



Republic of the Philippines  
Department of Education  
Region III  
**SCHOOLS DIVISION OF BULACAN**

August 13, 2026

**DIVISION MEMORANDUM**

**NO 316** s. 2026

**2026 DIVISION MATHEMATICS FAIR**

To: Assistant Schools Division Superintendents  
Division Chiefs  
Education Program Supervisors  
Public School District Supervisors  
School Heads of Public and Private Elementary and Secondary Schools  
Department Heads in Mathematics  
All Others Concerned

1. In line with the main goal of the Revised Curriculum in Mathematics, which is to develop competency in mathematical literacy, critical thinking, and problem-solving among learners who can understand, apply, and use mathematics meaningfully in real-life situations, this Office announces the conduct of the **DIVISION MATHEMATIC FAIR (DMF) for the school year 2026-2027** on the following schedules, with the theme, " **Driven by Math, Powered by AI: Empowering Minds to Innovate, Adapt , and Leaf**".

| Date                             | Level            | Venue                                                    |
|----------------------------------|------------------|----------------------------------------------------------|
| September 10, 2026<br>(Thursday) | Elementary Level | Sta Maria Central School,<br>Sta. Maria Central District |
| September 11, 2026<br>(Friday)   | Secondary Level  | Calumpit National High<br>School                         |

2. This activity is designed to support the implementation of programs and projects of the Department of Education (DepEd Regional Office III, in which the main focus is on learning mastery, strengthening confidence, and challenging learners to dream bigger, think critically, innovate boldly, and succeed in a future increasingly shaped by mathematics and artificial intelligence.
3. The activity aims to:
  - a. promote interest and enjoyment in Mathematics by engaging learners in fun, challenging, and meaningful activities;
  - b. develop critical thinking and problem-solving skills through non-routine and higher-order mathematical tasks;
  - c. enhance mathematical confidence and positive attitude toward learning Mathematics across all grade levels;
  - d. identify and nurture mathematically inclined learners who may represent the school in higher-level competitions; and
  - e. encourage healthy academic competition that fosters discipline, perseverance, and sportsmanship.
4. Private Schools are encouraged to participate in this competition. At the elementary level, they can join through the DISTRICT LEVEL. Coordination with the Public Schools District Supervisors must be sought for the smooth conduct



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of the competition. While at the secondary level, they can join the EDDIS LEVEL, and they need to coordinate with the EDDIS Chairs.

5. Participation in the 2026 Division Mathematics Fair is voluntary and strictly observe the instructional blocks under the three-term school calendar and to ensure that participation in this event does not disrupt scheduled instructional time, in compliance with the provisions of DepEd Order (DO) No. 09, s, 2026, titled *Guidelines on the Implementation of the Three-Term School Calendar in Basic Education and Activities*, and DO 09, s. 2005, titled *Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance*, therewith.
6. The schedule of activities is as follows:

**DISTRICT LEVEL-ELEMENTARY**

| Events                       | Category/KS 1 and KS 2                                                                                                                                           | Date                                                                       | Venue                                                        |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------|
| Math Quiz Bee                | 1 per grade level<br>Grades 4-6 (KS2)                                                                                                                            | September 4, 2026<br>(with the support of assigned District Math Advisers) | To be arranged and g by the School Heads /PSDSs/EDDIS Chairs |
| Sudoku Super Challenge       | 1 Participant per Key Stage 2 Grade 4-6                                                                                                                          |                                                                            |                                                              |
| Rubik's Cube                 | 1 Participant per Key Stage Grade 4-6                                                                                                                            |                                                                            |                                                              |
| Shout -Out Video Competition | 1 video to be submitted by the coach a week before the competition (for I minute only) Sample video has been already distributed during the consultative meeting |                                                                            |                                                              |

**TOTAL NUMBER OF QUALIFIERS**

| CATEGORIES             | CONTESTANTS | COACHES   |
|------------------------|-------------|-----------|
| QUIZ BEE               |             |           |
| Grade 4                | 31          | 31        |
| Grade 5                | 31          | 31        |
| Grade 6                | 31          | 31        |
| Sudoku Super Challenge |             |           |
| Grade 4, 5, or 6       | 31          | 31        |
| Rubik's Cube           |             |           |
| Grade 4,5, or 6        | 31          | 31        |
| Shout-Out Video        | N/A         | 31        |
| Total                  | 155         | 186 / 341 |



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**EDDIS LEVEL- SECONDARY**

| Events                             | Category/KS 3 and KS 4                                                                                                                                                                | Date                                                                                                                           | Venue                                                 |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Math Quiz Bee                      | 1 per grade level<br>Grades 7-12 KS 3 and 4                                                                                                                                           | September 4,<br>2026 (with the<br>support of Eddis<br>Chairmen,<br>School Heads,<br>Department<br>Heads and<br>BSMTA Officers) | EDDIS<br>I-Sta Peregrina<br>High School               |
| Sudoku Super<br>Challenge          | 1 Participant per Key<br>Stage 3 (Grade 7-10)<br>and 1 participant per<br>key Stage 4 (Grade 11-<br>12)                                                                               |                                                                                                                                | II- Jaime J. Vistan<br>High School                    |
| Rubik's Cube                       | 1 Participant per Key<br>Stage 3 (Grade 7-10)<br>and 1 participant per<br>key Stage 4 (Grade 11-<br>12)                                                                               |                                                                                                                                | III- Calawitan High<br>School                         |
| Shout -Out<br>Video<br>Competition | 1 video to be submitted<br>by the coach a week<br>before the competition<br>(for 1 minute only)<br>Sample video has been<br>already distributed<br>during the consultative<br>meeting |                                                                                                                                | IV-AFGBMTS                                            |
| Math Trail                         | 4 participants from KS<br>3 (Learner from Grades<br>7,8,9, 10)                                                                                                                        |                                                                                                                                | V-Virginia<br>Ramirez-Cruz<br>National High<br>School |
| Math Jingle                        | 8-10 participants from<br>KS 3 and KS 4<br>(Learners from Grades<br>7-12)                                                                                                             |                                                                                                                                | VI- Minuyan High<br>School                            |



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**TOTAL NUMBER OF QUALIFIERS**

| CATEGORIES                 | CONTESTANTS | COACHES   |
|----------------------------|-------------|-----------|
| QUIZ BEE                   |             |           |
| Grade 7                    | 30          | 30        |
| Grade 8                    | 30          | 30        |
| Grade 9                    | 30          | 30        |
| Grade 10                   | 30          | 30        |
| Grade 11                   | 30          | 30        |
| Grade 12                   | 30          | 30        |
| Sudoku Super Challenge     | 6           | 6         |
| KS 3 (Grade 7,8,9 or 10)   |             |           |
| KS 4 (Grade 11 or 12)      | 6           | 6         |
| Rubik's Cube               | 6           | 6         |
| KS 3 (Grade 7, 8, 9 or 10) |             |           |
| KS 4 (Grade 11 or 12)      | 6           | 6         |
| Math Trail                 | 24 (6x4)    | 6         |
| Grade 7,8,9 and 10         |             |           |
| Math Jingle                | 60(6x10)    | 6         |
| Shout -Out Video           | -           | 6         |
| Total                      | 282         | 222 / 504 |

