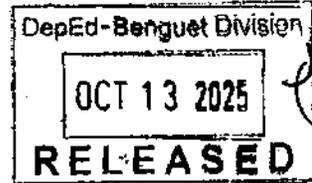




Republic of the Philippines  
**Department of Education**  
Schools Division of Benguet



10 October 2025

**DIVISION MEMORANDUM**

No. 455, s.2025

**2025 DIVISION FESTIVAL OF TALENTS IN GOOD MANNERS AND RIGHT CONDUCT/ EDUKASYON SA PAGPAPAKATAO/ VALUES EDUCATION AND MADRASAH EDUCATION-MUSABAQAH**

TO: Assistant Schools Division Superintendent  
CID and SGOD Chiefs  
Public Schools District Supervisors/Public Schools District In-charge  
Elementary and Secondary School Heads  
All Others Concerned

1. Pursuant to Presidential Proclamation No. 479 s. 1994 which declares the celebration of the Filipino Values Month every November, the Schools Division of Benguet through the Curriculum Implementation Division (CID) will conduct a Division Festival of Talents (DFOT) in Good Manners and Right Conduct (GMRC)/Edukasyon sa Pagpapakatao (EsP)/Values Education and Madrasah Education Program (MEP)-Musabaqah with the theme: *MATATAG na Puso at Diwa: Inklusibong Pagpapakatao, Determinadong Bayanihan, Positibong Kinabukasan.*

2. The DFOT for GMRC/EsP at the elementary level is scheduled for November 13 2025, while the DFOT for Values Education/EsP at the secondary level, together with MEP-Musabaqah, will take place on November 14, 2025. Both events will be held at Buyagan Elementary School, La Trinidad, Benguet.

3. The objectives of this activity are to:

- a. advocate for and reinforce the practice of Filipino values;
- b. showcase and promote cherished Filipino values through the diverse talents of our learners;
- c. build learners' confidence in preparation for higher academic challenges; and talents of our learners;
- d. strengthen collaboration between and among teachers, parents and guardians.

3. All schools are enjoined to actively participate in the Filipino Values Month celebration by integrating the theme in class discussions and learning activities, showcasing talents, producing and posting campaign posters and other advocacy materials, and conducting related contests.



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1. District Offices shall conduct district-wide contest for learners in GMRC/EsP/Values Education and MEP, in accordance with the mechanics and guidelines outlined in **enclosure 1**.
2. For Madrasah Education Program (MEP), the first-place winners in the four contest events during the Division Festival of Talents will represent the division at the Regional Festival of Talents.
3. A summary of participants at the division level is contained in **Enclosure 2** while the members of the Technical Working Group (TWG) are listed in Enclosure 3.
4. Meals and snacks of the TWG and cash prizes for the learner- winners (first to third placers) shall be charged against the **2025 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.
5. Immediate and widest dissemination of and compliance with this Memorandum is directed.

**ESTELA P. LEON-CARIÑO EdD, CESO III**  
Regional Director and Concurrent Officer -in- Charge  
Office of the Schools Division Superintendent

CID-IM/ADM/ecq/ffp



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Enclosure 1: SDO Memorandum No. 455 2025 Division Festival of Talents – GMRC/EsP/Values Education and MEP-Musabaqah

**I. CRITERIA/ MECHANICS OF CONTEST ACTIVITIES GMRC/EsP/Values Education**

**A. General Guidelines for all contest activities:**

1. Contestants are currently enrolled in the private or public schools for SY 2025 – 2026 in the Schools Division of Benguet.
2. The contestant is allowed to participate in **ONE** category only.
3. Mechanics/criteria in the conduct of the contest per category is to be followed strictly.
5. Winners per category will be identified by the Board of Judges and the decision of the Board of judges is final.
6. First to third placers learner-winners shall be given Certificate of Recognition including their coaches and Certificate of Participation for other participants.

