



Republic of the Philippines  
**Department of Education**  
REGION II – CAGAYAN VALLEY  
SCHOOLS DIVISION OF NUEVA VIZCAYA

14 October 2024

**DIVISION MEMORANDUM**

No. 457, s. 2024

**DIVISION READING AND LITERACY MONTH CELEBRATION cum AWARDING  
OF THE MOST SUSTAINED IMPLEMENTERS OF EARLY LANGUAGE  
LITERACY AND NUMERACY (ELLN)**

TO: OIC-Assistant Schools Division Superintendent  
Curriculum Implementation Division Chief  
Schools Governance and Operations Chief  
Education Program Supervisors  
Public Schools District Supervisors/Districts-in-Charge  
All others concerned

1. Please be informed that the Schools Division Office of Nueva Vizcaya through the Curriculum Implementation Division shall conduct the **Division Reading and Literacy Month Celebration cum Awarding of the Most Sustained Implementers of Early Language Literacy and Numeracy** in line with **Project LUMINOUS** (Literacy Understanding and Mastery in Numbers – an Orderly Unified System) of the Regional Office No.02 to be held at **Aritao Central School, Aritao I District** on **November 21-22, 2024**.
2. The objectives of the activity are as follows:
  - a. Celebrate the Reading and Literacy Month through the conduct of graded individual academic contests;
  - b. Select division's representatives in the Regional Festival of Talents in Story Retelling, Oral Reading Interpretation, and Oratorical Composition and Presentation;
  - c. Recognize the most sustained implementers of reading, literacy, and numeracy (ELLN); and
  - d. Revitalize the research program in reading, literacy, and numeracy.
3. Target participants are detailed below:

**First Day (November 21, 2024)**

  - a. 23 Grade 2 Learners (With Coach/School Head)
  - b. 23 Grade 3 Learners (With Coach/School Head)
  - c. 23 Grade 4 Learners (With Coach/School Head)
  - d. 23 Grade 5 Learners (With Coach/School Head)
  - e. 23 Grade 6 Learners (With Coach/School Head)

**Second Day (November 22, 2024)**

  - f. 50 Grade 7 Learners (With Coach/School Head)
  - g. 50 Grade 8 Learners (With Coach/School Head)
  - h. 50 Grade 9 Learners (With Coach/School Head)
  - i. 50 Grade 10 Learners (With Coach/School Head)
  - j. Research presenters



Address: Quezon St., Don Domingo Maddela, Bayombong, Nueva Vizcaya  
Telephone Nos.: (078) 362-0106, 09171589946  
Email Address: [nuevavizcaya@deped.gov.ph](mailto:nuevavizcaya@deped.gov.ph)  
Website: [sdonuevavizcaya.com](http://sdonuevavizcaya.com)



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4. All participating classroom teachers who will be serving as coaches/presenters are advised to craft their instructional plans/activities and leave these to their respective school heads for proper implementation.
5. Meals and snacks of facilitators, and technical working group members, supplies, and materials needed in the administration of the activity shall be charged to downloaded PSEF fund, while the rewards and other expenses relating to the awarding of the Most Sustained ELLN Implementers shall be charged to the downloaded ELLN funds, subject to the accounting and auditing rules and regulations.
6. For information, guidance and compliance.

**ORLANDO E. MANUEL PhD, CESO V**  
Schools Division Superintendent



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**DIVISION READING AND LITERACY MONTH CELEBRATION cum AWARDING  
OF THE MOST SUSTAINED IMPLEMENTERS IN  
EARLY LANGUAGE, LITERACY, AND NUMERACY**

