> <p><b>During the Event:</b></p> <p><b>Day 1: Songwriting and Encoding</b></p> <ol style="list-style-type: none"> <li>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 lyrics and chords using MS Office.</li> <li>Lyrics shall be written in <b>English, Filipino, or any local language</b>, provided that the lyrics adhere to a bilingual composition. For judging purposes, an English translation of all lyrics in local language must be written beside the</li> </ol> |                                                                                                                                                                               |                                                                                                                                                                   |

## PinaSayaw

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY STAGE</b>                       | Grades 7-10 (Key Stage Three (3)); and<br>Grades 11-12 (Key Stage Four (4))                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>NO. OF PARTICIPANT/S PER REGION</b> | 14 learner-participants<br>1 FEMALE teacher-coach<br>1 MALE teacher-coach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>TIME ALLOTMENT</b>                  | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>PERFORMANCE STANDARD</b>            | <p><b>PEH 7</b> - Participates in dance activities that promote community wellness, safe body mechanics, and expressive movement.</p> <p><b>PEH 8</b> - Engages in dance creation that considers both aesthetic (artistic) and wellness</p> <p><b>PEH 9</b> - Demonstrates technical precision and expressive quality in performance.</p> <p><b>PEH 10</b> - Demonstrates responsible participation and leadership in dance production, valuing both artistic excellence and community well-being.</p> <p><b>SPA 7- FOLK DANCE &amp; BALLET STRAND</b></p> <ul style="list-style-type: none"> <li>• exhibits skills in different dance forms/genres.</li> <li>• performs basic dance movement combinations (<i>locomotor and non-locomotor</i>) about space.</li> <li>• creates basic movement combinations using the elements of dance under the movement framework of Rudolph Laban</li> <li>• creates movement combinations inspired by the local cultural experiences and/or a regional dance.</li> </ul> <p><b>SPA 8 - FOLK DANCE STRAND</b></p> <ul style="list-style-type: none"> <li>• showcases and skillfully perform selected local and national dances.</li> </ul> <p><b>SPA 8 - BALLET STRAND</b></p> <ul style="list-style-type: none"> <li>• Correctly performs some ballet steps and movements using the principles of classical ballet.</li> <li>• performs contemporary dance movements using the Cunningham technique.</li> <li>• showcases and skillfully perform selected classical/contemporary dances.</li> </ul> |



**SPA 9 - DANCE – FOLK DANCE STRAND**

- performs at least three (3) dances from different countries.
- interprets at least one (1) Philippine or foreign dance literature.

**SPA 9- DANCE – BALLET STRAND**

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

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

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

**VALUES EDUCATION 7**

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

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <p>sustenableng pag-unlad bilang tanda ng pagiging mabuting katiwala</p> <p><b>ARALING PANLIPUNAN 7</b></p> <ul style="list-style-type: none"> <li>Nakapagsasagawa ng pagtatanghal na nagpapahalaga sa nasyonalismo at pagkabansa ng Pilipinas at Timog Silangang Asya sa konteksto ng kolonyalismo</li> </ul> <p><b>ARALING PANLIPUNAN 8</b></p> <ul style="list-style-type: none"> <li>Nakagagawa ng pananaliksik na nakapagtataya sa mga napapanahong isyu at usapin sa sariling komunidad na nagpapakita ng pagtugon bilang mapanagutang mamamayan ng bansa at daigdig</li> </ul> <p><b>ARALING PANLIPUNAN 9</b></p> <ul style="list-style-type: none"> <li>Nakapagbibigay ng panukala/suhestiyon sa pagpapabuti ng mga sektor ng ekonomiya at mga patakarang pang-ekonomiya</li> </ul> <p><b>ARALING PANLIPUNAN 10</b></p> <ul style="list-style-type: none"> <li>Nakabubuo ng angkop na plano sa pagtugon sa hamong pangkapaligiran</li> </ul> <p><b>SHS CREATIVE INDUSTRIES – DANCE</b></p> <ul style="list-style-type: none"> <li>The learners execute Dance techniques, skills, and proper use of space and facilities in mounting a creative work based on the mapped creative industries in their specific communities, as defined by relevant laws within local and global contexts</li> </ul> |
| <b>21<sup>ST</sup> CENTURY SKILL/S</b> | Creativity, Critical Thinking, Collaboration, Problem Solving, Communication, and Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>CREATIVE INDUSTRIES DOMAIN</b>      | Create, Produce, and Manage artistic and cultural outputs professionally                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>CAREER PATHWAYS</b>                 | <p>Performing Arts, Arts and Design/Creative Industries, Education and Training Tourism, and Cultural and Events Management</p> <p><b>International Competitions:</b> <i>World of Dance (WOD), Hip Hop International (HHI)-World Hip Hop Championship</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>DESCRIPTION</b>                     | <p><b>PinaSayaw</b> is a NFOT contest that showcases "transformational dance," challenging student-artists to resolve local and global social issues through the lens of Filipino values and choreography fusing classical, contemporary, folk, and modern genres into a powerful narrative. By enforcing a strict "no-props" and "no-lifts" policy, the contest prioritizes raw technical mastery and artistic expression to prepare student-artists for professional careers in the global creative industries.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



| TECHNICAL SPECIFICATIONS                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. MATERIALS, TOOLS, AND EQUIPMENT                                                                                                                                                  | To be provided by learner-participants, if any:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | To be provided by the Technical Committee:                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• Costumes (No Props)</li><li>• Music for Exhibition</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>• 6 pcs Two-way radio for the NTWG/TWG (optional)</li><li>• Lights and sound system for Showcase</li><li>• Speakers to be installed in strategic areas during the dance parade</li><li>• LED wall during the showcase</li><li>• Tables and chairs for judges and TWGs</li><li>• Extension cords for the TWG table</li><li>• Stopwatch</li><li>• Signboards</li></ul> |
| B. VENUE                                                                                                                                                                            | <i>(Specify venue requirements, including the number of function halls/rooms, seating capacity, lighting, ventilation, tables and chairs., etc.)</i> <ul style="list-style-type: none"><li>• A thoroughly airconditioned or well-ventilated holding room/hall suitable for hosting organizers, judges and coaches is preferred during the pre-event orientation.</li><li>• Preferably one (1) airconditioned or well-ventilated performing area that can accommodate an audience of 1500 pax Dance Parade and Bayle exhibition</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                            |
| C. CRITERIA FOR JUDGING                                                                                                                                                             | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Percentage                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                     | Artistic Interpretation/Expression<br>(Ability to convey the theme, mood or story of the dance; emotional engagement and expressiveness)                                                                                                                                                                                                                                                                                                                                                                                                 | 40%                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                     | Choreography & Creativity<br>(Originality of movement, transitions and overall compositions)                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30%                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                     | Technique & Execution<br>(Mastery of the dance movements, posture, balance, control and precision)                                                                                                                                                                                                                                                                                                                                                                                                                                       | 20%                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                     | Costume and Music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10%                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                                     | Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 100%                                                                                                                                                                                                                                                                                                                                                                                                       |
| MECHANICS                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                            |
| Pre-Event:                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                            |
| A. Registration & Documentation                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                            |
| 1. Teams must submit a complete official entry form and other documents on or before the deadline. Forms must be signed by the Regional Director (RD) or the Regional Focal person. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                            |

2. Each region is represented by 14 dancers and 2 teacher-coaches (1 male and 1 female coach).

#### **B. Orientation & Briefing**

1. Mandatory orientations shall be held separately from the rest of the contingent for judges and coaches before the conduct of the contest.
2. Organizers shall explain ground rules, 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 dance area 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 must 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 must be transformational, showcasing a fusion of two or more styles (e.g. ballet, contemporary, jazz, hip-hop, folk, or neo-ethnic).
6. Movements, attire, music, chants or symbols taken from indigenous cultural communities shall adhere to DepEd Order No. 51, s. 2014. Certification stating the permission of the Indigenous Cultural Community (ICC) shall be submitted together with other documentary requirements.
7. 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:

1. No tossing, lifting, and mounting of dancers. (*Lifting defined as any movement where one partner's feet leave the floor while being supported or propelled by another dancer.*)
2. No flammable materials (fireworks, pyrotechnics, etc.).
3. No live animals.
4. No pre-set stages or external props.

