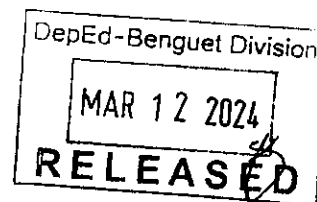




Republic of the Philippines  
**Department of Education**  
Schools Division of Benguet



11 March 2024

**DIVISION MEMORANDUM**

No. 087, s.2024

**DIVISION FESTIVAL OF TALENTS -PHASE 1 IN SPECIAL EDUCATION  
(SPED)/SPECIAL NEEDS EDUCATION (SNED)**

**TO:** Chief Education Supervisors CID and SGOD  
Education Program Supervisors  
Public Schools District Supervisors and Public Schools District In-charge  
Public Secondary School Heads  
All Others Concerned

1. In line with MATATAG AGENDA particularly on **Take** good care of learners by promoting learner well-being, inclusive education and positive learning environment) and RA 7277 (Magna Carta for Persons with Disabilities) which guarantees the rights of persons with disabilities, including their rights to access quality education, participate in cultural and recreational activities, the Schools Division of Benguet through the Curriculum Implementation Division will conduct Division Festival of Talents Phase 1 in Special Education (SPED) or Special Needs Education (SNED) on April 11, 2024 at Benguet SPED Center, La Trinidad. The activity will be anchored on the theme for this year's National Festival of Talents- "**Galing, Talino at Husay ng mga Batang Makabansa sa Diwa ng MATATAG na Adhika**"

2. The objectives of this activity are to:

- showcase skills and talents of learners of Special Education (SPED) or Special Needs Education (SNED).
- develop/strengthen sportsmanship among the learners; and
- increase collaboration between and among teachers, parents and guardians.

3. All secondary schools with hearing impaired (Deaf) and visually impaired learners (blind) shall conduct school level activities on story telling in Filipino Sign Language and braille reading. Event rules and mechanics of the contest events are in **Enclosure 1**.

4. First placers in the schools shall participate in the district-level activities. Similarly, the first-place winners in the two events of the district shall qualify for the 2024 Division Festival of Talents -Phase1 in Special Education (SPED) or Special Needs Education (SNED) and first placers in both events in the DFOT will represent the division to the Regional Festival of Talents.



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- 
5. The **list** of the Technical Working (TWG) for the activity is in **Enclosure 2**.
  6. Meals and snacks of the Technical Working Group and cash prizes for winners shall be charged against the 2024 Provincial Special Education Fund while travel and incidental expenses of the participants shall be charged against available local funds subject to the usual accounting and auditing rules and regulations
  7. Should there be any queries and/ or clarifications, please feel free to contact the Education Program Supervisor for Edukasyon sa Pagpapakatao (EsP), Division Coordinator for SPED/SNED at [erlinda.quinuan@deped.gov.ph](mailto:erlinda.quinuan@deped.gov.ph).
  8. Immediate and widest dissemination of and compliance with this Memorandum is directed.

  
**SALLY L. BANAKEN- ULLALIM CESO V**  
Schools Division Superintendent

CID-IM/RAG/mcod/ecq/



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Enclosure 1 : SDO Memorandum No. \_\_\_\_\_ s.2024

**EVENT RULES AND MECHANICS OF CONTEST ACTIVITIES**

(Taken from the event rules and mechanics of NFOT)

**1. 1 Mechanics**

- a. The contest will be on Braille Reading and Filipino Sign Language and will be conducted through in-person modality. Each district shall have one (1) participant (Deaf) for Filipino Sign Language and one (1) participant (Blind) for Braille Reading but could have only one participant depending on the disability of learners in the district.
- b. The contest is open from Grades 7 to 10 Deaf and Blind learners who are officially enrolled in public schools for SY 2023 – 2024.
- c. Story to be read/interpreted shall be provided by the DTWG of the said event aligned with the 2024 NFOT theme.
  - The contest piece shall be given to the contestants in the actual event.
  - Each contestant shall be given a 10-minute preparation prior to the actual contest performance.
  - Order of performance shall be identified through draw lots.
- d. A time limit of seven (7) -minute presentation will be allotted for each participant including the entrance and exit.
- e. The following sequence shall be strictly observed:
  - Presentation of participant information (Name of Learner, Grade Level, School, District, and Division);
  - Reading proper (story shall be projected in a wide screen for the Deaf and braille copy of the story for the blind shall be distributed to the participants in holding area prior to the actual performance.
- f. Winners will receive cash prize and Certificates of Recognition, and Certificates of Participation shall be given to participants and Coaches.
- g. Judging of winners shall be based on DO 36, 2016 (Awards and Recognition). The following awards shall be given:

<b>A. Criteria for Storytelling in Filipino Sign Language (FSL)</b>	
<b>Categories</b>	<b>Scores</b>
1. Gold (Exceptional)	16-20
2. Silver (Proficient)	11-15
3. Bronze (Developing)	6-10
4. Certificate of Participation	1-5
<b>B. Criteria for Storytelling in Braille Reading</b>	
1. Gold (Exceptional)	25-32
2. Silver (Proficient)	17-24
3. Bronze (Developing)	9-16
4. Certificate of Participation	1-8



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<b>NFOT 2024 Rubric for Storytelling in Filipino Sign Language (FSL)</b>				
<b>Requirements/ Task Completion</b>	<b>Limited 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Exceptional 4</b>
<b>Space Referents</b>	Does not attempt to use space in collaboration with messages.	Difficulty with setting up points in space to refer to objects and people; Difficulty with maintaining eye contact: Lacks expressive behaviors when signing	Limited use of setting up points in space to refer to objects and people: sometimes makes errors; Limited eye contact; Limited use of expressive behaviors	Frequently sets up points in space to refer to objects and people: make no errors; Maintains some eye contact; Some use of expressive behaviors
<b>Grammar - Use of NMS</b> Location Negation Contrastive Structure (listing and ordering, time, etc.)	Lacks facial expressions when signing; Difficulty using non-manual signals; Difficulty using listing and ordering	Some appropriate use of facial expressions; Limited use of non-manual signals; Limited use of listing and ordering	Appropriate use of facial expressions when signing; Inconsistent use of non-manual signals; Inconsistent use of listing and ordering	Uses good facial expressions correctly and consistently; Appropriate use of non-manual signals; Appropriate use of listing and ordering
<b>Sign Production &amp; Formation</b> Handshape Palm Orientation Movement Location	Frequent incorrect formations of signs; Very difficult to understand signs	Some errors, but is understandable; Errors are usually not corrected	Self-corrects: few mistakes made; Easily understood	Consistent use of correct signs; Clear, easily understood
<b>Fluency/ Accuracy</b> Smoothness and Fluency of Signs Conceptually Accurate Ideas/Messages	Irregular hand movements and choppy use of signs; Unable to sign conceptually accurate ideas/messages	Hesitates and self-corrects when signing; Signs conceptually accurate ideas/messages on a limited basis	Smooth flow of signs with confidence most of the time; Signs conceptually accurate ideas/messages the majority of	Communicates with fluency and confidence; Signs conceptually accurate ideas/messages consistently



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			the time	
<b>Contextual Understanding</b>	Limited understanding of text in context.	Struggles with context, some understanding.	Understands text context fairly well.	Demonstrates a deep understanding of the text in context.
<b>Total</b>				

<b>NFOT 2024 Rubric for Storytelling in Braille Reading</b>				
<b>Requirements/ Task Completion</b>	<b>Limited 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Exceptional 4</b>
<b>Fingertip Sensitivity</b>	Minimal sensitivity, difficulty detecting dots.	Some sensitivity, struggles with dot discrimination.	Good sensitivity, minor errors in dot discrimination.	Exceptional sensitivity, able to distinguish dots accurately.
<b>Reading Speed</b>	Reads very slowly with extended pauses.	Reads slowly with frequent pauses.	Reads at a moderate pace with minimal hesitations.	Reads braille fluently at a fast pace.
<b>Tracking</b>	Difficulty tracking, substantial skipping.	Struggles with tracking, frequent skipping.	Follows lines adequately, occasional skipping.	Follows lines smoothly, rarely skips or jumps.
<b>Punctuation and Formatting</b>	Frequently misses punctuation and formatting.	Struggles with punctuation and formatting.	Mostly identifies, minor errors.	Accurately identifies punctuation and formatting.
<b>Consistency</b>	Highly inconsistent with frequent errors.	Inconsistent with noticeable errors.	Generally consistent but with some errors.	Reads braille consistently, rarely making mistakes.
<b>Contextual Understanding</b>	Limited understanding of text in context.	Struggles with context, some understanding.	Understands text context fairly well.	Demonstrates a deep understanding of the text in



