



Republic of the Philippines

Department of Education
REGION XI
SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

21806
November 26, 2024

DIVISION MEMORANDUM

No. 0242, s. 2024

DIVISION MATHEMATICS AND SCIENCE QUEST

To : Assistant Schools Division Superintendent
Chiefs of Curriculum Implementation Division (CID) and
School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
School Heads of Public and Private Schools
All Concerned

1. In line with the goal of fostering academic excellence and enhancing student interest in Mathematics and Science, this Office, through the Curriculum Implementation Division, announces the conduct of the **Division Math and Science Quest (DMSQ)** on **December 16, 2024**.
2. There will be a Unified Opening Program for all DMSQ participants at the Panabo Central Elementary School Gymnasium from 8:00 AM to 10:00 AM. Following the program, events will be conducted simultaneously at Rizal Elementary School (Science) and Panabo Central Elementary School SPED Center (Mathematics).
3. The 2024 DMSQ is themed "*ClimaQuest: Forecasting Wind Shifts, Charting Climate Features*," emphasizing the importance of environmental awareness and climate-related education.
4. In-person classes for all teachers involved will transition to blended learning for the duration of the activity.
5. Traveling and other incidental expenses incurred by the participants in their involvement with the DMSQ shall be charged against Local/School/Division MOOE, and other sources of funds subject to the usual government accounting and auditing rules and regulations.
6. The competition guidelines are found in the enclosure.
7. For immediate dissemination, guidance, and strict compliance.

JINKY B. FIRMAN PhD, CESO VI
Schools Division Superintendent

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SCIENCE COMPETITION GUIDE

Event	Sci-Spelling Bee
Categories	Individual (per Grade Level)
Rules and Mechanics	<ol style="list-style-type: none"> 1. Each school may send a maximum of three participants per grade level (from Grade 3 to Grade 12). 2. Participants are required to bring their own "show me" board (1/8 illustration board/whiteboard), eraser, and chalk/markers. 3. There shall be four rounds for all grade levels: Easy, Average, Difficult. There shall be five questions per round. 4. The spelling bee master shall read each word twice and use it in a sentence. The time shall start only after the spelling master says "Go". 5. The participant must legibly write his/her answer on the "show me" board. 6. If the answer is a proper noun, rules in capitalization applies. 7. There shall be three winners per grade level. 8. In case of a tie, there will be a clincher round to identify who gets the higher rank. First to get the correct answer shall occupy the higher spot.
Scoring	Easy Round – 1 point each Average Round – 2 points each Difficult Round – 3 points each Clincher Round – 1 point each
Notes/Reminder	<ul style="list-style-type: none"> • Contestants must bring their School ID for proper identification • Contestants must be in the venue until the competition has concluded • Contestants will no longer be accepted once the competition has already begun

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Event	Sci-Impromptu Speaking (English and Filipino)													
Categories	Elementary, Junior High School, Senior High School													
Rules and Mechanics	<ol style="list-style-type: none">1. Each school shall have only one official participant per category.2. The facilitator shall give the topic to the participants on-the-spot.3. Each participant shall be given 15 minutes to develop his/her content. He/she may or may not use a paper during the development of his/her piece.4. Participants shall be given three minutes for their impromptu speech.5. Cards will be raised to signal the participants (yellow= ready/on deck, green= go, and red = stop).6. There shall be three winners in every category.													
Criteria for Judging	<table><tbody><tr><td>Substance</td><td>– 25%</td></tr><tr><td>Relevance</td><td>– 20%</td></tr><tr><td>Organization</td><td>– 30%</td></tr><tr><td>Stage Presence</td><td>– 10%</td></tr><tr><td>Enunciation, Diction, and Gesture</td><td>– 15%</td></tr><tr><td></td><td>100 %</td></tr></tbody></table>		Substance	– 25%	Relevance	– 20%	Organization	– 30%	Stage Presence	– 10%	Enunciation, Diction, and Gesture	– 15%		100 %
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Event	Science Quiz
Categories	Individual (1 per Grade Level)
Rules and Mechanics	<ol style="list-style-type: none"> 1. Each school may send a maximum of three participants per grade level (from Grade 3 to Grade 12). 2. Participants are required to bring their own "show me" board (1/8 illustration board/whiteboard), eraser, and chalk/markers. 3. There shall be four rounds for all categories: Easy, Average, Difficult. There shall be five questions per round 4. Each question shall be answered within the time allotment – 10 seconds for noncomputational, 30 seconds for computational. 5. The Quiz Master shall read each question twice. The time shall start only after the Quiz Master says "Go". This shall also be the time for the participants to write their answers. 6. All answers must be spelled correctly to merit a point/s. The rules of capitalization shall be followed. 7. In case of a tie, there will be a clincher round to identify who gets the higher rank. First to get the correct answer shall occupy the higher spot.
Scoring	Easy Round – 1 point each Average Round – 2 points each Difficult Round – 3 points each Clincher Round – 1 point each
Notes/Reminder	<ul style="list-style-type: none"> • Contestants must bring their School ID for proper identification • Contestants must be in the venue until the competition has concluded • Contestants will no longer be accepted once the competition has already begun