**B. Specific Guidelines for the different events:**

<b>1. Doxology</b>	
<p>a. The composition must highlight <b>Filipino values, faith, and spirituality</b>, and be suitable for solemn occasions.</p> <p>b. Content must be original and not previously published, performed, or submitted in any other competition.</p> <p>c. All entries shall be written <b>Filipino</b>.</p> <p>d. <b>Format and Length</b>            Key stage 1: 1 Stanza with 3 lines            Key stage 2: 2 Stanzas with 4 lines each            Key stage 3: 3 Stanzas with 4 lines each            Key stage 4: Through a digital doxology tribute please refer to specific attached guidelines (RM 707 s. 2025)</p> <p>e. Contestants shall be given <b>one (1) hour</b> to compose their entries on the contest day.</p> <p>f. Each contestant shall <b>sing their composition</b> to a tune of their choice.</p>	
<b>Criteria for Judging</b>	
<p>1. <b>Content and Relevance to Theme</b>- the lyrics must clearly reflect <b>Filipino values, spirituality, and faith</b>, showing depth of thought and suitability for solemn occasions.</p>	35%
<p>2. <b>Originality and Creativity</b> -the composition must show <b>freshness and uniqueness</b>, with imaginative use of words, rhythm, and style</p>	25%



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3. <b>Spiritual and Value Orientation</b> – uplifting, inspiring, and value-laden, promoting positive virtues and faith.	25%
4. <b>Voice quality and stage presence</b> -sing with clarity, proper intonation, and expression, while showing confidence and reverence on stage	15%
<b>Total</b>	<b>100%</b>
<b>2. Composition Writing</b>	
<p><b>General Guidelines:</b> a. Participants will be asked to write about a topic related to Filipino values aligned with the theme of the celebration.</p> <p>b. Composition are to be organized with an introduction, body, and conclusion.</p> <p>c. Ensure correct grammar, spelling, and punctuation.</p> <p>d. The contestant will have one hour to write their composition, followed by an oral reading before the judges.</p> <p><b>Specific Guidelines.:</b></p> <p>a. <b>Key Stage 1-</b> Use simple sentences. Essay length may consist of 150–200 words. Participants will write on standard paper suitable for their grade level.</p> <p>b. <b>Key Stage 2-</b> Develop ideas with more detail and supporting examples. Use varied sentence structures and transition words. Essay length around 250–300 words. Participants will write on standard paper suitable for their grade level.</p> <p>c. <b>Key Stage 3-</b> Present well-structured arguments or narratives. Demonstrate critical thinking and original insights. Essay length around 350–400 words. Participants will write on standard paper suitable for their grade level.</p> <p>d. <b>Key Stage 3-</b> Same guidelines as Key Stage 3, but essay length is 450–500 words. Participants will write on standard paper suitable for their grade level.</p>	
<b>Criteria for Judging</b>	
<b>Content and relevance to the theme</b> – Does the essay clearly address the theme? Are the ideas insightful, meaningful, and connected to the topic?	35%
<b>Organization and Structure</b> -, Is the essay logically organized with a clear introduction, body, and conclusion? Are the ideas well developed and cohesively presented?	25%
<b>Language and mechanics</b> - Grammar, spelling, punctuation, and word choice accuracy; Clarity, fluency and appropriate style. body, and conclusion? Are the ideas well developed and cohesively presented?	15 %
<b>Originality and Creativity</b> - Unique perspective or voice; creative approach in expressing ideas related to the theme Memorization (no reliance on notes) and Poise, composure, and overall performance	15%
<b>Clarity and Effective communication</b> - clarity, pronunciation, expression, fluency, and how effectively the contestant conveys the composition's meaning and emotions.	10%
<b>TOTAL</b>	<b>100%</b>



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<b>3. Interpretative Dance</b>	
<p>a. There will be one pair of contestants representing each key stage level.</p> <p>b. The music selection for the interpretative dance will be as follows: <b><i>Pitoy Ako</i></b> by Orange &amp; Lemons) Music will be used for Key Stage 1 (Grades 1–3) &amp; Key Stage 2 (Grades 4–6) and <b><i>Anak</i></b> by Freddie Aguilar will be used Key Stage 3 (Grades 7-10) and Key Stage 4 (Grades 11-12).</p> <p>c. The stage will be set with a clear and open space to allow safe movement. Contestants must refrain from using props</p>	
<b>Criteria for Judging</b>	
<p><b>1. Interpretation and Expression-</b> Creativity in interpreting the song's meaning; Facial expressions, gestures, and movements that convey emotions and values</p>	40%
<p><b>2. Choreography and Creativity-</b> Originality of movements and formations; Artistic use of space, levels, and transitions</p>	30%
<p><b>3. Synchronization and Coordination-</b> Timing, coordination, and harmony of movements</p>	20%
<p><b>4. Costume and Preparation -</b> Appropriateness, symbolism, and visual impact, Simplicity and relevance to the theme.</p>	10%
<b>Total</b>	<b>100%</b>



