



Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DIGOS CITY

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT
DIVISION MEMORANDUM
 No. 267, s. 2021

May 11, 2021

**CONDUCT OF ONLINE DIVISION MATHEMATICS FAIR 2021 AND ITS
 PREPARATORY ACTIVITIES**

To: Chief, Curriculum Implementation Division
 Chief, School Governance and Operations Division
 Education Program Supervisor – Mathematics
 Public Schools District Supervisors
 Public Elementary and Secondary School Heads
 Public Elementary and Secondary School Teachers

1. In reference to the implementation of the Division Education Development (DEDP), this office informs the field that the **Online Division Mathematics Fair 2021** will be conducted on June 9 to 11, 2021. The theme of this year's Online Division Mathematics Fair 2021 is "Sustaining Excellence and Resilience in Mathematics Education in the New Normal".
2. This activity is aimed to:
 - a. awaken greater interest in Mathematics among elementary, junior high school, and senior high school learners in the division;
 - b. challenge the learners to strive for mathematical excellence;
 - c. empower mathematical talents with awards and recognition for them to serve as models to the youth;
 - d. enhance teacher-coaches' skills and strategies in mathematics teaching and coaching for both Online Mathematics Quiz Bee and Rubik's Cube;
 - e. showcase teachers' pedagogical knowledge and skills through 21st century skills demonstration teaching; and
 - f. encourage teachers to develop strategic intervention materials (SIM) in Mathematics to address the least mastered competencies.
3. Each public school is encouraged to participate in at least one (1) in any of the following events:
 - a. Event 1 – Rubik's Cube
 - b. Event 2 – Strategic Intervention Materials in Mathematics (Teacher Category)
 - c. Event 3 – 21st Century Skills Demonstration Teaching in Mathematics (Teacher Category)
 - d. Event 4 – Online Mathematics Quiz Bee

DepEd Schools Division of Digos City
RECORDS SECTION

RELEASED 711345

DATE: 5/14/21 TIME: 10:23 Am

BY: X



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4. The following is the timeline for the preparatory activities of Online Division Mathematics Fair 2021:

No.	Activities	Venue	Date	Persons Involved	Materials to Prepare
1	Pre-registration of participants to the different events via MS Forms	Online	May 11, 2021 at 8:00 AM to May 21, 2021 at 5:00 PM	IT Team, Teachers, Coaches, and District and School Math Coordinators	MS Form for Pre-registration
2	Virtual Conference of Technical Working Group of the Online Division Mathematics Fair 2021 re: Plans per Event	Online	May 26, 2021 at 1:00 PM	Technical Working Group and EPS-Math	Powerpoint Presentation of Participants and Plans per Event, Guidelines and Mechanics of the Events
3	Pilot Test Online Mathematics Quiz Bee and Orientation of Participants for Rubik's Cube, 21 st Century Skills Demonstration Teaching in Mathematics, and SIM in Mathematics	Online	June 2, 2021 at 8:00 AM to 5:00 PM	Contestants, Technical Working Group, and EPS-Math	Guidelines and Mechanics of the Events, Questions for Pilot Test
4	Dry Run of Technical Working Group for the Online Division Mathematics Fair 2021	Face to face, AVR-Digos City NHS	June 7, 2021 at 1:00 PM	Numeracy Skills Enhancement Team, and Technical Working Group	Technicals

5. The participants of the above-mentioned preparatory activities are the members of the Numeracy Skills Enhancement Team and the Technical Working Group. Participants are required to register to the link which will be provided later in compliance to OUA MEMO 00-2020-0164 also known as Precautionary Guidelines on the Conduct of Online Meetings. To ensure confidentiality of the sensitive issues that may be brought up in the scheduled virtual conference, only those who are pre-registered can join the conference.
6. Attached herewith are the following:
- a. Enclosure 1 – Numeracy Skills Enhancement Team
 - b. Enclosure 2 – Technical Working Group
 - c. Enclosure 3 – Guidelines and Mechanics of the ODMF 2021 Events
7. Internet communication allowance, travel and other incidental expenses incurred by the learners, teacher-participants, coaches, and technical working group shall be charged against School MOOE subject to the usual accounting and auditing rules and regulations.
8. Immediate dissemination of this Memorandum is earnestly desired.