November 21-22, 2024  
Venue: Aritao Central School

**SCHEDULE OF ACTIVITIES**

| November 21, 2024  | Activity   |  |   |
|--------------------|--|--|---|
| 7:00 am – 8:30 am  | Registration   |  |   |
| 8:30 am – 9:30 am  | Opening Program  |  |   |
|                    | CONTEST ROOM<br>A  | CONTEST ROOM<br>B  | CONFERENCE<br>HALL  |
| 9:30 am – 12:00pm  | Story Retelling<br>(Grade 2)                             | Story Retelling<br>(Grade 3)                                   | Declamation<br>(Grade 4)  |
| 12:00 pm – 1:00 pm | Lunch Break  |  |   |
| 1:00 pm – 2:30 pm  | Essay Writing<br>(Grade 5)                               | Oral Reading<br>Interpretation<br>(Grade 6)                    | Concurrent<br>Session on Story<br>Retelling and<br>Oral Reading<br>Interpretation<br>(Teachers and<br>Learners) |
| 2:30 pm – 4:00 pm  |  |  |   |
| 4:00 pm – 5:00 pm  | Awarding of Trophies and Certificates                    |  |   |
|                    |  |  |   |
| November 22, 2024  | Activity   |  |   |
| 7:30 am – 8:00 am  | Registration of Participants                             |  |   |
|                    | CONTEST ROOM<br>A  | CONTEST ROOM<br>B  | CONFERENCE<br>HALL  |
| 8:00 am – 12:00 pm | Poetry Writing<br>(Grade 7)                              | Reading<br>Comprehension<br>(Grade 8)                          | Research<br>Presentations   |
| 12:00 pm – 1:00 pm | Lunch Break  |  |   |
| 1:00 pm – 4:00 pm  | Correct Usage<br>(Grade 9)                               | Oratorical<br>Composition<br>and<br>Presentation<br>(Grade 10) |   |
| 4:00 pm – 5:00 pm  | Awarding of Trophies and Certificates<br>Closing Program |  |   |
|                    |  |  |   |



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## CONTEST GUIDELINES

### DIVISION READING AND LITERACY MONTH CELEBRATION

#### A. Grades 2 and 3 – STORY RETELLING

There will be 23 contestants in each grade level representing the 23 districts for elementary level.

1. A printed copy of a story in English, a pen, and a paper shall be provided to the learners during the contest. These will be retrieved before their actual performance.
2. All contestants will stay in one holding room, while the next learner-contestant will stay in the contest room getting ready to deliver his/her piece.
3. Drawing of lots will be done 30 minutes before the contest proper to determine the sequence of presentation.
4. In the holding room, coaches are prohibited to be in the room or near the room.
5. The contestants in the holding room will be handed copies of the story, a pen, and a paper. While reading and preparing for their presentation, they may use the pen and paper to organize their thoughts. They will be given 25 minutes to prepare for their presentation.
6. They are to retell their story in their own words which shall not exceed five (5) minutes.
7. Colored flags will be used by the TWG to cue the learners during the contest. A **green** flag signals the learner to start his/her retelling. A **yellow** flag informs the contestant that there is still remaining 30 seconds, and a **red** flag cues the contestant to stop his/her performance.
8. NO cellphone, gadget, props, costumes, reading materials, musical instruments, or any object is allowed to be used by the learners during the actual performance.
9. Plain white tshirt and maong pants will be worn by the contestants. No school ID is needed.
10. They will be judged based on the following criteria:

**Mastery of the Story** - 50%

Retell accurately the significant details and elements of the story read.

Communicate the story in a sequential order.

**Voice Projection** – 30%

Retell the story creatively with the correct use of the language and loud enough for the audience to hear.

Observe proper stress, intonation, and juncture.

**Stage Presence** – 20%

Show confidence and appropriate posture/projection, facial expressions, and gestures.

Perform within the allotted time.



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11. The top 5 contestants with the highest points will be recognized.
12. The decision of the judges is final

**B. Grade 4 – DECLAMATION CONTEST**

There will be 23 contestants representing the 23 districts of the SDO.