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



1. The time limit shall be strictly enforced. 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.
2. Deductions: A 1-point deduction from the general average shall be imposed for every minute exceeding the time limit. (1 second to 60 seconds = 1 point deduction)

#### **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. All learner-participants and teacher-coaches shall receive invaluable insights and feedback from the panel of experts to improve the teaching and learning of the contest's target learning competencies.
2. The top five (5) winners shall be announced during the Awarding and Closing Ceremonies.
3. Organizers and teams must ensure the cleanliness and safety of the venue immediately following the performances.
4. Judges shall provide Technical Assistance (TA), feedback, and a cliniquing session to help learners, and coaches improve their craft which will be held the day after of the contest.
5. Scores shall be officially tabulated and verified by the technical committee.
6. The decision of the Board of Judges is final and irrevocable.

### **Scoring Rubrics for PINASAYAW**

**\* For use at the school level only**

| Criteria<br>(Observable Behavior)                                   | Scale                                                                                                                   |                                                                                                                   |                                                                                                         |                                                                                                       |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|                                                                     | 4<br>(Excellent)                                                                                                        | 3<br>(Very Satisfactory)                                                                                          | 2<br>(Satisfactory)                                                                                     | 1<br>(Needs Improvement)                                                                              |
| <b>Thematic Interpretation: Social Issues &amp; Filipino Values</b> | Masterful narrative addressing a social issue; Filipino values are seamlessly integrated as a clear, powerful solution. | Strong narrative on a social issue; Filipino values are clearly presented as a solution with minor gaps in depth. | Social issue is identifiable; Filipino values are present but the connection to the solution is simple. | Vague connection to social issues; Filipino values feel forced or are not clearly used as a solution. |
| <b>Choreography &amp; Creative Fusion</b>                           | Exceptional "transformational" fusion of genres; innovative use of space and formations; highly original                | Clear and well-structured fusion of genres; creative formations                                                   | Standard fusion of styles; choreography is consistent but relies on familiar or                         | Weak attempt at genre fusion; choreography is repetitive and lacks creative                           |

|                                                               |                                                                                                                                  |                                                                                                        |                                                                                                      |                                                                                               |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
|                                                               | storytelling through movement.                                                                                                   | and effective use of the performance area.                                                             | predictable patterns.                                                                                | exploration of space.                                                                         |
| <b>Technical Execution &amp; Body Purity (No Props/Lifts)</b> | Flawless technique, control, and timing; demonstrates extreme physical discipline and mastery without relying on props or lifts. | High level of technical skill and coordination; consistent control with very minimal lapses in timing. | Acceptable execution; movements are synchronized but lack the sharpness or control of higher levels. | Frequent technical errors; poor timing and noticeable lack of physical control or discipline. |
| <b>Music &amp; Costume Synergy</b>                            | Music choice and costume design (including attached accessories) perfectly amplify the theme and transformational styles.        | Music and costume are highly appropriate and support the creative vision of the performance.           | Music and costume are relevant but provide standard or minimal support to the overall impact.        | Music or costume choice clashes with the theme; lacks aesthetic cohesion.                     |
| <b>Total Points (100)</b>                                     |                                                                                                                                  |                                                                                                        |                                                                                                      |                                                                                               |



## DokyuWento

|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>YUGTONG KINABIBILANGAN</b>                                       | Ikatlong Yugto (Baitang 10)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>BILANG NG MGA KALAHOK</b>                                        | Tatlong (3) Mag-aaral mula sa Yugto 3 (Baitang 10) at Isang (1) Tagapagsanay                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>LAANG ORAS</b>                                                   | 6 na oras: (2) oras sa pagsusuri ng mga teksto, pananaliksik at pagbuo ng iskrip at apat (4) na oras sa pagbuo ng video at iba pang teknikal na kailanganin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>PAMANTAYAN SA PAGGANAP</b>                                       | Nakabubuo ang mga mag-aaral ng sariling multimodal na presentasyon ( <b>DokyuWento</b> ) na nagpapakita ng kasanayang komunikatibo, malikhaing pagsasalaysay, mapanuring pag-unawa, at etikal na pananagutan sa pagpapahayag ng makatotohanan, angkop, at napapanahong impormasyon tungkol sa isang paksa para sa tiyak na layunin at target na babasa na kapaki-pakinabang sa pagganap bilang makabansa at global na mamamayan.                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>IKA-21 SIGLONG KASANAYAN</b>                                     | Komunikasyon, Pagkamalikhain, Kritikal/Mapanuring Pag-iisip, at Kasanayan sa ICT / Digital Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>DOMEYN SA CREATIVE INDUSTRIES</b>                                | Performing, Audio-Visual and Digital Domain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>DESKRIPSIYON</b>                                                 | Ang <b>DokyuWento</b> ay timpalak ng NFOT na naglalayong gamitin ang Wikang Filipino sa malikhaing pagpapahayag ng mga karanasan ng mga Pilipino sa pamamagitan ng paggawa ng dokumentaryo, habang pinaunlad ang kasanayan sa pananaliksik, pagsasalaysay, at kritikal na pag-iisip. Nilalayan nitong mapahalagahan ang wika, kultura, at mga usaping panlipunan sa pamamagitan ng pagbuo ng limang minutong dokumentaryo tungkol sa isang tiyak at napapanahong paksa.                                                                                                                                                                                                                                                                                                                                                                            |
| <b>TUNGUHING KARERA TEKNIKAL NA ESPESIPIKASYON</b>                  | Multimedia at Creative Production<br>Journalism, Communication, at Media<br>Community Development, at Social Work<br>Public Relations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>A. MGA MATERYAL, KAGAMITAN, KASANGKAPAN, AT IBA PANG KAUGNAY</b> | <p><b>Dadalhin ng mga kalahok:</b> mobile phone, tripod/gimbal, wireless lapel, power bank at cord na akma sa laptop para sa paglipat ng file.</p> <p>Technical Specification ng Mobile Phone (<i>minimum</i>)</p> <ul style="list-style-type: none"> <li>• 8 GB RAM</li> <li>• 128 storage</li> <li>• 8-12 core processor</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                     | <ul style="list-style-type: none"> <li>• 1080p-4k camera resolution capable to install video editing applications like Capcut (free) and Adobe Premier Rush Adobe license from DepEd</li> </ul> <p><b>Galing sa Tagapamahala:</b></p> <ul style="list-style-type: none"> <li>• Kaugnay na mga suplay at materyal para sa pagtatanghal</li> <li>• Kaugnay na artikulo, batas, balita, mga saliksik at iba pang teksto</li> <li>• orasan at flaglets</li> <li>• Mga opisyal na papel sa pagtatala ng marka</li> <li>• Wireless na mikropono na may stand</li> <li>• Sound system</li> <li>• mga sertipiko</li> <li>• mga lapis</li> <li>• mga ballpen mga folder</li> <li>• mga larawan o kagamitang nakatuon sa tema at layunin</li> <li>• bond paper</li> <li>• holding area, silid ng paghahanda at silid paligsahan</li> <li>• laptop</li> </ul> |
| <b>B. LUGAR NA PAGGAGANAPAN</b>                                     | <ol style="list-style-type: none"> <li>1. Silid kung saan bubuoin ang <i>storyboard</i> at/ o konsepto ng DokyuWento. Mahalagang komportable ang mga mag-aaral na makapag-isip at hindi siksikan ang silid.</li> <li>2. <i>Gymnasium</i> o isang maluwang na lugar kung saan nila gagawin ang DokyuWento.</li> <li>3. <i>Auditorium</i> o <i>Function Hall</i>, lugar kung saan panonoorin ang DokyuWento</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                               |