CRISTY C. EPE
Schools Division Superintendent

DepEd Schools Division of Digos City
RECORDS SECTION

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7/13/21

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BY: 

Enclosure 1 of DM _____, s. 2021

NUMERACY SKILLS ENHANCEMENT TEAM

Chairperson: Dr. Jem Boy B. Cabrella – Education Program Supervisor in Mathematics

Co-Chairpersons:

Patriotiso O. Peñas – Public Schools District Supervisor, Mt. Apo District

Neil D. Bongcayao – Public Schools District Supervisor, Digos Occidental District

Members:

Rogan G. Adanza – OIC-Math Department Head of Digos City NHS

Dr. Rizza L. Villaluna – Principal In-charge for Math, JHS and SHS District

Felzev Lloyd C. Sayson – Principal In-charge for Math, Digos Occidental District

Joel A. Cartajena – Principal In-charge for Math, Digos Oriental District

Eduardo P. Paller, Jr. – Principal In-charge for Math, Mt. Apo District/ Representative, Elem.
Level Master Teacher

Principal In-charge for Math, Digos South District

Wellisa P. Milca – Representative, Secondary Level Master Teacher

Jouy Hope A. Silabay – District Mathematics Coordinator, JHS and SHS District

Nesylda D. Alpacion – District Mathematics Coordinator, Digos Occidental District

Grace D. Alvarado – District Mathematics Coordinator, Digos Oriental District

Enrique A. Cabalquinto – District Mathematics Coordinator, Digos South District

Liwayway R. Fuenticilla – District Mathematics Coordinator, Mt. Apo District

TECHNICAL WORKING GROUP

A. Rubik’s Cube - June 10, 2021 from 1:00pm to 5:00pm via Online Platform				
Chairperson: R-jhon C. Alag				
Role	Key Stage 1 (Grades 1 to 3)	Key Stage 2 (Grades 4 to 6)	Key Stage 3 (Grades 7 to 10)	Key Stage 4 (Grades 11 to 12)
1. Timer	Ellen T. Payapaya	Elline Chan	Joy Colita	Rochelle Balgue
2. Recorder	Pinky Nartea	Jane Armamento	Ma. Eloisa D. Cajes	Eiffel D. Tenebro
3. Checker	Ellen Nacua	Elvira I. Peñas	Glent Ian T. Delima	Veronica T. Delima
4. IT Facilitators	Stephen R. Pascual, Eleser D. Mateo, Robin Charles Ramos, Ralph Lim, Blair Brian A. Torres, and Aljun A. Rollan			

B. Strategic Intervention Material (SIM) in Mathematics (Teacher Category) - June 11, 2021 from 8:00am to 12:00am via Online Platform	
Chairperson: Myrell P. Dumigsi	
Role	Teacher-Facilitators/Judges
Judges	To be announced
Consolidators	Myrell P. Dumigsi, Denybie T. Delima, and Lecilyn B. Gultiano

C. 21 st Century Skills Demonstration Teaching (ICT Integration) - Teacher Category - June 11, 2021 from 1:00pm to 5:00pm via Online Platform	
Chairperson: Jouy Hope A. Silabay	
Role	Teacher-Facilitators/Judges
Judges	To be announced
Consolidators	Jouy Hope A. Silabay, Imma Tessie Donne D. Llemit, and Marichel P. Dandoy

D. Mathematics Quiz Bee				
Chairperson: Eduardo P. Paller, Jr.				
A.1 Elimination Round – Elementary (both Grades 1 to 3 and Grades 4 to 6) – June 9, 2021 from 8:00am to 12:00nn via Zoom				
Role	Digos Occidental	Digos Oriental	Digos South	Mt. Apo
1. Quiz Master	Wellisa P. Milca	Jernalyn L. Castro	Myrell Dumigsi	Denzel Aquino
2. Scorer	Grace D. Alvarado	Nesylda D. Alpacion	Liwayway R. Fuenticilla	Enrique A. Cabalquinto
3. Timer	Ellen R. Coles	Demosthenes O. Cajes	Lhieny Nonette R. Merca	Rex C. Sayson
4. IT Facilitators	Stephen R. Pascual, Eleser D. Mateo, Robin Charles Ramos, Ralph Lim, Blair Brian A. Torres, and Aljun A. Rollan			
A.2 Elimination Round – Secondary (both Grades 7 to 10 and Grades 11 to 12) - June 9, 2021 from 1:00pm to 5:00pm via Zoom				
Role	Secondary Schools District			
1. Quiz Master	Jouy Hope A. Silabay			
2. Scorer	Gary M. Nugas			
3. Timer	Juner O. Gultiano			
4. IT Facilitators	Stephen R. Pascual, Eleser D. Mateo, Robin Charles Ramos, Ralph Lim, Blair Brian A. Torres, and Aljun A. Rollan			
A.3 Final Rounds – Elementary (both Grades 1 to 3 and Grades 4 to 6) - June 10, 2021 from 8:00am to 10:00am via FB Live Streaming				
Role	Teacher-Facilitators			
1. Quiz Master	Eduardo P. Paller, Jr.			
2. Emcee	Ferlyn Mae S. Depacaquibo			
3. Scorer	Jhobelle P. Racho			
4. Timer	Imma Tessie Donne D. Llemit			
5. IT Facilitators	Stephen R. Pascual, Eleser D. Mateo, Robin Charles Ramos, Ralph Lim, Blair Brian A. Torres, and Aljun A. Rollan			