7. Separate District and EDDIS Memoranda in the said competition are expected to be issued by the respective PSDSs in Elementary Level and the EDDIS Chair in Secondary Level.
8. Host Schools and Districts will provide necessary materials like printing of test papers, activity Sheets, Tally Sheets, objects needed for the Math Trail, laptop, and printer.
9. This Memorandum shall serve as the Travel Authority of all concerned participants.
10. All expenses to be incurred in the participation from the District/EDDIS to Division Levels shall be charged against school MOOE and local funds, subject to the usual accounting and auditing rules and regulations.
11. The top 3 winners, together with their coaches, in each category shall receive a medal and Certificate of Recognition, and the top 4-10 will receive a Certificate of Recognition, while non-winners will receive a Certificate of Participation.
12. The Top 1 winner in all event categories will compete in the Regional Mathematics Fair on December 11, 2026, per RM No. 280, s. 2026.
13. The following enclosures are attached:  
Enclosure No.1: Program of Activities



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- Enclosure No.2: Contest Administration and Proctors in Division Levels  
Enclosure No.3: General Guidelines on the Conduct of 2026 DMF  
Enclosure No.4: Implementing Guidelines of Different Events/Games  
Enclosure No. 5: Parental Consent Form

14. For queries and other information, please contact Mr. Francisco B. Macale, Education Program Supervisor in Mathematics, at [francisco.macale001@deped.gov.ph](mailto:francisco.macale001@deped.gov.ph), with Cellphone No. 09602796937.
15. Immediate and wide dissemination of this Memorandum is hereby enjoined.

  
**CECILIA E. VALDERAMA, PhD, CESO VI**  
Schools Division Superintendent



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Enclosure No. 1 to Division Memorandum No. 316 s. 2026

**2026 DIVISION MATHEMATICS COMPETITION  
PROGRAM OF ACTIVITIES**

|                   |                                |
|-------------------|--------------------------------|
| 7:30 – 8:00 a.m.  | Registration                   |
| 8:01 – 9:00 a.m.  | Opening Program                |
|                   | Invocation                     |
|                   | The Philippine National Anthem |
|                   | Opening Prayer                 |
|                   | Welcome Remarks                |
|                   | Inspirational Message          |
|                   | Statement of Purpose           |
|                   | Mechanics of the Contest       |
| 9:01 – 9:30 a.m.  | Health Break                   |
| 9:01 – 12:00 noon | Contest Proper                 |
| 12:01 – 1:00 p.m. | Lunch Break                    |
| 1:01 – 3:30 p.m.  | Continuation of the Contest    |
| 3:31 – 5:00 p.m.  | Closing Program                |
|                   | Announcement of Winners        |
|                   | Awarding of Certificates       |
|                   | Closing Remarks                |



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Enclosure No. 2 to Division Memorandum No 314 s. 2026

**DIFFERENT WORK COMMITTEES AT THE DIVISION LEVEL  
ELEMENTARY**

Co-Chairman: **Cecilia Buenaventura, PhD - PSDS Sta Maria Central District**  
Vice-Chair: **Monaliza M. Villanueva, PhD - Principal IV- Sta Maria Central School**

**I. MATH QUIZ BEE**

**JUDGES :**

|         |                                                                      |                                                                                             |
|---------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Grade 4 | Airene B. Delos Reyes<br>Glenda P. De Jesus<br>Lualhati V. Eleoterio | Sapang Bulak High School<br>Calumpit National High School<br>San Pedro National High School |
| Grade 5 | Dolores P. Borja<br>Benjamin C. Lizarondo<br>Estelita V. Asuncion    | AFGBMTS<br>Frances National HS<br>San Roque National High School                            |
| Grade 6 | Evelyn R. Sicat<br>Sally C. Clemente<br>Shirley M. Nieto             | Pulong Buhangin National High School<br>Sta. Lucia High School<br>F.F. Halili NAS           |

**EXAMINERS/PROCTORS:**

|                              |   |                           |
|------------------------------|---|---------------------------|
| Grade 4 Ma. Alma V. Balanza  | - | San Rafael West District  |
| Grade 4 Alvin S. Tolentino   | - | Calumpit South District   |
| Grade 4 Rodella G. Mendoza   |   | San Rafael East District  |
| Grade 5 Loida C. Basilio     |   | Marilao South District    |
| Grade 5                      |   | Bustos District           |
| Grade 5 Cynthia V. Aguinaldo |   |                           |
| Grade 6 Jessfer John R. Cruz |   | Obando District           |
| Grade 6 Armando P. Valencia  |   | Paombong District         |
| Grade 6 Richelle SD. Sagum   |   | San Miguel South District |

**II. SUDOKU JUDGES (SUDOKU)**

|                                    |                             |
|------------------------------------|-----------------------------|
| Key Stage 2 Jonee San Buenaventura | Iluminada Roxas-Mendoza MHS |
| Maria Lourdes A. Manandig          | Dona Candelaria MDHS        |
| Imelda A. Porciunculla             | Sta Maria NHS               |
| Antonieta C. Flamenno              | Dampol 2 <sup>nd</sup> NHS  |
| Dionisio Magtira                   | Dampol Ist HS               |

**PROCTORS/SUPPORT STAFF**

|                   |   |                 |
|-------------------|---|-----------------|
| Angelo S. de Leon | - | Angat District  |
| Rocky C. Mejia    |   | Bustos District |



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|                         |                           |
|-------------------------|---------------------------|
| Gina D. Billones        | Marilao North District    |
| Leonardo F. Calderon Jr | San Miguel South District |
| Candida H. Sincero      | Pandi South District      |

### III. RUBIKS CUBE

|               |                        |                                   |
|---------------|------------------------|-----------------------------------|
| <b>JUDGES</b> | Ana Rosana G. Victoria | San Miguel National High School   |
|               | Rowena L. Rodriguez    | Obando School of Fisheries        |
|               | Anna Liza B. Abain -   | Balagtas National Agricultural HS |
|               | Roberto L. Aquino      | Aguinaldo Santos NHS              |

### PROCTORS/SUPPORT STAFF

|                           |                            |
|---------------------------|----------------------------|
| Reycel S. Jimenez         | Pandi South District       |
| Michelle S. Sibulo        | Guiguinto District         |
| Erwin S. Santiago         | Sta Maria West District    |
| Maria Crisselle D. Santos | Hagonoy East District      |
| Evangeline R. Balajadia   | Sta Maria Central District |
| Babr Love B. Lara         | DRT District               |