| C. MGA<br>PAMANTAYAN SA<br>PAGTATANGHAL | Mga Pamantayan                   |                                                                                                                                                                                                                                                                                                                                                                                                                          | Bahagdan    |
|-----------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
|                                         | <b>Nilalaman</b>                 | <ul style="list-style-type: none"><li>• Angkop ang natukoy na paksa mula sa mga ibinigay na teksto at may malinaw na batayan;</li><li>• Holistiko at maayos ang pagkakabuo ng DokyuWento</li><li>• May <i>Hook</i> na maaaring nagpapakita ng tanong, estadistika, o nakakagulat na impormasyon</li><li>• Malinaw ang ugnayan ng mga konsepto at kaisipan</li><li>• Angkop at tumpak ang mga salitang ginamit.</li></ul> | 40%         |
|                                         | <b>Kalidad/ Presentasyon</b>     | <ul style="list-style-type: none"><li>• Mabisa at malikhain ang paggamit ng wika;</li><li>• Natatangi ang teknik na ginamit;</li><li>• Angkop ang daloy ng ideya; at</li><li>• Gumamit ng <i>visual effects</i> hal. video transition/animation</li></ul>                                                                                                                                                                | 30%         |
|                                         | <b>Hikayat/ Dating sa madla</b>  | <ul style="list-style-type: none"><li>• Nakapanghihikayat at kapana-panabik ang bawat daloy</li><li>• Naipakikita ang empatiya at responsableng pananaw</li></ul>                                                                                                                                                                                                                                                        | 20%         |
|                                         | <b>Nakasunod sa Takdang Oras</b> | <ul style="list-style-type: none"><li>• Naipasa sa takdang oras</li><li>• Nakasunod sa limang (5) minutong DokyuWento</li></ul>                                                                                                                                                                                                                                                                                          | 10%         |
|                                         | <b>Kabuoan</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>100%</b> |
| 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 Tagapamahala ng mga mobile phone kung ito ay sumunod sa mga teknikal na kahingian ng timpalak gayundin ang iba pang pangangailangan. Dapat tiyaking fully charge ang mga mobile phone bago ibigay sa Tagapamahala. Pagkatapos ng inspeksiyon, dapat i-off ang mga mobile phone para maka-save ng battery. Bilang tanda, lalagyan din ito ng bilang ng kalahok. Ibibigay lamang ito sa oras ng timpalak.
4. Sakaling ipagkakaloob ng Tagapamahala ang gagamiting mobile phones, tiyakin ang compatibility ng iba pang mga gagamiting gadget (gaya ng tripod/gimbal, wireless lapel, power bank, at cord na akma sa laptop para sa paglipat ng file) sa ibinigay na mobile phone.
5. Tandaan na ang lahat ng gagamiting kagamitan ay nararapat na pasok sa *technical specification* na itinakda ng Kagawaran. Ang paggamit ng mga applications na may



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

**Habang Gumaganap**

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

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

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

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

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

**Pagkatapos ng Pagganap**

7. Sa itinakdang oras, ipapalabas ang lahat ng nabuong video sa isang silid paligsahan ayon sa pagkakasunod-sunod. Bibigyan ito ng kapasiyahan ayon sa rubric. Magbibigay din ng feedback ang mga hurado para sa higit pang pagpapaunlad ng mga kasanayang nililinaang kaugnay sa timpalak.
8. Ang mga DokyuWento na lalampas sa itinakdang limang (5) minuto ay magkakaroon ng kabawasan ng puntos ayon sa rubric.
9. Ang desisyon ng hurado ay pinal at hindi mapasusubalian.

## Scoring Rubrics para sa DokyuWento

| Kategorya                        | 4 - Napakahusay                                                                                                                                                                  | 3 - Mahusay                                                                                                                                   | 2 - Katamtamang Husay                                                                                                          | 1 - Kailangan pang Paghusayin                                                                                                                           |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nilalaman</b>                 | Angkop na paksa mula sa teksto na may malinaw at mahusay na batayan; holistiko at maayos na pagkakabuo; may hook; malinaw ang ugnayan ng konsepto at tumpak ang lahat ng salita. | Angkop na paksa na may batayan; holistiko at maayos ang pagkakabuo; may hook; malinaw ang ugnayan ng konsepto at karamihan tumpak ang salita. | Bahagyang angkop sa paksa na may batayan; may hook ngunit mahina; may ilang hindi malinaw na ugnayan o hindi tumpak na salita. | Hindi angkop ang detalye sa paksang napili o walang batayan; hindi holistiko; walang hook; hindi malinaw ang ugnayan o maraming hindi tumpak na salita. |
| <b>Kalidad/ Presentasyon</b>     | Lubos na mabisa at malikhain ang wika; natatangi at orihinal na teknik; perpektong daloy ng ideya; may epektibong visual effects (hal. video transition/animation).              | Mabisa at malikhain ang wika; may natatanging teknik; maayos ang daloy; gumamit ng visual effects ngunit hindi lubos na epektibo sa madla.    | Bahagyang mabisa ang wika; karaniwang teknik; hindi laging angkop ang daloy; may visual effects ngunit hindi epektibo.         | Hindi mabisa ang wika; walang natatanging teknik; hindi maayos ang daloy; walang visual effects.                                                        |
| <b>Hikayat/ Dating sa Madla</b>  | Lubos na nakapanghihikayat at kapana-panabik ang bawat daloy;                                                                                                                    | Nakapanghihikayat at kapana-panabik; naipakita ang                                                                                            | Bahagyang nakapanghihikayat; may empatiya ngunit hindi kapana-panabik o                                                        | Hindi nakapanghihikayat; walang empatiya o responsableng                                                                                                |
|                                  | malinaw na naipakita ang empatiya at responsableng pananaw na nakakaengganyo sa madla.                                                                                           | empatiya at responsableng pananaw ngunit hindi laging malakas.                                                                                | responsableng pananaw.                                                                                                         | pananaw.                                                                                                                                                |
| <b>Nakasunod sa Takdang Oras</b> | Naipasa sa eksaktong takdang oras (5 minuto); perpekto ang pagsunod sa limitasyon.                                                                                               | Naipasa sa takdang oras (halos 5 minuto); maayos ang pagsunod.                                                                                | Bahagyang lampas o kulang sa takdang oras (hal. 4-6 minuto); hindi lubos na sumunod.                                           | Hindi naipasa sa takdang oras (hal. masyadong maikli/mahaba); hindi sumunod.                                                                            |