1. The SDO will issue contest pieces a month before the scheduled division declamation contest.
2. During the contest, each contestant will be given 8-10 minutes to deliver his/her piece.
3. The declamation could follow this general structure:

**Teaser** – 30 to 45 seconds

Contestant delivers a small portion of the speech to establish the mood and general theme

**Introduction** – 20 to 30 seconds –

Contestant delivers the introduction

**Main Body of Speech** – 7 to 8 minutes

Contestant delivers the main points of the speech

**Conclusion of Speech** – 30 to 45 seconds

Contestant wraps up the speech

4. The presentation will be rated based on these criteria:

**CUTTING** – 30 points

Does the presenter convey understanding what is happening?

Does the speech flow effectively?

Does the sequence of ideas contained in the speech make sense?

**DELIVERY** – 40 points

Is the speech, as performed, appropriate for the situation?

Does the student use voice, posture, and gestures to enhance the message?

**CONTEXT** – 30 points

Does the performer engage with the audience?

Does the performance appropriately capture the context of the speech?

5. The top five contestants based on their cumulative scores would be declared winners.
6. The decision of the board of judges is final.

**Conscience (Declamation Piece for girls)**

I wept, I cried so hard. But these tears can't bring back my sister to life. My being here is brought by my conscience. I want to ask forgiveness. But can she still hear? O heart, forgive me for what I have done, please bring peace to my mind.

Dry leaves were crushed down below as if to refresh my memories that her life perished because of my selfishness. She was my only sister. Since our childhood, I always believed that I was the favorite of our dad. One night,





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while I was facing all about in front of the mirror, with my micro mini, I puffed powder, when I saw Luisa's face, reflecting in the mirror. "You can't get out tonight, Lucille." I heard a threatening tone from her. I turned to her, but I can't resist at her sharp stare at me. "And who says so, my dear sister?" "We are to celebrate Momma's death anniversary, you know that don't you?" in a relaxed and condescending voice, I replied "well I don't care. I'm going out to party tonight!"

Then I heard a knock on the door, I shouted "Help Papa!" for I knew that it was he. I pulled my hair, I tore my dress away as I was attacked by a squad of monstrous creatures. When the door opened, the site Papa saw was that Luisa was holding my neck who was trying to make a rescue. But I cried so hard that made Papa grew to the height of anger. He threw Luisa to the corner, where the head of my poor sister was hit at the edge of the chair.

I slowly rejoiced for I have made a successful revenge. But when she lifted, I saw a different sparkle in her tearful eyes. "Ha ha ha ha ha!" O my, Luisa, she went out of her mind. I was not able to move, as well as Papa. Both of us were motionless. And before we returned to our senses, Luisa ran to the door and proceeded to the open gate of our house. We followed her calling out her name, "Luisa!" "Sister!" "Luisa" "Sister" "Luisa the Truck!" "Don't cross the road, Luisa, the truck. Don't. Don't. DON'T!"

The next sight I saw was that Luisa was thrown five meters away from the truck. I ran to her and embraced her. Blood was all over her face. In a low but distinct voice she murmured, that made my heart break so much. She said, "Lucille, please be a good girl. I love you. Please be a good girl 'coz Papa loves you very much."

"Luisa? Luisa? Sister... sister!!!" From that moment I cried so hard for killing my only sister, who loved and cared for me, even at the last moment of her life.

Now can you blame me, for asking God to forgive me? Forgive me dear God, forgive me!

**I Loved Her (Declamation piece for boys)**

I killed her because I do love her. These hands, these hands that gave life to many, killed her because of my love for her.

Ladies and Gentlemen of this honorable court, please listen to me, listen to my story before you give my verdict. I am Dr. Reyes, a cancer specialist. I was born in a slum district of Batalon. My father oh! I don't know him for I am a child of faith. My mother brought me up in such determination and my ambition was to escape the filthy and horrible place of Batalon. I was nourished with hope that someday I might live a life different from her. My



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mother had a burning faith that she turned the nights into days. All her efforts were not in vain for I pushed through with flying colors. My mother who had given her whole life to me had tears in her eyes as she pinned the gold medal on my proud chest.

Later on, I was sent as scholar of the Philippines to the United States of America. I embraced my mother.... tightly as I've reached the plane..... "Mother, mother..." I whispered. You will always be my best mother in the world.

