



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

OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT
DIVISION MEMORANDUM
No. 618, s. 2021

October 25, 2021

**CONDUCT OF SY 2021-2022 DIVISION MATHEMATICS VIRTUAL SUMMIT AND
THE PREPARATION FOR THE PARTICIPATION TO REGIONAL
MATHEMATICS VIRTUAL SUMMIT 2021**

To: Chief, Curriculum Implementation Division
Chief, School Governance and Operations Division
Education Program Supervisors
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 **SY 2021-2022 Division Mathematics Virtual Summit** will be conducted on November 9 to 12, 2021 with the theme “Mathematics is a breeze. Going back to basics”.
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. challenge Mathematics teachers to be at their best in doing the digitalized strategic intervention materials and *mathematikula*.
 - e. enhance teacher-coaches’ skills and strategies in mathematics teaching and coaching for both online mathematics quiz and graphing calculator manipulations video contest;
 - f. showcase teachers’ skills on the development of digitalized strategic intervention materials in Mathematics; and
 - g. encourage teachers to participate in *mathematikula*.
3. Each public school is encouraged to participate in at least one (1) event in any of the following:
 - a. Event 1 – Online Division Math Quiz
 - b. Event 2 – Graphing Calculators Video Contest
 - c. Event 3 – Digitalized Strategic Intervention Materials in Mathematics
 - d. Event 4 – *Mathematikula*



4. The matrix below is the timeline for the preparatory activities of SY 2021-2022 Division Mathematics Virtual Summit and the Preparation for the Participation to the Regional Mathematics Virtual Summit 2021.

No.	Activities	Venue	Date	Persons Involved	Materials to Prepare
1	Planning Conference with Numeracy Skills Enhancement Team (NSET) and Technical Working Group (TWG)	Online	October 26, 2021 (Tuesday) at 1:30 pm	Numeracy Skills Enhancement Team (NSET) and Technical Working Group (TWG)	Powerpoint presentation and guidelines and mechanics for the 4 events
2	District/School Level Mathematics Virtual Summit	Online	4 th week of October 2021	District/School Level Teachers/ Learners	Ppt presentation and other materials
3	Pre-registration of participants to the different events	Online	October 27, 2021 (Wednesday) at 8:00 am to October 29, 2021 (Friday) at 5:00 pm	IT Team, Teachers, Coaches, PSDSs, and Division EPS-Math	MS/Google Forms
4	Online Division Math Quiz Pilot Test / Orientation of Events to the Participants and Coaches	Online	November 4, 2021 (Thursday)	Technical Working Group for Mathematics Quiz Bee, EPS-Math	Powerpoint Presentation with 3 to 5 questions per grade level from Grades 4 to 11/12 using Quizizz, Guidelines of all Events
5	Tech Run of Technical Working Group for the Opening Program	Face-to-face, Ramon Magsaysay CES	November 5, 2021 (Friday) at 1:00 pm	Technical Working Group, EPS-Math	Technicals
6	SY 2021-2022 Division Mathematics Summit 2021	Online	November 9 to 12, 2021	NSET, Event Heads, Overall Event Head, TWG, IT Team, Judges	All Events Materials
7	Coaching/Provision of Technical Assistance of Winning Participants	Online	November 13 to 22, 2021	Event Chair, Co-Chairs/Members, Overall Event Head, EPS-Math, Participants	Events Materials
8	Sneak Preview of the (1) Graphing Calculator Video Contest, (2) Digitalized Strategic Intervention Materials, and (3) <i>Mathematikula</i>	Face-to-face, Ramon Magsaysay CES	November 15, 2021 (8:00 am to 5:00 pm)	Event Chair, Co-Chairs/Members, Overall Event Head, EPS-Math, Participants	Entry videos for graphing calculator and <i>mathematikula</i> , DSIMs, DLP, sound system

- 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 conferences, only those who are pre-registered can join the conference.
- The schedule of events for SY 2021-2022 Division Mathematics Virtual Summit including the conduct of the opening program shall be as follows:

No.	Events	Categories / Invited Participants	Modality / Platform	Date/Time
1	Opening Program	All teachers and learners in Digos City are invited	Online/ Live via DepEd Tayo Digos City	November 9, 2021 from 8:00am to 12:00nn
2	Online Division Mathematics Quiz	Grades 4 to 10 learners and Grade 11/12 (with one category only)	Online/ Google Meet	Elementary Level: November 9, 2021 from 1:00pm to 5:00pm Secondary Level: November 10, 2021 from 8:00am to 12:00nn
3	Graphing Calculators Video Competition	One category for JHS and another category for SHS	Online/ Google Meet	November 10, 2021 from 1:00pm to 5:00pm
4	Digitalized Strategic Intervention Materials in Mathematics	Elementary, junior high school, and senior high school teachers	Online/ Google Meet	November 11, 2021 from 8:00pm to 12:00nn
5	<i>Mathematikula</i>	Elementary, junior high school, and senior high school teachers	Online/ Google Meet	November 11, 2021 from 1:00pm to 5:00pm
6	Closing Program and Its Preparation	All teachers and coaches	Online/Live via DepEd Tayo Digos City	Preparation: November 12, 2021 from 8:00am to 12:00nn Closing Program: November 12, 2021 from 1:00pm to 3:00pm

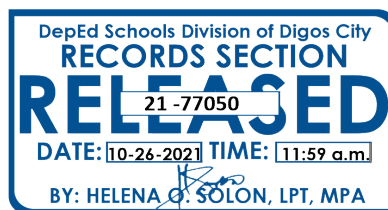
- Judges of the events are indicated as follows:

No.	Events	Name of Judges
1	Graphing Calculators Video Competition	Dr. Emmanuel P. Abuzo, Ms. Lisley Jane Reyes, and Dr. Jem Boy B. Cabrella
2	Digitalized Strategic Intervention Materials in Mathematics	Dr. Ivy F. Solano, Dr. Emmanuel P. Abuzo, Mary Lisley Jane Reyes, Mr. Xavier S. Fuentes, and Ms. Myleen C. Robiños
3	<i>Mathematikula</i>	Dr. Ivy F. Solano, Dr. Emmanuel P. Abuzo, Mary Lisley Jane Reyes, Mr. Xavier S. Fuentes, and Dr. Angel V. Bisaga

8. Attached herewith are the following:
 - a. Enclosure 1 – Committees and Technical Working Group
 - b. Enclosure 2 – Guidelines and Mechanics of the Four (4) Events During the Division Mathematics Virtual Summit
 - c. Enclosure 3 – Program Flow
9. Meals and snacks will be served during the face-to-face Sneak Preview of the (1) Graphing Calculator Video Contest, (2) Digitalized Strategic Intervention Materials, and (3) *Mathematikula* for the provision of technical assistance. However, only snacks will be served during the face-to-face Tech Run of Technical Working Group for the Opening Program. Both activities are conducted at Ramon Magsaysay Central Elementary School.
10. Expenses incurred in attendance to this activity shall be charged to the following:
 - a. School MOOE – for meal and internet connection expenses of teacher- and student/pupil-participants (meal for face to face)
 - b. Division MOOE – for meal expenses of Division personnel participants (if face to face)
11. Immediate dissemination of this Memorandum is earnestly desired.


CRISTY C. EPE

Schools Division Superintendent



COMMITTEES AND TECHNICAL WORKING GROUP

Steering Committee

Chairperson: Cristy C. Epe – Schools Division Superintendent

Co-Chairpersons:

Dr. Basilio P. Mana-ay, Jr., CESO VI – Asst. Schools Division Superintendent

Dr. Beverly S. Daugdaug – Chief, Curriculum Implementation Division

Members:

Jem Boy B. Cabrella – Education Program Supervisor - Mathematics

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

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

Program Management Team / 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

Rema M. Ramos – District Mathematics Coordinator, Digos South District

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

Technical Working Group (TWG)

Overseer: Jem Boy B. Cabrella

Overall Event Head: Jouy Hope A. Silabay

A. Online Division Mathematics Quiz Elementary Level: November 9, 2021 from 1:00pm to 5:00pm Secondary Level: November 10, 2021 from 8:00am to 12:00nn Chairperson/Event Head: Wellisa P. Milca Co-Chairpersons: Eduardo P. Paller, Jr. (Elementary) Cathelene N. Cabras (Secondary)				
Role	Grades 4 and 5	Grades 6 and 7	Grades 8 and 9	Grades 10 and SHS (Grades 11/12)
1. Virtual Host	Ellen R. Coles	Denzel Aquino	Jhobelle P. Racho	Imma Tessie Donne D. Llemit
2. Platform Administrators	Ralph D. Lim and Demosthenes O. Cajés	Robin Charles Ramos and Dennybie T. Delima	Brian A. Torres and Lecilyn B. Gultiano	Thonver R. Sampaga and Abshalom P. Legaspi
3. Observers	Rizza L. Villaluna, EdD and Rogan G. Adanza	Jem Boy B. Cabrella, PhD and Eduardo P. Paller, Jr.	Neil D. Bongcayao and Felzev Lloyd C. Sayson	Patriotiso O. Peñas and Joel A. Cartajena

B. Graphing Calculators Video Contest – November 10, 2021 from 1:00pm to 5:00pm Chairperson: Felix Ray Dumagan	
Role	Teacher-Facilitators
Judges	Dr. Emmanuel P. Abuzo, Ms. Mary Lisley Jane Reyes, and Dr. Jem Boy B. Cabrella
Consolidators	Felix Ray Dumagan, Engr. Juner O. Gultiano, and Eiffel D. Tenebro

C. Digitalized Strategic Intervention Material in Mathematics – November 11, 2021 from 8:00am to 12:00nn Chairperson: Myrell P. Dumigsi Co-Chairperson: Marjun B. Rebosquillo Members: Lorelai O. Casonete Venecar C. Abella	
Role	Teacher-Facilitators
Judges	Dr. Ivy F. Solano, Dr. Emmanuel P. Abuzo, Mary Lisley Jane Reyes, Mr. Xavier S. Fuentes, and Ms. Myleen C. Robiños
Consolidators	Myrell P. Dumigsi, Marjun B. Rebosquillo, Lorelai O. Casonete, and Venecar C. Abella

D. Mathematikula – November 11, 2021 from 1:00pm to 5:00pm Chairperson: Jernalyn L. Castro Co-Chairpersons: Noryleth A. Virtudazo Chloyd John N. Cabras	
Role	Teacher-Facilitators
Judges	Dr. Ivy F. Solano, Dr. Emmanuel P. Abuzo, Mary Lisley Jane Reyes, Mr. Xavier S. Fuentes, and Dr. Angel V. Bisaga
Consolidators	Jernalyn L. Castro, Noryleth A. Virtudazo, and Chloyd John N. Cabras

E. Teaser Committee				
Director	Storyboarders	Editor	Music scorer	Videographers
Myrell P. Dumigsi	Kremia Katrina C. Thiam Mary Jimz Abellon	Jay Mark Alocelja	Jeriel C. Caminade	Jaymark Simeon Jessimar Ypil

F. Secretariat Committee		
Chairperson	Co-Chairpersons	Members
Denzel B. Aquino	Jhobelle P. Racho Nesylida D. Alpacion	Josephine T. Lamigo Elline Chan Ellen Nacua

G. Program Committee		
Chairperson	Co-Chairpersons	Members
Lhieny Nonette R. Merca	Jernalyn L. Castro Liwayway R. Fuenticilla	Emelita B. Cabano Eiffel D. Tenebro

H. Live FB Page/Technicals Committee		
Chairperson	Co-Chairpersons	Members
Robin Charles O. Ramos	Thonver R. Sampaga Lee Wilson C. Precellas	Ralph D. Lim Brian A. Torres Jessimar Ypil

I. Letters and Certificates Committee		
Chairperson	Co-Chairpersons	Members
Veronica T. Delima, EdD	Wellisa P. Milca Jesmarie S. Peñol	Marybeth D. Cadion Fermin J. Galo, Jr.