## Pormula:

Formula

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

Example

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

$$\text{Total Score} = 30 + 30 + 15 + 5 = 80$$



## HISTOPOP (POPDEV CHALLENGE)

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                     |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| KEY STAGE                          | Key Stage Three (3): Grade 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     |
| NO. OF PARTICIPANT/S PER REGION    | 1 learner-contestant from Key Stage Three 3 (Grade 10)<br>1 teacher-coach                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |
| TIME ALLOTMENT                     | 180 mins.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |
| PERFORMANCE STANDARD               | Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa mga kontemporaryong isyu at hamong pangkalikasan, pang-ekonomiya, karapatang pantao, pampolitika, pananagutang sibiko at pagkamamamayan sa kinakaharap ng mga bansa sa kasalukuyang panahon gamit ang mga kasanayan sa pagsisiyasat, pagsusuri ng datos at iba't ibang sanggunian, pagsasaliksik, mapanuring pag-iisip, mabisang komunikasyon at matalinong pagpapasiya tungo sa mapanagutang pagkamamamayan ng daigdig.                                       |                                     |
| 21 <sup>ST</sup> CENTURY SKILL/S   | Communication Skills, Learning and Innovation Skills, Life and Career Skills, Information Media and Technology Skills                                                                                                                                                                                                                                                                                                                                                                                                    |                                     |
| CREATIVE INDUSTRIES DOMAIN         | Digital Media, Creative Research and Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                     |
| CAREER PATHWAYS                    | Youth Advocate, Population Officer, Demographer, Public Servant, Urban Planner, Social Welfare Officer, Statistician, Researcher, and Educator                                                                                                                                                                                                                                                                                                                                                                           |                                     |
| DESCRIPTION                        | <p>The <b>PopDev Challenge</b> focuses on assessing understanding of population dynamics, development issues, trends, and their social, economic, and environmental impacts. Specifically, it covers the following Population Education Core Messages/Key Concepts:</p> <ul style="list-style-type: none"><li>• Family Life and Responsible Parenthood</li><li>• Gender and Development</li><li>• Population and Reproductive Health</li><li>• Population, Environment, Resources, and Sustainable Development</li></ul> |                                     |
| TECHNICAL SPECIFICATIONS           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                     |
| A. MATERIALS, TOOLS, AND EQUIPMENT | To be provided by learner-participants, if any:<br>-school ID                                                                                                                                                                                                                                                                                                                                                                                                                                                            | To be provided by the participants: |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -certification as an official contestant of the Region                                                                                                                                                                                                                                                                                                                                | -markers (black) with erasers<br>-whiteboard (size: 9"x12")<br>-timer<br>-tally sheets<br>-tabulation sheets<br>- 2 LCD projectors/2 SMART TVs (55 inches)/2 LED Walls<br>-sound system<br>-tables and chairs<br>-internet connection |             |  |        |  |      |           |   |            |         |           |   |             |           |           |   |             |              |  |                  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--|--------|--|------|-----------|---|------------|---------|-----------|---|-------------|-----------|-----------|---|-------------|--------------|--|------------------|--|
| <b>B. VENUE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"><li>• Well-ventilated and well-lighted room/function hall</li><li>• 18 tables and chairs for the learner-contestants</li><li>• 3 long tables and chairs for the judges and TWG</li><li>• At least 50 chairs for the coaches and Regional AP Supervisors</li></ul>                                                                                   |                                                                                                                                                                                                                                       |             |  |        |  |      |           |   |            |         |           |   |             |           |           |   |             |              |  |                  |  |
| <b>C. CRITERIA FOR JUDGING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <table><tr><th colspan="2">Round</th><th colspan="2">Points</th></tr><tr><td>Easy</td><td>(8 items)</td><td>1</td><td>(8 points)</td></tr><tr><td>Average</td><td>(7 items)</td><td>2</td><td>(14 points)</td></tr><tr><td>Difficult</td><td>(6 items)</td><td>3</td><td>(18 points)</td></tr><tr><td colspan="2"><b>Total</b></td><td colspan="2"><b>40 points</b></td></tr></table> |                                                                                                                                                                                                                                       | Round       |  | Points |  | Easy | (8 items) | 1 | (8 points) | Average | (7 items) | 2 | (14 points) | Difficult | (6 items) | 3 | (18 points) | <b>Total</b> |  | <b>40 points</b> |  |
| Round                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                       | Points                                                                                                                                                                                                                                |             |  |        |  |      |           |   |            |         |           |   |             |           |           |   |             |              |  |                  |  |
| Easy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | (8 items)                                                                                                                                                                                                                                                                                                                                                                             | 1                                                                                                                                                                                                                                     | (8 points)  |  |        |  |      |           |   |            |         |           |   |             |           |           |   |             |              |  |                  |  |
| Average                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | (7 items)                                                                                                                                                                                                                                                                                                                                                                             | 2                                                                                                                                                                                                                                     | (14 points) |  |        |  |      |           |   |            |         |           |   |             |           |           |   |             |              |  |                  |  |
| Difficult                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | (6 items)                                                                                                                                                                                                                                                                                                                                                                             | 3                                                                                                                                                                                                                                     | (18 points) |  |        |  |      |           |   |            |         |           |   |             |           |           |   |             |              |  |                  |  |
| <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                       | <b>40 points</b>                                                                                                                                                                                                                      |             |  |        |  |      |           |   |            |         |           |   |             |           |           |   |             |              |  |                  |  |
| <b>ATTIRE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | NFOT Shirt                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                       |             |  |        |  |      |           |   |            |         |           |   |             |           |           |   |             |              |  |                  |  |
| <b>MECHANICS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                       |             |  |        |  |      |           |   |            |         |           |   |             |           |           |   |             |              |  |                  |  |
| <b>Pre-Event</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                       |             |  |        |  |      |           |   |            |         |           |   |             |           |           |   |             |              |  |                  |  |
| <p>A. The <b>PopDev Challenge</b> is open to all Grade 10 learners who are officially enrolled for the <b>School Year 2026-2027</b>.</p> <p>B. The formulation of test questions at the local and national levels shall be based on the following Population Education Core Messages/Key Concepts:</p> <ul style="list-style-type: none"><li>• Family Life and Responsible Parenthood;</li><li>• Gender and Development;</li><li>• Population and Reproductive Health; and</li><li>• Population, Environment, Resources, and Sustainable Development.</li></ul> <p>C. Questions shall be constructed using the English language.</p> <p>D. The Department of Education (DepEd) and the Commission on Population and Development (CPD) shall prepare and provide questions and review materials for the PopDev Challenge. Each answer slide deck must include reference/s.</p> |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                       |             |  |        |  |      |           |   |            |         |           |   |             |           |           |   |             |              |  |                  |  |



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

- A. Draw lots will be done on the actual day before the contest proper to determine seating arrangement.
- B. During the challenge, learner-contestants shall be provided with whiteboards, markers, and erasers.
- 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-contestants shall be given ten (10) seconds to answer each question. For questions that require computation, participants shall be given a maximum of thirty (30) seconds.
- F. The moderator shall only read each question twice. Countdown shall start after the question has been read for the second time and the moderator says "GO". When the moderator says, "STOP" or "TIME IS UP.", learner-contestants must raise their answers to the audience and to the judges until such time that the proctors have verified or confirmed the answer. A general reminder shall be given to all. However, if the learner-contestant still violates, his/her answer shall not be considered.
- G. A learner-contestant shall be allowed to change his/her answer within the allotted time.
- H. In case of a tie, a clincher question shall be asked. The first learner-contestant who answered correctly shall be declared as the winner.
- I. In case of inquiry during the actual challenge proceedings, the following procedures shall be observed:
  - Only the learner-contestant or the official teacher-coach is allowed to raise an inquiry before the next question is read.
  - The inquiry shall be addressed orally to the judges, who shall recognize the inquiry.
  - The Chairperson shall announce the decision upon deliberation with the members of the board of judges.
- J. The decision of the judges is **final** and **irrevocable**.

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

The members of the board of judges shall provide general feedback on the conduct of the PopDev Challenge.

## HISTOPOP (Reason and Resolve)

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY STAGE</b>                       | Key Stage Four (4): Grade 11                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>NO. OF PARTICIPANT/S PER REGION</b> | 1 learner-contestant from Key Stage Four 4 (Grade 11)<br>1 teacher-coach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>TIME ALLOTMENT</b>                  | 180 mins.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>PERFORMANCE STANDARD</b>            | <p>Nakapagpapahayag ng paninindigan (hal. Posisyong papel o pahayag, adbokasiya) na nagsusuri sa karanasan ng mga Pilipino laban sa iba't ibang anyo ng opresyon.</p> <p>Nakabubuo ng angkop na panukalang proyektong pangkomunidad bilang adbokasiya sa mga kasalukuyang plano ng pag-unlad tungo sa pagtatamo ng kolektibong pangarap ng sambayanang Pilipino.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>21<sup>ST</sup> CENTURY SKILL/S</b> | Communication Skills, Learning and Innovation Skills, Life and Career Skills, Information Media and Technology Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>CREATIVE INDUSTRIES DOMAIN</b>      | Digital Media and Artificial Intelligence, Creative Research and Development, Civic Engagement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>CAREER PATHWAYS</b>                 | Youth Advocate, Public Servant, Lawyer/Statesmen, Social Welfare Officer, Human Resource Officer, Researcher, Policy Development Analyst, and Educator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>DESCRIPTION</b>                     | <p>The <b>Reason and Resolve</b> is an NFOT contest that aims to engage Senior High School (Grade 11) learners in a structured and evidence-based exchange of ideas on relevant local, national, and global issues. It seeks to strengthen learners' competencies in critical thinking, analytical reasoning, research-based argumentation, effective communication, collaboration, and responsible civic engagement. Through informed discourse, participants will demonstrate higher-order thinking skills, uphold ethical standards in presenting arguments, and promote patriotism, democratic values, and global citizenship, fully aligned with the competencies and performance standards of the Strengthened Senior High School curriculum.</p> <p><b>Key messages:</b> Philippine History, Asian studies, Economics, Contemporary issues, Politics and</p> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | governance, Human rights, Global citizenship, Disaster risk reduction, Peace education, Sustainable Development Goals, ASEAN Integration, and international relations                                                                                     |                                                                                                                                                                               |
| <b>TECHNICAL SPECIFICATIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |                                                                                                                                                                               |
| <b>D. MATERIALS, TOOLS, AND EQUIPMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>To be provided by learner-participants, if any:</b><br>-school ID<br>-certification as an official contestant of the Region                                                                                                                            | <b>To be provided by the participants:</b><br>-timer<br>-tabulation/tally sheets<br>-score sheets<br>- LCD projector/SMART TV/LED wall<br>-sound system<br>-tables and chairs |
| <b>E. VENUE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -ventilated and well-lighted room/function hall<br>-holding room<br>-2 tables and chairs for the two groups of learner-contestants<br>-3 long tables and chairs for the judges and TWG<br>-at least 50 chairs for the coaches and Regional AP Supervisors |                                                                                                                                                                               |
| <b>F. ATTIRE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Corporate/Executive attire                                                                                                                                                                                                                                |                                                                                                                                                                               |
| <b>MECHANICS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                           |                                                                                                                                                                               |
| <b>Pre-Event</b><br>A. The <b>Reason and Resolve</b> is an individual contest open to all Senior High School Grade 11 learners who are officially enrolled for the School Year 2026-2027.<br>B. Topics shall be formulated by DepEd Central Office using the English language.<br>C. Learner-contestants shall observe respectful language and ethical conduct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                           |                                                                                                                                                                               |
| <b>During the Event</b><br>D. Draw lots shall be done on the actual day to determine whether the learner-contestant belongs to the affirmative or negative side of the topic and their respective sequence. It shall be done during the elimination and final rounds.<br>E. Different topics shall be given for each round.<br>F. After the draw lots, the first two learner-contestants shall stay while the others will be led to the holding room.<br>G. Microphones shall not be used during the delivery of their arguments.<br>H. Cellphones and other electronic gadgets shall not be allowed in the holding area and contest venue. Access to the internet is strictly prohibited.<br>I. After the learner-contestant's performance, he/she shall join the audience.<br>J. The Board of Judges shall provide the topic.<br>K. Only one topic shall be used per round. |                                                                                                                                                                                                                                                           |                                                                                                                                                                               |