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SCIENCE COMPETITION GUIDE

Event	IMPROVISATION OF INSTRUCTIONAL MATERIALS IN SCIENCE	
Categories	Elementary Teachers (2-5 per team) Junior High School Teachers (2-5 per team) Senior High School (2-5 per team)	
Rules and Mechanics	1. A team shall consist of 2-5 teachers, with at least one member being a Science teacher. 2. Each team will be given a set of materials from which they will construct their improvised IM. Use of materials not included in the set given by the committee will be grounds for disqualification. 3. The team shall be given three hours to construct their IM. 4. Each team shall be required to write the following: 4.1 brief description of the IM 4.2 lessons where the IM can be used 4.3 concepts that can be derived from the use of the IM 5. Each team will be given 10 minutes to present and demonstrate how their IM can be used in teaching. 6. There shall be five winners in this category.	
Criteria for Judging	Creativity Relevance Durability Replicability Oral Presentation	– 25% – 25% – 20% – 15% – 15% 100 %
Notes/Reminder	<ul style="list-style-type: none"> Contestants must bring their School ID for proper identification Contestants must be in the venue until the competition has concluded Contestants will no longer be accepted once the competition has already begun 	

Prepared by:

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MATHEMATICS COMPETITION GUIDE

Event # 1. Tower of Hanoi

I. Overview

The tower of Hanoi (also called the Tower of Brahma or Lucas' Tower) is a mathematical game or puzzle. It consists of three rods and a number of disks of different sizes, which can slide onto any rod. The puzzle starts with the disks in a neat stack in ascending order of size on the rod, the smallest at the top, thus making a conical shape.

The tower of Hanoi is not only an excellent problem to teach and study the problem of designing optimal algorithm (recursive or iterative). It is also a very nice problem for robotics research and education. The fundamental difference is that we are not dealing with a virtual world, but with a real world.

II. Rules of the Game

General Rule

1. One student in every grade level. All levels will be playing seven (7) disks. The materials to be used in the competition will be provided by the organizers.
2. Please observe silence at all times once the game started. No participant is allowed to conduct practice inside the room while starting the competition to avoid destruction.
3. The facilitator of this game has the right to refuse any participant who will disobey the rules. Any improper gesture, misconduct behavior or any unethical attitudes towards other participant, facilitators and the management will be dealt accordingly.
4. All decisions by the game administrators and results are final and irrevocable.
5. Five (5) minutes grace period will be given to the late comers in each level. Any participant who will arrive late will be disqualified.

Game Mechanics

1. The goal of the puzzle is to move all the disks from the leftmost peg to the rightmost peg, adhering to the following rules:
 - a. Move only one disk at a time.
 - b. A larger disk may not be placed on top of a smaller disk
 - c. All disks, except the one being moved, must be on a peg.