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**Guidelines for the 2025 Regional Digital Doxology Tribute For National Indigenous People Month and Filipino Values Month**

1. Participants – The activity is open to all Senior High School learners, with guidance from teachers and collaboration with community members.
2. Format of Submission – Entries shall be submitted in digital video format (MP4, landscape orientation, **minimum resolution 720p**).
3. Content Requirements – Submissions must:
  - Integrate themes of faith, unity, indigenous heritage, and Filipino values.
  - Showcase authenticity and cultural respect in accordance with DepEd policies.
  - Reflect creativity and collaborative effort.
4. Duration – Each recorded entry shall run between 3 to 5 minutes.
5. Submission Process – Entries shall be submitted online through the designated link or platform to be provided.
6. Use of Output – All qualified entries shall be compiled into the final Regional Digital Doxology Presentation and may be utilized for seminars, trainings, and other educational activities.
7. Recognition – Certificates of participation and acknowledgment shall be awarded to all contributors, with special recognition given to exemplary entries.

*Criteria for Judging – 2025 Regional Digital Doxology Tribute Contest*

1. Relevance to Theme – 30%
  - Entry clearly integrates faith, indigenous heritage, and Filipino values.
  - Content aligns with the objectives of the contest.
2. Creativity and Originality – 25%
  - Innovative presentation of ideas, music, and visuals.
  - Shows uniqueness and artistic interpretation.
3. Cultural Authenticity and Respect – 20%
  - Proper and sensitive representation of indigenous traditions and Filipino values.
  - Reflects inclusivity and respect for diversity.
4. Technical Quality – 15%
  - Clarity of audio and video.
  - Proper editing, pacing, and visual impact.

5. Collaboration and Effort – 10%

- Evident teamwork among learners, teachers, and community members.

Total: 100%

*Mechanics*

1. Orientation and Planning – Division focal persons shall conduct an orientation with Senior High School representatives to ensure clarity of objectives, guidelines, and timelines.
  2. School-Level Production
    - Schools shall organize learners, teachers, and community members to collaborate in creating the Digital Doxology entry.
    - Schools may incorporate music, cultural expressions, and creative visuals consistent with the themes.
  3. Division-Level Consolidation

Each Schools Division Office shall collect and screen entries to ensure compliance with guidelines.  
At least one (1) quality entry shall be endorsed to the Regional Office.
  4. Submission to Regional Office – Division entries shall be uploaded/submitted online through the official submission platform on or before the set deadline.
  5. Compilation and Final Editing – The Regional Office shall compile all qualified entries into a single Digital Doxology Presentation for official launching and dissemination.
  6. Presentation and Dissemination – The completed Digital Doxology shall be presented during the National Indigenous Peoples Month (October) and Filipino Values Month (November) activities and posted on official online platforms.
  7. Monitoring and Utilization – The final presentation shall be stored as a regional resource material for future seminars, orientations, and trainings.
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**For Madrasah Education Program- MUSABAQAH**

**General Guidelines for all contest activities:**

1. The Musabaqah is open to all learners in the public schools who are enrolled and tagged in LIS as ALIVE learners in the current school year.
2. Participants should have registered and complied with the following requirements prior to the activity:
  - a. Certification as Winner
  - b. Parents' Consent;
  - c. Accomplished Entry Form;
  - d. School Form 10 (for Verification);
  - e. Medical Certificate