L. The learner-contestant shall read the topic before the opening statement. He/She shall be given one (1) minute before starting his/her delivery.

M. Contest flow:

Elimination and Final Round

- Opening Statement (affirmative) - 2 minutes  
Opening Statement (negative) -2 minutes  
(Introduces the topic, states position, and brief outline)
- Main argument - affirmative (2 minutes)  
Main argument – negative (2 minutes)  
(Presents a clear debatable assertion supported by logical evidence and reasoning)
- Rebuttal – affirmative (2 minutes)  
Rebuttal- negative (2 minutes)  
(Provides counter-argument to directly oppose, weaken or refute an opponent's claim)
- Closing argument - affirmative (2 minutes)  
Closing argument – negative (2 minutes)  
(Synthesizes arguments and directly refutes the opposition's core claim, and leaves the audience with a final thought)

N. Top eight (8) qualifiers for the final round shall be determined by the judges based on the scoring rubrics.

O. The learner-contestant shall stop immediately when the buzzer signals that the allotted time is up.

P. The decision of the Board of Judges is **final** and **irrevocable**.

#### **After the Event**

The members of the board of judges shall provide general feedback on the conduct of the Reason and Resolve contest.

#### **Scoring Rubrics for Reason and Resolve**

| <b>Exhibit Rubrics</b>                                                                                                                             | <b>Presentation</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Content accuracy and mastery</b>                                                                                                                | <b>35%</b>          |
| <i>Focus on the depth of knowledge regarding local, national, or global issues</i>                                                                 | 15 %                |
| <i>Integration of key messages (e.g., Economics, Politics, Human Rights)</i>                                                                       | 10%                 |
| <i>Use of precise and updated data/ facts</i>                                                                                                      | 10%                 |
| <b>Quality of arguments and perspective</b>                                                                                                        | <b>25%</b>          |
| <i>Focus on presenting a clear, debatable assertion supported by logical reasoning, civic awareness, and democratic/global citizenship values.</i> | 15%                 |
| <i>Relevance, sufficiency, logical validity, freedom from fallacies, and use of credible evidence</i>                                              | 10%                 |
| <b>Critical Thinking and Rebuttal</b>                                                                                                              | <b>20%</b>          |



|                                                                                                                                                                                                                                        |             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <i>Presents logical, well-reasoned, and evidence-based arguments</i>                                                                                                                                                                   | 10%         |
| <i>Responds confidently and promptly to opposing arguments, communicates ideas clearly and persuasively</i>                                                                                                                            | 10%         |
| <b>Organization and clarity</b><br><i>Focuses on structural flow: an engaging introduction/ position statement, a clear body of arguments, an effective synthesis/rebuttal, and a decisive final thought within the allotted time.</i> | <b>10 %</b> |
| <b>Delivery, confidence, and persuasion</b><br><i>Focus on vocal projection, presence, stage command, and persuasive impact.</i>                                                                                                       | <b>10%</b>  |
| <b>Total</b>                                                                                                                                                                                                                           | <b>100%</b> |

## **Implementing Guidelines on STEMazing**

The categories, components, number of learner-participants and teacher-coaches, and time allotment for STEMazing per region are provided as follows:

| <b>Category</b>   | <b>Mode of Delivery</b> | <b>No. of Learner-Participant</b> | <b>No. of Teacher-Coach</b> | <b>Time Allotment</b> |
|-------------------|-------------------------|-----------------------------------|-----------------------------|-----------------------|
| <b>Elementary</b> | in-person               | 2                                 | 1                           | 180 minutes           |
| <b>Secondary</b>  | in-person               | 2                                 | 1                           | 180 minutes           |
| <b>Total</b>      |                         | 4                                 | 2                           |                       |



# STEMazing

(A Showcase of Science, Technological, and Mathematical Outputs)

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CATEGORY</b>                        | STEMazing for Elementary<br>STEMazing for Secondary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>KEY STAGE</b>                       | Key Stage 2: Grades 4 to 6<br>Key Stage 3: Grades 7 to 10<br>Key Stage 4: Grades 11 to 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>NO. OF PARTICIPANT/S</b>            | STEMazing for Elementary:<br>2 learners per team<br>(choose participants from Key Stage 2; <b>only one learner per grade level is allowed</b> , e.g., the team is composed of 1 Grade 4 and 1 Grade 6 learner)<br><br>STEMazing for Secondary (Grades 7 to 12):<br>2 learners per team<br>(choose participants from Key Stages 3 and 4; <b>only one learner per grade level is allowed</b> , e.g., the team is composed of 1 Grade 8 and Grade 10 learners, or 1 Grade 11 and 1 Grade 12 learners)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>TIME ALLOTMENT</b>                  | 180 minutes total<br><br>The learners: <ul style="list-style-type: none"> <li>• obtain scientific and technological information from varied sources about global issues that have an impact on the country.</li> <li>• acquire scientific attitudes that will allow them to innovate and/or create products useful to the community or country.</li> <li>• process information to get relevant data for a problem at hand</li> <li>• demonstrate proficiency in applying mathematical concepts to solve authentic, real-world challenges;</li> <li>• exhibit analytical and strategic thinking skills in approaching complex mathematical problems;</li> <li>• manifest effective communication and collaborative skills in mathematical discourse and team problem-solving; and</li> <li>• show mastery in integrating concepts across various mathematical domains (Number &amp; Number Sense, Measurement and Geometry, Data and Probability) in practical applications</li> </ul> |
| <b>PERFORMANCE STANDARD</b>            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>21<sup>ST</sup> CENTURY SKILL/S</b> | Critical thinking, communication skills, creativity, problem solving, collaboration, information, digital literacy, and technology and engineering skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>CREATIVE INDUSTRIES DOMAIN</b>      | Digital Interactive Media Domain (through educational gaming and interactive mathematical applications)<br>Creative Services Domain (through creative research and development, cultural and recreational services)<br>Design Domain (through the creation of solutions that address mathematical and spatial problems)<br>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. MATERIALS, TOOLS AND EQUIPMENT             | <div>To be provided by the participants:<ul style="list-style-type: none"><li>• ICT Tools such as laptops and chargers if necessary</li><li>• Extension cords, if necessary</li><li>• Personal pocket Wi-Fi</li></ul></div>                                                                                                                                                                   | <div>To be provided by the event organizers:<ul style="list-style-type: none"><li>• Team identification badges</li><li>• Station markers and QR code printouts</li><li>• Scoring sheets and evaluation forms</li><li>• Data collection forms</li><li>• Emergency and first aid equipment</li><li>• Maps and route guides</li><li>• Activity Tables</li><li>• Digital Timers</li><li>• Science Laboratory Tools/Equipment / Materials</li><li>• CASIO Scientific calculator</li><li>• Measuring tools (ruler, tape measure, protractor, etc.)</li><li>• Writing materials (Ballpen, Pencil and Bond Paper)</li><li>• Digital device for QR codes (if allowed by organizers)</li><li>• Safety equipment (as specified in orientation)</li></ul></div> |  |          |                             |                                                                                 |      |    |    |         |    |    |           |    |    |                                               |  |  |
| B. VENUE                                      | <div>School grounds or designated competition area with:<ul style="list-style-type: none"><li>• Multiple checkpoint stations</li><li>• Investigation areas</li><li>• Presentation space</li><li>• Rest areas and first aid stations</li><li>• Emergency assembly points</li></ul></div>                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |          |                             |                                                                                 |      |    |    |         |    |    |           |    |    |                                               |  |  |
| CRITERIA FOR JUDGING                          | <table><tr><th>Category</th><th>Maximum Points per Category</th><th>Maximum Points per Station<br/><i>(if there are multiple stations per phase)</i></th></tr><tr><td>Easy</td><td>30</td><td>10</td></tr><tr><td>Average</td><td>30</td><td>15</td></tr><tr><td>Difficult</td><td>40</td><td>20</td></tr><tr><td colspan="3">- The total cumulative number of points shall</td></tr></table> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Category | Maximum Points per Category | Maximum Points per Station<br><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 |  |  |
| Category                                      | Maximum Points per Category                                                                                                                                                                                                                                                                                                                                                                   | Maximum Points per Station<br><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<br>(Based on scientific, mathematical, technological, and other valid assumptions) | 6         |
| Relevance of data used                                                                                                         | 6         |
| <b>Total</b>                                                                                                                   | <b>20</b> |