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2. Once the disc dropped, the competitor may continue solving the puzzle but he/she is not allowed to restart all the disks.
3. Once the competitor placed the disk at the wrong peg (and is legal) he/she is allowed to continue to play unless conceded.
4. All participants are allowed to solve the puzzle in at most ten (10) minutes, otherwise, it is tantamount/commensurate to automatic disqualification
5. The time will stop once the competitor drops the last disk on the last peg.
6. Mode of Penalty will be given depending on the following conditions:
 - a. Moving 2 disks at a time
 - i. 1st Offense – Warning ii. 2nd Offense – Disqualification
 - b. The disk is not dropped to the peg before moving the disk on the other peg
 - i. 1st Offense – Warning ii. 2nd Offense – Disqualification
 - c. Placing the large disk on the smaller disk
 - i. Disqualification
7. In case that the student is disqualified in any round, it is commensurate to the maximum number of time limit of 5 minutes. All consumed time will be recorded and added the average will be computed.
8. The top 3 students who made the fastest time average will be declared as 1st, 2nd and 3rd placer respectively.
9. All results will be tabulated and encoded by the official tabulator and will be finalized by the game facilitator.

III. Event Category

A. (Elementary Level) One Contestant per grade level

Rounds	Hands	Disks
Round 1	Both hands	7 disks
Round 2	One hand (Right)	7 disks
Round 3	One hand (Left)	7 disks

Official Tower of Hanoi dimensions

Disks	Diameter (cm)	Diameter of the hole (cm)
1	7.5	1.5
2	7.0	1.5
3	6.5	1.5
4	6.0	1.5

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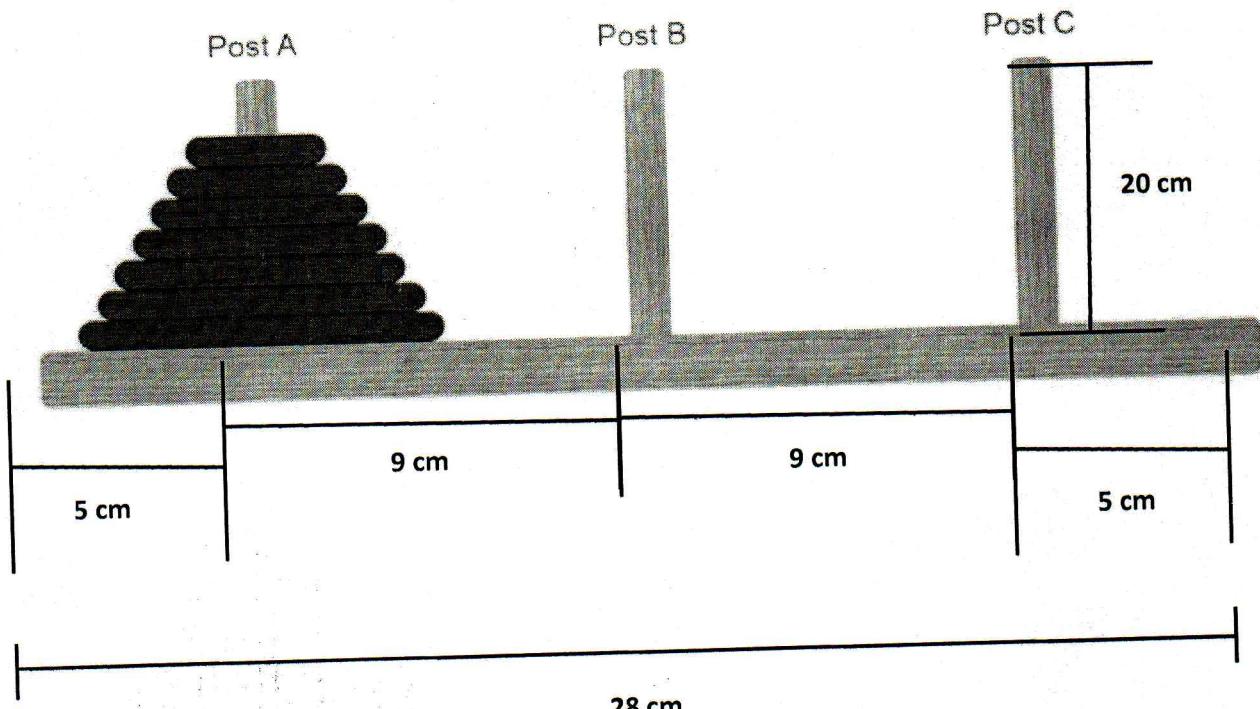
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5	5.5	1.5
6	5.0	1.5
7	4.5	1.5



Event # 2. Rubik's Cube

1. One contestant per grade level (grade 1 to 12)
2. FIRST ROUND
ONE FACE, ONE COLOR
Each player is given a pattern arranged horizontally.
Each pattern has different color.
Each player will solve three cubes arranged according to corresponding color
10 fastest players advance to the 2nd round
3. SECOND ROUND
PATTERN
Each player is given a pattern arranged horizontally.
Each pattern has two or three different color.