J. Souvenir Committee		
Chairperson	Co-Chairpersons	Members
R-jhon C. Alag	Felzev Lloyd C. Sayson Gary M. Nugas Rema M. Ramos	Virgilio Poncardas Alden Rhee A. Degamo Demosthenes O. Cajés

K. SocMed Documentation/Pubmats/Logo Design Committee

Chairperson	Co-Chairpersons	Members
Cathelene N. Cabras	Marlou G. Samontina Chloyd John N. Cabras Ferlyn Mae S. Depacaquibo	Demosthenes Cajes Lee Wilson C. Precellas Ralph G. Lim

L. Medals and Awards Committee

Chairperson	Co-Chairpersons	Members
Eduardo P. Paller, Jr.	Joel A. Cartajena Rizza L. Villaluna, EdD	Grace D. Alvarado Lloyd Cervantes

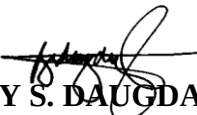
M. Food and Venue Committee for Sneak Preview and TWG Techrun

Chairperson	Co-Chairperson	Members
Grace D. Alvarado	Hannah D. Baron Sittie Aine G. Macatbar	Fermin J. Galo, Jr. Shinette I. Oliverio Anna Lindee M. Barinque

Prepared by:


JEM BOY B. CABRELLA, PhD
Education Program Supervisor

Noted by:


BEVERLY S. DAUGDAUG, EdD
Chief, Curriculum Implementation Division

**GUIDELINES AND MECHANICS OF THE SY 2021-2022 DIVISION
MATHEMATICS VIRTUAL SUMMIT EVENTS
Event # 1: Online Division Math Quiz**

1. Online Division Math Quiz is a one-phase individual competition. It shall be participated by pre-registered public-school learners from Grades 4 to 12 of Digos City Division.
2. Top five (5) participants per grade level in the district for the elementary; and 2 to 5 participants per grade level per school in the secondary will participate in the division level. There will be a maximum of 20 contestants per grade level who will compete for the synchronous Mathematics quiz. The “first come, first served” basis will be implemented once there will be more than 20 registered participants during the pre-registration for the secondary.
3. Quizizz platform shall be used in this competition. For videoconferencing, google meet platform will be used.
4. There are eight (8) levels in the competition, namely:

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

SHS
5. The pre-registration of math quizzers for this event will start on October 27, 2021, at 8:00 AM and will end on October 29, 2021, at 5:00 PM through the official link to be sent to the District School Mathematics Coordinators.
6. One participant, one official email address shall be implemented.
7. Math quiz pilot test and orientation to the participants will be on November 4, 2021 or any other day set before hand from 8:00 AM to 5:00 PM.
8. Schedule of this competition will be announced through a division memorandum. Link for the competition will be sent to the official email of the math quizzers provided during the pre-registration.
9. The following shall be used as guidelines for the number of questions and time allocation in the levels of difficulty for both elementary and secondary levels, to wit:

Level	Difficulty Level	Number of Questions	Time Allocation
Elementary	Easy	10	30 seconds
	Average	5	60 seconds
	Difficult	5	2 minutes
	Total	20	
Secondary	Easy	10	30 seconds
	Average	10	60 seconds
	Difficult	5	2 minutes
	Total	25	

10. This phase shall be conducted simultaneously in the following virtual rooms (one grade level after the other):

Virtual Room 1 – Grades 4 and 5

Virtual Room 2 – Grades 6 and 7

Virtual Room 3 – Grades 8 and 9

Virtual Room 4 – Grades 10 and SHS

11. Contestants are required to be in the virtual room with stable internet connectivity and quiet room an hour before the scheduled time. They are required to keep the audio of the primary gadget **ON** and remain silent for whole duration of the conduct of this phase. The identified primary gadget shall be laptop with functional audio which shall be used by the contest.
12. To secure authenticity of responses, contestants are required to have two cameras which are placed at their front and back. Front camera should cover the half front body and the background of the contestant. Back camera, on the other hand, should cover the back of the contestant, the laptop, and the front view of the contestant. Virtual background or blurry background is **NOT** allowed.
13. There will be two (2) platform administrators and a virtual host in every virtual room.
14. Two of the identified School heads, DICNHS Department Head, Public School District Supervisors and/or Education Program Supervisor in Mathematics are assigned in each virtual room as observer.
15. Platform administrators shall arrange contestants before the Math Quiz starts one hour before the scheduled competition. Virtual host shall NOT read the question.
16. Quizizz platform shall declare Top 5 winners in each grade level. *(Note: Only Top 2 winners can advance to the Regional Math Quiz)*
17. In case of tie, additional three questions shall be asked using the same time limit in Item 9. These three questions are composed of one easy, one average and one difficult to be asked in any order. If tie still exists after 3 questions, wheel of names shall be used for the declaration of winners.

Event # 2: Graphing Calculator Video Contest

A. The Contest

- (1) **Purpose.** The Graphing Calculator Video Contest will showcase the student's efficiency in problem solving strategies involving calculations in the areas of engineering, science, and mathematics.
- (2) **Format.**
 - The contest includes calculations involving algebra, geometry, trigonometry, elementary statistics, pre-calculus and calculus. Topics comprises the most essential learning competencies of the K-12 Basic Education Curriculum.
 - The contest will showcase video tutorials on how to use graphing calculator in solving math problems. The language to be used can be English or Tagalog.
 - Each entry shall submit one **recorded instructional video** (not exceeding 5 minutes) on solving challenging mathematics problems **using graphing calculator**.
- (3) **Calculators.** Any brand or model of graphing calculator is deemed accepted.
- (4) **Timeline.** Date of submission will be on or before **November 5, 2021**, to the Division Screening Committee via Google Link to be provided.

B. Entries

- Participants of the contest are bona fide students in public secondary schools.
- Each School may send as many as two entries. One for JHS category and one for SHS category.
- Each entry shall have one video presenter. However, an entry can have an option of adding as many as two members in the team whose roles are in the technical aspect.
- Online submission of the video entry and other personal information of the contestant or team will be done through google form. Link will be provided through their respective Division Math Coordinator/EPS.
- Entries must be submitted with the format: "CalcVideo_<SchoolName>_<VideoTitle>" (ex. CalcVideo_KapataganNHS_ConicSection).
- The Certificate of Ownership Form attached in *Annex A* and Media Release Consent Form attached in *Annex B* shall be accomplished by the contestant/team and coach to be submitted together with their entry.
- As a matter of policy, submitted entries will be uploaded by the Event Chairperson in a YouTube channel. It must have no video restrictions and no copyright claim under YouTube policies and guidelines to pass the initial screening process of the contest. Videos with viewing issues will be dealt accordingly.

C. Scoring System (see Annex C)

- (1) Judges shall rate each entry based on the criteria below and their decision is final and irrevocable.

Clarity and Delivery (20 pts)

- ✓ The video and audio quality are clear and effectively contributing to the delivery of the message. Video shots and background audio is kept in balance.
- ✓ The presenter speaks clearly and distinctly all the time and mispronounces no words.

Difficulty of the Problem (20 pts)

- ✓ Subject matter is typically covered at the higher order thinking skills.

- ✓ The topic includes solving a challenging mathematical problem involving multi - step approach.

Demonstration of Graphing Calculator (40 pts)

- ✓ The presentation showcases the importance of graphing calculator in solving math problems. It features how the tool makes the task easy and fast.
- ✓ The presenter displays mastery in using the calculator and the viewer finds its functionality relevant and user-friendly.
- ✓ The video displays mathematical features of what a graphing calculator can perform beyond what other calculators can only do.

Organization of Presentation (20 pts)

- ✓ The work is presented in a neat, clear, organized fashion that is easy to comprehend.
- ✓ Presentation is captivating and made the viewer watch the video from start to finish.

(2) Top 3 winners shall be declared for each category based on the highest accumulated points among all judges. *(Note: Only Top 1 for each category can advance to the regional level)*

(3) In case of tie, the chairman of the board of judges shall break the tie.

(4) Special Awards shall also be given to each category such as:

- ✓ **Eagle Video Award** *(Judges' bet in Clarity and Delivery)*
- ✓ **Problem Solver of the Year** *(Judges' bet in Difficulty of the Problem)*
- ✓ **Diamond Performance Award** *(Judges' bet in Calculator Demonstration)*
- ✓ **Golden Video Award** *(Judges' bet in Organization of Presentation)*

(Annex A - Certificate of Ownership)

CERTIFICATION

KNOWN ALL MEN BY THESE PRESENTS:

That We _____
of _____ writer/s and
_____ coach in the **CALCULATOR**
APPLICATIONS VIDEO CONTEST hereby certify that our entry is of our own, and is new
and original to the best of our knowledge. I/We further certify that we give our permission for
DepEd – Schools Division of City (SDO – Digos City) to share the said Videos as supplemental
learning materials to be used in the classrooms.

IN WITNESS WHEREOF, I/We have hereunto set our hands on this ____day of
_____, 2021 at _____.

Signature

Signature

Signature

Signature

Note: Please submit this form together with your entries on or before the Deadline of submission.

(Annex B)

STUDENT MEDIA RELEASE CONSENT FORM

I, the undersigned, hereby grant the Department of Education – Schools Division of Digos City (SDO – Digos City) the right to record, film, photograph, audiotape or videotape of me, my work, and performances.

I also grant to the right to edit, use, and reuse said products for nonprofit purposes including use in print, on the internet, and all other forms of media.

I also hereby release the Department of Education and its agents and employees from all claims, demands, and liabilities whatsoever in connection with the above.

I certify that I have read the Media Consent and Release Form and fully understand its terms and conditions.

Agreed and accepted by

Signature of Student: _____ Date: _____
Address of Student: _____

Parental Consent:

I certify that I am the parent or guardian of, _____, a minor under the age of eighteen years. I hereby agree to assume legal responsibility of his/her authorizations referred to in this Media Consent and Release.

Parent/Guardian Signature Over Printed Name:

Address: _____
Date: _____

(Annex C)

Clarity and Delivery (20 Points)		Difficulty of the Problem (20 Points)		Demonstration of Graphing Calculator (40 pts)			Organization of Presentation (20 pts)	
The video and audio quality are clear and effectively contributing to the delivery of the message. Video shots and back-ground audio is kept in balance. (10 pts.)	The presenter speaks clearly and distinctly all the time and mispronounces no words. (10 pts.)	Subject matter is typically covered at the higher order thinking skills. (10 pts.)	The topic includes solving a challenging mathematical problem involving multistep approach. (10 pts.)	The presentation showcases the importance of graphing calculator in solving math problems. It features how the tool makes the task easy and fast. (14 pts.)	The presenter displays mastery in using the calculator and the viewer finds its functionality relevant and user-friendly. (13 pts.)	The video displays mathematical features of what a graphing calculator can perform beyond what other calculators can only do. (13 pts.)	The work is presented in a neat, clear, organized fashion that is easy to comprehend. (10 pts.)	Presentation is captivating and made the viewer watch the video from start to finish. (10 pts.)

Event # 3: Digitalized Strategic Intervention Material in Mathematics

I. Background of Digitalized Strategic Intervention Material in Mathematics

1. What is Digitalized Strategic Intervention Material in Mathematics?

- This is formerly known as the Strategic Intervention Material (SIM) evolving into Digitalized Strategic Intervention Materials which is a digitalized version of SIM to fit in the distance learning modality.
- These are instructional materials developed by the teachers for intervention purposes for those learners who failed to master the competency after the class presentation of the lesson or an assessment activity like formative test, weekly test, unit test, summative test and periodical examination.
- Learner participants to this activity are determined through their scores or performance after the formative or any assessment activities.
- The teacher will select 1 competency which will be the basis of SIM from the list of Least Mastered Competencies. It should be certified by the Grade Head/ Adviser and noted by the School Head.
- The teacher will:
 - do a **task analysis** for this competency that will help him/her pinpoint problem areas, make appropriate corrections, and ensure that students have the necessary skills and subskills to complete the task; and
 - determine the skill(s) and subskill(s) that learners should have in order to develop the target competency and keep this as a guide when writing the SIM.

2. Parts of Digitalized Strategic Intervention Material

a. **The Guide Card**

The Guide Card presents the big picture.

- gives an overview of the lesson;
- presents the focus skill
- introduces the activity/activities
- engages the learner's interest; and
- leads the learner in performing the tasks

b. **The Activity Card**

The Activity Card defines the task(s) that the learner should undertake in order to develop the skill.

- The task is competency-oriented and may be individual or group work.
- The purpose of the task is to provide enough practice for the learner so he/she can perform the skill automatically

c. **The Evaluation or Assessment Card**

The Assessment Card helps the learner measure his/her level of mastery of the skills upon completion of the task(s).

- The result of the assessment identifies the knowledge/skill(s) that the learner may need to develop further or enhance.
- The score of the learners will not be used as basis for his/her grade.

d. **The Enrichment Card**

The Enrichment Card extends learning by providing additional exercises for further application of knowledge or skill.

e. **The Reference Card**

The Reference Card provides additional content to the coverage of the textbook. It may also list resources that the learner may refer to for further reading.

f. **The Answer Key**

The answer key shall provide answers to all exercises and activities. This is a self-learning material where learners will study and answer with less assistance and supervision from the teacher. The role of the teacher is only to

give instructions on what to do and let the students manipulate the material during vacant time or remediation period.

g. Packaging the Digitalized Strategic Intervention Material

- Packaging means putting together the cards to come up with the SIM.
- Teachers are encouraged to make each section brief and simple
- Pictures, diagrams, illustrations, and manipulative materials are suggested to make the material attractive and interesting.

II. Contest Proper

1. This is an individual competition open for all public-school teachers of Digos City Division.
2. There shall be at most two pre-registered teacher-contestants representing per district in every key stage for Elementary Level and 2 contestants per school in every key stage for Secondary Level.
3. Digitalized Strategic Interventional Material shall be based on the least learned skills/competencies of students in Quarter 1 or Quarter 2.
4. There are only four categories for this event:
 - i.) Key Stage 1 (Grades 1 to 3)
 - ii.) Key Stage 2 (Grades 4 to 6)
 - iii.) Key Stage 3 (Grades 7 to 10)
 - iv.) Key Stage 4 (Grades 11 to 12)
5. The contest will showcase a video presentation on the teacher-made Digitalized Strategic Intervention Material and on how it was used in the distance learning class including the learning outcome. The language to be used is English.
6. Each entry shall submit one video (not exceeding 5 minutes) on the presentation of Digitalized Strategic Intervention Material.
7. Each entry shall have one video presenter who is the primary author of the material. However, an entry can have an option of adding as many as two members in the team whose roles are in the technical aspect.
8. Online submission of the video entry and other personal information of the contestant or team will be done through google form. Link will be provided through District Math Coordinators. Deadline for the submission of entries is on November 8, 2021 at 12:00 PM.
9. Entries must be submitted with the format: “DSIM_DigosCity_<Title>” (ex. DSIM_DigosCity_Oplan Integers).
10. As a matter of policy, submitted entries will be uploaded in a YouTube channel. It must have no video restrictions and no copyright claim under YouTube policies and guidelines to pass the initial screening process of the contest. Videos with viewing issues will be dealt accordingly.