A.4 Final Rounds – Secondary (both Grades 7 to 10 and Grades 11 to 12) - June 10, 2021 from 10:00am to 12:00nn via FB Live Streaming	
Role	Teacher-Facilitators
1. Quiz Master	Jem Boy B. Cabrella
2. Emcee	Ferlyn Mae S. Depacaquibo
3. Scorer	Nesylda D. Alpacion
4. Timer	Noryleth A. Virtudazo
5. IT Facilitators	Stephen R. Pascual, Eleser D. Mateo, Robin Charles Ramos, Ralph Lim, Blair Brian A. Torres, and Aljun A. Rollan

E. ODMF 2021 Teaser Committee

Chairperson: Myrell P. Dumigsi
Co-Chairperson: Robin Charles O. Ramos
Members:

- Mary Jimz Abellon
- Imma Tessie Donne D. Llemit
- Noryleth A. Virtudazo
- Chloyd John N. Cabras
- Ferlyn Mae S. Depacaquibo

F. Souvenir Committee

Chairperson: Gary M. Nugas
Co-Chairperson: Juner O. Gultiano
Members:

- Ellen Nacua
- Denybie T. Delima
- Ellen R. Coles
- Lhienny Nonette R. Merca
- Demosthenes Cajés

G. FB Live Streaming/ ICT Technical Assistance Committee

Chairperson: Robin Charles O. Ramos
Co-Chairperson: Ralph D. Lim
Members:

- Eleser D. Mateo
- Blair Brian A. Torres
- Aljun A. Rollan

H. FB Page Committee

Chairperson: Stephen R. Pascual
Co-Chairperson: Robin Charles O. Ramos
Members:

- Eleser D. Mateo
- Ralph D. Lim
- Blair Brian A. Torres
- Aljun A. Rollan

I. Letter and Certificates Committee

Chairperson: Wellisa P. Milca
Co-Chairperson: Jernalyn L. Castro
Members:

- Jhobelle P. Racho
- Glent Ian T. Delima

J. Awards and Prizes Committee

Chairperson: Eduardo P. Paller, Jr.
Co-Chairperson: Nesylda D. Alpacion
Members:

- Liwayway R. Fuenticilla
- Enrique A. Cabalquinto
- Grace D. Alvarado

GUIDELINES AND MECHANICS OF THE ODMF 2021 EVENTS

Event # 1. Rubik's Cube

Chairperson: Mr. R-Jhon C. Alag – Digos City National High School

1. This event shall be participated by pre-registered learners from Grades 1 to 12 of Digos City Division. Pre-registration is open from May 11, 2021 to May 21, 2021.

2. There shall be 4 categories in this event, namely:

- 2.1 Key Stage 1 (Grades 1 to 3)
- 2.2 Key Stage 2 (Grades 4 to 6)
- 2.3 Key Stage 3 (Grades 7 to 10)
- 2.4 Key Stage 4 (Grades 11 to 12)

3. There shall be at most 3 contestants per district in every key stage for elementary level and at most 2 contestants per school in every key stage for secondary level.

4. There shall be three rounds in this event.

4.1 FIRST ROUND

ONE FACE, ONE COLOR

Each player is given three colors arranged horizontally and in different colors.

Each player will solve three cubes from left to right arranged according to corresponding colors.

8 fastest players advance to the 2nd round.

4.2 SECOND ROUND

PATTERN

Each player is given three patterns arranged horizontally and in different colors.

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

5 fastest players advance to the 3rd round.

4.3 FINAL ROUND

BLOCKOUT

Each player will solve completely each cube from left to right (3 cubes)

5 players will rank accordingly to fastest time completed.