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Each player will solve three cubes arranged according to corresponding pattern.

5 fastest players advance to the 3rd round

4. FINAL ROUND

BLACKOUT

Each player will solve completely each cube (3 cubes)

5 players will rank accordingly to fastest time completed

MECHANICS

1. Players should bring 3 cubes
2. Players are given 10 seconds to inspect before solving the cube
3. Players are not allowed to use magnetic cubes
4. Penalties and disqualification applied in the following instances
 - a. Solved with a 2 Second Penalty
1 turn more than 45° to align
 - b. Not Solved
2 turns more than 45° to align
 - c. Solved No Penalty
Less than a 45° turn to align
 - d. Solved with 2 Second Penalty
1 turn more than 45° to align
 - e. Solved with a 2 Second Penalty
Top row - 1 turn more than 45°
Bottom row - 1 turn less than 45°

Event # 3. Strategic Intervention Materials (SIM)-Teacher Category

1. What is a SIM? Strategic Intervention Materials

An instructional materials meant to reteach concepts and skills. Materials given to learners to help them master a competency – based skill which they were not able to develop during the skill which they were not able to develop during the regular classroom teaching (with minimal intervention / guide of a teacher)

2. Parts of Strategic Intervention Material

2.1 Guide Card	2.2 Activity Card
2.3 Assessment Card	2.4 Enrichment Card
2.5 Reference Card	2.6 Answer Key Card

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3. GUIDELINES - Teacher Category

There shall be one teacher-contestant representing each pair of grade levels from grade 1 to 12.

Grade 1 and 2 – 1 contestant

Grade 3 and 4 – 1 contestant

Grade 5 and 6 – 1 contestant

Grade 7 and 8 – 1 contestant

Grade 9 and 10 – 1 contestant

Grade 11 and 12 – 1 contestant

4. SIM shall be based on the least learned skills of the students. The Materials should be at low cost.

5. Judging will be based on the following criteria:

Sub-tasking	- 15%
Usability / Functionality	- 45%
Congruence	- 15%
Replicability	- 25%

100%

6. Guide Card

The guide card presents the big picture, it gives an overview of the lesson; presents the focus skills; engages the learner's interest; and leads the learner towards the performance of the task(s).

7. The contestant will display the abstract of the SIM on a 2 feet by 5 feet tarpaulin.

The best SIM display will be awarded.

8. Only 1 entry per division will be allowed based on the following pair of grade levels.

1 and 2 – one entry

3 and 4 – one entry

5 and 6 – one entry

7 and 8 – one entry

9 and 10- one entry

11 and 12 – one entry

8. The SIM will be submitted to the Division Math Olympics Committee on Day 1 of the contest. The submitted SIMs will be pre-evaluated by the board of Judges. Late SIMs will not be included in the contest.

9. The contestants will be asked to give a 5-minute oral presentation of their SIM.

Schedule of the oral presentation will be announced during registration.

10. The decision of the board of judges is final and irrevocable.

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Event # 4. Mathematics Investigatory Project(MIP)

Mathematical Research

It is a mathematical investigation which aims to produce new mathematical results knowledge or interpretations.

MATH INVESTIGATIONS

Is a sustained exploration of an open – ended math situations where students

- Experience methods of planning, organizing, analyzing and evaluating data.
- Choose what aspects of the problem situation they would like to pursue and what strategies they would use.
- Apply appropriate mathematics or discover math relationship/s.
- Is a problem solving strategy that assesses the students' ability to perform "real-life" tasks? It is usually long term. It gives students the opportunity to develop alternative solutions and to actively participate in and cooperate with others in working on the project. Students' creativity, planning and investigative research skills and the extent of integration of knowledge can be assessed through projects.
- A problem has to be solved.
- A conjecture has to be performed.
- Problem posing has to be formulated.
- a. What if...?
- b. What if not...?