III. Scoring System

1. Judges shall rate each entry based on the criteria below and their decision is final and irrevocable.

Clarity and Delivery (15 pts)

- The video and audio quality are clear and effectively contributing to the delivery of the message. Video shots and background audio is kept in balance.
- The presenter speaks clearly and distinctly all the time. the over-all presentation is captivating and made the viewer watch the video from start to finish.

Congruence and Replicability (30 pts)

- All parts of the packaged material are tailored in coherent manner to attain objectives based on activities presented.
- The learning outcome addressed mastery of the identified least learned competency.

- The results of the intervention are supported by concrete evidence that warrants same result when the intervention is repeated in other similar circumstances.

Usability and Functionality (40 pts)

The following features are all found in the package material:

- EFFECTIVENESS. Is the intervention achieving its objectives?
- EFFICIENCY. How well are resources being used?
- IMPACT. What difference does the intervention make?
- SUSTAINABILITY. Will the benefits last?

Interface Organization (15 pts)

- The DSIM interface is clear and in organized fashion that is easy to comprehend.
- The learner found the material relevant and user-friendly.

2. Top 3 winners shall be declared for each category based on the highest accumulated points among all judges. *(Note: Only Top 1 per category can advance to the regional level competition.)*
3. In case of tie, the chairman of the board of judges shall break the tie.
4. Special Awards shall also be given to each category such as:
 - Best DSIM Video Award (Judges' bet in Clarity and Delivery)
 - Eagle Intervention of the Year (Judges' bet in Congruence and Replicability)
 - Outstanding Achiever Award (Judges' bet in Usability and Functionality)
 - Golden DSIM Award (Judges' bet in Interface Organization)

Event # 4: *Mathematikula*

1. This competition is **open to all Elementary, Junior and Senior High School Teachers from Public Schools of the Division of Digos City**. Only **individual entries** are allowed.
2. The participants must focus, discuss, and give emphasis on a difficult topic under the Elementary, Junior and Senior High School Learning Mathematics and Engineering Continuum in a clear, creative, and engaging manner through a video presentation that is **not more than three (3) minutes**. The participants shall discuss the topic in English as medium.
3. **All contents in the video must be original and are owned by the participant**. Entries may include personal experiences and must show reflective observations. Videos must reflect that the participant has carefully examined the topic.
4. All creative visual tools such as animations, simulations, physical demonstrations, or visual aids are allowed. However, participants must list and cite all of the resources used, including but not limited to images, audio, video clips, books, articles, etc., Use public domain sites for your references and resources. **Entries with photos and videos which are derivative works will automatically be disqualified**.
5. Each school may send a **maximum of two (2) official entries via email to jernalyn.castro@deped.gov.ph cc to jemboy.cabrella@deped.gov.ph not later than November 5, 2021** with a **subject format: *Mathematikula*_School_VideoTitle**. The emailed entry should include: (1) name of the participant, (2) Youtube video link attachment of the video entry, (3) video entry, and (4) a pdf file of the video script along with the references in Chicago Manual Style. Non-compliant to the required documents as aforementioned will void the entry.
6. Manner of Judging Process:
 - a. **PEER-TO-PEER REVIEW (1st Stage)**. The Peer-to-Peer Review is the first phase of judging. Entries will be reviewed and scored by at least five (5) other contestants. The Peer-to-Peer review process is an educational experience and desires with good faith in providing an honest and sincere assessment of the Peer's Entries. The top scoring entry received a "*Mathematikula* Peer's Choice Award". **Judging will be based on the Rubric**.
 - 1.1 In the selection of Peers.
 - a.1 Random/Draw lots ex. Entry 1 will pick 5 pcs of papers in a box containing the assigned number of the participants, same process will be done on the succeeding participant.
 - b.1 The contest committee will assign the Peers who will review the entries of other participants.
 - b. **POPULAR VOTE (2nd Stage)** – The Popular Vote invites the public to participate in the Judging Process for the *Mathematikula* through the official **Facebook page of the DepEd Tayo Digos City**. The Popular Vote Entry with the highest combined total Likes, Shares and Positive Reactions (Like, Love, Wow) on the video's original post on the DepEd Tayo Digos City official Facebook page. The top scoring Popular Vote Entry will receive a special recognition, "*Mathematikula* Popular Vote Award" for this accomplishment and the points earned shall form part of the total score from other stages.

- c. **EVALUATION AND SELECTION COMMITTEE REVIEW (Final stage)** – The Evaluation and Selection Committee will review and score all the video entries based on the criteria stipulated in the *Mathematikula* – Rubric Evaluation Tool which can be found below.
7. The decision of the Board of Judges is final and irrevocable, and independent with the results of the peer-to-peer evaluation and the popular vote. **Top three (3) entries** with the highest percentage/score from the Evaluation and Selection Committee shall be declared as **First Placer, Second Placer, and Third Placer** who will be recognized and be given medals and certificates.
8. Only the ***first and second placers*** are qualified to join the Regional Mathematics Virtual Summit 2021.

MATHEMATIKULA – RUBRIC EVALUATION TOOL

For use of Evaluation and Selection Committee

CRITERIA	POINTS					
	0	1	2	3	4	5
ENGAGEMENT	Failed to establish engagement and did not hold viewer's attention.	Somewhat interesting but did not hold viewer's attention for the entire length of the video.	Fairly interesting and held viewer's attention for the entire length of the video.	Interesting and viewer felt engaged throughout the video, viewers was excited to see what would come next.	Very interesting and throughout the video, viewer was excited to see what would come next.	Captivating and made the viewer want to watch other videos made by the entrant.
CREATIVITY	No elements of the video demonstrated a creative approach to explaining the subject matter.	The explanation was standard and contained one or two resourceful elements.	Parts of the video used creative approaches that made those parts of the explanation Stronger.	Many parts of the video took an unorthodox approach to explaining the subject matter, which made the overall explanation stronger.	The entrant implemented a creative approach throughout the entire video that helped the viewer understand the subject matter.	Video provided an inventive approach that should be used to teach this subject matter.
DIFFICULTY	Subject Matter is typically covered at the Elementary School Level.	Subject Matter is typically covered at the Junior High School Level.	Subject Matter is typically covered at the middle School Level, but the video expands upon more complex areas of the subject matter.	Subject Matter is typically covered at the High School Level.	Subject Matter is typically covered at the advanced High School Level or Early College Level.	Subject Matter is typically covered at the advanced College Level or Higher.
ILLUMINATION	Failed to explain the subject matter clearly; video did not help viewer to understand the subject matter.	Explanation was at times confusing, and viewer was not able to understand much of the subject matter.	Explanation was fairly clear but covered only general concepts.	Explanation was clear and covered some topics beyond general concepts.	Explanation was very clear and covered many topics beyond general concepts.	Viewers was able to fully understand the explanation, and video provided a deep dive into the intricacies of the subject matter.
TOTAL: 20 POINTS						

PROGRAM FLOW
SY 2021-2022 DIVISION MATHEMATICS VIRTUAL SUMMIT
November 9-12,2021
Theme: “Mathematics is a breeze. Going back to basics.”

Part 1: OPENING PROGRAM

November 9, 2021
8:00 AM – 12:00 noon
(Online/Live via DepEd Tayo Digos City)

National Anthem.....	Multimedia Presentation
Invocation	Multimedia Presentation
Regional Hymn	Multimedia Presentation
Digos City Hymn	Multimedia Presentation
Opening Remarks.....	BEVERLY S. DAUGDAUG, EdD Chief, Curriculum Implementation Division
Words of Encouragement	BASILIO P. MANA-AY, Jr., EdD, CESO VI Assistant Schools Division Superintendent
Inspirational Message	CRISTY C. EPE Schools Division Superintendent
Intermission Number	RFOT Sining Tanghalan Champion
.....	DICNHS SPA- Interpretative Dance
Keynote	DR. CHRISTHOFFER P. LELIS Faculty, Ateneo de Davao University

Reading and Presentation of the Guidelines and Mechanics of Events by Event Heads:

Event #1: Online Division Mathematics Quiz	Mrs. Wellisa P. Milca
Event #2: Graphing Calculators Video Contest	Mr. Felix Ray Dumagan
Event #3: Digitalized Strategic Intervention Material in Math ...	Mrs. Myrell P. Dumigsi
Event #4: <i>Mathematikula</i>	Mrs. Jernalyn L. Castro

Closing Remarks.....	JEM BOY B. CABRELLA, PhD Education Program Supervisor – Math
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Masters of Ceremony:

Mr. Charlon Jessimar A. Ypil
Miss Ferlyn Mae S. Depacaquibo

Part II: CONTEST PROPER

November 9 to 11, 2021
(Online/ Google Meet)

November 9, 2021

1:00 PM – 5:00 PM.....Online Division Mathematics Quiz
(Elementary Level)

Role	Grades 4 and 5	Grades 6 and 7	Grades 8 and 9	Grades 10 and SHS (Grades 11/12)
Virtual Host	Ellen R. Coles	Denzel Aquino	Jhobelle P. Racho	Imma Tessie Donne D. Llemit

November 10, 2021

8:00 AM – 12:00 NNOnline Division Mathematics Quiz
(Secondary Level)

Role	Grades 4 and 5	Grades 6 and 7	Grades 8 and 9	Grades 10 and SHS (Grades 11/12)
Virtual Host	Ellen R. Coles	Denzel Aquino	Jhobelle P. Racho	Imma Tessie Donne D. Llemit

1:00 PM – 5:00 PM.....Graphing Calculators Video Contest

Judges	Dr. Emmanuel P. Abuzo, Ms. Mary Lisley Jane Reyes, and Dr. Jem Boy B. Cabrella
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November 11, 2021

8:00 AM – 12:00 NNDigitalized Strategic Intervention Material in Math

Judges	Dr. Ivy F. Solano, Dr. Emmanuel P. Abuzo, Mary Lisley Jane Reyes, Mr. Xavier S. Fuentes, and Ms. Myleen C. Robiños
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1:00 PM – 5:00 PM.....*Mathematikula*

Judges	Dr. Ivy F. Solano, Dr. Emmanuel P. Abuzo, Mary Lisley Jane Reyes, Mr. Xavier S. Fuentes, and Dr. Angel V. Bisaga
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Part III: CLOSING PROGRAM

November 12, 2021

1:00 PM – 5:00 PM

(Online/Live via DepEd Tayo Digos City)

Invocation	Multimedia Presentation
National Anthem.....	Multimedia Presentation
Message of Gratitude and Concluding Message.....	JEM BOY B. CABRELLA, PhD Education Program Supervisor-Math Chair, Numeracy Skills Enhancement Team
	NEIL D. BONGCAYAO PSDS, Digos Occidental District Co-Chair, Numeracy Skills Enhancement Team
Awarding of Winners.....	Masters of Ceremony
Closing Remarks.....	PATRIOTISO O. PEÑAS PSDS, Mt. Apo District Co-Chair, Numeracy Skills Enhancement Team

Masters of Ceremony:

Mr. Charlon Jessimar A. Ypil
Miss Ferlyn Mae S. Depacaquibo



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

October 25, 2021

NELSON C. LOPEZ, CESO VI
Schools Division Superintendent
Schools Division of Davao del Sur
Padada, Davao del Sur

Attention: **IVY F. SOLANO, PhD**
Master Teacher II
Padada National High School
Padada, Davao del Sur

Sir:

Warmest greetings!

The Schools Division of Digos City will conduct the SY 2021-2022 Division Mathematics Virtual Summit from November 9 to 12, 2021 with the theme “Mathematics is a breeze. Going back to basics.”

The SY 2021-2022 Division Mathematics Virtual Summit will exhibit the talents and skills of both the teachers and the learners. Two of the events are the Digitalized Strategic Intervention Materials (DSIM) in Mathematics, and the *Mathematikula*, which will be held virtually on November 11, 2021 from 8:00 am to 5:00 pm. This activity is aimed at showcasing teachers’ skills on the development of digitalized strategic intervention materials in Mathematics and encouraging teachers to participate in *Mathematikula*.

In view of the foregoing, I would like to invite Dr. Ivy F. Solano, Master Teacher II of Padada National High School, Padada, Davao del Sur to grace the occasion and be one of the reputable judges of the Digitalized Strategic Intervention Materials (DSIM) in Mathematics, and the *Mathematikula*.

Attached herewith are the Guidelines and Mechanics of the above-mentioned events.

Hoping that this humble request merits your favorable action.

Very truly yours,


JEM BOY B. CABRELLA, PhD
Education Program Supervisor-Math
Schools Division of Digos City

Noted by:

CRISTY C. EPE
Schools Division Superintendent
Schools Division of Digos City



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

October 25, 2021

DEE D. SILVA, DPA

Schools Division Superintendent
Schools Division of Davao del Norte
Provincial Government Compound, Tagum City

Attention: **EMMANUEL P. ABUZO, PhD**

Master Teacher II
Sawata National High School
San Isidro, Davao del Norte

Madam:

Warmest greetings!

The Schools Division of Digos City will conduct the SY 2021-2022 Division Mathematics Virtual Summit from November 9 to 12, 2021 with the theme “Mathematics is a breeze. Going back to basics.”

The SY 2021-2022 Division Mathematics Virtual Summit will exhibit the talents and skills of both the teachers and the learners. Three of the events are the Graphing Calculator Video Competition, the Digitalized Strategic Intervention Materials (DSIM) in Mathematics, and the *Mathematikula*, which will be held virtually on November 10, 2021 from 1:00 pm to 5:00 pm and November 11, 2021 from 8:00 am to 5:00 pm. This activity is aimed at showcasing students’ skills on the use of graphing calculators and teachers’ skills on the development of digitalized strategic intervention materials in Mathematics and encouraging teachers to participate in *Mathematikula*.