### IV. SHOUT OUT VIDEO COMPETITION

|               |                     |                                     |
|---------------|---------------------|-------------------------------------|
| <b>JUDGES</b> | Rhea S. Policarpio  | Engr. Virgilio Memorial High School |
|               | Rosalia V. Bagasala | Banga High School                   |
|               | Cecilia C. Lopez    | Alexis G. Santos NHS                |

### PROCTORS/SUPPORT STAFF

|                        |                             |
|------------------------|-----------------------------|
| Monique G. Celestino   | Sta Maria West District     |
| Adora V. Baltazar      | San Miguel Central District |
| Ma. Delia DR. Geronimo | Hagonoy West District       |
| Arvin Aga S. Dimla     | Bustos District             |



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**DIFFERENT WORK COMMITTEES AT THE DIVISION LEVEL  
SECONDARY**

Co-Chairman: **Rosalina DC. Amper, PhD. EdD. - Principal IV, Calumpit NHS**  
Vice-Chairman:

**I. MATH QUIZ BEE**

**JUDGES**

|          |                        |                                      |   |
|----------|------------------------|--------------------------------------|---|
| Grade 7  | Sally C. Clemente      | Sta. Lucia High School               | - |
| Grade 8  | Noemi De Guzman        | Parada National High School          |   |
| Grade 9  | Estelita V. Asunsion   | San Roque National High School       |   |
| Grade 10 | Jonee San Buenaventura | Illuminada Roxas-Mendoza MHS         |   |
| Grade 11 | Dolores P. Borja       | AFGB Memorial Trade School           |   |
| Grade 12 | Shirley M. Nieto       | F.F. Halili Nat'l Agriculture School |   |

**EXAMINERS/SUPPORT STAFF**

|                         |                                  |
|-------------------------|----------------------------------|
| Vincent B. De Ocampo    | F.F. Halili NHS - M.Sapa         |
| Jay-Ar G. Flores        | San Gabriel National High School |
| Cristina P. Castillo    | Julian B. Sumbillo High School   |
| Ma. Teresa C. Manansala | Calumpit National High School    |
| Nataniel G. Guevarra    | Sta Monica National High School  |
| Bernadette A. Balanon   | Dampol 2nd National High School  |
| Levi M. Dela Cruz       | Frances National High School     |
| Joy D. Velasquez        | Matictic Integrated School       |
| Bernard I. Ramos        | GNHVS - Annex                    |
| Buenafe S. De Guzman    | Aguinaldo Santos NHS             |
| Jefferson Figueroa      | San Pedro NHS                    |
| Mark Froilan Llanes     | FF Halili Agricultural NHS       |

**II. SUDOKU**

**JUDGES**

|             |                         |   |                              |
|-------------|-------------------------|---|------------------------------|
| Key Stage 3 | Merlito Tolentino       | - | Hagonoy West District        |
|             | Josefino G. Saciao      | - | Sta Maria West Dsitric       |
|             | Lorena F. Villalon      |   | Plaridel District            |
| Key Stage 4 | Cecilia B. Fajardo, PhD |   | San Ildefonso North District |
|             | Angelo S. De Leon       |   | Angat District               |
|             | Arnel L. Solitario      |   | San Miguel North District    |

**PROCTORS/SUPPORT STAFF**

|                         |                                   |
|-------------------------|-----------------------------------|
| Merenissa D. Santos     | Marilao Central Integrated School |
| Baby Rizza P. Mercado   | Tiaong National High School       |
| John Wilson L. Lamorena | - Sapang Bulak High School        |



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Lyn D. Pastrana

San Ildefonso National High School

**III. RUBIKS CUBE**

**JUDGES**

|             |                      |                              |
|-------------|----------------------|------------------------------|
| Key Stage 3 | Armando P. Valencia  | Paombong District            |
|             | Alex N. Garcia       | Pulilan District             |
|             | Minerva P. Sarmiento | Marilao North District       |
| Key Stage 4 | Joselito M. Javier   | Bulakan District             |
|             | Michael V. De Sotto  | San Ildefonso South District |
|             | Editha F. De Jesus   | Guiguinto District           |

**PROCTORS/SUPPORT STAFF**

|                       |                                  |
|-----------------------|----------------------------------|
| Angelica O. Zafra     | Talbak High School               |
| Ronnie Musa Cruz      | Dr. Pablito V. Mendoza Sr. HS    |
| Annabelle D. Plamenco | Balagtas NAHS - Annex            |
| Lalaine O. Ringad     | Pinagkuartelan Integrated School |
| Christine C. Cruz     | Virginia Ramirez Cruz NHS        |
| Lesly Nopal           | Sta Cruz High School             |

**III. MATH JINGLE**

**JUDGES**

|                     |                             |
|---------------------|-----------------------------|
| Richelle SD Sagum   | San Miguel South District   |
| Lolita SD. Pascual  | Sta Maria East District     |
| Liza G. Suarez      | San Miguel Central District |
| Ramil G. Pagtalunan | Bocaue District             |

**PROCTORS/SUPPORT STAFF**

|                         |                               |
|-------------------------|-------------------------------|
| John Mark DC. Valeriano | Minuyan National High School  |
| Nelia M. Balarao        | Binagbag National High School |
| Sally B. Peroche        | Bulihan High School           |
| John Darren D. Reyes    | Alexis G. Santos NHS          |



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**V. SHOUT OUT VIDEO COMPETITION**

|               |                         |                          |
|---------------|-------------------------|--------------------------|
| <b>JUDGES</b> | Florante R. Hernandez   | Norzagaray East District |
|               | Rodbert M. Santos       | Balagtas District        |
|               | Maria Luisa G. Estrella | Pandi North District     |

**PROCTORS/SUPPORT STAFF**

|                        |                                |
|------------------------|--------------------------------|
| Joseph Pagtalunan      | Guiguinto National High School |
| Joseph C. Inocencio    | Kapitangan High School         |
| Jessie James Villarama | Binagbag National High School  |

**VI. MATH TRAIL**

|               |                           |                                |
|---------------|---------------------------|--------------------------------|
| <b>JUDGES</b> | Evangeline G. Pangan, PhD | Caniogan High School           |
|               | Ma. Vilma L. Adonis       | Kapitangan High School         |
|               | Elenita SD Requejo        | Lydia D. Villanca Trade School |
|               | Marcial B. Geronimo       | Ramona Trillana NHS            |

**PROCTORS/SUPPORT STAFF**

|                        |                              |
|------------------------|------------------------------|
| Christine M. Cristobal | Gen. Gregorio Del Pilar IS   |
| Joma L. Buluram        | Pinalagdan High School       |
| Roman Paolo P. Jarilla | Cambaog National High School |
| Jaypee Kevin A. Uchi   | Esteban Paulino High School  |
| Marvin L. Santiago     | Upig High School             |
| Desiree S. Sebastian   | Illuminada Roxas Mendoza HS  |
| Raymundo C. Bautista   | Gat Francisco Balagtas HS    |

OVERALL CHAIRMAN:

**Francisco B. Macale**  
Education Program Supervisor in Mathematics

OVERALL CO-CHAIRMAN:

**Michael C. Samson, PhD.**  
President - Bulacan Secondary Mathematics Teachers Association



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Enclosure No. 3 to Division Memorandum No 316 s. 2026

**IMPLEMENTING GUIDELINES ON THE CONDUCT OF 2026 DIVISION  
MATHEMATICS FAIR**

For the guidance of all participants, the general guidelines for the 2026 DMF are listed below:

- A. All events of the 2026 DMF shall be conducted under the competition category.
- B. Participants of the 2026 DMF are bona fide public elementary (KS 2), junior high school (KS3), and senior high school learners (KS4) in basic education who are expected to showcase their skills, knowledge, and talents in different event categories as authentic pieces of evidence of their learning across academic areas, key stages, inclusion, and special curricular programs. They shall be accompanied by their respective teacher-coaches.
- C. Participation is open to learners in basic education who are enrolled in public elementary and secondary schools for SY 2026-2027.
- D. All participants and coaches must be endorsed/recommended by their respective School Heads and PSDSs
- E. Learner-participants and teacher-coaches shall receive a Certificate of Participation and Appearance from the Division Office.
- F. Each learner-participant is allowed to participate only in **one (1)** event category during the 2026 DMF.
- G. Each participating school in the Division Level is allowed to send:

| No. | Events/Games    | Participants                                                                            | Coach                   |
|-----|-----------------|-----------------------------------------------------------------------------------------|-------------------------|
| 1.  | Math Quiz       | 1 per grade level<br>(Grades 4,5 and 6)                                                 | 1 coach per grade level |
| 2.  | Math Trail      | 4 participants per team per division<br>(1 student each grade level from Grade 7 to 10) | 1 coach per EDDIS       |
| 3.  | Sudoku          | 1 participant per district/school per key stage (Key stages 2,3 and 4)                  | 1 coach per key stage   |
| 4.  | Rubik's Cube    | 1 participant per district/school per key stage (Key stages 2,3 and 4)                  | 1 coach per key stage   |
| 5.  | Math Jingle     | 8 - 10 students per District/school (Grade 7 – Grade 12)                                | 1 coach per EDDIS       |
| 6.  | Shout Out Video | 1 entry per district/school                                                             | 1 coach per EDDIS       |



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Enclosure No. 4 of Regional Memorandum No. 316, s. 2026

**Guidelines of the different Events/Games**

**Math Quiz Bee**

The categories, components, number of learner-participants and teacher-coaches, and time allotment per division are provided as follows:

| Category                   | Mode of Delivery   | No. of Learner-Participant | No. of Teacher-Coach (per grade level) | Total Test Items/Time Allotment |
|----------------------------|--------------------|----------------------------|----------------------------------------|---------------------------------|
| Math Quiz Bee (Grade 4-12) | Pen and Paper Test | 1 per grade level          | 1                                      | 42 items/120 minutes            |

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CATEGORY</b>             | Individual Academic Competition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>KEY STAGE</b>            | Key Stage 2-4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>NO. OF PARTICIPANT/S</b> | One (1) learner per grade level per division                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>TIME ALLOTMENT</b>       | Grade 4-12: 2 hours (42 items)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>DESCRIPTION</b>          | The Math Quiz is an individual academic competition that aims to assess and strengthen learners' mastery of mathematical concepts, skills, and processes across all grade levels. It features competency-based questions covering lessons from Term 1 to Term 3 and is designed to develop accuracy, logical reasoning, and problem-solving skills. The activity provides learners with a platform to demonstrate mathematical proficiency under timed conditions while promoting healthy academic competition, critical thinking, and appreciation of Mathematics as a vital tool for lifelong learning and real world application. |
| <b>CRITERA FOR JUDGING</b>  | Accuracy of answer- 100%<br>1 point per item<br>Scores shall be based on the total number of correct responses.<br>Incase of a tie, clincher questions shall be administered to determine the final ranking.<br>A. Clincher questions shall be read aloud by the proctor. A copy of the question will be given to the students who qualified for the clincher round. c. Learners shall be given thirty (30) seconds to answer verbally.                                                                                                                                                                                              |



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|  |                                                                                                                                                                                                                                    |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>B. The learner who gives the correct answer first shall be declared the winner.</p> <p><b>Final Provisions</b><br/>The decision of the Board of Judges and the Division Math Quiz Committee shall be final and irrevocable.</p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>TECHNICAL SPECIFICATIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>EVENT RULES AND MECHANICS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Nature of the Contest</b><br/>The Math Quiz Bee is an individual academic competition. Each EDDIS/School shall be represented by one (1) learner per grade level.</p>                                                                                                                                                                                                                                                                                          |
| <p><b>Coverage of Questions</b><br/>All test questions shall be competency-based and shall cover Mathematics lessons from Term 1 to Term 3 , aligned with the current curriculum standards.</p> <ul style="list-style-type: none"><li>• Grade 4-10 coverage: 1st to 3<sup>rd</sup> Terms</li><li>• Grade 11 coverage: General Mathematics (old curriculum)</li><li>• Grade 12 coverage: Probability and Statistics; answers must be quantitative in nature</li></ul> |

**Pre-Contest Conference**

- a. An orientation shall be conducted for the test constructors, members of the technical working group, and teacher-coaches to discuss the contest objectives, scope and coverage of questions, test construction guidelines, mechanics, and other technical concerns to ensure uniform understanding and smooth implementation of the Regional Math Quiz.
- b. A separate orientation shall be conducted for the participants to explain the contest rules and mechanics, time allotment, scoring system, prohibited materials, and other important reminders to ensure fairness and proper conduct during the competition.

**Contest Proper**

**Contest Rules and Mechanics**

- All contestants should be at the designated venue at least fifteen (15) minutes before the contest starts. Late contestants will be allowed to take the test using the remaining time. No time extension will be given.



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- All Mathematics contests will start simultaneously, thus a contestant participating in more than one contest is prohibited.
- The written examination shall consist forty - two (42) items for Grade 4 to 12, contributed by the different districts and schools in the Division of Bulacan

The proctors shall distribute first the scratch papers where the contestants shall solve the problems. Contestants should write their names in all the scratch papers.

- Test papers will be distributed (facedown) to each contestant one at a time, to be answered within a given period (120 minutes for Grade 4-12) as determined by the judge. Reading and answering of the questions will be done as soon as the signal is given.
- The proctor tells the contestants that only the final answers must be written on a separate answer sheet with their given code. All solutions shall be placed on the scratch papers which should also be turned over to the proctors together with the test paper.
- Contestants are not allowed to bring cellphone, iPad, iPod, camera, calculator, laptop computer, smartwatches and other gadgets inside the testing room.
- If any student submits the paper before the time, the proctor shall accept it and ask the contestant to leave the classroom. The proctor shall collect all papers when the time is up and will not allow any extension.
- The papers shall be corrected using the answer keys provided. Answer keys shall only be opened just before correction begins. Each correct answer merits one point.
- The first, second, third, fourth and fifth place winners will be determined by ranking each contestant's score. In case of ties for these places, tie-breaking questions will be administered by the proctor with the aid of the assigned supervisor.
- In any event that a situation arises, which is not covered by these rules or mechanics, it will be referred to the members of the Contest Committee (assigned Supervisors) for their judgment and pronouncement. The decision of the Contest Committee is final and unappealable.