**Oral Presentation/Argument**

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

- Written proposal and oral presentation activities can be placed under the difficult category.
- If only the written proposal or oral presentation will be conducted, the score for that activity shall be multiplied by 2

For example

| Oral Presentation |       |                 |
|-------------------|-------|-----------------|
| Team              | Score | Score to Record |
| A                 | 15    | 30              |
| B                 | 18    | 36              |

- Refer to the Rubric for reference in scoring

## EVENT RULES AND MECHANICS

### A. Pre-Competition Requirements/ Rules

1. Teams must complete **online** registration two (2) weeks before the event  
Registration Process (2 Weeks Before)
  - Submission of Regional Team Registration Forms, including the following:
    - Region number and name
    - Division/Schools Division Office
    - Name of Regional Science and Mathematics Supervisor
    - Name of Division Science and Mathematics Supervisor
  - Team Composition Details:
    - Official team name representing the region
    - Grade levels of each member
    - Certified true copy of school records proving grade levels
    - Regional team coach/adviser information with designation
    - Replacement of participants due to valid reasons, such as but not limited to sickness, is allowed, provided that it is duly endorsed by the regional director.
2. Mandatory **online** orientation session 1 week before the competition proper.  
Orientation session shall cover:
  - Competition mechanics
  - Safety protocols
  - Equipment usage
  - Scoring system
  - Emergency proceduresQ&A portion
3. Equipment and Documentation Verification
  - Pre-Event Documentation Checklist:
    - Individual Participant Form with parent consent
    - Medical Certificate
    - Equipment Checklist if any
  - Equipment Inspection:
    - Basic calculator
    - Measuring tools
    - Writing materials
    - Digital devices (if allowed)
    - Safety equipment
4. All coaches will accompany participants in the venue, but not in the contest venue. They cannot assist the participants during the competition.



5. The event administrator will signal the start of the event. Only the event administrator, Technical Committee members, judges, official photographers, and participants are allowed to be at the contest venue.
6. The event administrator, members of the Technical Committee, and Board of Judges shall be in the venue one (1) hour before the event, while the participants, coaches, judges, and other audiences must be in the venue thirty (30) minutes before the competition. Late participants may be permitted to join upon thorough assessment of their reasons by the Technical Committee.
7. 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.

#### B. During Event / Competition Structure

- Teams 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 has 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 will 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.

e.g.

| 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.
  - Sample distribution of stations and points is shown below:

Sample 1

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

Sample 2

| Category  | Station | Maximum Points |
|-----------|---------|----------------|
| Easy      | 1       | 5              |
|           | 2       | 5              |
|           | 3       | 5              |
|           | 4       | 5              |
| Average   | 5       | 10             |
|           | 6       | 10             |
|           | 7       | 10             |
|           | 8       | 10             |
| Difficult | 9       | 20             |

| Sample 3     |         |                | 10    | 20  |
|--------------|---------|----------------|-------|-----|
| Category     | Station | Maximum Points | Total | 100 |
| Easy         | 1       | 30             |       |     |
| Average      | 2       | 30             |       |     |
| Difficult    | 3       | 40             |       |     |
| <b>Total</b> |         | <b>100</b>     |       |     |

- Challenges 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 will proceed after the time interval set by the Technical Working Group (TWG), 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 will complete the tasks in batches. Teams waiting for their turn will remain in the designated waiting areas until called.
- Each station will 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 will be provided at every station, which the teams must 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 judges may ask questions, provided the Q&A remains within the allocated five-minute timeframe.
  - Each team must complete their presentation within two (2) minutes. For every additional minute beyond the allotted time, one (1) point will 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 will result in disqualification from the contest.
- The total maximum time allotted to complete the whole STEMazing challenge is 180 minutes.
- Checkpoint marshal/s at each station will 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 group with the highest cumulative score will be declared the overall champion. In case of a tie, a tie-breaker question will be given.
- The decision of the judges shall be final and irrevocable.

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

#### **General Safety Protocols**

- Teams must stay within designated safe zones
- Mandatory use of specified safety equipment
- Access to water stations and rest areas
- Compliance with station-specific safety guidelines

#### **Supervision and Support**

- Station Masters present at each checkpoint
- Recognizable medical team on standby throughout the competition
- The safety officer will oversee all activities
- There must be a technical support team for digital components

#### **Emergency Response Procedures**

- Medical emergency response protocol
- Weather emergency contingency plans
- Technical failure backup systems
- Lost team search and recovery procedure

#### **Incident Management**

- Immediate reporting to Safety Officer
- Documentation through incident report forms
- Implementation of appropriate response measures
- Post-incident analysis and documentation

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

#### **Scoring System Implementation**

- Digital real-time scoring through station verification
- Individual judge scoring followed by panel consensus
- Final verification by Head Judge and Technical Committee

#### **Award Categories**

- Main Awards:
  - Overall Champion (Trophy + Certificates)
  - First Runner-up (Medals + Certificates)
  - Second Runner-up (Medals + Certificates)
  - Third Runner-up (Certificates)
  - Fourth Runner-up (Certificates)
- Recognition:
  - Certificates of recognition for all competing students
  - Certificates of recognition for all coaches

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

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

### Rubric for Scoring for Written Output

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



### Rubric for Scoring for Oral Presentation / Argument

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

**SAMPLE SCORESHEET**

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

**Prepared by:**

\_\_\_\_\_  
Signature over Printed Name  
Judge 1



# **SAMPLE SUMMATIVE SCORESHEET**

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

### STEERING COMMITTEE

**Over-Chair:** Randolph B. Tortola

**Co-Chair:** Conniebel C. Nistal, PhD

**Members:** Ninian A. Alcasid, PhD  
Rolly B. Labis, EdD

**DFOT Coordinator:** Roque R. Sabasaje

#### Contest Focal Persons

- |                            |                            |
|----------------------------|----------------------------|
| a. Sining Tanghalan        | Vanity Jade C. Lazaga      |
| b. Technolympics           | Roque R. Sabasaje          |
| c. Read-A-Thon (English)   | Margie R. Valmoria, PhD    |
| d. Read -A-Thon (Pilipino) | Genevieve E. Lusterio, PhD |
| e. HistoPop                | Lorna H. Estrosas, PhD     |
| f. STEMazing               | Marie Jade A. Cacayan, PhD |
| g. NumbeRace               | Anabelle M. Mamacalay, PhD |

| Working Committees                           | In-charge                                                                                  | Duties and Responsibilities                                                                                                                  |
|----------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Secretarial/Results/Narrative Report         | Chair: Filmary Acuno<br>Members:<br>Cherry B. Sabasaje<br>Maricar Escalante                | In-charge in tabulating, recording, gathering official results from the event in-charge and printing of certificate of awards.               |
| Documentation                                | Chair: Cheriemy D. General<br>Members:<br>Cristina A. Donque<br>Rachel L. Bongolto         | In-charge of taking pictures on and the event and submit the taken pictures and secretariat. Layout of the tarpaulin                         |
| Physical Appearance/ Arrangement/ Decoration | Chair: Molugan National High School<br>Marivic S. Torres<br>Member: MNHS Faculty and Staff | In-charge of the chair arrangement during the conduct of opening and closing program. Beautify the stage for the DFOT ceremonies and events. |
| Second System                                | Chair: MNHS<br>Roque R. Sabasaje                                                           | Make sure that the sound system is available and functional during the conduct of the events and ceremonies.                                 |
| Medical Services                             | Chair: Dr. Irvin John Tagapulot<br>Members: Medical Unit                                   | Provide medical assistance to participants during the conduct of events.                                                                     |