After four years, I came back with laurels. I became a cancer specialist. I gave my mother everything but I was too late. I who had used to ease the pain of many, came too late for the life of my dying mother. I gave the best treatment but the grasp of death was so tight around her. My God, what is the use of ten years of study if I couldn't even use it at my mother's pain?

Then one night, I heard a strange cry. I run to her room. "Do you love me, child?" she asked, as I embrace her. "Yes, mother..... if only I could get all your pain and agonies..."

"Then.... if you love me, end my sufferings, kill me... Let me die."

"But, mother, I promise to give life and not to end it."

God... She died, did not deserve the unhappiness. She deserves to be happy.

I run to my room and came back with a syringe.

"Mother, forgive me... God, please understand me..."

"Mother, mother, you must die..... Don't leave, I love you. It was only distilled water..... Mother..... Mother..... MOTHER....."

Now, Ladies and Gentlemen, give me your verdict. Yes, it was only distilled water which ended the sufferings of my mother.

Judge me..... Punish me.....

GO, punish me.....Thy will be done!!

**C. Grade 5 – ESSAY WRITING CONTEST**

There will be 23 contestants in this contest, one from each of the 23 districts.

1. The contest shall be done in two rounds: Elimination and Final Rounds.



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2. All contestants will write an essay of not more than 200 words in this round, excluding the title. The topic shall be given on-the-spot. After 40 minutes, the outputs will be collected and graded.
3. The Top 10 contestants will proceed to the Final Round. During the Final Round, the 10 essayists will develop an essay around a topic to be given on-the-spot. It should be an essay of 250 words or more, excluding the title. After 40 minutes, the essays will be collected, graded and ranked.
4. The essays will be judged based on these criteria:

**ORIGINALITY and COMMUNICATION** - 40 points

The contestants' knowledge and depth of understanding about the issues being addressed will be demonstrated by the quality of their essays.

- a. Does the essay have a creative approach to a topic or story? (30 points)
- b. Do vocabulary and word usage enhance the essay? (5 points)
- c. Is the reader left with a "finished" feeling? (5 points)

**CONTENT** - 40 points

- a. Is the main idea well developed throughout the essay? (25 points)
- b. Is the essay well organized? (10 points)
- Is the point of view consistent throughout? (5 points)

**WRITING MECHANICS** - 20 points

The competition is designed to promote good writing as well as serious thinking. The clarity of presentation and quality of writing will also figure in the score.

- a. Are spelling, capitalization, and punctuation correct? (5 points)
- b. Are the sentence structures correct? (5 points)
- c. Is the paragraphing appropriate? (5 points)
- d. Is the essay consistent in tense? (5 points)

5. The top five essayists will be declared winners.
6. The decision of the judges is final.

**D. Grade 6 – ORAL READING INTERPRETATION**

In Oral Reading Interpretation, there will be 23 contestants representing the 23 districts.

1. A printed copy of a story in English, a pen, and a paper shall be provided to the learners during the contest. These will be retrieved before their actual performance.
2. All contestants will stay in one holding room, while the next learner-contestant will stay in the contest room getting ready to deliver his/her oral interpretation.
3. Drawing of lots will be done 30 minutes before the contest proper to determine the sequence of presentation.



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4. In the holding room, coaches are prohibited to be in the room or near the room.
5. The contestants in the holding room will be handed copies of the story. They will be given 15 minutes to study the story on their own.
6. They are to read aloud dramatically and creatively the story which shall not exceed five (5) minutes.
7. Colored flags will be used by the TWG to cue the learners during the contest. A **green** flag signals the learner to start his/her oral interpretation. A **yellow** flag informs the contestant that there is still remaining 30 seconds, and a **red** flag cues the contestant to stop his/her performance.
8. NO cellphone, gadget, props, costumes, reading materials, musical instruments, or any object is allowed to be used by the learners during the actual performance.
9. Plain white tshirt and maong pants will be worn by the contestants. No school ID is needed.
10. They will be judged based on the following criteria:
  - Oral Interpretation** - 50%
    - Interpret accurately the message/theme, emotions, mood, character, and all other elements of the story.
    - Establish creative and dramatic impact throughout the presentation.
  - Voice Projection** – 30%
    - Speak clearly, distinctly, and with appropriate and varied pauses, pitch, and tone modulation
    - Project loudly enough for the audience to hear
  - Stage Presence** – 20%
    - Show confidence and appropriate posture/projection, facial expressions, and gestures.
    - Perform within the allotted time.
11. The top 5 contestants with the highest points will be recognized.
12. The decision of the judges is final