5. The following mechanics shall be followed:

5.1 Players should bring 3 cubes

5.2 Players are given 10 seconds to inspect before solving the cube. (Time keeper gives the countdown)

5.3 After inspection, player will display his timer which has 0.00 and may start after the time keeper gave the GO signal.

5.4 Player stops his timer when 3 cubes are solved and display the time consumed on screen. (Time keeper will announce the time consumed to the Recorder.)

5.5 Judge will inspect the 3 cubes if there are penalties.

5.6 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°

5.7 Players are not allowed to use magnetic cubes.

5.8 If cube scatters into pieces, players are allowed to put them back and continue to solve as time still running.

6. Top 3 contestants per key stage shall be declared winners.

Event # 2. Strategic Intervention Materials in Mathematics-Teacher Category

Chairperson: Mrs. Myrell P. Dumigsi – Digos City National High School

1. What is a SIM? Strategic Intervention Materials
An instructional material 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
 - a. Guide Card
 - b. Activity Card
 - c. Assessment Card
 - d. Enrichment Card
 - e. Reference Card
 - f. Answer Key Card
3. There are only four categories for this event:
 - 3.1 Key Stage 1 (Grades 1 to 3)
 - 3.2 Key Stage 2 (Grades 4 to 6)
 - 3.3 Key Stage 3 (Grades 7 to 10)
 - 3.4 Key Stage 4 (Grades 11 to 12)
4. There shall be at most two pre-registered teacher-contestants representing per district in every key stage for elementary level and 3 contestant per school in every key stage for secondary level. The pre-registration of participants will be from May 11, 2021 at 8:00 AM to May 21, 2021 at 5:00 PM.
5. SIM shall be based on the least learned skills of the students. The Materials should be at low cost.
6. Judging will be based on the following criteria (refer to attached sheet).

a. Sub-tasking	- 15%
b. Congruence	- 15%
c. Usability / Functionality	- 50%
d. Replicability	- 12%
e. Contextualization and Localization	- 8%
	<u>100%</u>
7. One copy of the SIM will be submitted to the Online Division Mathematics Fair Committee on or before June 7, 2021 thru myrell.dumigsi@deped.gov.ph, cc: jemboy.cabrella@deped.gov.ph. The submitted SIMs will be pre-evaluated by the board of Judges. Late SIMs will not be included in the contest.
8. The contestants will be given a 5-minute oral presentation of their SIM. Oral presentation of SIM will be conducted as scheduled. The schedule will be provided later.
9. The decision of the board of judges is final and irrevocable.
10. Top 3 teacher-contestants per key stage shall be declared winners.

Event # 3. 21st Century Skills Demonstration Teaching in Mathematics (ICT Integration) – Teacher Category

Chairperson: Miss Jouy Hope A. Silabay – Digos City National High School

1. Any bona fide Teacher from Elementary to SHS handling Mathematics subject is qualified to join the contest.
2. There shall be two teacher-participants per district for elementary level, and three teacher-participants for secondary level with the following categories:
 - a. Key Stage 1 - Elementary category
 - b. Key Stage 2 - Secondary category
 - c. Key Stage 3 - Senior high school category
3. Only those who are pre - registered can join the competition. The pre - registration starts on May 11, 2021 at 8:00 AM and ends on May 21, 2021 at 5:00 PM.
4. This competition shall be held online.
5. The competition will simulate a real-life classroom teaching in **20 minutes only**. The participants will demonstrate 21st century skills teaching in Mathematics using a one (1) hour time frame lesson plan.
6. The participants can choose any topics or lessons for the demonstration.
7. The lesson plan must be submitted to the Online Division Mathematics Fair 2021 on or before June 7, 2019 thru jouyhope.silabay@deped.gov.ph and carbon copy (cc) to jemboy.cabrella@deped.gov.ph. The lesson plan shall follow the Semi - detailed Lesson Plan format as stipulated in DepEd Order No. 42, series of 2016. Late entry will not be included in the contest.
8. Participants must provide their own materials for the competition.
9. The participants may employ a variety of 21st century instructional materials including the use of ICT in delivery of the topic.
10. The participants may use Google Meet or Zoom applications in conducting the demonstration with ten (10) to fifteen (15) students only in the virtual class.
11. There shall be a board of judges to decide on questions or clarifications, and their decisions shall be final.
12. Rubrics shall be used to determine the score of the participants. (DepEd Order 7, s. 2015).
13. The rubrics shall 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	- 12 points
F. Assessment and Reinforcing of Learning	- <u>20 points</u>
	100 points
14. Top 3 teacher-participants shall be declared winners in every category.