- Only the top 1 winner per district, total of 31 learners per Grade Level KS 2 Grades 4,5 & 6 and 30 learners per Grade Level KS 3 Grades 7, 8, 9, & 10 and KS 4 Grades 11 & 12, shall advance to the Division-Level Mathematics Fair. Each EDDIS shall identify and endorse their official representatives based on the prescribed number of participants indicated in the table below. Selection shall be based on learners' performance and ranking during the qualifying round.



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| EDDIS | Number of Division Qualifier- Math Quiz Bee (Sec) |
|-------|---------------------------------------------------|
| I     | 8                                                 |
| II    | 3                                                 |
| III   | 6                                                 |
| IV    | 2                                                 |
| V     | 5                                                 |
| VI    | 6                                                 |
| Total | 30                                                |

**Implementing Guidelines on Math Trail**

The category, components, number of learner-participants and teacher coach, and time allotment in the Math Trail are provided as follows:

| Category          | Mode of Delivery | No. of Learner-Participant | No. of Teacher-Coach | Time Allotment |
|-------------------|------------------|----------------------------|----------------------|----------------|
| <b>MATH TRAIL</b> | in-person        | 4                          | 1                    | 2 hours        |

|                                       |                                                                                                                                                                                                                     |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>KEY STAGE</b>                      | Key Stage Three (3): Grades 7 – 10                                                                                                                                                                                  |
| <b>EVENT TITLE</b>                    | Math Trail                                                                                                                                                                                                          |
| <b>NO. OF PARTICIPANTS</b>            | 4 learners per team<br>(only one learner per grade level is allowed)                                                                                                                                                |
| <b>TIME ALLOTMENT</b>                 | 2 hours total<br>Navigation round: 1 hour<br>Final round: 1 hour                                                                                                                                                    |
| <b>TECHNICAL SPECIFICATIONS</b>       |                                                                                                                                                                                                                     |
| <b>MATERIALS, TOOLS AND EQUIPMENT</b> | To be provided by the participants:      To be provided by the event organizers:<br>• Measuring tools (ruler, tape measure, meter stick, protractor, etc.)      • Team identification badges<br>• Writing materials |



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|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                               |                                                                       |                                                                       |                                                       |                                           |                                    |                               |                                                                |                                                     |                                                          |                                        |                                    |                     |                                                                               |                                                               |                                |                               |                                           |                                           |                                                              |                                          |                                        |                                  |                                |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------|------------------------------------|-------------------------------|----------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------|----------------------------------------|------------------------------------|---------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------|-------------------------------|-------------------------------------------|-------------------------------------------|--------------------------------------------------------------|------------------------------------------|----------------------------------------|----------------------------------|--------------------------------|
|                                           | <ul style="list-style-type: none"><li>• Scoring sheets and evaluation forms</li><li>• Investigation tools and materials</li><li>• Data collection forms</li><li>• Emergency and first aid equipment</li><li>• Digital tracking system</li><li>• Maps and route guides School grounds or designated competition area with:</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                               |                                                                       |                                                                       |                                                       |                                           |                                    |                               |                                                                |                                                     |                                                          |                                        |                                    |                     |                                                                               |                                                               |                                |                               |                                           |                                           |                                                              |                                          |                                        |                                  |                                |
|                                           | <ul style="list-style-type: none"><li>• Multiple data-gathering stations</li><li>• Problem-Solving Area</li><li>• Rest areas and first aid stations</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                               |                                                                       |                                                                       |                                                       |                                           |                                    |                               |                                                                |                                                     |                                                          |                                        |                                    |                     |                                                                               |                                                               |                                |                               |                                           |                                           |                                                              |                                          |                                        |                                  |                                |
| <b>Criteria for Judging</b>               | <b>Rubric</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                               |                                                                       |                                                                       |                                                       |                                           |                                    |                               |                                                                |                                                     |                                                          |                                        |                                    |                     |                                                                               |                                                               |                                |                               |                                           |                                           |                                                              |                                          |                                        |                                  |                                |
|                                           | <table><tr><td><b>Solution Accuracy &amp; Completeness</b></td><td>All solution steps are correct, complete, and mathematically sound</td><td>Most steps are correct, very minor errors not affecting overall logic</td><td>Some correct steps, several errors affecting accuracy</td><td>Few correct steps, major errors present</td><td>No correct solution or steps shown</td></tr><tr><td><b>Problem-Solving Method</b></td><td>Appropriate strategy used effectively and logically throughout</td><td>Appropriate strategy used with minor inefficiencies</td><td>Strategy partially appropriate or inconsistently applied</td><td>Inappropriate or unclear strategy used</td><td>No identifiable strategy or method</td></tr><tr><td><b>Final Answer</b></td><td>Final answer is correct, clearly stated, and properly labeled (units/symbols)</td><td>Final answer is correct but lacks minor details (e.g., units)</td><td>Final answer partially correct</td><td>Final answer mostly incorrect</td><td>Final answer missing or totally incorrect</td></tr><tr><td><b>Clarity &amp; Organization of Work</b></td><td>Solutions are very clear, well-organized, and easy to follow</td><td>Mostly clear and organized, minor lapses</td><td>Moderately clear, some disorganization</td><td>Poorly organized, hard to follow</td><td>Very disorganized or illegible</td></tr></table> | <b>Solution Accuracy &amp; Completeness</b>                                   | All solution steps are correct, complete, and mathematically sound    | Most steps are correct, very minor errors not affecting overall logic | Some correct steps, several errors affecting accuracy | Few correct steps, major errors present   | No correct solution or steps shown | <b>Problem-Solving Method</b> | Appropriate strategy used effectively and logically throughout | Appropriate strategy used with minor inefficiencies | Strategy partially appropriate or inconsistently applied | Inappropriate or unclear strategy used | No identifiable strategy or method | <b>Final Answer</b> | Final answer is correct, clearly stated, and properly labeled (units/symbols) | Final answer is correct but lacks minor details (e.g., units) | Final answer partially correct | Final answer mostly incorrect | Final answer missing or totally incorrect | <b>Clarity &amp; Organization of Work</b> | Solutions are very clear, well-organized, and easy to follow | Mostly clear and organized, minor lapses | Moderately clear, some disorganization | Poorly organized, hard to follow | Very disorganized or illegible |
|                                           | <b>Solution Accuracy &amp; Completeness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | All solution steps are correct, complete, and mathematically sound            | Most steps are correct, very minor errors not affecting overall logic | Some correct steps, several errors affecting accuracy                 | Few correct steps, major errors present               | No correct solution or steps shown        |                                    |                               |                                                                |                                                     |                                                          |                                        |                                    |                     |                                                                               |                                                               |                                |                               |                                           |                                           |                                                              |                                          |                                        |                                  |                                |
|                                           | <b>Problem-Solving Method</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Appropriate strategy used effectively and logically throughout                | Appropriate strategy used with minor inefficiencies                   | Strategy partially appropriate or inconsistently applied              | Inappropriate or unclear strategy used                | No identifiable strategy or method        |                                    |                               |                                                                |                                                     |                                                          |                                        |                                    |                     |                                                                               |                                                               |                                |                               |                                           |                                           |                                                              |                                          |                                        |                                  |                                |
|                                           | <b>Final Answer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Final answer is correct, clearly stated, and properly labeled (units/symbols) | Final answer is correct but lacks minor details (e.g., units)         | Final answer partially correct                                        | Final answer mostly incorrect                         | Final answer missing or totally incorrect |                                    |                               |                                                                |                                                     |                                                          |                                        |                                    |                     |                                                                               |                                                               |                                |                               |                                           |                                           |                                                              |                                          |                                        |                                  |                                |
| <b>Clarity &amp; Organization of Work</b> | Solutions are very clear, well-organized, and easy to follow                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Mostly clear and organized, minor lapses                                      | Moderately clear, some disorganization                                | Poorly organized, hard to follow                                      | Very disorganized or illegible                        |                                           |                                    |                               |                                                                |                                                     |                                                          |                                        |                                    |                     |                                                                               |                                                               |                                |                               |                                           |                                           |                                                              |                                          |                                        |                                  |                                |
| <b>Criteria</b>                           | <b>5-Excellent</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>4-Very Good</b>                                                            | <b>3-Good</b>                                                         | <b>2-Fair</b>                                                         | <b>1-Poor</b>                                         |                                           |                                    |                               |                                                                |                                                     |                                                          |                                        |                                    |                     |                                                                               |                                                               |                                |                               |                                           |                                           |                                                              |                                          |                                        |                                  |                                |
| <b>EVENT RULES AND MECHANICS</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                               |                                                                       |                                                                       |                                                       |                                           |                                    |                               |                                                                |                                                     |                                                          |                                        |                                    |                     |                                                                               |                                                               |                                |                               |                                           |                                           |                                                              |                                          |                                        |                                  |                                |
|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                               |                                                                       |                                                                       |                                                       |                                           |                                    |                               |                                                                |                                                     |                                                          |                                        |                                    |                     |                                                                               |                                                               |                                |                               |                                           |                                           |                                                              |                                          |                                        |                                  |                                |