**E. Grade 7 – Poetry Writing**

1. There will be 50 contestants representing the 50 secondary public schools.
2. Contestants will be convened in a room where they will compose their poems on a given topic.
3. Plain white tshirt and maong pants will be worn by the contestants. No school ID is needed.
4. NO cellphone, gadget, reading materials, references, or any object is allowed to be used by the learners while taking the test.
5. The poems will be judged based on these criteria:
  - 20% - **Message and Interest** (clear message, profound ideas)
  - 30% - **Technical Excellence** (grammar, organization,



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presentation, rhyme and meter))

20% - **Assonance and Alliteration** (soft and sharp sounds of the poem, mixture of powerful words and sounds)

20% - **Form and Flow** (form the poem takes on paper, symmetry and balance of lines)

10% - **Overall Impact**

5. The top 5 poets, based on their scores, will be declared winners.
6. The decision of the board of judges is final.

**F. Grade 8 – Reading Comprehension**

1. There will 50 contestants representing the 50 public secondary schools.
2. The contestants will be convened in a room where they will be given a reading comprehension test.
3. Plain white tshirt and maong pants will be worn by the contestants. No school ID is needed.
4. NO cellphone, gadget, reading materials, references, or any object is allowed to be used by the learners while taking the test.
5. The five highest scorers will be recognized as winners. Tie scores will be resolved through another set of tie-breaking test questions.
6. The decision of the contest committee is final.

**G. Grade 9 – Correct Usage**

1. There will be 50 contestants, representing the 50 public secondary schools.
2. The English test will be done in two rounds: the elimination and final rounds.
3. Elimination Round. A paper and pencil test will be simultaneously administered to the contestants. The test will be answered in 40 minutes. After 40 minutes, the test papers will be collected, checked and graded.
4. All contestants with scores 30 and above will proceed to the Final Round. In case, no contestant gets a score of 30 and above, the required score will be lowered until at least 15 contestants qualify for the next round. For the next round, all scores will revert back to zero.
5. Final Round. Another test will be given to the qualifiers.
6. The top five highest scorers will be recognized.
7. Plain white tshirt and maong pants will be worn by the contestants. No school ID is needed.
8. Corrections, queries, and clarifications must all be directed to the contest committee for action.
7. The decision of the committee is final.



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**H. Grade 10 – ORATORICAL COMPOSITION AND PRESENTATION**

There will be 50 contestants representing the public secondary public schools and integrated schools of the SDO.

1. A theme or topic, a pen, and a paper shall be provided to the learners during the contest. They will develop their speech around the theme/topic given.
2. All contestants will stay in one holding room, while the next learner-contestant will stay in the contest room getting ready to deliver his/her oral presentation.
3. Drawing of lots will be done 30 minutes before the contest proper to determine the sequence of presentation.
4. In the holding room, coaches are prohibited to be in the room or near the room.
5. The contestants in the holding room will be given 50 minutes to write their short speech based on the theme/topic. These written outputs will be collected by the TWG which will be returned to the contestants five (5) minutes before their actual delivery. **Note:** *A contestant will no longer be allowed to revise or rewrite his/her speech after this has been submitted to the TWG.*
6. They are to orally present their speech which shall not exceed five (5) minutes.
7. Colored flags will be used by the TWG to cue the learners during the contest. A **green** flag signals the learner to start his/her presentation. A **yellow** flag informs the contestant that there is still remaining 30 seconds, and a **red** flag cues the contestant to stop his/her performance.
8. Contestants are not allowed to bring printed references, cellphone, gadget, props, costumes, musical instruments, or any object in the holding room and in the contest room during the oral presentation.
9. Plain white tshirt and maong pants will be worn by the contestants. No school ID is needed.
10. They will be judged based on the following criteria:

**Composition and Delivery – 50%**

Compose a short, logical, and coherent speech relevant to the given topic or theme

Deliver the speech in a formal, dignified, engaging, and persuasive manner

Use words that represent own thoughts, feelings, and expressions

**Voice Projection – 30%**

Speak clearly, distinctly, and with appropriate and varied pauses, pitch, and tone modulation

Project loudly enough for the audience to hear

**Stage Presence – 20%**

Show confidence and appropriate posture/projection, facial expressions, and gestures.

Perform within the allotted time.

11. The top 5 contestants with the highest points will be recognized.
12. The decision of the judges is final.



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**I. Best Research Presentation – Teacher Category**

1. All interested teachers of SDO Nueva Vizcaya with completed and accepted research work whose agenda is focused on the improvement of English language teaching-learning may join the search.
2. They are to submit their intention by registering through a link to be provided later, with a copy of their research abstract.
3. During the search, each presenter will be given 12 minutes to present his/her work through a powerpoint presentation. A 10-minute Q-A with the research panel ensues after the oral presentation.
4. The oral presentation will be judged based on these criteria:
  - Mastery of the Subject** – 40 points
  - Smartness and Spontaneity** – 30 points
  - Connection with the Audience** – 20 points
  - Clarity of Powerpoint** – 10 points
5. Dress Code: Semi-formal attire
6. The top five presenters will be recognized.
7. The decision of the judges is final.

Reference:  
DM 19, s. 2024



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**SEARCH FOR THE MOST SUSTAINED IMPLEMENTERS IN  
 EARLY LANGUAGE, LITERACY, AND NUMERACY**

**SCORE SHEET FOR THE MOST SUSTAINED LITERACY  
 AND NUMERACY PROGRAM**

| SCHOOL INFORMATION SHEET    | NAME/DESCRIPTION |
|-----------------------------|------------------|
| DIVISION:                   |                  |
| SCHOOL/DISTRICT:            |                  |
| SCHOOL ID:                  |                  |
| PRINCIPAL:                  |                  |
| SCHOOL READING COORDINATOR: |                  |
| PSDS:                       |                  |
| Date Validated:             |                  |

| Criteria   | MOVs  | Points (Weight) |
|--|---|-----------------|
| 1.Validation on significance and highlights of the Executive Summary (which includes the details of the project, needs analysis, activities, generation of support and verification of findings  | 1.Quality Assured Reading and Numeracy Program,<br>2.Phil-IRI Pre-Test/CRLA Tool,<br>3.RMA Calendar of Activities,<br>4. RMA Pre-test/RMA Tool<br>4.Proof of donations  | 20              |
| 2.Validation on the Significant Accomplishments which include the program support and mobilization such as innovation write-up, updated reading data, school reading program flyer, activities conducted, stakeholder's engagement, sustainability plan. | 1.Updated Reading Data and Numeracy Data<br>2. Phil-IRI Post Test and Numeracy Post Test<br>3. CRLA and RMA Analyzed Results,<br>4. Reading Flyers, Numeracy Flyers<br>5. Sustainability Plan (Reading and Numeracy Recovery Plans),<br>6. LAC Sessions (Reading and Numeracy)<br>7. Project Proposals (Reading and Numeracy) | 40              |



Address: Quezon St., Don Domingo Maddela, Bayombong, Nueva Vizcaya  
 Telephone Nos.: (078) 362-0106, 09171589946  
 Email Address: [nuevavizcaya@deped.gov.ph](mailto:nuevavizcaya@deped.gov.ph)  
 Website: [sdonuevavizcaya.com](http://sdonuevavizcaya.com)