In view of the foregoing, I would like to invite Dr. Emmanuel P. Abuzo, Master Teacher II of Sawata National High School, San Isidro, Davao del Norte to grace the occasion and be one of the reputable judges of the Graphing Calculator Video Competition, the Digitalized Strategic Intervention Materials (DSIM) in Mathematics, and the *Mathematikula*.

Attached herewith are the Guidelines and Mechanics of the above-mentioned events.

Hoping that this humble request merits your favorable action.

Very truly yours,


JEM BOY B. CABRELLA, PhD
Education Program Supervisor-Math
Schools Division of Digos City

Noted by:

CRISTY C. EPE
Schools Division Superintendent
Schools Division of Digos City



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

October 25, 2021

AUGIE E. FUENTES, PhD
College President
Davao del Sur State College
Matti, Digos City

Attention: **MISS MARY LISLEY JANE REYES**
Instructor I
Davao del Sur State College
Matti, Digos City

Madam:

Warmest greetings!

The Schools Division of Digos City will conduct the SY 2021-2022 Division Mathematics Virtual Summit from November 9 to 12, 2021 with the theme “Mathematics is a breeze. Going back to basics.”

The SY 2021-2022 Division Mathematics Virtual Summit will exhibit the talents and skills of both the teachers and the learners. Three of the events are the Graphing Calculator Video Competition, the Digitalized Strategic Intervention Materials (DSIM) in Mathematics, and the *Mathematikula*, which will be held virtually on November 10, 2021 from 1:00 pm to 5:00 pm and November 11, 2021 from 8:00 am to 5:00 pm. This activity is aimed at showcasing students’ skills on the use of graphing calculators and teachers’ skills on the development of digitalized strategic intervention materials in Mathematics and encouraging teachers to participate in *Mathematikula*.

In view of the foregoing, I would like to invite Miss Mary Lisley Jane Reyes, Instructor I of Davao del Sur State College, Matti, Digos City to grace the occasion and be one of the reputable judges of the Graphing Calculator Video Competition, the Digitalized Strategic Intervention Materials (DSIM) in Mathematics, and the *Mathematikula*.

Attached herewith are the Guidelines and Mechanics of the above-mentioned events.

Hoping that this humble request merits your favorable action.

Very truly yours,


JEM BOY B. CABRELLA, PhD
Education Program Supervisor-Math
Schools Division of Digos City

Noted by:

CRISTY C. EPE
Schools Division Superintendent
Schools Division of Digos City



Event # 2: Graphing Calculator Video Contest

A. The Contest

- (1) **Purpose.** The Graphing Calculator Video Contest will showcase the student's efficiency in problem solving strategies involving calculations in the areas of engineering, science, and mathematics.
- (2) **Format.**
 - The contest includes calculations involving algebra, geometry, trigonometry, elementary statistics, pre-calculus and calculus. Topics comprises the most essential learning competencies of the K-12 Basic Education Curriculum.
 - The contest will showcase video tutorials on how to use graphing calculator in solving math problems. The language to be used can be English or Tagalog.
 - Each entry shall submit one **recorded instructional video** (not exceeding 5 minutes) on solving challenging mathematics problems **using graphing calculator**.
- (3) **Calculators.** Any brand or model of graphing calculator is deemed accepted.
- (4) **Timeline.** Date of submission will be on or before **November 5, 2021**, to the Division Screening Committee via Google Link to be provided.

B. Entries

- Participants of the contest are bona fide students in public secondary schools.
- Each School may send as many as two entries. One for JHS category and one for SHS category.
- Each entry shall have one video presenter. However, an entry can have an option of adding as many as two members in the team whose roles are in the technical aspect.
- Online submission of the video entry and other personal information of the contestant or team will be done through google form. Link will be provided through their respective Division Math Coordinator/EPS.
- Entries must be submitted with the format: "CalcVideo_<SchoolName>_<VideoTitle>" (ex. CalcVideo_KapataganNHS_ConicSection).
- The Certificate of Ownership Form attached in *Annex A* and Media Release Consent Form attached in *Annex B* shall be accomplished by the contestant/team and coach to be submitted together with their entry.
- As a matter of policy, submitted entries will be uploaded by the Event Chairperson in a YouTube channel. It must have no video restrictions and no copyright claim under YouTube policies and guidelines to pass the initial screening process of the contest. Videos with viewing issues will be dealt accordingly.

C. Scoring System (see Annex C)

- (1) Judges shall rate each entry based on the criteria below and their decision is final and irrevocable.

Clarity and Delivery (20 pts)

- ✓ The video and audio quality are clear and effectively contributing to the delivery of the message. Video shots and background audio is kept in balance.
- ✓ The presenter speaks clearly and distinctly all the time and mispronounces no words.

Difficulty of the Problem (20 pts)

- ✓ Subject matter is typically covered at the higher order thinking skills.

- ✓ The topic includes solving a challenging mathematical problem involving multi - step approach.

Demonstration of Graphing Calculator (40 pts)

- ✓ The presentation showcases the importance of graphing calculator in solving math problems. It features how the tool makes the task easy and fast.
- ✓ The presenter displays mastery in using the calculator and the viewer finds its functionality relevant and user-friendly.
- ✓ The video displays mathematical features of what a graphing calculator can perform beyond what other calculators can only do.

Organization of Presentation (20 pts)

- ✓ The work is presented in a neat, clear, organized fashion that is easy to comprehend.
- ✓ Presentation is captivating and made the viewer watch the video from start to finish.

(2) Top 3 winners shall be declared for each category based on the highest accumulated points among all judges. *(Note: Only Top 1 for each category can advance to the regional level)*

(3) In case of tie, the chairman of the board of judges shall break the tie.

(4) Special Awards shall also be given to each category such as:

- ✓ **Eagle Video Award** *(Judges' bet in Clarity and Delivery)*
- ✓ **Problem Solver of the Year** *(Judges' bet in Difficulty of the Problem)*
- ✓ **Diamond Performance Award** *(Judges' bet in Calculator Demonstration)*
- ✓ **Golden Video Award** *(Judges' bet in Organization of Presentation)*

(Annex A - Certificate of Ownership)

CERTIFICATION

KNOWN ALL MEN BY THESE PRESENTS:

That We _____
of _____ writer/s and
_____ coach in the **CALCULATOR**
APPLICATIONS VIDEO CONTEST hereby certify that our entry is of our own, and is new
and original to the best of our knowledge. I/We further certify that we give our permission for
DepEd – Schools Division of City (SDO – Digos City) to share the said Videos as supplemental
learning materials to be used in the classrooms.

IN WITNESS WHEREOF, I/We have hereunto set our hands on this ____ day of
_____, 2021 at _____.

Signature

Signature

Signature

Signature

Note: Please submit this form together with your entries on or before the Deadline of submission.

(Annex B)

STUDENT MEDIA RELEASE CONSENT FORM

I, the undersigned, hereby grant the Department of Education – Schools Division of Digos City (SDO – Digos City) the right to record, film, photograph, audiotape or videotape of me, my work, and performances.

I also grant to the right to edit, use, and reuse said products for nonprofit purposes including use in print, on the internet, and all other forms of media.

I also hereby release the Department of Education and its agents and employees from all claims, demands, and liabilities whatsoever in connection with the above.

I certify that I have read the Media Consent and Release Form and fully understand its terms and conditions.

Agreed and accepted by

Signature of Student: _____ Date: _____
Address of Student: _____

Parental Consent:

I certify that I am the parent or guardian of, _____, a minor under the age of eighteen years. I hereby agree to assume legal responsibility of his/her authorizations referred to in this Media Consent and Release.

Parent/Guardian Signature Over Printed Name:

Address: _____
Date: _____

(Annex C)

Clarity and Delivery (20 Points)		Difficulty of the Problem (20 Points)		Demonstration of Graphing Calculator (40 pts)			Organization of Presentation (20 pts)	
The video and audio quality are clear and effectively contributing to the delivery of the message. Video shots and background audio is kept in balance. (10 pts.)	The presenter speaks clearly and distinctly all the time and mispronounces no words. (10 pts.)	Subject matter is typically covered at the higher order thinking skills. (10 pts.)	The topic includes solving a challenging mathematical problem involving multistep approach. (10 pts.)	The presentation showcases the importance of graphing calculator in solving math problems. It features how the tool makes the task easy and fast. (14 pts.)	The presenter displays mastery in using the calculator and the viewer finds its functionality relevant and user-friendly. (13 pts.)	The video displays mathematical features of what a graphing calculator can perform beyond what other calculators can only do. (13 pts.)	The work is presented in a neat, clear, organized fashion that is easy to comprehend. (10 pts.)	Presentation is captivating and made the viewer watch the video from start to finish. (10 pts.)

Event # 3: Digitalized Strategic Intervention Material in Mathematics

I. Background of Digitalized Strategic Intervention Material in Mathematics

1. What is Digitalized Strategic Intervention Material in Mathematics?
 - This is formerly known as the Strategic Intervention Material (SIM) evolving into Digitalized Strategic Intervention Materials which is a digitalized version of SIM to fit in the distance learning modality.
 - These are instructional materials developed by the teachers for intervention purposes for those learners who failed to master the competency after the class presentation of the lesson or an assessment activity like formative test, weekly test, unit test, summative test and periodical examination.
 - Learner participants to this activity are determined through their scores or performance after the formative or any assessment activities.
 - The teacher will select 1 competency which will be the basis of SIM from the list of Least Mastered Competencies. It should be certified by the Grade Head/ Adviser and noted by the School Head.
 - The teacher will:
 - do a **task analysis** for this competency that will help him/her pinpoint problem areas, make appropriate corrections, and ensure that students have the necessary skills and subskills to complete the task; and
 - determine the skill(s) and subskill(s) that learners should have in order to develop the target competency and keep this as a guide when writing the SIM.
2. Parts of Digitalized Strategic Intervention Material
 - a. **The Guide Card**

The Guide Card presents the big picture.

 - gives an overview of the lesson;
 - presents the focus skill
 - introduces the activity/activities
 - engages the learner's interest; and
 - leads the learner in performing the tasks
 - b. **The Activity Card**

The Activity Card defines the task(s) that the learner should undertake in order to develop the skill.

 - The task is competency-oriented and may be individual or group work.
 - The purpose of the task is to provide enough practice for the learner so he/she can perform the skill automatically
 - c. **The Evaluation or Assessment Card**

The Assessment Card helps the learner measure his/her level of mastery of the skills upon completion of the task(s).

 - The result of the assessment identifies the knowledge/skill(s) that the learner may need to develop further or enhance.
 - The score of the learners will not be used as basis for his/her grade.
 - d. **The Enrichment Card**

The Enrichment Card extends learning by providing additional exercises for further application of knowledge or skill.
 - e. **The Reference Card**

The Reference Card provides additional content to the coverage of the textbook. It may also list resources that the learner may refer to for further reading.
 - f. **The Answer Key**

The answer key shall provide answers to all exercises and activities. This is a self-learning material where learners will study and answer with less assistance and supervision from the teacher. The role of the teacher is only to

give instructions on what to do and let the students manipulate the material during vacant time or remediation period.

g. Packaging the Digitalized Strategic Intervention Material

- Packaging means putting together the cards to come up with the SIM.
- Teachers are encouraged to make each section brief and simple
- Pictures, diagrams, illustrations, and manipulative materials are suggested to make the material attractive and interesting.

II. Contest Proper

1. This is an individual competition open for all public-school teachers of Digos City Division.
2. There shall be at most two pre-registered teacher-contestants representing per district in every key stage for Elementary Level and 2 contestants per school in every key stage for Secondary Level.
3. Digitalized Strategic Interventional Material shall be based on the least learned skills/competencies of students in Quarter 1 or Quarter 2.
4. There are only four categories for this event:
 - i.) Key Stage 1 (Grades 1 to 3)
 - ii.) Key Stage 2 (Grades 4 to 6)
 - iii.) Key Stage 3 (Grades 7 to 10)
 - iv.) Key Stage 4 (Grades 11 to 12)
5. The contest will showcase a video presentation on the teacher-made Digitalized Strategic Intervention Material and on how it was used in the distance learning class including the learning outcome. The language to be used is English.
6. Each entry shall submit one video (not exceeding 5 minutes) on the presentation of Digitalized Strategic Intervention Material.
7. Each entry shall have one video presenter who is the primary author of the material. However, an entry can have an option of adding as many as two members in the team whose roles are in the technical aspect.
8. Online submission of the video entry and other personal information of the contestant or team will be done through google form. Link will be provided through District Math Coordinators. Deadline for the submission of entries is on November 8, 2021 at 12:00 PM.
9. Entries must be submitted with the format: “DSIM_DigosCity_<Title>” (ex. DSIM_DigosCity_Oplan Integers).
10. As a matter of policy, submitted entries will be uploaded in a YouTube channel. It must have no video restrictions and no copyright claim under YouTube policies and guidelines to pass the initial screening process of the contest. Videos with viewing issues will be dealt accordingly.

III. Scoring System

1. Judges shall rate each entry based on the criteria below and their decision is final and irrevocable.

Clarity and Delivery (15 pts)

- The video and audio quality are clear and effectively contributing to the delivery of the message. Video shots and background audio is kept in balance.
- The presenter speaks clearly and distinctly all the time. the over-all presentation is captivating and made the viewer watch the video from start to finish.