RUBRICS FOR 21ST CENTURY SKILLS DEMONSTRATION TEACHING IN MATHEMATICS

A. Lesson Planning and Preparation	Transforming 4	Developing 3	Emerging 2	Beginning 1
1. Setting 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 effectively reflects knowledge of students and differentiate instructional outcomes within the online environment.	Teacher’s objectives represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and knowledge of students is reflected in the learning outcomes within the online environment.	Teacher’s objectives are of moderate value or suitability for students in the class, consisting of a combination of objectives and activities, and knowledge of students is minimal and reflected in the learning outcomes within the online environment.	Teacher’s objective represents trivial learning, are unsuitable for students, or are stated only as instructional activities, and knowledge of students is lacking and reflected in the learning outcomes within the online environment.
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. Virtual Classroom Management	Transforming 4	Developing 3	Emerging 2	Beginning 1
1. Managing Classroom Procedure	Classroom routines and procedures are seamless in their operation and students assume considerable responsibility for their smooth functioning.	Classroom routines and procedures have been established and function smoothly for the most part of instruction time.	Classroom routines and procedures have been established, but function unevenly or inconsistently with some of instruction time.	Classroom routines and procedures are partly inefficient resulting in the loss of much instruction time.
2. Organizing Virtual Space	Online learning environment supports productivity, efficiency, and a safe learning community, and behavioral and virtual classroom expectations are clearly posted, defined and executed.	Online learning environment is safe and structured such that all students are able to easily access and navigate course content and behavioral and virtual classroom expectations are clearly posted and defined.	Online learning environment is safe and structured such that most students are able to access and navigate course content and some behavioral and virtual classroom expectations are posted.	Online learning environment is not safe or is structured such that students cannot easily access or navigate course content and little to no virtual classroom expectations are posted.
3. Creating an Environment of Respect and Rapport	Students help to develop the norms of behavior (classroom expectations), outlining appropriate online interpersonal interaction and responding promptly to online discussions and/or submissions and interactions between students are self - monitored and	Teacher posts behavior norms outlining appropriate online interpersonal interaction and responds promptly to online discussions and/or submissions. Student to student relationships also reflect this understanding and teachers and students	Teacher inconsistently posts and sporadically enforces the established online behavior expectations and interactions between teacher and students are occasionally insensitive.	Teacher has posted ambiguous information or no information at all regarding online behavior expectations and disrespectful interactions between students are disregarded or added to by teacher.

	supported by teacher; there is no disrespectful behavior among students.	maintain positive and appropriate online relationships/interactions.		
4. Managing Student Behavior	Students respond appropriately when classmates engage in inappropriate online behaviors and communication as per teachers established expectations and student behavior in the online environment is predominantly appropriate and self-regulated.	Student behavior, communication, and etiquette are consistent with teacher-established norms and monitored by the teacher and student behavior in the online environment is mostly appropriate.	Norms of behavior and online etiquette are in place, but are not followed consistently and may be inappropriately expressed by students and students inconsistently follow established norms of behavior, communication, or etiquette.	There are no established norms of behavior or online etiquette and students do not follow established norms of behavior, communication, or etiquette.
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 when describing instruction or seeking causes for student misunderstanding.	Teacher demonstrates solid understanding of the content and its prerequisites relationships and connections with other disciplines. Teacher’s instructional practices reflect current pedagogical knowledge.	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.
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 students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.	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, providing most students the time needed to be intellectually engaged.	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.
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 expressive with well-chosen vocabulary that enriches the lesson.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' age or backgrounds.	Teacher's spoken language is inaudible or written language is illegible. Spoken or written language may contain many grammar syntax errors, vocabulary may be inappropriate, vague or used incorrectly leaving students confused.
2. Conveyance of information and ideas	Conveys information and ideas with clarity	Conveys information and ideas with considerable clarity.	Conveys information and ideas with limited clarity.	Presents orally using correct intonation and body language to clarify a message.
3. Communicating with Students	Teacher creates a learning environment where the lesson's purpose is clearly known by students as demonstrated through extending and connecting the lesson to the larger curriculum. and students demonstrate knowledge of content by using appropriate vocabulary and language consistently with peers in both oral and written forms; content explanations are thorough, accurate, and complete.	Teacher clearly states the lesson's purpose and uses vocabulary and language appropriately and accurately. and explains content using appropriate vocabulary and language consistently; content explanations are thorough, accurate, complete and on grade level.	Teacher attempts to explain the lesson's purpose with minimal success. and explains content using vocabulary and language inconsistently and/or above or below grade level; content explanations contain minor errors.	Teacher fails to explain the lesson's purpose or connect the lesson to the larger curriculum. and explains content using vocabulary and language incorrectly and/or above or below grade level; content explanations contain major errors
E. Assessment of Learning Outcomes	Transforming 4	Developing 3	Emerging 2	Beginning 1
1. Congruence with Instructional Objectives	The assessment is completely congruent with the instructional objectives and key concepts, both in content and process	All the instructional objectives and key concepts are assessed through the proposed plan, but the approach is more suitable to some goals than to others.	Some of the instructional objectives and key concepts are assessed through the proposed approach, but many are not.	Content and methods of assessment lack congruence with instructional objectives and key concepts.
2. Using Questioning and Discussion Techniques	Teacher uses proven and effective questioning techniques that encourage higher order thinking and dialogue and engages all learners in the discussion and steps aside when appropriate, allowing students to control the discussion.	Teacher uses effective questioning techniques and dialogue, eliciting participation and dialogue and engages all learners in content rich discussions.	Teacher occasionally uses effective questioning techniques, eliciting some participation and dialogue. and provides minimal opportunities that promote content rich discussions.	Teacher questions are of low cognitive challenge with single correct responses, eliciting limited participation and dialogue. and dominates the online conversation with little/no content rich discussions.