**1. Arabic Language Spelling (Imlah)**

COMPONENT AREA	Arabic Language
KEY STAGE	2
Time Allotment –	<b>Easy Round: 10 seconds</b> per word <b>Average Round: 15 seconds</b> per word <b>Difficult Round: 30 seconds</b> per word
PERFORMANCE STANDARD	The learner demonstrates proficiency in Arabic language through accurate spelling, proper handwriting in both nuskhah and cursive forms, and correct placement of vowel marks.
21ST CENTURY SKILLS	Communication, Literacy, Global Awareness
Description	Arabic Spelling (Imlah) is an NFOT event category of Musabaqah that showcases learners' listening and writing skills in Arabic Language. Participants demonstrate their ability to accurately spell Arabic words and write them in both nuskhah and cursive forms with proper vowel marks.
CRITERIA FOR JUDGING	<ol style="list-style-type: none"> <li>a. <b>Scoring System:</b> Easy Round (3-syllable nouns): 1 point per word Average Round (4-syllable nouns): 2 points per word Difficult Round (5-syllable nouns): 3 points per word</li> <li>b. <b>Deductions:</b> Incorrect spelling: 0 points Missing/incorrect vowel marks: 0.25 points Improper handwriting form: 0.25 points</li> </ol>

**Event Rules and Mechanics:**

- A.** There shall be one (1) participant per region, **Grade 4**, male or female.
- B.** During the contest proper, the participants shall be seated at the designated area with their whiteboards and markers.
- C.** The competition consists of three rounds:  
Easy Round: 10 words (3-syllable nouns)  
Average Round: 10 words (4-syllable nouns)  
Difficult Round: 10 words (5-syllable nouns)
- D.** The board of judges shall: -Determine and prepare the word list for each round prior to the competition.  
-Ensure words are appropriate for the grade level and align with the Arabic Language and Islamic Values Education (ALIVE) curriculum competencies for Grade 4  
- Keep the selected words confidential until the actual competition.  
-Provide three (3) copies of the master list to the NTWG secretariat before the competition proper.
- E.** The medium of instruction shall be Arabic language.
- F.** For each word: -The word will be read twice.  
- Participants shall start writing after hearing the word "uktubu".



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- Participants write in both nuskah and cursive forms with complete vowel marks

**Time limits:**

- Easy Round: 10 seconds per word
- Average Round: 15 seconds per word
- Difficult Round: 30 seconds per word

\*Participants must immediately raise their meta-strips after the buzzer.

**G.** The scores shall be summed up after each round and posted in the tally board/scoreboard.

**H.** In case of appeal, the contestant/official coach may raise the question/clarification immediately after the item before the next word is read. Queries/clarifications done after the entire contest shall not be entertained.

**I.** The three participants with the highest total points shall be declared winners. In case of tie:

- a. A clincher round shall be conducted between the tied participants only.
- b. Clincher round procedure: The board of judges shall prepare a separate set of two-word phrases specifically for potential clincher rounds.
- c. Phrases will be given one at a time from this clincher phrase list.
- d. Each phrase follows the same format: read twice, 30 seconds to write both nuskah and cursive forms.
- e. each correctly spelled phrase with proper vowel marks earns point.
- f. The first participant to score 3 points shall be declared the winner for that ranking.
- g. if no participant reaches 3 points after 5 phrases, the participant with the highest points is clincher round wins.

a. If still tied after 5 phrases, do or die round begins where the first participant to correctly spell a phrase win.

b. Separate clincher rounds shall be conducted for each tied ranking (i.e. if there is a tie for both first and second place).

**J.** The whole proceedings shall be recorded by the RTWG.

**2. Arabic Language- Harf Touch**

COMPONENT AREA	Arabic Language
KEY STAGE	1
Time Allotment –	<b>One (1) minute</b>
PERFORMANCE STANDARD	The learner demonstrates proficiency in Arabic language phonemes, phonetics and alphabets by pronouncing the letters correctly with speed and accuracy through cognition and psychomotor.
21ST CENTURY SKILLS	Literacy Skills, Thinking Skills and, Global Awareness
Description	Harf Touch is an NFOT event category of Musabaqah that allows blind-folded learner-participants to touch the surface of the illustration board with engraved Arabic letters. Learner-participants are expected to identify, recognize, and pronounce Arabic letters correctly with speed and accuracy within the allotted time. This activity enhances familiarization of the Arabic letter through cognition and psychomotor.
Criteria for Judging	There shall be one (1) point given for every Arabic letter that is correctly identified and pronounced by learner participants.