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**C. Competition Structure**

**D.**

**Contest Rules and Mechanics**

1. This contest is open to Junior High School Students, Grades 7 to 10.
2. The team is composed of 4 members from different Grade levels.
3. All four members of the team must come from the same junior high school or integrated school.
4. Contestants must wear comfortable clothes (P.E. or any comfortable school uniform) and must wear their I.D.s at all times.
5. All contestants should be at the designated venue at least fifteen (15) minutes before the contest starts. Late contestants without valid reasons shall be disqualified.
6. Bringing and/or using of calculators, cellphone, iPad, iPod, laptop, and other gadgets are not allowed during the competition.
7. Each team is required to bring measuring devices like, ruler, meter stick, protractor, compass, measuring tape.
8. Coaches or teachers are not allowed to enter the contest area and/or stations so as not to disrupt the conduct of the contest.
9. The competition is composed of seven (7) stations. There will be a task card in each station as guide in gathering data or important information needed to answer a particular problem. Every team must get whatever information that each station may provide or suggest.
10. Each team is allowed to stay in every station for only five (5) minutes to gather the data and other pertinent information. The designated proctor will announce the starting and end time for the teams to be in a particular station.
11. Every team must read the instructions carefully about what ought to be done in every station. After gathering all the available or needed information from the seven stations, the team must proceed to the problem-solving area designated and get the questions and answer sheets from the judges. Look for an available space in this problem-solving area and solve the problems using the information gathered.
12. Teams cannot go back to the data gathering stations this time.
13. There should be no more than three (3) teams allowed to be in one station. All teams will move to the next station at the same time.



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14. No member of the team is allowed to mark, erase, deface, tear, crease, add or alter any figures, arrangements, lines, positions of any materials placed for the purpose of measurement. Any member of the team who is caught violating this rule would mean disqualification of the whole team.
15. All answer sheets, solutions, and scratch papers must be submitted to the judges.
16. The top 3 winners will be determined by ranking each team's score.
17. In the event of a tie, the entry with the earliest recorded submission time shall be declared the winner.
18. In any event that a situation arises, which is not covered by these rules or mechanics, it will be referred to the contest committee for their judgment and pronouncement. The decision of the Board of Judges is final and irrevocable.

**Implementing Guidelines on  
SUDOKU SUPER CHALLENGE**

The categories, components, number of learner-participants and teacher-coaches, and time allotment for Sudoku per division are provided as follows:

| Category                   | Mode of Delivery | No. of Learner-Participant | No. of Teacher-Coa1 hour and 30 minutes | Time Allotment               |
|----------------------------|------------------|----------------------------|-----------------------------------------|------------------------------|
| Elementary<br>Key Stage 2  | In-person        | 1                          | 1                                       | 1 hour and 35 minutes        |
| Secondary<br>Key Stage 3   | In-person        | 1                          | 1                                       | 1 hour and 35 minutes        |
| Secondary<br>Key Stage 4   | In-person        | 1                          | 1                                       | 1 hour and 35 minutes        |
| <b>Total per key Stage</b> |                  | <b>3</b>                   | <b>3</b>                                | <b>1 hour and 35 minutes</b> |



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|                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CATEGORY                                                                                                                                            | Sudoku for Elementary (KS 2) Sudoku for JHS (KS3)<br>Sudoku for SHS (KS4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| KEY STAGE                                                                                                                                           | Key Stage 2: Grades 4 to 6<br><br>Key Stage 3: Grades 7 to 10<br><br>Key Stage 4: Grades 11 to 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| NO. OF PARTICIPANT/S                                                                                                                                | Sudoku for Elementary: Key Stage 2, 1 participant only<br>(any learner from Grade 4 to Grade 6)<br><br>Sudoku for Secondary: Key Stage 3, 1 participant only<br>(any learner from Grade 7 to Grade 10)<br><br>Sudoku for Secondary: Key Stage 4, 1 participant only<br>(any learner from Grade 11 to Grade 12)                                                                                                                                                                                                                                                                                                                                                                                                     |
| TIME ALLOTMENT                                                                                                                                      | 1 hour and 35 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| DESCRIPTION                                                                                                                                         | <p><b>Sudoku</b> is a logic-based number puzzle game played on a 9×9 grid divided into nine smaller 3×3 boxes. Some numbers are already given in the grid. The goal is to fill in the empty squares so that each row, each column, and each 3×3 box contains all the numbers from 1 to 9 exactly once, without repeating any number in the same row, column, or box.</p> <p>Sudoku does not require computation or mathematics beyond recognizing numbers; instead, it develops logical reasoning, pattern recognition, concentration, and problem-solving skills. Puzzles vary in difficulty from easy to very challenging, depending on how many numbers are given and how much logical deduction is needed.</p> |
| TECHNICAL SPECIFICATIONS                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| The Sudoku Super Challenge contest is composed of three (3) rounds. The participants are given 20 minutes for the 1st Round, 30 minutes for the 2nd |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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round and 45 minutes for the final round to answer two (2) puzzles. There will be no elimination of contestants in any of the given rounds.