3. Assessing Student Learning	Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development.	Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for group of students.	Teacher’s plan for student assessment is partially aligned with instructional outcomes, without clear criteria and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher’s approach to assessing student learning contains no clear criteria or standards and lacks congruence with the instructional objectives. The results of assessment have minimal impact on the design of future instruction.
4. Using Assessment in Instruction	Students have a clear understanding of the success criteria associated with how their learning will be assessed in an online environment and have co - constructed the criteria with the teacher	Students have a clear understanding of the success criteria associated with how their learning will be assessed in an online environment	Students have some understanding of the success criteria associated with how their learning will be assessed in an online environment.	Students are unclear regarding the success criteria associated with how their learning will be assessed in an online environment
F. Reinforcement of Learning	Transforming 4	Developing 3	Emerging 2	Beginning 1
1. Providing Opportunities to Strengthen Online Understanding and Performance	The teacher integrated and carried out the plan for reinforcing learning through well-defined agreement and established connection to next lesson.	The teacher integrated and carried out the plan for reinforcing learning through well-defined task as an agreement and but unable to establish connection to the next lesson.	The teacher integrated agreement in the plan without traces of reinforcing learning and connecting it to the next lesson.	The teacher failed to integrate and carry out the provision for reinforcing learning of the lesson taught.

G. 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 technology tools to solve real-world problems meaningful to them, such as digital citizenship.	Students participate in meaningful projects that require problem-solving strategies and facilitate global awareness through the utilization of technology tools.	Students select appropriate technology tools to complete authentic task across disciplines while modeling digital etiquette and responsible social interactions.	Students have opportunities to select and utilize the appropriate technology tools and digital resources to solve problem based on real-world issues.	Students are allowed 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 ti use technology to either plan, monitor or evaluate an activity.