Mathematical habits of mind have to be observed:

- a. Respect for Mathematical data.
- b. Recognition of reasoning and proof as essential and powerful parts of Mathematics.
- c. Develop a disposition to formulate, represent, abstract and generalize in situations within the outside Mathematics.

Types of Mathematical Investigation:

Nature:

- a. Exploratory/Theory Testing
- b. Mathematical Modelling(instrumentation)
- c. Theory Building (Search for new knowledge)
- d. Others if there are more

As a Function

- a. As homework
- b. As project
- c. As enjoyment
- d. As an activity in class

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Conducting M.I. (Problem Development)

- Getting started/posing a problem
- Generating examples
- Organizing the data
- Take time to think
- Making conjectures
- Reorganizing the data
- Testing conjectures
- Justifying the results
- Summarizing the results

Writing M.I.

- Title
- Introduction
- Mathematical Ideas Related to the Study
- Materials (Tool Box)
- Mathematical Processes (Methods)
- Discussion of Results
- Conclusion/s and Recommendations
- Bibliography

Presenting M.I.

- Presenting the output in class
- Presenting the output in a Mathematics convention, forum and the like.

Assessing M.I.

Component		Weight
Comprehension	How the students understand the problem they posed?	20%
Representation	How convincing is/are the Mathematics representation/s used?	25%
Generalization	Is/are the generalization/s logical?	25%
Application	How applicable/relevant is the output to real life situation?	15%
Communication (written)	How clear is the write up of the output?	15%

MIP Mechanics:

- The event is a team of five open to bona fide students in Grade 7 to 12 from each school Secondary School. The team members may be selected from any of the grade levels. All five contestants must not belong to only one grade level.

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2. The medium of instruction to be used in the write up is English. The following are the parts of the manuscript to be submitted:
 - a. Abstract must be 250 words only.
 - b. Introduction
 - c. Mathematical Ideas Related to the Study
 - d. Materials
 - e. Discussion of Results
 - f. Conclusions and Recommendations
 - g. Bibliography
3. Each entry should provide three hard copies of their MIP. An A4 size bond paper should be used with Times Roman font and a font size of 12. Left margin is 1.5 inch, 1.0-inch right margin and double spacing. The hard copy should be properly stapled or fastened on a white folder. Softbound is allowed if deemed necessary. The cover page will include **ONLY** the Name of the Event date and Venue (Example: Regional Math Olympics, Mathematics Investigatory Project- Title of the MIP and the proponents with their respective grade level. December 2-4, 2019, Panabo City)
4. All Entries will be submitted to the Division Math Olympics Committee on Day 1 the contest proper for the pre-judging of the Scientific Review Committee from 8:00 A.M. to 11:00 AM. The board of judges will conduct a pre-judging stage on the manuscript submitted by the team of contestants. Late entries will not be included in the contest.
5. Only one entry per division is allowed.
6. The proponents of the MIP will have a 10-minute oral presentation to the board of Judges on the second/third day of the contest proper. Only one or two of the proponents can participate in the oral presentation.
7. The panel of judges will use these rubrics in assessing MIP entries.

Component	Weight
Comprehension	20%
Representation	25%
Generalization	25%
Application	15%
Communication (written)	15%

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8. The cumulative rank of the entries will be used to select the winners. Top 5 winners will be awarded as first, second, third, fourth and fifth place. They will receive certificates or medals.
9. Only the participants can clarify their queries to the board of judges. The decision of the board of judges is final and irrevocable.

Event # 5 . 21st CENTURY SKILLS DEMONSTRATION TEACHING IN MATHEMATICS (ICT Integration)-Teacher Category

General Mechanics

1. Any bona fide Elementary, Junior High School or Senior High School Teacher, handling Mathematics subject is qualified to join the contest. Only one entry per school is allowed.
2. The competition will simulate a real-life classroom teaching with or without students. The participants will demonstrate 21st century skills teaching in Mathematics using a one (1)- hour time frame lesson plan.
3. The lesson plan must be submitted to the Division Math Olympics Committee on the Day 1 of the event from 8:00 AM to 11:00 AM. The lesson plan shall follow the Detailed Lesson Plan (DLP) format as stipulated in DepEd Order No. 42, series of 2016. Three hard copies of the Lesson Plan will be submitted which include only the Name of the Event and the name of the participant. Late entry will not be included in the contest.
4. Participants must provide their own materials for the competition.
5. The participants may employ a variety of 21st century instructional materials including the use of ICT in delivery of the topic.
6. There will be a board of judges to decide on questions, or clarifications and their decisions will be final.
7. Rubrics will be used to determine the score of the participants. (DepEd Order 7, s. 2015).
8. The rubrics have six domains covering all aspects of a teacher's job performance.