Congruence and Replicability (30 pts)

- All parts of the packaged material are tailored in coherent manner to attain objectives based on activities presented.
- The learning outcome addressed mastery of the identified least learned competency.

- The results of the intervention are supported by concrete evidence that warrants same result when the intervention is repeated in other similar circumstances.

Usability and Functionality (40 pts)

The following features are all found in the package material:

- EFFECTIVENESS. Is the intervention achieving its objectives?
- EFFICIENCY. How well are resources being used?
- IMPACT. What difference does the intervention make?
- SUSTAINABILITY. Will the benefits last?

Interface Organization (15 pts)

- The DSIM interface is clear and in organized fashion that is easy to comprehend.
- The learner found the material relevant and user-friendly.

2. Top 3 winners shall be declared for each category based on the highest accumulated points among all judges. *(Note: Only Top 1 per category can advance to the regional level competition.)*
3. In case of tie, the chairman of the board of judges shall break the tie.
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 - Outstanding Achiever Award (Judges' bet in Usability and Functionality)
 - Golden DSIM Award (Judges' bet in Interface Organization)

Event # 4: *Mathematikula*

1. This competition is **open to all Elementary, Junior and Senior High School Teachers from Public Schools of the Division of Digos City**. Only **individual entries** are allowed.
2. The participants must focus, discuss, and give emphasis on a difficult topic under the Elementary, Junior and Senior High School Learning Mathematics and Engineering Continuum in a clear, creative, and engaging manner through a video presentation that is **not more than three (3) minutes**. The participants shall discuss the topic in English as medium.
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5. Each school may send a **maximum of two (2) official entries via email to jernalyn.castro@deped.gov.ph cc to jemboy.cabrella@deped.gov.ph not later than November 5, 2021** with a **subject format: *Mathematikula*_School_VideoTitle**. The emailed entry should include: (1) name of the participant, (2) Youtube video link attachment of the video entry, (3) video entry, and (4) a pdf file of the video script along with the references in Chicago Manual Style. Non-compliant to the required documents as aforementioned will void the entry.
6. Manner of Judging Process:
 - a. **PEER-TO-PEER REVIEW (1st Stage)**. The Peer-to-Peer Review is the first phase of judging. Entries will be reviewed and scored by at least five (5) other contestants. The Peer-to-Peer review process is an educational experience and desires with good faith in providing an honest and sincere assessment of the Peer's Entries. The top scoring entry received a "*Mathematikula* Peer's Choice Award". **Judging will be based on the Rubric.**
 - 1.1 In the selection of Peers.
 - a.1 Random/Draw lots ex. Entry 1 will pick 5 pcs of papers in a box containing the assigned number of the participants, same process will be done on the succeeding participant.
 - b.1 The contest committee will assign the Peers who will review the entries of other participants.
 - b. **POPULAR VOTE (2nd Stage)** – The Popular Vote invites the public to participate in the Judging Process for the *Mathematikula* through the official **Facebook page of the DepEd Tayo Digos City**. The Popular Vote Entry with the highest combined total Likes, Shares and Positive Reactions (Like, Love, Wow) on the video's original post on the DepEd Tayo Digos City official Facebook page. The top scoring Popular Vote Entry will receive a special recognition, "*Mathematikula* Popular Vote Award" for this accomplishment and the points earned shall form part of the total score from other stages.

- c. **EVALUATION AND SELECTION COMMITTEE REVIEW (Final stage)** – The Evaluation and Selection Committee will review and score all the video entries based on the criteria stipulated in the *Mathematikula* – Rubric Evaluation Tool which can be found below.
7. The decision of the Board of Judges is final and irrevocable, and independent with the results of the peer-to-peer evaluation and the popular vote. **Top three (3) entries** with the highest percentage/score from the Evaluation and Selection Committee shall be declared as **First Placer, Second Placer, and Third Placer** who will be recognized and be given medals and certificates.
8. Only the **first and second placers** are qualified to join the Regional Mathematics Virtual Summit 2021.

MATHEMATIKULA – RUBRIC EVALUATION TOOL

For use of Evaluation and Selection Committee

CRITERIA	POINTS					
	0	1	2	3	4	5
ENGAGEMENT	Failed to establish engagement and did not hold viewer's attention.	Somewhat interesting but did not hold viewer's attention for the entire length of the video.	Fairly interesting and held viewer's attention for the entire length of the video.	Interesting and viewer felt engaged throughout the video, viewers was excited to see what would come next.	Very interesting and throughout the video, viewer was excited to see what would come next.	Captivating and made the viewer want to watch other videos made by the entrant.
CREATIVITY	No elements of the video demonstrated a creative approach to explaining the subject matter.	The explanation was standard and contained one or two resourceful elements.	Parts of the video used creative approaches that made those parts of the explanation Stronger.	Many parts of the video took an unorthodox approach to explaining the subject matter, which made the overall explanation stronger.	The entrant implemented a creative approach throughout the entire video that helped the viewer understand the subject matter.	Video provided an inventive approach that should be used to teach this subject matter.
DIFFICULTY	Subject Matter is typically covered at the Elementary School Level.	Subject Matter is typically covered at the Junior High School Level.	Subject Matter is typically covered at the middle School Level, but the video expands upon more complex areas of the subject matter.	Subject Matter is typically covered at the High School Level.	Subject Matter is typically covered at the advanced High School Level or Early College Level.	Subject Matter is typically covered at the advanced College Level or Higher.
ILLUMINATION	Failed to explain the subject matter clearly; video did not help viewer to understand the subject matter.	Explanation was at times confusing, and viewer was not able to understand much of the subject matter.	Explanation was fairly clear but covered only general concepts.	Explanation was clear and covered some topics beyond general concepts.	Explanation was very clear and covered many topics beyond general concepts.	Viewers was able to fully understand the explanation, and video provided a deep dive into the intricacies of the subject matter.
TOTAL: 20 POINTS						



Republic of the Philippines
Department of Education

DATE : **October 23, 2021**

AR No.:

FOR : **CRISTY C. EPE**
Schools Division Superintendent

FROM: **JEM BOY B. CABRELLA**
EPS-Math

SUBJECT: **Conduct of SY 2021-2022 Division Mathematics Virtual Summit**

NAME OF PROGRAM(S) PROJECT(S)	Conduct of SY 2021-2022 Division Mathematics Virtual Summit		
OUTPUT(S) TO BE PRODUCED AND ITS CODE(S)	<i>Output Code</i>	<i>Output</i>	<i>Physical Target</i>
		Number of activities conducted	1
ACTIVITY/IES TO BE REQUESTED	<i>Activity Code</i>	<i>Name of Activity</i>	
		Conduct of SY 2021-2022 Division Mathematics Virtual Summit and the Preparation for the Participation of Regional Mathematics Virtual Summit 2021	
ACTIVITY/IES WITH DOWNLOADING			
FINANCIAL REQUIREMENTS	<i>Activity Code</i>	<i>Name of Activity</i>	<i>Amount</i>
		Conduct of SY 2021-2022 Division Mathematics Virtual Summit and the Preparation for the Participation of Regional Mathematics Virtual Summit 2021	35,880.00
		Total	35,880.00
SOURCE OF FUNDS	MOOE/HRTD		

ADMINISTRATIVE ARRANGEMENT	Activity Code	Sub-Activities	Pax	Inclusive Dates	Remarks
				November 9 – 12, 2021	
ANNEXES	1. Activity Design/Program of Activities 2. Detailed Budget Estimates 3. Accomplished Purchase Request (PR), if any 4. Legal instrument or any form of directives from person in authority 5. Portion of the approved WFP where activities are stipulated.				

All expenses incurred in this activity is subject to usual accounting and auditing rules and regulations.

Prepared by:

Reviewed (PMIS):



JEM BOY B. CABRELLA, PhD
EPS – Math



ELESER D. MATEO
EPS II – SMM&E
Note: To be encoded in the PMIS website.

Funds Available:
Php 35,880.00



NEPTUNE L. TAMBILAWAN
Administrative Officer IV- Budget Office
10.25.21

APPROVED:

CRISTY C. EPE
Schools Division Superintendent



Activity Proposal

I. Title: Conduct of SY 2021-2022 Division Mathematics Virtual Summit and the Preparation for the Participation of Regional Mathematics Virtual Summit 2021

II. Schedule: November 9 to 12, 2021 (Tuesday to Friday)

III. Rationale:

Mathematics activities such as mathematics fair in the 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 the COVID-19 pandemic, face-to-face activities are restricted as stipulated in numerous IATF guidelines and DepEd issuances.

As the Secretary of the Department of Education, Leonor M. Briones said that “Education must continue,” we, the Numeracy Skills Enhancement Team of the Schools Division of Digos City, are motivated to conduct SY 2021-2022 Division Mathematics Virtual Summit as our way of demonstrating knowledge and skills among learners acquired from any learning delivery modalities they have been into.

This year’s Division Mathematics Virtual Summit is aligned to Regional Mathematics Virtual Summit 2021 as a culminating activity for CY 2021 where learners are collectively gathered virtually to empower mathematical talents to serve as models of the youth specifically on their participation to the online division math quiz and graphing calculators manipulations video competition. This virtual summit also showcases the skills of teachers on development of automated intervention materials and the *mathematikula* (coined from mathematics and *pelikula*).

This virtual summit shall begin with the Opening Program. The undersigned proposes to invite a Keynote Speaker in the person of Dr. Christoffer Lelis from Ateneo de Davao University who will be discussing the theme for this year’s virtual summit. It will then be followed by conduct of events for this virtual summit are those which we agreed during the two (2) regional virtual conferences of Division EPS with the regional focal in Mathematics, Dr. Maria Liza I. Berandoy last September 16 and 30, 2021 which we believe are feasible to be conducted in an online platform. There are only four events, namely: (1) Online Division Mathematics Quiz, (2) Graphing Calculators Video Competition, (3) Automated Intervention Materials (AIM) in Mathematics, and (4) *Mathematikula*. The first two activities are for learners while the other two are for teachers in the Schools Division of Digos City.

Further, the Regional Mathematics Virtual Summit 2021 initiated by the DepEd Regional Office XI will be conducted on November 23 to 26, 2021. Sending learner- and teacher-participants does not end up to identification of best participants in the division but also the provision of technical assistance of the identified event heads, overall event heads, and the Education Program Supervisor in Mathematics.

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 are improved. That is why schools with the leadership of the school heads are encouraged to participate in this SY 2021-2022 Division Mathematics Virtual Summit. With the above-mentioned premise, this activity design is proposed.

IV. 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; and
4. Challenge Mathematics teachers to be at their best in doing the automated intervention materials in Mathematics and *mathematikula*.

Enabling Objectives:

1. Enhance teacher-coaches' skills and strategies in mathematics teaching and coaching for both mathematics quiz and graphing calculator manipulations video contest;
2. Showcase teachers' skills on the development of automated intervention materials in Mathematics; and
3. Encourage teachers to participate in *mathematikula*.

V. Activities and Timeline

No.	Activities	Modality/ Venue	Date	Persons Involved	Materials to Prepare
1	Q4 CY 2021 Virtual Conference of District and School Mathematics Coordinators	Online	October 4, 2021 (Monday)	District and School Mathematics Coordinators	Powerpoint presentation and guidelines and mechanics for the 4 events
2	Planning Conference with Numeracy Skills Enhancement Team (NSET) and Technical Working Group (TWG)	Online	October 12, 2021 (Tuesday)	Numeracy Skills Enhancement Team (NSET) and Technical Working Group (TWG)	Powerpoint presentation and guidelines and mechanics for the 4 events
3	District/School Level Mathematics Virtual Summit	Online	4 th week of October 2021	District/School Level Teachers/ Learners	Ppt presentation and other materials

4	Pre-registration of participants to the different events	Online	October 13, 2021 (Wednesday) at 8:00 am to October 29, 2021 (Friday) at 5:00 pm	IT Team, Teachers, Coaches, PSDSs, and Division EPS-Math	MS/Google Forms
5	Online Division Math Quiz Pilot Test / Orientation of Events to the Participants	Online	November 4, 2021 (Thursday)	Technical Working Group for Mathematics Quiz Bee, EPS-Math	Powerpoint Presentation with 3 to 5 questions per grade level from Grades 4 to 11/12 using Quizizz, Guidelines of all Events
6	Tech Run of Technical Working Group for the Opening Program	Face-to-face, Ramon Magsaysay CES	November 5, 2021 (Friday) at 1:00 pm	Technical Working Group, EPS-Math	Technicals
7	SY 2021-2022 Division Mathematics Summit 2021	Online	November 9 to 12, 2021	NSET, Event Heads, Overall Event Head, TWG, IT Team, Judges	All Events Materials
8	Coaching/Provision of Technical Assistance of the Participants	Online	November 13 to 22, 2021	Event Chair, Co-Chairs/Members, Overall Event Head, EPS-Math, Participants	Events Materials
9	Sneak Preview of the (1) Graphing Calculator Video Contest, (2) Automated Intervention Materials, and (3) <i>Mathematikula</i>	Face-to-face, Ramon Magsaysay CES	November 15, 2021 (8:00 am to 5:00 pm)	Event Chair, Co-Chairs/Members, Overall Event Head, EPS-Math, Participants	Entry videos for graphing calculator and <i>mathematikula</i> , AIM materials, DLP, sound system

VI. Schedule of Events

The following is the schedule of events of the SY 2021-2022 Division Mathematics Virtual Summit with the corresponding categories, invited participants, modality and platform, date, and time.