Event # 4. Online Mathematics Quiz Bee

Chairperson: Mr. Eduardo P. Paller, Jr. – School Head, Matti Elementary School

1. Online Mathematics Quiz Bee shall be participated by pre-registered learners from Grades 1 to 12 of Schools Division of Digos City. All schools are encouraged to participate.
2. The pre-registration of learner-participants on this event starts on May 11(8A.M.), 2021 and ends on May 21(5P.M.), 2021.
3. There are only four categories for this event:
 - 3.1 Key Stage 1 (Grades 1 to 3)
 - 3.2 Key Stage 2 (Grades 4 to 6)
 - 3.3 Key Stage 3 (Grades 7 to 10)
 - 3.4 Key Stage 4 (Grades 11 to 12)
4. There shall be two rounds, namely: Elimination Round and Final Round. Both rounds shall be conducted online.
5. The Elimination Round shall be participated by three contestants per school in Key Stages 1 and 2, and ten contestants per school in Key Stages 3 and 4. These participants shall be grouped by district. This shall be conducted orally and it shall be simultaneously held in Zoom videoconferencing and shall be assigned to the following rooms during this round:
 - 5.1 Room 1 – Digos Occidental
 - 5.2 Room 2 – Digos Oriental
 - 5.3 Room 3 – Digos South
 - 5.4 Room 4 – Mt. Apo
 - 5.5 Room 5 – Junior High School
 - 5.6 Room 6 – Senior High School
6. The Elimination Round is composed of 5 questions in each of the sub-rounds, namely: Easy, Average and Difficult. A total of 15 questions shall be asked in this round. Easy questions are worth 1 point, average questions 2 points, and difficult questions 3 points. Scores per contestant shall be added per round and the total score shall be announced for everybody's knowledge.
7. For elementary level, Top 5 contestants per district in the Elimination Round shall be determined and can advance to the Final Round. For secondary level, Top 10 contestants in the Elimination Round in the junior high school and Top 10 contestants in the senior high school shall be determined and can advance to the Final Round.
8. The Final Round is conducted via Fb live streaming. Brief explanations of the answer in each item shall be done by the quiz master.
9. The Final Round is composed of 5 questions in each of the sub-rounds, namely: Easy, Average and Difficult. A total of 15 questions shall be asked in this round. Easy questions are worth 1 point, average questions 2 points, and difficult questions 3 points. Scores per contestant shall be added per round and the total score shall be announced for everybody's knowledge.
10. In case of tie, a set of tie-breaking questions consisting one easy question, one average question, and one difficult question shall be asked by the quiz master. The same time limit and point system shall be imposed.
11. If tie-breaking questions do not break the tie, do-or-die questions shall be asked until such time that the top 3 contestants are determined.
12. Time limit in both rounds are as follows: 1 minute for easy sub-rounds, 2 minutes for average, and 3 minutes for difficult.

13. Contestants shall use show-me board and black non-permanent marker in both rounds. Contestants are required to be online with at least 5 mbps internet connectivity.
14. To secure authenticity of responses, contestants are required to have two cameras which are placed in their front and back. IT assistants shall arrange this before the online Mathematics quiz bee in any round starts.
15. Quiz masters, timekeepers, scorers, and IT assistants shall be assigned ahead for a better facilitation of the online mathematics quiz bee.
16. Top 3 contestants in every key stage are declared first, second, and third placers.



Activity Proposal

I. **Title:** Online Division Mathematics Fair 2021

II. **Schedule:** June 9-11, 2021 (Wednesday to Friday)

III. **Proposed Venue/Modality:** Online

IV. **Rationale:**

Mathematics activities such as mathematics fair and quiz bees in the district, division, regional and national levels are much awaited each year. In the previous school years, District, Division, and Regional Mathematics Olympics, Metrobank-MTAP-DepEd Mathematics Challenge (MMC), Philippine Mathematical Olympiad, and the like had been held. But due to the current situation brought about by the COVID-19 pandemic, face-to-face activities are restricted as stipulated in numerous IATF guidelines and DepEd issuances.

Guided with Secretary Leonor M. Briones's statement that "Education must continue," the Numeracy Skills Enhancement Team of the Schools Division of Digos City is motivated to conduct Online Division Mathematics Fair 2021 as a way of demonstrating knowledge and skills of learners acquired from any learning delivery modalities they have been into. This year's mathematics fair is the culminating activity where learners will collectively be gathered online to empower mathematical talents to serve as models of the youth. This fair also showcases the pedagogical knowledge and skills of teachers as they participate in the 21st century skills demonstration teaching, and encourages them to prepare strategic intervention materials in mathematics to address the least-mastered competencies in the learning area identified in the first and second quarters.

The selected events for this online mathematics fair are those which were previously conducted in the Regional Mathematics Olympics and are found feasible to be conducted in an online platform. There are only four events, namely: (1) Rubiks Cube, Strategic Intervention Materials (SIM) in Mathematics – Teacher Category, (3) 21st Century Skills Demonstration Teaching in Mathematics – Teacher Category, and (4) Online Mathematics Quiz Bee.

The Numeracy Skills Enhancement Team finds it a necessity believing that this can contribute to the enhancement of mathematical skills of the learners, and in that way the academic performance of the learners in Mathematics will eventually increase as these motivate learners and Mathematics teachers to strive for excellence. The more learners and teachers are engaged in this fair, the more mathematical abilities and skills will be improved. That is why schools with the leadership of the school heads are encouraged to participate in this Online Division Mathematics Fair 2021. With the above-mentioned premise, this activity design is proposed.