**Event Rules and Mechanics**

- A. There shall be one (1) learner-participant per district, **Grade 2**, male or female
- B. During the contest proper, the learner-participants shall be seated at the designated holding area. They should not see the process undergone by the contestant on stage.
- C. The learner-participants take turns on stage to identify the letters engraved /cut on illustration board within one (1) minute. The facilitator mixes the 28 letters as they take their turns.
- D. There shall be one (1) timekeeper/buzzer, one (1) recorder, one (1) tabulator, and a panel of judges.
- E. The timekeeper shall signal the start, and the end of the time allotted for each learner-participant.
- F. Missed letters shall not be counted.



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- G. Panel of judges shall confirm the number of the correctly identified Arabic letters.
- H. The recorder tallies the scores.
- I. The corresponding time of each participant shall be flashed on the screen.
- J. The three learner-participants with the highest number of correctly identified Arabic letters in the shortest recorded time shall be declared the winner. There shall be first, second, and third winners. In case of a tie, another round will be administered.

**3. Arabic Language and Islamic Values- Naseehah (Oration)**

<b>COMPONENT AREA</b>	<b>Arabic Language and Islamic Values</b>
<b>KEY STAGE</b>	2
<b>Time Allotment -</b>	<b>5-7 minutes including preparations</b>
<b>PERFORMANCE STANDARD</b>	The learner exhibits multi-lingual skills in Arabic and Filipino in expressing his/her thoughts relevant to the Muslim culture, traditions, and practices.
<b>21ST CENTURY SKILLS</b>	Critical Thinking, Communication, Literacy
<b>Description</b>	An oration is an act of performing a speech to a live audience such as "Naseehah" (Speech) to inform, persuade, and entertain.
<b>CRITERIA FOR JUDGING</b>	<p>The criteria for judging the contest will be based on the substance or content of the piece, delivery, and stage presence. Contestants must strictly observe the time limit of five to seven (5-7) minutes to avoid penalty deductions from their overall scores.</p> <p><b>1. Substance - 50%</b></p> <ul style="list-style-type: none"> <li>• Relevance of the Topic or Focus on the Theme (15)</li> <li>• Originality/Creativity (15)</li> <li>• Rhetorical Organization (10)</li> <li>• Grammar (10)</li> </ul> <p><b>2. Delivery - 40%</b></p> <ul style="list-style-type: none"> <li>• Quality of Voice (10)</li> <li>• Diction (10)</li> <li>• Fluency/Mastery of the Speech (10)</li> <li>• (10) Pronunciation</li> </ul> <p><b>3. Stage Presence- 10%</b></p> <ul style="list-style-type: none"> <li>• Stage Poise (3)</li> <li>• Gestures (3)</li> <li>• Proper Attire (2)</li> <li>• Appropriate Use of the Stage (2)</li> </ul>

**Mechanics**

- 1.1. There shall be one (1) participant, Grade 5, male or female.
- 1.2. The participant shall be given five to seven (5-7) minutes including preparations.
- 1.3. At the first bell, the participant shall get ready. At the second bell, the participant shall start the "Muqaddimah" (Introduction). At the third bell, the participant may stop as he/she already consumed the minimum number of minutes or continue until the fourth bell for the maximum number of minutes. The participant whose speech is shorter than the minimum requirement of five (5) minutes as well as those who exceeded the maximum of seven (7) minutes will get a deduction of one (1) point from his/her total score for every minute or a fraction thereof in excess/deficit of the allotted time.
- 1.4. The participant shall use Filipino as a medium of delivery.
- 1.5. "Adillah" (evidences) from the Qur'an and Hadith should be recited in the Arabic Language.
- 1.6. The printed copy of the entry shall be submitted to the NTWG Secretariat during the Solidarity Meeting, a day before the competition.



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1.7. The oration (naseehah) shall not, in whole or in part, expressly or impliedly, subvert the principles of democracy, offend any religion, sect, or creed, or violate either the standards of decency or the laws on libel and oral defamation.