No.	Events	Categories / Invited Participants	Modality / Platform	Date/Time
1	Opening Program	All teachers and learners in Digos City are invited	Online/Live via DepEd Tayo Digos City	November 9, 2021 from 8:00am to 12:00nn
2	Online Division Mathematics Quiz	Grades 4 to 10 learners and Grade 11/12 (with one category only)	Online/Google Meet	Elementary Level: November 9, 2021 from 1:00pm to 5:00pm Secondary Level: November 10, 2021 from 8:00am to 12:00nn
3	Graphing Calculators Video Competition	One category for JHS and another category for SHS	Online/Google Meet	November 10, 2021 from 1:00pm to 5:00pm
4	Automated Intervention Materials (AIM) in Mathematics	Elementary, junior high school, and senior high school teachers	Online/Google Meet	November 11, 2021 from 8:00pm to 12:00nn

5	<i>Mathematikula</i>	Elementary, junior high school, and senior high school teachers	Online/Google Meet	November 11, 2021 from 1:00pm to 5:00pm
6	Closing Program and Its Preparation	All teachers and coaches	Online/Live via DepEd Tayo Digos City	Preparation: November 12, 2021 from 8:00am to 12:00nn Closing Program: November 12, 2021 from 1:00pm to 3:00pm

VII. Evaluation of Activity

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

VIII. Program Management

Committees and Technical Working Group are indicated in Enclosure 1.

IX. Guidelines and Mechanics

Please see Enclosure 2 for the Guidelines and Mechanics of the Regional Mathematics Virtual Summit 2021 for reference.

X. Estimated Expenditure

A. Meal and Snacks without Venue

Date	Description	Quantity		Unit Cost	Total Amount	Source of Fund
November 5, 2021	<i>Snacks without venue</i> for the Tech Run of Technical Working Group for the Opening Program	15	<i>heads</i>	100	<i>Php 1,500.00</i>	MOOE/HRTD
November 15, 2021	<i>Meal and snacks without venue</i> for the Sneak Preview of the (1) Graphing Calculator Video Contest, (2) Automated Intervention Materials, and (3) <i>Mathematikula</i>	20	<i>heads</i>	400	<i>Php 8,000.00</i>	MOOE/HRTD
Sub-Total					Php 9,500.00	

B. Stipend for Keynote Speaker and Judges

Date	Description	Quantity		Unit Cost	Total Amount	Source of Fund
November 9, 2021	<i>Stipend for the Keynote Speaker (Dr. Christhoffer Lelis of Ateneo de Davao University)</i>	1	<i>head</i>	5,000	<i>Php 5,000.00</i>	MOOE /HRTD
Nov. 11, 2021	<i>Stipend for Judges (Dr. Ivy F. Solano, Dr. Emmanuel P. Abuzo, and Ms. Mary Lisley Jane Reyes)</i>	3	<i>heads</i>	2,000	<i>Php 6,000.00</i>	MOOE /HRTD
Sub-Total					Php 11,000.00	

C. Medals

Date	Description	Quantity		Unit Cost	Total Amount	Source of Fund
Nov. 12, 2021	Medal, metal with DepEd seal, 6cm diameter, weighing 30 g, 1 inch ribbon width with blue, red and white ribbon color					
	Gold	15	pieces	180	Php 2,700.00	MOOE/HRTD
	Silver	15	pieces	180	Php 2,700.00	MOOE /HRTD
	Bronze	31	pieces	180	Php 5,580.00	MOOE /HRTD
Sub-Total					Php 10,980.00	

D. Office Supplies and Materials

Date	Description	Number of heads		Unit Cost	Total Amount	Source of Fund
Nov. 9 to 12, 2021	Board paper (worx) A4 size	5	packs	80	Php 400.00	MOOE/HRTD
Nov. 9 to 12, 2021	Certificate Holder A4 size	50	packs	80	Php 4,000.00	MOOE /HRTD
Sub-Total					Php 4,400.00	

TOTAL

Php 35,880.00

PREPARED BY:


JEM BOY B. CABRELLA
Education Program Supervisor
Division Mathematics Focal

Date: October 8, 2021

NOTED BY:


CLARENCE S. PILLERIN, EdD
OIC, Office of the CID

Date: October 8, 2021

FUNDS AVAILABLE:

NEPTUNE L. TAMBILAWAN
Administrative Officer V-Budget
10.11.21

Date:

REVIEWED BY:


BASILIO P. MANA-AY, JR., EdD, CESO VI
Assistant Schools Division Superintendent

Date:

APPROVAL


CRISTY C. EPE

Date: 21 Oct 21

For Division Funds

Schools Division Superintendent

Enclosure 1. Committees and Technical Working Group

Steering Committee

Chairperson: Cristy C. Epe – Schools Division Superintendent
Co-Chairpersons: Dr. Basilio P. Mana-ay, Jr., CESO VI – Asst. Schools Division Superintendent
Members:
Jem Boy B. Cabrella – Education Program Supervisor - Mathematics
Patriotiso O. Peñas – Public Schools District Supervisor, Mt. Apo District
Neil D. Bongcayao – Public Schools District Supervisor, Digos Occidental District

Program Management 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 (TWG)

Overseer: Jem Boy B. Cabrella
Overall Event Heads: Jouy Hope A. Silabay

A. Online Division Mathematics Quiz Elementary Level: November 9, 2021 from 1:00pm to 5:00pm Secondary Level: November 10, 2021 from 8:00am to 12:00nn Chairperson/Event Head: Wellisa P. Milca Co-Chairpersons: Eduardo P. Paller, Jr. (Elementary) Cathelene N. Cabras (Secondary)				
Role	Grades 4 and 5	Grades 6 and 7	Grades 8 and 9	Grades 10 and SHS (Grades 11/12)
1. Virtual Host	Ellen R. Coles	Denzel Aquino	Jhobelle P. Racho	Imma Tessie Donne D. Llemit
2. Platform Administrators	Ralph D. Lim and Demosthenes O. Cajes	Robin Charles Ramos and Dennybie T. Delima	Brian A. Torres and Lecilyn B. Gultiano	Aljun A. Rollan and Abshalom P. Legaspi
3. Observers	Neil D. Bongcayao Joel A. Cartagena Rema M. Ramos	Patriotiso O. Penas Eduardo P. Paller, Jr. Nesylda B. Alpacion Rogan G. Adanza	Felzev Lloyd C. Sayson Wellisa P. Milca Liwayway R. Fuenticilla Rizza L. Villaluna	Jem Boy B. Cabrella Cathelene N. Cabras Grace D. Alvarado

B. Graphing Calculators Video Contest – November 10, 2021 from 1:00pm to 5:00pm Chairperson: Felix Ray Dumagan	
Role	Teacher-Facilitators
Judges	Jem Boy B. Cabrella, Mary Lisley Jane Reyes
Consolidators	Felix Ray Dumagan, Engr. Juner O. Gultiano, and Eiffel D. Tenebro

C. Strategic Intervention Material in Mathematics with a Twist Chairperson: Myrell P. Dumigsi Co-Chairperson: Marjun B. Rebosquillo Members: Lorelai O. Casoñete Venecar C. Abella	
Role	Teacher-Facilitators
Judges	Dr. Ivy F. Solano, Dr. Emmanuel P. Abuzo, Dr. Rizza L. Villaluna, Ms. Jouy Hope A. Silabay, Mr. Xavier S. Fuentes, and Ms. Myleen C. Robiños
Consolidators	Myrell P. Dumigsi, Marjun B. Rebosquillo, Lorelai O. Casoñete, and Venecar C. Abella

D. Mathematikula Chairperson: Jernalyn L. Castro Co-Chairpersons: Noryleth A. Virtudazo Chloyd John N. Cabras	
Role	Teacher-Facilitators
Judges	Dr. Ivy F. Solano, Dr. Emmanuel P. Abuzo, Dr. Rizza L. Villaluna, Ms. Jouy Hope A. Silabay, Mr. Xavier S. Fuentes, and Ms. Myleen C. Robiños
Consolidators	Jernalyn L. Castro, Noryleth A. Virtudazo, and Chloyd John N. Cabras

Enclosure 2. Regional Mathematics Virtual Summit 2021 Proposed Guidelines and Mechanics

Event # 1. Online Regional Mathematics Quiz

1. Online Regional Math Quiz is a one-phase individual competition. It shall be participated by pre-registered learners from Grades 4 to 12 of Region XI.
2. Two (2) winning participants per grade level in the division will participate in the regional level. With this, there will be a maximum of 22 contestants per grade level who will compete for the synchronous Mathematics quiz.
3. Quizizz platform shall be used in this competition. For videoconferencing, google meet platform will be used.
4. There are eight (8) levels in the competition, namely:

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

SHS
5. The pre-registration of math quizzers for this event will start on November 15, 2021 at 8:00 AM and will end on November 17, 2021 at 5:00 PM through the official link to be sent to the Division Education Program Supervisors/Division Mathematics Coordinators.
6. One participant, one official email address shall be implemented.
7. Schedule of this competition will be announced through a regional memorandum. Link for the competition will be sent to the official email of the math quizzers provided during the pre-registration.
8. The following shall be used as guidelines for the number of questions and time allocation in the levels of difficulty for both elementary and secondary levels, to wit:

Level	Difficulty Level	Number of Questions	Time Allocation
Elementary	Easy	10	30 seconds
	Average	5	60 seconds
	Difficult	5	90 seconds
	Total	20	
Secondary	Easy	10	30 seconds
	Average	10	60 seconds
	Difficult	5	90 seconds
	Total	25	

9. This phase shall be conducted simultaneously in the following virtual rooms (one grade level after the other):

Virtual Room 1 – Grades 4 and 5

Virtual Room 2 – Grades 6 and 7

Virtual Room 3 – Grades 8 and 9

Virtual Room 4 – Grades 10 and SHS
10. Contestants are required to be in the virtual room with stable internet connectivity and quiet room an hour before the scheduled time. They are required to keep the audio of the primary gadget **ON** and remain silent for whole duration of the conduct of this phase. The identified primary gadget shall be laptop with functional audio which shall be used by the contest.

11. To secure authenticity of responses, contestants are required to have two cameras which are placed at their front and back. Front camera should cover the half front body and the background of the contestant. Back camera, on the other hand, should cover the back of the contestant, the laptop, and the front view of the contestant. Virtual background or blurry background is **NOT** allowed.
12. There will be two (2) platform administrators and a virtual host in every virtual room.
13. Two or three Education Program Supervisors / Division Mathematics Coordinators are assigned in each virtual room as observer.
14. Platform administrators shall arrange contestants before the Math Quiz starts. Virtual host shall NOT read the question.
15. Quizizz platform shall declare Top 3 winners in each grade level.
16. In case of tie, additional three questions shall be asked using the same time limit in Item 8. These three questions are composed of one easy, one average and one difficult to be asked in any order. If tie still exists after 3 questions, wheel of names shall be used for the declaration of winners.

Event # 2. Graphing Calculator Video Contest

A. THE CONTEST

- (1) **Purpose.** The Graphing Calculator Video Contest will showcase the student's efficiency in problem solving strategies involving calculations in the areas of engineering, science and mathematics.
- (2) **Format.**
 - The contest includes calculations involving algebra, geometry, trigonometry, elementary statistics, pre-calculus and calculus. Topics comprises the most essential learning competencies of the K-12 Basic Education Curriculum.
 - The contest will showcase video tutorials on how to use graphing calculator in solving math problems. The language to be used can be English or Tagalog.
 - Each entry shall submit one **recorded instructional video** (not exceeding 5 minutes) on solving challenging mathematics problems **using graphing calculator**.
- (3) **Calculators.** Any brand or model of graphing calculator is deemed accepted.
- (4) **Timeline.** Date of submission will be on or before **November 17, 2021** to the Regional Screening Committee via Google Link to be provided.

B. ENTRIES

- Participants of the contest are bona fide students in public secondary schools.
- Each Division may send as many as two entries. One for JHS category and one for SHS category.
- Each entry shall have one video presenter. However, an entry can have an option of adding as many as two members in the team whose roles are in the technical aspect.
- Online submission of the video entry and other personal information of the contestant or team will be done through google form. Link will be provided through their respective Division Math Coordinator/EPS.
- Entries must be submitted with the format: "CalcVideo_<SDO Name>_<VideoTitle>" (ex. CalcVideo_MatiCity_ConicSection).
- The Certificate of Ownership Form attached in *Annex A* and Media Release Consent Form attached in *Annex B* shall be accomplished by the contestant/team and coach to be submitted together with their entry.
- As a matter of policy, submitted entries will be uploaded in a YouTube channel. It must have no video restrictions and no copyright claim under YouTube policies and guidelines to pass the initial screening process of the contest. Videos with viewing issues will be dealt accordingly.

C. SCORING SYSTEM

- (1) Judges shall rate each entry based on the criteria below and their decision is final and irrevocable.

Clarity and Delivery (20 pts)

- ✓ The video and audio quality are clear and effectively contributing to the delivery of the message. Video shots and background audio is kept in balance.
- ✓ The presenter speaks clearly and distinctly all the time, and mispronounces no words.

Difficulty of the Problem (20 pts)

- ✓ Subject matter is typically covered at the higher order thinking skills.
- ✓ The topic includes solving a challenging mathematical problem involving multistep approach.

Demonstration of Graphing Calculator (40 pts)

- ✓ The presentation showcases the importance of graphing calculator in solving math problems. It features how the tool makes the task easy and fast.
- ✓ The presenter displays mastery in using the calculator and the viewer finds its functionality relevant and user-friendly.
- ✓ The video displays mathematical features of what a graphing calculator can perform beyond what other calculators can only do.