|                             |                                                                   |                                                                                                                                                                                                                                       |
|-----------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Usher/Usherettes            | MNHS Teachers                                                     | Assist and welcome invited guest and dignitaries during the conduct of the event. (Opening and Closing)                                                                                                                               |
| Cleanliness/Retrieval       | Chair: Marivic S. Torres (MNHS)<br>Member: MNHS Faculty and Staff | Make sure the contest venues are free from any garbage (paper, plastics, etc.) during the contest ; Retrieve the chairs and decorations on stage after the event; & Return the chairs/tables to designated classrooms.                |
| Awards/Certificates/program | Chair: Kenneth Angel B. Guillena<br>Members: Personnel Unit       | Coordinate to the event focal for the purchase of medal and trophies. Make and print program and certificates of merit for the winning participants and recognition for different working committees; & Coordinate to the secretariat |
| Invitation                  | Chair: Nilo L. Lomongo<br>Members: ECNHS Faculty and Staff        | Make and send invitation letter for the guest and dignitaries; & Coordinate to the DFOT coordinator for the list of people to be invited.                                                                                             |
| Food Service                | DFOT Facilitators                                                 | In charge for food preparation and services.                                                                                                                                                                                          |
| Equipment/Supply In-charge  | Contest Focal Persons                                             | In charge in the provision, distribution, and retrieval (if non-perishable) of equipment and supplies for the DFOT.                                                                                                                   |
| Technical Committee         | Contest Focal Persons                                             | Ensure the proper conduct of the contest.<br>Ensure that equipment used are safe and functioning properly.<br>Submit official results to the secretariat.                                                                             |
| Finance                     | Chair: Maricel B. Jangao<br>Co-chair :Stephanie P. Saligumba      | Process documents for the release of funds to mobilize the conduct of DFOT.                                                                                                                                                           |
| Master of Ceremonies        | MNHS                                                              | Warm up the crowd to prepare them for the program ahead.                                                                                                                                                                              |

### Contest Venue

| Contest Package                            | Venue                               | Time                          |
|--------------------------------------------|-------------------------------------|-------------------------------|
| <b>Technolympics</b>                       | Molugan National High School (MNHS) | 9/14/2026<br>9:30 AM- 3:30 PM |
| <b>PopDev</b>                              |                                     |                               |
| <b>Read-A-thon</b><br>(English & Pilipino) |                                     |                               |
| <b>STEMazing (Secondary)</b>               |                                     |                               |
| <b>Sining Tanghalan</b>                    |                                     |                               |
| <b>STEMazing (Elementary)</b>              | Molugan Central School              | 9/14/2026<br>9:30 AM- 3:30 PM |



**List of Division Personnel, Judges, TWG's, and Facilitators.**

| <b>No.</b> | <b>Name</b>           | <b>Contest Event</b> | <b>Plantilla</b> | <b>Station</b>  | <b>Judge/<br/>TWG/<br/>Facilitator</b> |
|------------|-----------------------|----------------------|------------------|-----------------|----------------------------------------|
| 1          | Randolph B. Tortola   |                      | SDS              | Division Office |                                        |
| 2          | Conniebel C. Nistal   |                      | ASDS             | Division Office |                                        |
| 3          | Ninian A. Alcasid     |                      | CES, CID         | Division Office |                                        |
| 4          | Rolly B. Labis        |                      | CES, SGOD        | Division Office |                                        |
| 5          | Roque R. Sabasaje     |                      | EPS              | Division Office |                                        |
| 6          | Lorna H. Estrosas     |                      | EPS              | Division Office |                                        |
| 7          | Margie R. Valmoria    |                      | EPS              | Division Office |                                        |
| 8          | Vanity Jade C. Lazaga |                      | EPS              | Division Office |                                        |
| 9          | Genevieve E. Lusterio |                      | EPS              | Division Office |                                        |
| 10         | Anabelle M. Mamacalay |                      | EPS              | Division Office |                                        |
| 11         | Marie Jade A. Cacayan |                      | EPS              | Division Office |                                        |

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|------------|-----------------------|----------------------|------------------|-----------------|----------------------------------------|
| 1          | Randolph B. Tortola   |                      | SDS              | Division Office |                                        |
| 2          | Conniebel C. Nistal   |                      | ASDS             | Division Office |                                        |
| 3          | Ninian A. Alcasid     |                      | CES, CID         | Division Office |                                        |
| 4          | Rolly B. Labis        |                      | CES, SGOD        | Division Office |                                        |
| 5          | Roque R. Sabasaje     |                      | EPS              | Division Office |                                        |
| 6          | Lorna H. Estrosas     |                      | EPS              | Division Office |                                        |
| 7          | Margie R. Valmoria    |                      | EPS              | Division Office |                                        |
| 8          | Vanity Jade C. Lazaga |                      | EPS              | Division Office |                                        |
| 9          | Genevieve E. Lusterio |                      | EPS              | Division Office |                                        |
| 10         | Anabelle M. Mamaclay  |                      | EPS              | Division Office |                                        |
| 11         | Marie Jade A. Cacayan |                      | EPS              | Division Office |                                        |



|    |                          |                       |                 |                      |             |
|----|--------------------------|-----------------------|-----------------|----------------------|-------------|
| 12 | Melanie M. Ligutom       |                       | EPS             | Division Office      |             |
| 13 | Lina C. Bejiga           |                       | EPS             | Division Office      |             |
| 14 | Jovit D. Comon           |                       | EPS             | Division Office      |             |
| 15 | Ervin John R. Tagapulot  |                       | Medical officer | Division Office      |             |
| 16 | Carmille V. Gahay        | SteMazing (Secondary) | SEPS            | Division Office      | Judge       |
| 17 | Cecille Z. Khobuntin     |                       | Nurse           | Division Office      |             |
| 18 | Joy B. Entia             |                       | Clerk/JO        | Division Office      | TWG         |
| 19 | Jurica Ethel L. Estrada  |                       | PDO 2           | Division Office      | TWG         |
| 20 | Maricris P. Quismundo    |                       | SEPS            | Division Office      | TWG         |
| 21 | Cheriemy D. Generol      |                       | JEPS            | Division Office      | TWG         |
| 22 | Richard Sabellano        | Techno Fusion         | T-1             | Molugan NHS          | Judge       |
| 23 | Aaron Adesas             | Techno Fusion         | T-2             | Cogon NHS            | Judge       |
| 24 | Jaqueline C. Maghuyop    | Techno Fusion         | T-2             | Molugan NHS          | Judge       |
| 25 | Filmary O. Acuno         | Techno Fusion         | T-2             | Molugan NHS          | Facilitator |
| 26 | Jingle Liñan             | Bake Care             | T-1             | El Salvador City NHS | Judge       |
| 27 | Joerigene Odette C. Neri | Bake Care             | T-3             | Sambulawn NHS        | Judge       |

|    |                        |                 |              |                      |             |
|----|------------------------|-----------------|--------------|----------------------|-------------|
| 28 | Rachel L. Bongolto     | Bake Care       | T-2          | Kalabaylabay IS      | Judge       |
| 29 | Cherry B. Sabasaje     | Bake Care       | MT-1         | Molugan ES           | Facilitator |
| 30 | Ana Marey C. Buna      | Savor D' Flavor | T-2          | Kalabaylabay IS      | Judge       |
| 31 | Cristina A. Donque     | Savor D' Flavor | T-3          | El Salvador City NHS | Judge       |
| 32 | Mercy Melina M. Daug   | Savor D' Flavor | T-3          | Cogon NHS            | Judge       |
| 33 | Maricar Escalante      | Savor D' Flavor | T-1          | Sambulawan NHS       | Facilitator |
| 34 | Helen S. Palasan       | DokyuWento      | P-III        | Molugan CS           | Judge       |
| 35 | Jigger M. Tomarong     | DokyuWento      | P-I          | Hinigdaan ES         | Judge       |
| 36 | Janice E. Calapis      | DokyuWento      | MT-II        | Molugan NHS          | Judge       |
| 37 | Pureza B. Oco          | DokyuWento      | MT-II        | Molugan CS           | Facilitator |
| 38 | Ricca Stephanie E. Oco | DokyuWento      | ADAS- III    | SDO- OSDS            | Facilitator |
| 39 | Emelie G. Yubuco       | Advocacy Pitch  | Librarian II | Division Office      | Judge       |
| 40 | Yolly Kaye G. Lignes   | CineMunti       | T-I          | Himaya NHS           | TWG         |
| 41 | Arnel A. Superable     | CineMunti       | T-III        | Kalabaylabay IS      | Judge       |
| 42 | Glenn John O. Isiderio | CineMunti       | PDO-II       | Division Office      | Judge       |
| 43 | Sherrie R. Dungog      | CineMunti       | ITO          | Division Office      | Judge       |
| 44 | Lovilyn A. Libot       | Likhawitan      | T-1          | Cogon NHS            | Facilitator |