**Rubrics for Oration ( Naseehah)**

Criteria	1	2	3	4
<b>Substance</b>				
Relevance of the topic or focused on the theme (15%)	No surah/verses /ahadith recited are relevant to the theme	1 surah/verses /ahadith recited are relevant to the theme	2 surah/verses /ahadith recited are relevant to the theme	3surah/verses /ahadith recited are relevant to the theme
Originality/ Creativity (15%)	The oration piece lacks originality and creativity in its interpretation the Surah or The oration of Ayah, presenting a predictable and conventional perspective. Audience engagement is minimal.	The oration piece displays some originality and creativity in expounding the Surah or Ayah, although it may be somewhat limited, with a more conventional approach. Audience engagement is moderate.	The oration piece is notably original and creative in its interpretation of the Surah or Ayah, providing a fresh perspective and incorporating creative elements that engage the audience effectively.	The oration piece is notably original and creative in its interpretation of the Surah or Ayah, providing a fresh perspective and incorporating creative elements that engage the audience effectively.
Rhetorical Organization (10%)	The sequence ideas from general (Ayah) to specific (Hadith) is not evident.	The sequence from general (Ayah) to specific (Hadith) is evident but not consistently maintained.	The sequence of ideas generally follows a progression from general (Ayah) to specific (Hadith).	The sequence of ideas is presented seamlessly, starting from general concepts (Ayah) and progressing to specific examples (Hadith).
Grammar (10%)	5 or more grammatical errors in Arabic and Filipino	3-4 grammatical errors in Arabic and Filipino	1-2 grammatical errors in Arabic and Filipino	no grammatical errors in Arabic and Filipino
<b>Delivery (40%)</b>				
Quality of Voice (10%)	Voice lacks clarity and is Voice is somewhat Voice is generally heavily affected by fluctuations in pitch or tone. 5 or more modulation issues which significantly hinder	Voice is somewhat clear but has noticeable fluctuations in pitch or tone. 3-4 variations in modulation that may mildly affect the audience's engagement.	Voice is generally clear and well-modulated, with only minor fluctuations. 1-2 instances of variation in pitch or tone, which do not significantly affect the overall quality. The voice maintains	Voice is consistently clear and well-modulated throughout the speech. No significant fluctuations in pitch or tone. The voice is engaging and effectively captures the



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	audience engagement.		audience engagement.	audience's attention.
<b>Diction (10%)</b>	Diction is unclear and often includes inappropriate or irrelevant word choices. 5 or more issues with word choice which significantly hinder the speech's effectiveness.	Choice of words is somewhat unclear at times, affecting the speech's overall effectiveness. Vocabulary may lack consistency or relevance in 3- 4 instances.	Diction is generally good, with 1- 2 instances of less precise word choice. Vocabulary is mostly relevant, though minor inconsistencies may be present.	The choice of words is consistently precise and well-articulated. No instances of unclear or inappropriate word choices.
<b>Fluency/Mastery of the Speech (10%)</b>	Delivery is heavily disrupted by 5 or more hesitations, making the speech difficult to follow. Hesitations significantly hinder the speech's overall effectiveness.	Delivery is somewhat hesitant, with 3-4 noticeable disruptions in fluency. Hesitations may affect the overall flow but not to a severe extent	The participant delivers the speech with good fluency and confidence, with only 1-2 hesitations. Hesitations do not significantly impact the overall flow of the speech.	The participant demonstrates complete mastery of the speech, with no hesitations or disruptions. Delivers the speech with exceptional fluency and unwavering confidence.
<b>Pronunciation (10%)</b>	Pronunciation is poor, with 5 or more errors and mispronunciations. Clarity is significantly compromised due to consistent pronunciation issues	Pronunciation is somewhat unclear at times, with 3-4 noticeable errors and mispronunciations. Mispronunciations may affect clarity but not overwhelmingly so.	Pronunciation is generally accurate and clear, with only 1-2 minor errors. Rare instances of mispronunciations, which do not significantly affect clarity.	Pronunciation is perfect, with no errors or mispronunciations. Every word is articulated clearly and accurately.
<b>Stage Presence (10%)</b>				
<b>Stage Poise (3%)</b>	The participant's stage poise is poor, and there are frequent disruptions in composure.	he participant's stage poise is somewhat inconsistent and may need occasional adjustments.	The participant demonstrates good stage poise with occasional minor adjustments.	The participant maintains excellent stage poise throughout the performance, exhibiting confidence and control.
<b>Gestures (3%)</b>	Gestures are inappropriate or overly distracting, negatively impacting the speech.	Gestures are somewhat distracting or less purposeful at times.	Gestures are generally appropriate and contribute positively to the speech	Gestures are natural, purposeful, and enhanced the speech, effectively engaging the audience.