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				context.
<b>Quality of Voice (pronunciation, enunciation of words)</b>	The quality of voice is monotonous. Mispronounced words can be heard.	Demonstrate considerable variations of voice. There are few mispronounced words that can be heard.	Demonstrate good and appropriate variations of voice. Most words are properly pronounced.	Demonstrate very clear and appropriate variations of voice. All words are correctly pronounced.
<b>Facial Expressions</b>	The emotions in the facial expression are still lacking and demonstrates little internalization of the piece.	Some emotions in the facial expressions are present and demonstrates considerable internalization of the piece.	Most emotions in the facial expressions are present and demonstrates powerful internalization of the piece.	The emotions are flowing freely and can be felt by the audience and demonstrates powerful internalization of the piece.
<b>Total</b>				



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**Enclosure 2: SDO Memorandum No. \_\_\_\_\_ s. 2024**

**TECHNICAL WORKING GROUP/COMMITTEE FOR THE CONTEST**

Category	No.	Name	Designation
<b>Judges/Assessors-Story Telling in FSL</b>			
Chairman	1	Clyde Praile Burgos	SPET3, Benguet SPED Center
Members:	2	Joy Fernandez	SPET1, Benguet SPED Center
	3	Janeline Camis	SPET1, Itogon Central School
<b>Judges/Assessors- Braille Reading</b>			
Chairman	1	Mesenia Lacquiao	MT2, Benguet SPED Center
Members:	2	Judy Ann Chiquino	SPET1, Palali Elem . School
	3	Ivey Abuan Ablaza	SPET1, Sagandoy Elem . School
<b>Program Committee</b>			
Chairman:	1	Sharon Angupa	SP3, SNED Coor.- Secondary, Mankayan
Members:	2	Vicenta Danigos	SPI, SNED Coor.- Secondary, Bakun
	3	Miguel L. Totanes Jr.	SH, SNED Coor.- Secondary, Itogon 1
<b>Food and Accommodation Committee</b>			
Chairman:	1	Regina Sarmiento	HT3, SNED Coor.-Elementary , La Trinidad
Members:	2	Theresita Olayan	SPI, SNED Coor.- Secondary, Itogon 2
	3	Dominga Henry	HT3, SNED Coor.- Secondary, Kibungan
<b>Documenter</b>			
Chairman:		Imelda Mangusan	SPI, SNED Coor.- Secondary, Kapangan
Members:		Ryan Aladog	HT3, SNED Coor.- Secondary,, Kabayan
		Arcy Layugan	HT3, SNED Coor.- Secondary, Tublay
<b>Prizes, Awards and Certificates-FSL</b>			
Chairman:	1	Donaville Bistid	HT 3, SNED Coor.- Secondary, Secondary, La Trinidad
Members:	2	Meriam Mapile	HT 3, SNED Coordinator, Sablan
	3	Winnie Freda Domerez	SPI ,SNED Coor. Secondary, Bokod
<b>Prizes, Awards and Certificates- Braille</b>			
Chairman:	1	Carmen Martinez	SPI, SNED Coordinator, Buguias
Members:	2	Carol Elis	SPI, SNED Coordinator, Tuba
	3	Catherine L. Milo	SH, SNED Coor.-Secondary, Atok
<b>Overseer of the Activity:</b>			
Chairman	1	Sally L. Banaken-Ullalim CESO V	Schools Division Superintendent
Members:	2	Rizalyn A. Guznian EdD	Chief Education Supervisor- CID
	3	Erlinda C. Quinuan	EPS, EsP; Div. Coor. For Kindergarten



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