The puzzles will come in the following variants: Classic/Standard, Diagonal, Killer Sudoku and Samurai.

**CRITERIA FOR JUDGING**

The points per puzzle is 10 points for Round 1, 15 points for Round 2, and 20 points for Round 3.

Bonus points shall be computed and considered at the end of every round. Any contestant who finished answering correctly all the puzzles for a given round before the allotted time will get the corresponding bonus points.

The first, second, and third place winners will be determined by ranking each contestant's scores.

**EVENT RULES AND MECHANICS**

1. All contestants should be at the designated venue at least fifteen (15) minutes before the contest starts. Late contestants without valid reasons shall be disqualified.
2. All Mathematics contests will start simultaneously, thus a contestant participating in more than one contest is prohibited.
3. The Sudoku Super Challenge contest is composed of three (3) rounds. The participants will answer 2 puzzles for each round with the following variants and time allotment per round:



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| Round   | Sudoku Variant            | Time Allotment |
|---------|---------------------------|----------------|
| Round 1 | Standard/Classic Sudoku   | 20 min         |
| Round 2 | Diagonal Sudoku           | 30 min         |
| Round 3 | Killer and Samurai Sudoku | 45 min         |

- Participants will be given two puzzles for the designated round and must complete them within the allotted time.
- There will be no elimination of contestants in any of the given round.
- Contestants are not allowed to bring cellphone, iPad, iPod, camera, calculator, laptop computer, and other gadgets inside the contest room.
- The points per puzzle is 10 points for Round 1, 15 points for Round 2, and 20 points for Round 3.
- Bonus points shall be computed and considered at the end of every round. Any contestant who finished answering correctly all the puzzles for a given round before the allotted time will get the corresponding bonus points. Bonus points will be computed based on the given table

**Bonus Points for Speed**

| Speed (Submitted the correct answer in the shortest time) | Points |
|-----------------------------------------------------------|--------|
| 1                                                         | 10     |
| 2                                                         | 8      |
| 3                                                         | 6      |
| 4                                                         | 4      |



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2

9. The puzzles shall be corrected using the answer keys provided. Answer keys shall only be opened just before correction begins.
10. A puzzle with one spot-error (1 cell) will have a deduction of 4 points on the score of the given puzzle while a puzzle with two spot-errors (2 cells) will have a deduction of 9 points on the score of the given puzzle. A puzzle with 3 or more spot-errors (3 or more cells) will be scored zero.
11. In determining the top scorers, the sum of the scores in every round of each contestant shall be added.
12. The first, second, and third place winners will be determined by ranking each contestant's score.

**TIE-BREAK GUIDELINES**

**EVENT RULES AND MECHANICS**

1. All contestants should be at the designated venue at least fifteen (15) minutes before the contest starts. Late contestants without valid reasons shall be disqualified.
2. All Mathematics contests will start simultaneously, thus a contestant participating in more than one contest is prohibited.
3. The Sudoku Super Challenge contest is composed of three (3) rounds. Participants will answer 2 puzzles for each round with the following variants and time allotment per round:

| ROUND   | SUDOKU VARIANT            | TIME ALLOTMENT |
|---------|---------------------------|----------------|
| Round 1 | Standard/Classic Sudoku   | 20 minutes     |
| Round 2 | Diagonal Sudoku           | 30 minutes     |
| Round 3 | Killer and Samurai Sudoku | 45 minutes     |

4. Participants will be given two puzzles for the designated round and must complete them within the allotted time.
5. There will be no elimination of contestants in any of the given rounds.
6. Contestants are not allowed to bring cellphone, iPad, iPod, camera, calculator, laptop computer, and other gadgets inside the contest room.
7. The points per puzzle is 10 points for Round 1, 15 points for Round 2, and 20 points for Round 3.



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8. Bonus points shall be computed and considered at the end of every round. Any contestant who finished answering correctly all the puzzles for a given round before the allotted time will get the corresponding bonus points. Bonus points will be computed based on the given table

#### Bonus Points for Speed

| Speed (Submitted the correct answer in the shortest time) | Points |
|-----------------------------------------------------------|--------|
| 1                                                         | 10     |
| 2                                                         | 8      |
| 3                                                         | 6      |
| 4                                                         | 4      |
| 5 - 21                                                    | 2      |

9. The puzzles shall be corrected using the answer keys provided after every round. Answer keys shall only be opened just before the correction begins.
10. A puzzle with one spot-error (1 cell) will have a deduction of 4 points on the score of the given puzzle while a puzzle with two spot-errors (2 cells) will have a deduction of 9 points on the score of the given puzzle. A puzzle with 3 or more spot-errors (3 or more cells) will be scored zero.
11. In determining the top scorers, the sum of the scores in every round of each contestant shall be added.
12. The top 10 winners will be determined by ranking the contestants' total score.

#### TIE - BREAK GUIDELINES

13. **For complete puzzle:** The puzzler who finished the puzzle **in shortest total time** will be the winner.
14. **For incomplete puzzle:** The checkers will Spot-Check (i.e. check every cell containing the correct value) the puzzles in Round 3. The winner will be the contestant with the most number of correct values after the spot-check. The spot-check procedure will be repeated to rounds 2 and 1 as needed. After checking all the rounds and there is still a tie, the puzzler who finished the puzzle in shortest total time will be the winner.
15. In any event that a situation arises, which is not covered by these rules or mechanics, it will be referred to the members of the Contest Committee/Board of Judges for their judgment and pronouncement. The decision of the Contest Committee/Board of Judges is final and unappealable.