|    |                             |                        |            |                 |       |
|----|-----------------------------|------------------------|------------|-----------------|-------|
| 45 | Razzel Jee M. Uy            | Likhawitan             | T-1        | Molugan NHS     | Judge |
| 46 | Rovelyn D. Agarpao          | Likhawitan             | T-1        | Taytay ES       | Judge |
| 47 | Bridget Gale B. Gellor      | Likhawitan             | Dentist II | Division Office | Judge |
| 48 | Chastille Jade W. Galarrita | PinaSayaw              | T-III      | Taytay ES       | Judge |
| 49 | Renante L. Unabia           | PinaSayaw              | T-I        | Molugan CS      | Judge |
| 50 | Vanessa Prores L. Tiad      | PinaSayaw              | Nurse -II  | Division Office | Judge |
| 51 | Rona Ann R. Bengar          | PinaSayaw              | T-1        | Molugan NHS     | TWG   |
| 52 | RheanezaA. Loon             | STEMazing (Elementary) | T-II       | Cogon NHS       | Judge |
| 53 | Leopoul Jeck U. Valiente    | STEMazing (Elementary) | T-I        | ECNHS           | Judge |
| 54 | Johnevie A. Bonglay         | STEMazing (Elementary) | T-I        | Hinigdaan NHS   | Judge |
| 55 | Doreen B. Vismanos          | STEMazing (Elementary) | T-III      | ECNHS           | Judge |
| 56 | Angelo B. Cagape            | STEMazing (Elementary) | T-I        | Hinigdaan NHS   | Judge |
| 57 | Kristine S. Apus            | STEMazing (Elementary) | T-I        | Molugan NHS     | Judge |
| 58 | Cherie-An G. Alinsonorin    | STEMazing (Elementary) | T-I        | Hinigdaan NHS   | Judge |
| 59 | Bryan Ted C. Nob            | STEMazing (Elementary) | T-I        | Molugan NHS     | Judge |
| 60 | Airene C. Mejos             | STEMazing (Elementary) | T-1        | Molugan NHS     | Judge |
| 61 | Earl Ronald A. Macapayag    | STEMazing (Elementary) | T-1        | Sinaloc NHS     | Judge |

|    |                       |                        |       |               |       |
|----|-----------------------|------------------------|-------|---------------|-------|
| 62 | Roselyn R. Lumictin   | STEMazing (Elementary) | T-1   | Himaya NHS    | Judge |
| 63 | Nicanor N. Apus       | STEMazing (Elementary) | T-1   | Molugan NHS   | Judge |
| 64 | Sherwin D. Oranio     | STEMazing (Elementary) | T-1   | Cogon NHS     | Judge |
| 65 | Jocelyn T. Bonayog    | STEMazing (Elementary) | MT-1  | ECSNHS        | Judge |
| 66 | Menchu C. Baritua     | STEMazing (Elementary) | T-2   | Molugan NHS   | Judge |
| 67 | James Rey G. Saludaes | STEMazing (Elementary) | T-3   | Molugan NHS   | Judge |
| 68 | Rizzel Joy M. Cemacio | STEMazing (Elementary) | T-1   | San NHS       | Judge |
| 69 | Janlyen P. Llagas     | STEMazing (Elementary) | T-1   | Hinigdaan NHS | Judge |
| 70 | Liz May D. Nob        | STEMazing (Elementary) | SST-1 | Cogon NHS     | Judge |
| 71 | Cris Ian Velez        | STEMazing (Elementary) | T-1   | Sinaloc NHS   | Judge |
| 72 | Angelita D. Putol     | STEMazing (Elementary) | T-3   | Molugan NHS   | Judge |
| 73 | Rex D. Edroso         | STEMazing (Elementary) | T-1   | Sinaloc NHS   | Judge |
| 74 | Edjay F. Sabayanan    | STEMazing (Elementary) | T-1   | Molugan NHS   | Judge |
| 75 | Angeline B. Vacalares | STEMazing (Elementary) | T-1   | KAIS          | Judge |
| 76 | Marites T. Jariolne   | STEMazing (Elementary) | MT-1  | Cogon NHS     | Judge |
| 77 | Jomar N. Apus         | STEMazing (Elementary) | T-1   | SFDA NHS      | Judge |
| 78 | Cristine J. Barimbao  | STEMazing (Elementary) | T-2   | Sinaloc NHS   | Judge |
| 79 | Jun Mark Rey O. Nob   | STEMazing (Elementary) | MT-II | Cogon NHS     | Judge |



|    |                             |                                       |       |                |             |
|----|-----------------------------|---------------------------------------|-------|----------------|-------------|
| 80 | Eljior B. Estrada           | STEMazing (Elementary)                | MT-1  | Molugan NHS    | Judge       |
| 81 | Dexby P. De Guzman          | STEMazing (Elementary)                | SST-1 | ESNHS          | Judge       |
| 82 | Raphy B. Bumat              | HISTOPOP (Pop Quiz                    | MT-II | Molugan NHS    | Judge       |
| 83 | Dhan Jason B. Saplot        | HISTOPOP (Pop Quiz                    | T-III | Hinigdaan NHS  | Judge       |
| 84 | Stephanie J. Cruz           | HISTOPOP (Pop Quiz                    | T-III | Sambulawan NHS | Judge       |
| 85 | Queenlyn Plaza              | HISTOPOP (Pop Quiz                    | T-III | ECNHS          | TWG         |
| 86 | Jelkhim Rosas               | HISTOPOP (Pop Quiz                    | T-I   | ECNHS          | TWG         |
| 87 | Homer T. Paquinol           | HISTOPOP (Pop Quiz HISTOPOP (Pop Quiz | T-II  | Sinaloc NHS    | Judge       |
| 88 | Jason Rey Romasanta         | HISTOPOP (Pop Quiz                    | MT-I  | ECNHS          | Judge       |
| 89 | Mark Alexander Arrabaca     | HISTOPOP (Pop Quiz                    | T-III | Molugan NHS    | Judge       |
| 90 | Cholo Buna                  | HISTOPOP (Pop Quiz                    | T-I   | Himaya NHS     | TWG         |
| 91 | Dorren P. Martinez          | HISTOPOP (Pop Quiz                    | MT-I  | KAIS           | TWG         |
| 92 | Mariflor L. San Diego       | STEMazing (Secondary)                 | T-3   | Molugan NHS    | Facilitator |
| 93 | Eden Jay Laserna            | STEMazing (Secondary)                 | T-3   |                | Judge       |
| 94 | Therese Angeli M. Romasanta | STEMazing (Secondary)                 | MT-1  | ECNHS          | Judge       |

|     |                         |                       |      |             |       |
|-----|-------------------------|-----------------------|------|-------------|-------|
| 95  | Jessica C. Micabalo     | STEMazing (Secondary) | MT-I | Molugan NHS | Judge |
| 96  | Mark Anthony G. Arrieta | STEMazing (Secondary) | T-3  | SFDA NHS    | Judge |
| 97  | Salvador T. Bendijo II  | STEMazing (Secondary) | HT-1 | Himaya NHS  | Judge |
| 98  | Yuriel Clint C. Bejiga  | STEMazing (Secondary) | T-2  | Cogon NHS   | Judge |
| 99  | Nemelie P. Ral          | STEMazing (Secondary) | MT-I | Molugan NHS | Judge |
| 100 | Lynnel B. Uayan         | STEMazing (Secondary) | T-3  | Himaya NHS  | Judge |