Organization of Presentation (20 pts)

- ✓ The work is presented in a neat, clear, organized fashion that is easy to comprehend.
- ✓ Presentation is captivating and made the viewer watch the video from start to finish.

(2) **Top 3 winners** shall be declared for each category based on the highest accumulated points among all judges.

(3) In case of tie, the chairman of the board of judges shall break the tie.

(4) **Special Awards** shall also be given to each category such as:

- ✓ **Eagle Video Award** (*Judges' bet in Clarity and Delivery*)
- ✓ **Problem Solver of the Year** (*Judges' bet in Difficulty of the Problem*)
- ✓ **Diamond Performance Award** (*Judges' bet in Calculator Demonstration*)
- ✓ **Golden Video Award** (*Judges' bet in Organization of Presentation*)

Event # 3. Automated Intervention Materials (AIM) in Mathematics

Salient Points to Consider:

Basically, this is the formerly known as the Strategic Intervention Material (SIM) evolving into automated version to fit in the distance learning modality.

- These are instructional materials developed by the teachers for intervention purposes for those learners who failed to master the competency after the class presentation of the lesson or an assessment activity like formative test, weekly test, unit test, summative test, and periodical examination.
- Learner participants to this activity are determined through their scores or performance after the formative or any assessment activities.
- The teacher will select 1 competency which will be the basis of AIM from the list of least mastered competencies. It should be certified by the grade head/adviser and noted by the school head.
- The teacher will do a task analysis for this competency.
- Think about the skill(s) and subskill(s) that learners should have to be able to develop the target competency.
- Write this down and keep this as a guide when writing the AIM.
- Task analysis help the teacher to pinpoint problem areas, make appropriate corrections, and ensure that students have the necessary skills and subskills to complete the task.

Parts of the AIM:

- **The Guide Card**

The Guide Card presents the big picture.

- gives an overview of the lesson;
- presents the focus skill;
- introduces the activity/activities;
- engages the learner's interest; and
- leads the learner in performing the tasks

- **The Activity Card**

The Activity Card defines the task(s) that the learner should undertake in order to develop the skill.

- The task is competency-oriented and may be individual or group work.
- The purpose of the task is to provide enough practice for the learner so he/she can perform the skill automatically.

- **The Assessment Card**

The Assessment Card helps the learner measure his/her level of mastery of the skills upon completion of the task(s).

- The result of the assessment identifies the knowledge/skill(s) that the learner may need to develop further or enhance.
- The score of the learners will not be used as basis for his/her grade.

- **The Enrichment Card**

The Enrichment Card extends learning by providing additional exercises for further application of knowledge or skill.

- **The Reference Card**

The Reference Card provides additional content to the coverage of the textbook.

- It may also list of resources that the learner may refer to for further reading.

- **The Answer Key**

- The answer key shall provide answers to all exercises and activities. This is a self-learning material where the learners will study and answer with less assistance and supervision from the teacher. The teacher will just give instruction on what to do and let the students study and answer the self learning materials during vacant time or remediation period.

- **Packaging the Automated Intervention Material**
 - Packaging means putting together the cards to come up with the AIM.
 - Teachers are encouraged to make each section brief and simple
 - Pictures, diagrams, illustrations and manipulative materials are suggested to make the material attractive and interesting.

THE CONTEST ENTRY

- This is an individual competition open for all public school teachers.
- Each Division may send one entry per key stage area: Key Stage 1 (Grades 1 to 3), Key Stage 2 (Grades 4 to 6), Key Stage 3 (Grades 7 to 10) and Key Stage 4 (Grades 11 to 12).
- The contest will showcase **video presentation** on the teacher-made Automated Intervention Material (AIM) and on how it was used in the distance learning class including the learning outcome. The language to be used is English.
- Each entry shall submit one video (not exceeding 5 minutes) on the presentation of AIM.
- Each entry shall have one video presenter who is the primary author of the material. However, an entry can have an option of adding as many as two members in the team whose roles are in the technical aspect.
- Online submission of the video entry and other personal information of the contestant or team will be done through google form. Link will be provided through their respective Division Math Coordinator/EPS.
- Entries must be submitted with the format: “AIM_<SDO Name>_<VideoTitle>” (ex. AIM_Mati City_Oplan Integers).
- As a matter of policy, submitted entries will be uploaded in a YouTube channel. It must have no video restrictions and no copyright claim under YouTube policies and guidelines to pass the initial screening process of the contest. Videos with viewing issues will be dealt accordingly.

SCORING SYSTEM

(1) Judges shall rate each entry based on the criteria below and their decision is final and irrevocable.

Clarity and Delivery (15 pts)

- ✓ The video and audio quality are clear and effectively contributing to the delivery of the message. Video shots and background audio is kept in balance.
- ✓ The presenter speaks clearly and distinctly all the time. the over-all presentation is captivating and made the viewer watch the video from start to finish.

Congruence and Replicability (30 pts)

- ✓ All parts of the packaged material are tailored in coherent manner to attain objectives based on activities presented.
- ✓ The learning outcome addressed mastery of the identified least learned competency.
- ✓ The results of the intervention are supported by concrete evidence that warrants same result when the intervention is repeated in other similar circumstances.

Usability and Functionality (40 pts)

The following features are all found in the package material:

- ✓ EFFECTIVENESS. Is the intervention achieving its objectives?
- ✓ EFFICIENCY. How well are resources being used?
- ✓ IMPACT. What difference does the intervention make?
- ✓ SUSTAINABILITY. Will the benefits last?

Interface Organization (15 pts)

- ✓ The AIM interface is clear and in organized fashion that is easy to comprehend.
- ✓ The learner found the material relevant and user-friendly.

(2) **Top 3 winners** shall be declared for each category based on the highest accumulated points among all judges.

(3) In case of tie, the chairman of the board of judges shall break the tie.

(4) **Special Awards** shall also be given to each category such as:

- ✓ **Best AIM Video Award** (*Judges' bet in Clarity and Delivery*)
- ✓ **Eagle Intervention of the Year** (*Judges' bet in Congruence and Replicability*)
- ✓ **Outstanding Achiever Award** (*Judges' bet in Usability and Functionality*)
- ✓ **Golden AIM Award** (*Judges' bet in Interface Organization*)

Event # 4: *Mathematikula*
(Reference: *Siyensikula Mechanics*)

1. This competition is open to all Elementary, Junior and Senior High School teachers from public schools in the region. Only individual entries are allowed.
2. The participants must discuss a difficult topic under the Elementary, Junior and Senior High School Learning Mathematics and Engineering Continuum in a clear, creative and engaging manner through a video presentation that is not more than three (3) minutes. The participants shall discuss the topic in English.
3. All contents in the video must be original and are owned by the participant. Entries may include personal experiences and reflective observations. Videos must reflect that the participant has carefully examined the topic.
4. All creative visual tools such as animations, simulations, physical demonstrations or visual aids are allowed. However, participants must list and cite all of the resources used, including but not limited to images, audio, video clips, books, articles, etc., Use public domain sites for your references and resources. Entries with photos and videos which are derivative works will automatically be disqualified.
5. Each Division may send a maximum of two (2) official entries to the Regional *Mathematikula* Competition. They should be properly endorsed by the Schools Division Superintendent through an endorsement letter on or before the deadline of submission in the Regional Level on the date specified in the memorandum.
6. Entries must be submitted via email with a subject format: MATHEMATIKULA_NAME OF THE DIVISION_VIDEO TITLE.
7. The email should include (1) the name of the participant, (2) You tube video link attachment of the video entry, and (3) a pdf file of the video script along with the references following the Chicago Manual of Style. Non submission of any of the required documents of the competition entry will automatically be disqualified.
8. Manner of Judging Process:
 - a. PEER-TO-PEER REVIEW (1st stage). The Peer-to-Peer Review is the first phase of judging. Entries will be reviewed and scored by at least five (5) other contestants. The Peer-to-Peer review process is an educational experience and desires with good faith in providing an honest and sincere assessment of the Peer's Entries. Judging will be based on the Rubrik's.
 - 1.1 In the selection of Peers.
 - a. Random/Draw lots ex. Entry 1 will pick 5 pcs of papers in a box containing the assigned number of the participants, same process will be done on the succeeding participant
 - b. The contest committee will assign the Peers who will review the entries of other participants.
 - b. POPULAR VOTE (2nd Stage) – The Popular Vote invites the public to participate in the Judging Process for the Mathematikula through the official Facebook page of the Department of Education. The Popular Vote Entry with the highest combined total Likes, Shares and Positive Reactions (like, Love, Haha, Wow) on the video's original post on the DepEd official Facebook page. The top scoring Popular Vote Entry will receive a special recognition for this accomplishment.

- c. EVALUATION AND SELECTION COMMITTEE REVIEW (Final Stage) – The Evaluation and Selection Committee will review and score all the video entries based on the criteria stipulated in the memorandum (Enclosure).
9. The evaluation results of the Committee are independent with the result of the Peer-to-Peer Evaluation and the Popular Vote.
10. The entry with the highest score in the FINAL STAGE shall be the Champion and will be given medal and certificate, and same will be given to the other 2 or four.
11. All the winning entries will receive certificates and will be posted in the official Regional Memorandum, Gazettes and other Regional Official Digital Platform.

MATHEMATIKULA – RUBRIC EVALUATION TOOL

CRITERIA	POINTS					
	0	1	2	3	4	5
ENGAGEMENT	Failed to establish engagement and did not hold viewer’s attention.	Somewhat interesting but did not hold viewer’s attention for the entire length of the video.	Fairly interesting and held viewer’s attention for the entire length of the video.	Interesting and viewer felt engaged throughout the video, viewers was excited to see what would come next.	Very interesting and throughout the video, viewer was excited to see what would come next.	Captivating and made the viewer want to watch other videos made by the entrant.
CREATIVITY	No elements of the video demonstrated a creative approach to explaining the subject matter.	The explanation was standard and contained one or two resourceful elements.	Parts of the video used creative approaches that made those parts of the explanation Stronger.	Many parts of the video took an unorthodox approach to explaining the subject matter, which made the overall explanation stronger.	The entrant implemented a creative approach throughout the entire video that helped the viewer understand the subject matter.	Video provided an inventive approach that should be used to teach this subject matter.
DIFFICULTY	Subject Matter is typically covered at the Elementary School Level.	Subject Matter is typically covered at the Junior High School Level.	Subject Matter is typically covered at the middle School Level, but the video expands upon more complex areas of the subject matter.	Subject Matter is typically covered at the High School Level.	Subject Matter is typically covered at the advanced High School Level or Early College Level.	Subject Matter is typically covered at the advanced College Level or Higher.
ILLUMINATION	Failed to explain the subject	Explanation was at times	Explanation was fairly clear but	Explanation was clear and	Explanation was very clear and	Viewers was able to fully

	matter clearly; video did not help viewer to understand the subject matter.	confusing, and viewer was not able to understand much of the subject matter.	covered only general concepts.	covered some topics beyond general concepts.	covered many topics beyond general concepts.	understand the explanation, and video provided a deep dive into the intricacies of the subject matter.
TOTAL POINTS: 20						

GAD CHECKLIST FOR EDUCATION PROJECTS

Education projects or projects for the education sector encompass construction of facilities (infrastructure), technical assistance for a sectoral review or preparation of a sector plan, development or revision of curricula or educational materials, scholarships, and training of teachers and other education sector officials and personnel. The assistance may be for the entire sector, formal or informal education, or a particular level of formal education (elementary, secondary, or tertiary).

GENDER ISSUES AND GENDER EQUALITY RESULTS

Education projects in the Philippines have to contend with a number of interrelated gender issues (NCRFW 2004), including the following:

- Deteriorating quality of education at all levels particularly in the rural areas, as better quality schools are found in town centers or urban areas. In areas with high indigenous people's populations, the distance from school and indifference to girls' education are unfavorable to females.
- Wide variations in literacy among regions. National female and male literacy rates are about the same, but some areas have significantly lower figures. Literacy rates are lowest in the Autonomous Region in Muslim Mindanao (ARMM) and areas in Mindanao under armed conflict, with female literacy rates significantly lower than those of the males. Low male literacy rate is associated with the recruitment of men at a very young age to join armed groups.
- Generally, higher school dropout among boys, as they leave school to work in the farms, factories, markets, piers, or the streets. School participation of children is often bound with their work responsibilities to their family.
- More women than men reach the tertiary education level, but women tend to flock into business administration and other overcrowded stereotyped "feminine" fields (teachers' training, nursing, midwifery).
- Despite efforts to revise the curricula and instructional materials at various levels, these materials continue to promote gender stereotypes, influencing young people's career choices.
- Gender-based harassment among students, of students by teachers, and of teachers by their superiors.
- While there are more women than men among teachers, decision making in the sector remains a male preserve.

Recognition by program or project designers of the various gender issues that persist nationally and in specific areas of the country can help them develop interventions that will ultimately improve the level and quality of education of women and men alike. Education programs and projects may be designed to enable young children—boys especially—to attend school at the same time that they help their families earn a living, make better school facilities accessible to rural females and males, and improve the gender-responsiveness of the

education sector. In some areas, constraints to girls' access to education may be addressed through the physical design of schools, availability of woman teachers from the same cultural or religious group, or campaign to integrate the girls in the public school system. **Gender equality results** of education programs or projects may include:

- ☞ longer stay in school of boys, where male school dropout rate is particularly high;
- ☞ increased enrolment of girls, where there are barriers to female entry in the existing school system;
- ☞ improved school performance of male and female students;
- ☞ greater access of rural females and males to good quality education;
- ☞ increased capacity of women to influence decisions in the education sector;
- ☞ improved capacity of public and private schools at all levels to address gender issues in the classroom and in the campus; and
- ☞ improved capacity of agencies in the education sector to plan, design, implement, and monitor programs and projects that address gender issues and the concerns of different stakeholders.