V. **Objectives**

Terminal Objectives:

1. Awaken greater interest in Mathematics among elementary, junior high school, and senior high school learners in the Division;
2. Challenge the learners to strive for mathematical excellence;
3. Empower mathematical talents with awards and recognition for them to serve as models to the youth;

Enabling Objectives:

1. Enhance teacher-coaches' skills and strategies in Mathematics teaching and coaching for both mathematics quiz bee and rubiks cube;
2. Showcase teachers' pedagogical knowledge and skills through 21st century skills demonstration teaching; and
3. Encourage teachers to develop strategic intervention materials (SIM) in Mathematics.

VI. Activities and Timeline:

No.	Activities	Venue	Date	Persons Involved	Materials to Prepare
1	Planning Conference for Online Division Mathematics Fair 2021	Online	April 28, 2021 (Wednesday) at 1:00 PM	Technical Working Group, District Mathematics Coordinator, Division EPS-Math,	Powerpoint Presentation, Guidelines and Mechanics of the Events
2	Pre-registration of participants to the different events	Online	May 3, 2021 (Monday) at 8:00 AM to May 14, 2021 (Friday) at 5:00 PM	IT Team, Teachers, Coaches, PSDSs, and Division EPS-Math	MS/Google Forms
3	Online Conference of Technical Working Group of the Online Division Mathematics Fair 2021	Online	May 18, 2021 (Tuesday) at 1:00 PM	Technical Working Group, EPS-Math	Powerpoint Presentation of Participants and Plan per event, Guidelines and Mechanics of the Events
4	Online Mathematics Quiz Bee Pilot Testing	Online	June 4, 2021 (Friday) at 1:00 PM	Technical Working Group for Mathematics Quiz Bee, EPS-Math	Powerpoint Presentation with 3 to 5 questions per key stage
5	Dry Run of Technical Working Group for the Online Division Mathematics Fair 2021	Face to Face, AVR at Digos City NHS	June 7, 2021 (Monday) at 1:00 PM	Technical Working Group, EPS-Math	Technicals

VII. Events:

The following are the events of the Online Division Mathematics Fair 2021 with the corresponding categories, participants, venue, date, and time.

No.	Events	Categories/ Participants	Venue	Date/Time
1	Rubiks Cube	Key Stage 1 Learners Key Stage 2 Learners Key Stage 3 Learners Key Stage 4 Learners	Online	June 10, 2021 from 1:00pm to 5:00pm
2	Strategic Intervention Materials in Mathematics – Teacher Category	Key Stage 1 Teachers Key Stage 2 Teachers Key Stage 3 Teachers Key Stage 4 Teachers	Online	June 11, 2021 from 8:00am to 12:00nn
3	21 st Century Demonstration Teaching in Mathematics – Teacher Category	Elementary Level Junior High School Level Senior High School Level	Online	June 11, 2021 from 1:00pm to 5:00pm
4	Mathematics Quiz Bee	Key Stage 1 Learners Key Stage 2 Learners Key Stage 3 Learners Key Stage 4 Learners	Online	Eliminations – June 9, 2021 from 8:00am to 5:00pm Final Round – June 10, 2021 AM 8:00am to 12:00nn

VIII.Evaluation of Activity

The overall activity shall be assessed through the Activity Assessment Tool of the Division M & E tool used in Division Activities.

IX. Program Management

The Technical Working Group is indicated in Enclosure 1.

X. Guidelines and Mechanics

Please see Enclosure 2 for the Guidelines and Mechanics.

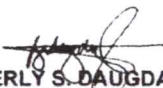
XI. Estimated Expenditure: Not Applicable

ITEM OF EXPENDITURES	UNIT COST	#REQUIRED (e.g. # of pax)	DAYS REQUIRED	SUB-TOTAL	SUB-TOTAL
SUB-TOTAL					
TOTAL					

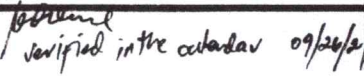
PREPARED BY:


JEM BOY B. CABRELLA
Education Program Supervisor

NOTED BY:


BEVERLY S. DAUGDAUG, EdD
CID Chief

Date:



FUNDS AVAILABLE:

NOT APPLICABLE

NEPTUNE L. TAMBILAWAN
Administrative Officer V-Budget

Date:

APPROVAL
For Division Funds


CRISTY C. EPE
Schools Division Superintendent