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Proper Attire (2%)	The attire is unsuitable or highly distracting, significantly affecting the overall stage presence.	The attire may have some noticeable issues, but it does not significantly detract from the presentation.	The attire is generally appropriate, with only minor deviations.	The participant's attire is perfectly suitable for the occasion and adds to the overall stage presence.
Appropriate Use of the Stage (2%)	The participant's use of the stage is poor, and it negatively impacts the overall presentation.	The use of the stage is somewhat awkward or inconsistent, but it does not seriously weaken the speech.	The participant uses the stage appropriately, with minor adjustments needed.	The participant makes excellent use of the stage, moving purposefully and effectively, enhancing the speech.

**4. Arabic Language and Islamic Values- Qur'an Reading**

COMPONENT AREA	Arabic Language and Islamic Values	
KEY STAGE	2	
Time Allotment -	Five minutes	
PERFORMANCE STANDARD	The learner demonstrates the proper way to pause, continue and full stop in reading and reciting the verse (Ayah)/chapter (surah) with proper Tajweed, clear voice in Tawasot and stage presence.	
21ST CENTURY SKILLS	Communication, Literacy, Global Awareness	
Description	Qur'an Reading is an NFOT event category of Musabaqah that allows learner-participants to showcase their reading skills while developing their good speech habits. The Qur'an is the material to be used as it is an authentic source of stories and Criteria literature for Muslims.	
CRITERIA FOR JUDGING	<b>Criteria</b>	<b>Percentage</b>
	Tajweed/Pronunciation	40%
	Tawasot/Chant Sawt/Voice Clarity	30%
	Sawt/Voice Clarity	20%
	Hay'ah/Stage Presence	10%
	<b>TOTAL</b>	<b>100%</b>

- Mechanics:** A. There shall be one (1) participant per district, Grade 6, male or female.  
 B. During the contest proper, the participants shall be seated at the designated holding area. They should not see the process undergone by the contestant on stage.  
 C. The panel of judges shall choose the surah to be read by the learner-participants.  
 D. The participants shall read the selected surah in Tawasot.  
 E. Participants should wear proper attire (black abayah and white kombong/hijab female and kimon with totob/kopya for male).  
 F. The participant shall be seated on the floor with the book stand and use microphone in the actual reading of the selected surah.  
 G. The participant shall read the surah or ayah in tawasot within five (5) minutes.

**Rubrics for Qur'an Reading**

Pronunciation 40%	Read the assigned Surah with 11 or more	Read the assigned Surah with 6-10	Read the assigned Surah with 2-5	Read the assigned Surah with perfect
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	mispronounced letters	missed pronounced letters.	mispronounced letters	and accurate pronunciation .
Tawasot/Chant Mastery 30%	Read the assigned Surah with 11 and above missed words	Read the assigned Surah with 6-10 missed.	Read the assigned Surah with 2-5 missed words	Read the assigned Surah with perfect and accurate words
Voice Clarity/ Enunciation 20%	Read the assigned Surah with 11 and above unclear words.	Read the assigned Surah with 6-10 unclear words.	Read the assigned Surah with 2-5 missed words Read the assigned Surah with 2-5 words.	Read the assigned Surah with clear and loud voice
Stage Presence 10%	Read the assigned Surah with noticeable least confidence and incomplete attire	Read the assigned Surah with noticeable less confidence and incomplete attire	Read the assigned Surah with confidence but less proper attire	Read the assigned Surah with perfect and accurate words



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Enclosure 2: SDO Memorandum No. 455 2025 Division Festival of Talents –  
 GMRC/EsP/Values Education and MEP-Musabaqah