A. Lesson Planning and Preparation	- 12 points
B. Classroom Management	- 16 points
C. Teaching Learning Process	- 20 points
D. ICT Integration (Additional Rubrics)	- 20 points
E. Language Proficiency	- 20 points
F. Assessment and Reinforcing of Learning	<u>- 12 points</u>

100 point

9. Five participants will be declared winners of; First, Second, Third, Fourth and Fifth Place.

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Awards

Certificates of Participation shall be granted to all participants. Medals or certificates will be awarded to the winners. These will be awarded during the Closing Ceremony.

Venue

The contest will be held at the designated classroom (preferably in the e-classroom) for the 21st Century Skills Demonstration Teaching in Mathematics. The venue will be announced during the registration of entry.

ADDITIONAL RUBRICS

D. ICT INTEGRATION

Criteria	4	3	2	1
ACTIVE Students are actively engaged in educational activities where technology is a transparent tool used to generate and accomplish objectives and learning.	Students seamlessly organize the tasks and formulate products, discussions, or investigations using any appropriate technologies available.	Students focuses on learning tasks, and purposely combine technology tools to design desired outcomes based on their own ideas	Students choose or modify the technology-related tools most appropriate for learning tasks.	Students occasionally use specified technology tools to plan or create end products.
COLLABORATIVE Students use technology tools to collaborate with others	Students seamlessly use technology tools to globally collaborate with peers and experts	Students select technology tools to facilitate and enhance collaboration in all aspect of their learning.	Students have opportunities to select and employ technology tools to facilitate and enhance	Students are allowed the opportunities to utilize collaborative tools in conventional
CONSTRUCTIVE Students use technology to understand content and add meaningful to their learning.	Students use technology to construct, share and publish new knowledge to an appropriate audience	Students make connections with technology tools to construct deeper understanding across disciplines.	Students have opportunities to choose and manipulate technology tools to assist them in molding their understanding	Students begin to use constructive technology tools to build upon prior knowledge and construct meaning.
AUTHENTIC Students use	Students participate in	Students select appropriate	Students have opportunities to	Students are allowed

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technology tools to solve real-world problems meaningful to them, such as digital citizenship.	meaningful projects that require problem-solving strategies and facilitate global awareness through the utilization of technology tools.	technology tools to complete authentic task across disciplines while modeling digital etiquette and responsible social interactions.	select and utilize the appropriate technology tools and digital resources to solve problem based on real-world issues.	opportunities to employ technology tools to connect contents – specific activities that are based on real-world problems.
GOAL DIRECTED Students use technology tools to research data, set goals, plan activities, monitor progress and evaluate results.	Students engage in ongoing metacognitive activities with reflection or connected purpose, supported by technology tools	Students use technology tools to set goals, plan activities, monitor progress and evaluate results throughout the curriculum.	Students have opportunities to select and modify the use of technology tools to facilitate goal-setting, planning, monitoring, and/or evaluating specific activities.	From time to time students have the opportunity to use technology to either plan, monitor or evaluate an activity.
Component	Transforming	Developing	Emerging	Beginning
A. Lesson Planning and Preparation	4	3	2	1
1. Selecting Instructional Objectives	Teacher's objectives reflect high level learning related to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit practical /	Teacher's objectives represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit practical /	Teacher's objectives are of moderate value or suitability for students in the class, consisting of a combination of objectives and activities, some of which practical / workable	Teacher's objective represents trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit practical / workable methods of