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|   |   |      |
|---|---|------|
|   | 8. IMs Development, Intervention and Enrichment Programs (Reading and Numeracy)   |      |
| 3. Validation on the Impact of Accomplishments which include impact on increased reading levels and school reading performance, implementation accomplishments of school-home adjusted reading program, problems addressed, records of innovation<br><i>*actual validation shall apply to validate claims of reading levels</i> | 1. Analyzed Phil-IRI /CRLA, RMA Results,<br>2. Proof of school-home reading and numeracy activities,<br>3. Accomplishment Report (Reading and Numeracy)<br>4. Random Reading Speed Test | 20   |
| 4. Overall impact (to validate school atmosphere i.e., presence of reading nooks, reading spaces, reading hubs)   | 1. Reading nooks, reading spaces, reading hubs etc.<br>2. Math/Numeracy nooks/corners<br>2. Collection/ Inventory   | 20   |
| Total   |   | 100% |

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 Name and Signature of Validator

Add-on:

1. Research on Reading, Literacy, and Numeracy
2. Advocacy programs and activities to promote reading, literacy, and numeracy in the school
3. Support structures to improve reading, literacy, and numeracy
4. Organization/Association/affiliation



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Date of Validation: **October 28-30, 2024**

| Cluster          | Districts/Schools to be Validated                     | Reading and Literacy Validators  | Numeracy Validators   |
|------------------|---|--|---|
| <b>Cluster 1</b> | Diadi<br>Bagabag 1<br>Bagabag 2<br>Villaverde         | Agnes Ventura<br>Gemma Sta. Ines<br>Maggie Ronalyn Bacani<br>Adeline Lunag | Carol Suguitan<br>Avigayle Olaya<br>Luvella Lilagan<br>Reynald Salas              |
| <b>Cluster 2</b> | Quezon<br>Solano 1<br>Solano 2<br>Kasibu East         | Criselda Ildefonso<br>Eden Cayme<br>Marie Cris Talan<br>Monico Capistrano  | Ariel Baclig<br>Mary Ann dela Pena<br>Villamor Cubangbang<br>Honorio Espiritu Jr. |
| <b>Cluster 3</b> | Kasibu West<br>Dupax del Norte 1<br>Dupax del Norte 2 | Lyndon Deo Reyes<br>Elsie Napaaod<br>Iluminada Dapig<br>Alice Asuncion     | Ian Cris Lorenzo<br>Oliver Tillama<br>Analyn Quiambao<br>Hector Lacandazo         |
| <b>Cluster 4</b> | Kayapa East<br>Kayapa West<br>Bambang 1<br>Bambang 2  | Arsenia Odonez<br>Kevin Marf Saquing<br>Gilda Bartido                      | Carina Cordero<br>Geraldine Galapon<br>Robert Rodel Cachola                       |
| <b>Cluster 5</b> | Aritao 1<br>Aritao 2<br>Santa Fe<br>Dupax del Sur     | Loradel Sulio<br>Glory Santiago<br>Myrna Guzman<br>Juvy Balatibat          | Jobel Olli<br>Emilia Midon<br>Charita Taysa<br>Mickael Raymundo                   |
| <b>Cluster 6</b> | Ambaguio<br>Bayombong 1<br>Bayombong 2                | Miya Ingusan<br>Alma Nisperos<br>Divina Ramel<br>Catherine Tactay          | Marites Esnara<br>Antonina Palma<br>Allan del Rosario<br>Jefferson Roda           |
| <b>Cluster 7</b> | (Alfonso Castaneda)                                   | TBA  | TBA   |

**TEAM LEADERS**

Dindo John H. Moreno – Reading Literacy  
 Nimfa Norie A. Aquino - Numeracy

**OVERALL MANAGEMENT TEAM**

Maricel S. Franco PhD, CESE – Chief, CID  
 Adonis C. Ceferez EdD, CESE – OIC-ASDS  
 Orlando E. Manuel PhD, CESO V - SDS



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