**SUMMARY OF PARTICIPANTS PER DISTRICT for GMRC/EsP/Values Educ. and MEP-Musabaqah**

District	Elementary level							Secondary level							MEP-Musabaqah	Grand Total
	Doxology		Oration		Interpretative Dance		Total	Doxology		Oration		Interpretative Dance		Total		
	Key stage 1	Key stage 2	Key stage 1	Key stage 2	Key stage 1	Key stage 2		Key stage 3	Key stage 4	Key stage 3	Key stage 4	Key stage 3	Key stage 4			
Atok	1	1	1	1	2	2	8	1	1	1	1	2	2	8	0	16
Bakun	1	1	1	1	2	2	8	1	1	1	1	2	2	8	0	16
Bokod	1	1	1	1	2	2	8	1	1	1	1	2	2	8	0	16
Buguias	1	1	1	1	2	2	8	1	1	1	1	2	2	8	4	20
Itogon 1	1	1	1	1	2	2	8	1	1	1	1	2	2	8	0	16
Itogon 2	1	1	1	1	2	2	8	1	1	1	1	2	2	8	0	16
Kabayan	1	1	1	1	2	2	8	1	1	1	1	2	2	8	0	16
Kapangan	1	1	1	1	2	2	8	1	1	1	1	2	2	8	0	16
Kibungan	1	1	1	1	2	2	8	1	1	1	1	2	2	8	0	16
La Trinidad	1	1	1	1	2	2	8	1	1	1	1	2	2	8	4	20
Mankayan	1	1	1	1	2	2	8	1	1	1	1	2	2	8	0	16
Sablan	1	1	1	1	2	2	8	1	1	1	1	2	2	8	0	16
Tuba	1	1	1	1	2	2	8	1	1	1	1	2	2	8	0	16
Tublay	1	1	1	1	2	2	8	1	1	1	1	2	2	8	0	16
<b>TOTAL</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>28</b>	<b>28</b>	<b>112</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>28</b>	<b>28</b>	<b>112</b>	<b>8</b>	<b>232</b>



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Enclosure 3: SDO Memorandum No. 455 2025 Division Festival of Talents –  
 GMRC/EsP/Values Education and MEP-Musabaqah

**DIVISION TECHNICAL WORKING GROUP**

Category	No.	Elementary _ Key Stages 1-2	Secondary _ Key Stages 3-4
<b>Doxology</b>	1	<b>Brigitte Beray</b> , Tublay	<b>Sanny D. Dokipen</b> - Bokod
	2	<b>Alleen Adonis</b> - Tuba	<b>Junalyn Palking</b> -Bakun
	3	<b>Agnes Guisdan</b> , Bakun	<b>Cynthia V. Calavera</b> , - Kibungan
<b>Oration/Composition Writing</b>	1	<b>Sisa D. Ngade</b> , Kabayan	<b>Astrida Talabis</b> - Buguias
	2	<b>Mary Ann B. Mappangdol</b> - Kibungan	<b>Emelio Calabias</b> -Itogon 2
	3	<b>Agnes Manzano</b> - Itogon I	<b>Maria Munoz</b> - Tublay
<b>Interpretative Dance</b>	1	<b>Mea C. Madayag</b> -Buguias	<b>Jane A. Angluben</b> , Dist. EsP- Sec. Coordinator Sablan
	2	<b>Josie S. Cayat</b> , Itogon 2	<b>Gertudes Cunanan</b> -Itogon 1
	3.	<b>Patricia Bendi</b> -Atok	<b>Marliese C. Yangken</b> -Kapangan
	4.	<b>Aide Pe</b> -La Trinidad	<b>Macton A. Alonzo</b> -Atok
	5.	<b>Felisa B. Batiw-an</b> -Kapangan	<b>Janice S. Dionesio</b> - Tuba
<b>Progam</b>		<b>Gina D. Panagan</b> , Sablan	<b>Jennifer Bulsao</b> , - Mankayan
<b>Documentation</b>	1.	<b>Lolita Jose</b> - Bokod	<b>Melin Abad</b> - Kabayan
	2	<b>Alicia A. Anasan</b> -Mankayan	<b>Joseph Konneck</b> - La Trinidad
	3	<b>Lanie Atos</b> - SDO CID	
<b>MEP-Musabaqah</b>			
<b>Documentation</b>	1.	<b>Saturnina Bacasen</b> - Buguias District	
	2.	<b>Rosalina Laureata</b> - La Trinidad District	
<b>Board of Judges</b>	1	• To be invited from the Muslim Community (Leaders)	
	2		
	3		
<b>Overseer of the Activity:</b>			
Chairman	1	<b>ESTELA P. LEON-CARIÑO</b> EdD, CESO III	Regional Director & Schools Division Superintendent
Members:	2	<b>Aladin M. Dobinto</b> PHD	CES-CID
	3	<b>Erlinda C. Quinuan</b>	EPS-EsP



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