GENDER ANALYSIS QUESTIONS

Gender analysis is required at two points of the project preparation stage: as part of project identification, and after the project has been designed. Box 4 (page 8), Part I, of this manual suggests key questions for gender analysis as part of analysis of the development problem, while box 12 offers a summary of the core gender analysis questions for assessing the gender impact of the proposed health project, as designed. Other questions that may be asked are:

Gender division of labor and gender needs

- Has an assessment been made of the education and training needs (curricula, teaching methods, schedules) of women and men? Of girls and boys?
- Does the project address the different education and training needs of women and men? For instance, are households in the project area dependent on the work of girls or boys for income? If so, will flexible education schedules help females or males in their other tasks?
- Does the project recognize and accommodate the different roles of women and men? Of their roles in the management of educational and training programs and institutions?
- Does the project (through curricula, instructional materials, role models, and skills training) provide opportunities for expanding the roles and career options of young women and men?
- Has consideration been given to how women may be supported in their role of providing socialization and tutoring children to become good citizens, workers, and human beings?

Access to and control of educational services and benefits

- Does the project ensure that opportunities for training and scholarships are equally accessible to women and men, girls and boys? To rural as well as urban females and males? To different categories of females and males (rural/urban, ethnic groups)?

- Is information about educational opportunities readily available to females and males?
- Have all methods of education delivery been considered to ensure access to education by girls and boys, young women and men, who may otherwise not be able to attend school?

Constraints to participation

- Has the project addressed any time and distance constraint so that girls and boys could attend class?
- Are there societal attitudes or cultural factors that prevent girls or young women, or boys or young men, from attending school or a training program? Has the project addressed these constraints?
- Has the project considered financial costs of participation that may restrict attendance of females or males?
- Will the project improve women's representation in education boards?
- Has the project considered financial costs of participation that may increase women's and men's access to the project's training services or facilities?
- Will women's participation in the project affect the attitudes of women and men toward women?

GUIDE FOR ACCOMPLISHING THE CHECKLIST

Box 12 lists the ten elements or requirements for a gender-responsive education project. Each requirement is generally accompanied by a set of guide questions. The scoring system is the same as that in boxes 5 and 6, while the interpretation of the total score is the same as that in box 7. The guide for accomplishing the checklist and the interpretation of the total GAD rating are reproduced below for easy reference.

Guide for accomplishing box 12

1. Put a check ☒ in the appropriate column (2a to 2c) under "Response" to signify the degree to which a project proponent has complied with the GAD element: under col. 2a if nothing has been done; under col. 2b if an element, item, or question has been partly answered; and under col. 2c if an element, item, or question has been fully complied with.
2. A partial and a full yes may be distinguished as follows.
 - a. For *Element 1.0*, a "partly yes" to Question 1.1 (or Q1.1) means meeting with male officials and only a woman or a few women who also happen to be officials in the proponent or partner agency or organization; or with male and female officials and some male beneficiaries. In contrast, full compliance involves meeting with female and male officials and consulting other stakeholders, including women and men that may be affected positively or negatively by the proposed project. A "partly yes" to Q1.2 means inputs or suggestions may have been sought from woman and man beneficiaries but are not considered at all in designing project activities, choosing and locating facilities, and selecting types of capacity development activities. A "partly yes" to Q1.3 means only certain groups of women and men are viewed as stakeholders and agents of change.
 - b. For *Element 2.0*, "partly yes" means some information has been classified by sex but may not be key to helping identify key gender issues that a planned project must address. In

contrast, a full “yes” implies that qualitative and quantitative data are cited in the analysis of the development issue or project.

- c. For *Element 3.0*, a “partly yes” means a superficial or partial analysis has been done by focusing on only one or two of the concerns (gender roles, needs, perspectives, or access to and control of resources).
 - d. For *Element 4.0*, “partly yes” means women are identified in the project objectives but only in connection with traditional roles or economic activities (Q4.1); or the project has token gender equality outputs or outcomes (Q4.2). A full “yes” to Q4.1 signifies that women’s nontraditional roles are also recognized, while a full “yes” to Q4.2 denotes that gender equality outcomes and outputs are consistently pursued in the logframe.
 - e. For *Element 5.0*, “partly yes” means having gender equality strategies or activities but no stated gender issues to match the activities, while a full “yes” means there is an identified gender issue and there are activities seeking to address these issues.
 - f. For *Element 6.0*, a “partly yes” response to any of the items and questions is associated with superficial or partial effort to address a specific issue or question. In contrast, a full “yes” involves a coherent, if not a comprehensive, response to the question.
 - g. For *Element 7.0*, “partly yes” means the project monitoring plan includes indicators that are sex-disaggregated but no qualitative indicator of empowerment or status change.
 - h. For *Element 8.0*, “partly yes” means the project requires the collection of some sex-disaggregated data or information but not all the information that will track the gender-differentiated effects of the project. A full “yes” means all sex-disaggregated data and qualitative information will be collected to help monitor GAD outcomes and outputs.
 - i. For *Element 9.0*, “partly yes” means there is a budget for GAD-related activities but this is insufficient to ensure that the project will address relevant gender issues (Q9.1), or build GAD capacities among project staff or the project agency or tap external GAD expertise (Q9.2).
 - j. For *Element 10.0*, a “partly yes” response to Q10.1 means there is a mention of the agency’s GAD plan but no direct connection is made to incorporate the project’s GAD efforts into the plan; to Q10.2 means there is a mention of other GAD initiatives in the project coverage but no indication of how the project will build on these initiatives; and to Q10.3 means the project has a sustainability plan for its GAD efforts but makes no mention of how these may be institutionalized within the implementing agency or its partners.
3. After ascertaining whether a GAD requirement has been done or not, enter the appropriate score for an element or item under column 3.
- a. To ascertain the score for a GAD element, a three-point rating scale is provided: “0” when the proponent has not accomplished any of the activities or questions listed under an element or requirement; a score that is less than the stated maximum when compliance is only partial; and “2” (for the element or requirement), or the maximum score for an item or question, when the proponent has done all the required activities.
 - b. The scores for “partly yes” differ by element. For instance, the score for “partly yes” for Elements 2.0, 3.0, 5.0, 7.0, and 8.0 is “1.” For elements with two or more items or questions (such as Element 1.0), the rating for a “partial yes” is the sum of the scores of the items or questions that falls short of the maximum “2.”
 - c. For Element 9.0, which has two items (9.1 and 9.2), the maximum score **for each item** is pegged at “1.0” and “partly yes” is “0.5.” Hence, if a project scores a full “1.0” in one question but “0” in the other, or if a project scores “partly yes” (or “0.5”) in each of the two items, the total rating for Element 9.0 will be “partly yes” with a score of “1.0.” If a project

scores “partly yes” in one item but “no” in the other, then the total rating for the element will be “0.5.”

d. For Elements 6.0 and 10.0, which has three items each, the maximum score **for each item** is pegged at “0.67” and “partly yes” is “0.33.” The rating for the element will be “partly yes” if the total score of the three items is positive but less than “2.0,” the maximum for the element.

4. For an element (col. 1) with more than one item or question, add the score for the items and enter the sum in the thickly bordered cell for the element.
5. Add the scores in the thickly bordered cells under column 3 to come up with the GAD score for the project identification and design stages.
6. Under the last column, indicate the key gender issues identified (for proponents) or comments on the proponent’s compliance with the requirement (for evaluators).

Box 12. GAD checklist for designing and evaluating education projects

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project identification and planning					
1.0 <i>Participation of women and men in project identification</i> (max score: 2; for each item or question, 0.67)				2.0	
1.1 Has the project consulted and involved women in the problem or issue that the intervention must solve and in the development of the solution? (possible scores: 0, 0.33, 0.67)			/		
1.2 Have women’s inputs been considered in the design of the project? (possible scores: 0, 0.33, 0.67)			/		
1.3 Are both women and men seen as stakeholders, part- ners, or agents of change? (possible scores: 0, 0.33, 0.67)			/		
2.0 <i>Collection of sex-disaggregated data and gender- related information prior to project design</i> (possible scores: 0, 1.0, 2.0) Has the project tapped sex-disaggregated data and gender-related information from secondary and primary sources at the project identification stage? OR, does the project document include sex- disaggregated and gender information in the analysis of the development issue or problem?		/		1.0	
3.0 <i>Conduct of gender analysis and identification of gender issues (see box 3)</i> (possible scores: 0, 1.0, 2.0) Has a gender analysis been done to identify gender issues prior to project design? OR, does the discussion of development issues in the project document include gender gaps that the project must address?		/		1.0	

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
Project design					
4.0 Gender equality goals, outcomes, and outputs (max score: 2; for each item, 1)				1.5	
4.1 Do project objectives explicitly refer to women and men as students, parents, teachers, or administrators? (possible scores: 0, 0.5, 1.0)			/		
4.2 Does the project have gender equality outputs or outcomes? (see text for examples) (possible scores: 0, 0.5, 1.0)		/			
5.0 Matching of strategies with gender issues (possible scores: 0, 1.0, 2.0) Do the strategies match the gender issues and gender equality goals identified? That is, will the activities or interventions reduce gender gaps and inequalities?			/	2.0	
6.0 Gender analysis of the designed project (max score: 2)				2.0	
6.1 Gender division of labor (max score: 0.67; for each question, 0.22)					
6.1.1 Are families in the target community reliant on the work of girls or boys for income? IF SO: Will flexible education schedules help females or males fit in their other tasks? (possible scores: 0, 0.11, 0.22)			/		
6.1.2 Does the project offer opportunities (through curricula, instructional materials, role models) for expanding roles of women and men, girls and boys, at home and in the community, economy, and society? (possible scores: 0, 0.11, 0.22)			/		
6.1.3 Has an assessment been made of the education and training needs of both females and males? (possible scores: 0, 0.11, 0.22)			/		
6.2 Access to and control of resources (max score: 0.67; for each question, 0.22)					
6.2.1 Does the project ensure that opportunities for training and scholarships that may be provided are equally accessible to women and men, girls and boys? To different categories of females and males (rural/urban, ethnic groups)? (possible scores: 0, 0.11, 0.22)			/		
6.2.2 Is information about educational opportunities readily available to females and males? (possible scores: 0, 0.11, 0.22)			/		
6.2.3 Have all methods of education delivery been considered? (possible scores: 0, 0.11, 0.22)			/		

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
6.3 Constraints (max score: 0.67; for each item, 0.33)					
6.3.1 Has the project addressed any time and distance constraint so that girls and boys could attend class? (possible scores: 0, 0.17, 0.33)			/		
6.3.2 Has the project considered the financial costs of participation that may restrict attendance of females or males? (possible scores: 0, 0.17, 0.33)			/		
7.0 Monitoring targets and indicators (possible scores: 0, 1.0, 2.0) Does the project include gender equality targets and indicators for welfare, access, consciousness raising, participation, and control? Examples of gender differences that may be monitored:		/		1.0	
– Net enrolment or school participation rate – Passing rate for female and male students (NEAT, NSAT, HSRT) – Participation in training and similar project activities, by type of training or activity – Employment generated by the project					
8.0 Sex-disaggregated database (possible scores: 0, 1.0, 2.0) Does the proposed project monitoring framework or plan include the collection of sex-disaggregated data?		/		1.0	
9.0 Resources (max score: 2; for each item, 1)				2.0	
9.1 Is the budget allotted by the project sufficient for gender equality promotion or integration? (possible scores: 0, 0.5, 1.0)			/		
9.2 Does the project have the expertise to integrate GAD or promote gender equality and women's empowerment? OR, is the project committed to investing project staff time in building capacity for integrating GAD or promoting gender equality? (possible scores: 0, 0.5, 1.0)			/		
10.0 Relationship with the agency's GAD efforts (max score: 2; for each item or question, 0.67)				2.0	
10.1 Will the project build on or strengthen the agency/PCW/government's commitment to the advancement of women? (possible scores: 0, 0.33, 0.67)			/		

Dimension and question (col. 1)	Response (col. 2)			Score for the item/ element (col. 3)	Result or comment (col. 4)
	No (2a)	Partly yes (2b)	Yes (2c)		
10.2 Does the project have an exit plan that will ensure the sustainability of GAD efforts and benefits? (possible scores: 0, 0.33, 0.67)			/		
10.3 Will the project build on the initiatives or actions of other organizations in the area? (possible scores: 0, 0.33, 0.67)			/		
TOTAL GAD SCORE – PROJECT IDENTIFICATION AND DESIGN STAGES (Add the score for each of the 10 elements, or the figures in the thickly bordered cells.)				15.5	

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10/25//2021

Conduct of SY 2021-2022 Division Mathematics Virtual Summit and the Preparation for the Participation of Regional Mathematics Virtual Summit 2021 (Sir JB Cabrella)

Interpretation of the GAD score

0 - 3.9 GAD is invisible in the project (proposal is returned).

4.0 - 7.9 Proposed project **has promising GAD prospects** (proposal earns a “conditional pass,” pending identification of gender issues and strategies and activities to address these, and inclusion of the collection of sex-disaggregated data in the monitoring and evaluation plan).

8.0 - 14.9 Proposed project is **gender-sensitive** (proposal passes the GAD test).

15.0 - 20.0 Proposed project is **gender-responsive** (proponent is commended).