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	workable methods of assessment.	workable methods of assessment.	methods of assessment.	assessment
2. Mapping Coherent Instruction	All of the elements of the instructional design support the stated instructional objectives, engage students in meaningful learning, and show evidence of students input. Teacher's lesson or unit is highly coherent and has a clear structure	Most of the elements of the instructional design support the stated instructional objectives and engage students in meaningful learning and the lesson or unit has a clearly defined structure.	Some of the elements of the instructional design support the stated instructional objectives and engage students in meaningful learning while others do not. Teacher's lesson or unit has a recognizable structure	The various elements of the instructional design do not support the stated instructional objectives or engage students in meaningful learning and the lesson or unit has no defined structure
3. Instructional Materials, Resources and Technology	All Materials and resources support the instructional objectives and key concepts, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.	All Materials and resources support the instructional objectives and key concepts, and most engage students in meaningful learning. Technology used to enhance and support instruction.	Some of the Materials and resources support the instructional objectives and key concepts, and some engage students in meaningful learning.	Materials and resources do not support the instructional objectives and key concepts or engage students in meaningful learning.
B. Classroom Management	Transforming 4	Developing 3	Emerging 2	Beginning 1
1. Managing Classroom	Classroom routines and	Classroom routines and	Classroom routines and	Classroom routines and

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Procedure	procedures are seamless in their operation and students assume considerable responsibility for their smooth functioning.	procedures have been established and function smoothly for the most part of instruction time.	procedures have been established, but function unevenly or inconsistently with some of instruction time.	procedures are partly inefficient resulting in the loss of much instruction time.
2. Organizing Physical Space	Teacher's classroom is safe and students contribute to ensuring that the physical supports the learning of all students.	Teacher's classroom is safe and learning to accessible to all students; the teacher uses physical resources well that the physical arrangement supports the learning activities.	Teacher's classroom is safe and essential learning to accessible to all students but the future arrangement only partially supports the learning activities.	Teacher make poor use of the physical environment resulting in unsafe or inaccessible conditions for some students. There is poor alignment between the physical arrangement lesson activities.
C. Teaching – Learning Process	Transforming 4	Developing 3	Emerging 2	Beginning 1
1. Knowledge of Content and Pedagogy	Teacher's knowledge of content and pedagogy is extensive, showing evidence of continuing search for improved practice, Teacher actively builds on knowledge of prerequisites and misconceptions	Teacher demonstrates solid understanding of the content and its prerequisites relationships and connections with other disciplines. Teacher's instructional	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher display little understanding of the subject or structure of the discipline or of content-related pedagogy.

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	when describing instruction or seeking causes for student misunderstanding.	practices reflect current pedagogical knowledge.		
2. Questioning and Discussion Skills	Teacher formulates many of the level questions and assumes responsibility for the participation of all students in the discussion.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion and full participation by all students.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion and moderate student participation.	Teacher makes poor use of questioning and discussion techniques, with low-level questions limited student participation and little true discussion.
3. Students' Learning	Students are intellectually engaged in challenging content, through well-designed learning task and suitable scaffolding by the teacher and fully aligned with the instructional outcomes. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content. The pacing of the lesson provides	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking resulting in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate,	The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning task and activities, materials, resources, instructional groups and / or technology are poorly aligned with the instructional outcomes or require only role responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.

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	students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.	providing most students the time needed to be intellectually engaged.		
4. Students' Response to Activities	All students are cognitively engaged in the activities and their exploration of content. Students initiate or adapt activities and project to enhance understanding.	Most of the activities are appropriate to the students. Almost all of the students are cognitively engaged in them.	Some activities are appropriate to students and engage them, cognitively but others do not.	Activities are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
5. Learning Activities	Learning activities are highly relevant to students and instructional objectives and key concepts. They progress coherently, producing a unified whole and reflecting recent professional research.	Most of the learning activities are suitable to students and instructional objectives and key concepts. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Only some of the learning activities are suitable to students or instructional objectives and key concepts. Progression of the activities in the unit is uneven and only some activities reflect recent professional research.	Learning activities are not suitable to students or instructional objectives and key concept. They do not reflect recent professional research.
D. Language Proficiency	Transforming 4	Developing 3	Emerging 2	Beginning 1
1. Use of Language	Teacher's spoken and written language is correct and	Teacher's spoken and written language is	Teacher's spoken language is audible and	Teacher's spoken language is inaudible or

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