### IMPLEMENTING GUIDELINES ON RUBIKS CUBE

The categories, components, number of learner-participants and teacher-coaches, and time allotment Rubik's cube per district are provided as follows:



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| Category                    | Mode of Delivery | No. of Learner-Participant | No. of Teacher-Coach | Time Allotment |
|-----------------------------|------------------|----------------------------|----------------------|----------------|
| <b>Rubik's Speed Cubing</b> | In - Person      | 1 per KS 2, KS 3, and KS 4 | 1 coach per KS       | 120 min        |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CATEGORY</b>                        | Rubik's Speed Cubing                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>KEY STAGE</b>                       | KS 2, KS 3 & KS 4                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>NO. OF PARTICIPANT/S</b>            | Elementary 1 per District - 31 (Champion)<br>Secondary Top 3 per EDDIS                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>TIME ALLOTMENT</b>                  | 120 min                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>PERFORMANCE STANDARD</b>            | <ul style="list-style-type: none"><li>• Applies logical and sequential thinking to solve Rubik's Cube correctly</li><li>• Demonstrate solving speed, accuracy, and efficiency through repeated practice.</li><li>• Display discipline, focus, and sportsmanship during timed challenges.</li><li>• Reflects on performance to improve strategies and identify areas for improvement.</li></ul>                                                                  |
| <b>21<sup>ST</sup> CENTURY SKILL/S</b> | <ul style="list-style-type: none"><li>• Critical Thinking – Analyzing patterns, algorithms, and problem-solving steps</li><li>• Creativity – Discovering alternative solving strategies and personal techniques</li><li>• Collaboration – Sharing tips, coaching peers, and group challenges</li><li>• Communication – Explaining algorithms and solving processes</li><li>• Digital literacy – Using online tutorials, timers, and apps responsibly.</li></ul> |
| <b>CREATIVE INDUSTRIES DOMAIN</b>      | <ul style="list-style-type: none"><li>• Design &amp; Innovation – Algorithm creation, cube mechanics</li><li>• Education &amp; Training – Instructional strategies, peer teaching</li><li>• Media &amp; Digital Content – Tutorials, competition, and documentation</li><li>• Sports &amp; Recreation – Competitive cubing events and exhibitions</li><li>• Technology &amp; Gaming – Digital simulations and puzzle -based learning.</li></ul>                 |



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|                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>DESCRIPTION</b>                                                                                                                                                                                                                                                                                                             | <b>Rubik's Speed Cubing</b> is a three-dimensional (3D) combination puzzle invented by Ernő Rubik, originally called the Magic Cube. The contest requires participants to recognize patterns and apply algorithms, thereby enhancing problem-solving skills and logical thinking. Contestants shall solve the Rubik's Cube as efficiently and quickly as possible.<br><b>Note: The participants are prohibited to use the magnetic LED Rubik's cube.</b> |                     |
| <b>TECHNICAL SPECIFICATIONS</b>                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
| <b>A. MATERIALS, TOOLS AND EQUIPMENT</b>                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"><li>• <b>Any 3 x 3 non-magnetic Rubik's cube can be used</b></li><li>• <b>Magic Cube Speed Timer;</b></li><li>• Laptop, (Google Sheet, for entering (visible) scores</li><li>• Notes</li><li>• Pen</li></ul>                                                                                                                                                                                                           | Number of Rooms : 3 |
| <b>B. VENUE</b>                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
| <b>C. EVENT RULES AND MECHANICS</b>                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
| 10. In <b>3<sup>rd</sup> crack (Round 3)</b> , the contestants will solve four (4) Rubik's Cubes. Scrambling of the Rubik's Cubes will follow the same procedure as that of Round 2.                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
| 11. In <b>4<sup>th</sup> crack (Final round)</b> , the contestants will solve five (5) Rubik's Cube. At the end of four (4) rounds, the composite rank will be computed to determine the winner of the contest.                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
| 12. After completing/solving the cube, contestants must place down the Rubik's carefully. Any contestant who place down the Rubik's Cube in a manner that causes it to slide, resulting in any part of the cube becoming misaligned or partially turned after each round shall be dealt with as follows:                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
| <ul style="list-style-type: none"><li>• <b>First Offense:</b> The attempt shall be recorded as the <b>maximum allowable time</b> for specific round, and the contestant shall receive an <b>official warning</b>.</li><li>• <b>Second Offense:</b> The contestant shall be <b>disqualified</b> from the competition.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
| <b>Note:</b> Contestants are expected to handle the Rubik's Cube with due care at all times. Any action that causes the cube to become misaligned may be subject to this rule, as determined by the Contest Committee.                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |



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13. In case of a tie in the composite rank, the **total time consumed** by the contestants in the four rounds will be the basis for the determination of the winner of the contest. The fastest Rubik's Cube solver will prevail.

14. To preserve the integrity, fairness, and orderly conduct of the competition, only the members of the Technical Working Group (TWG), contest committee, contestants, shall be allowed inside the contest venue during the conduct of the event.

Non-members of the TWG and unauthorized individuals are strictly prohibited from entering the contest venue or from interrupting, questioning, or interfering with the proceedings while the competition is in progress.

15. In any event that a situation arises which is not covered by these rules or mechanics, it will be referred to the members of the Contest Committee for their judgment and pronouncement. The decision of the Contest Committee is final and unappealable.

**IMPLEMENTING GUIDELINES IN THE REGIONAL MATHEMATICS  
COMPETITION FOR MATH JINGLE**

The categories, components, number of learner-participants and teacher-coaches, and time allotment per school are provided as follows:

| Category                | Mode of Delivery | No. of Learner-Participant              | No. of Teacher-Coach | Time Allotment |
|-------------------------|------------------|-----------------------------------------|----------------------|----------------|
| Math Jingle Competition | Live Performance | 8-10 students per division (Grade 7-12) | 1 coach per school   | 3-5 minutes    |

|                             |                                                                                                      |
|-----------------------------|------------------------------------------------------------------------------------------------------|
| <b>CATEGORY</b>             | MATH JINGLE COMPETITION                                                                              |
| <b>KEY STAGE</b>            | 3 and 4                                                                                              |
| <b>NO. OF PARTICIPANT/S</b> | 8 – 10 student performers and 1 teacher-coach per Schools Division                                   |
| <b>TIME ALLOTMENT</b>       | Performance: Minimum of 3 minutes; Maximum of 5 minutes                                              |
| <b>PERFORMANCE STANDARD</b> | Learners demonstrate mastery of Mathematics concepts through creative expression, music, and rhythm. |



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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                   |                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>21<sup>ST</sup> CENTURY SKILL/S</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Critical thinking, teamwork, collaboration, and creativity.                                                                                                                                                                                                                       |                                                                  |
| <b>CREATIVE INDUSTRIES DOMAIN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | MATH JINGLE COMPETITION                                                                                                                                                                                                                                                           |                                                                  |
| <b>DESCRIPTION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | A competition where teams present an original jingle (lyrics and tune) highlighting mathematical concepts and a positive attitude toward learning.                                                                                                                                |                                                                  |
| <b>TECHNICAL SPECIFICATIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                   |                                                                  |
| <b>A. MATERIALS, TOOLS, AND EQUIPMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | • Decent, school-appropriate, and safe costumes and props                                                                                                                                                                                                                         | • Sound system and venue coordination provided by the committee. |
| <b>B. VENUE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Competition: Hall; Coaches' Area: Covered Court.                                                                                                                                                                                                                                  |                                                                  |
| <b>CRITERIA FOR JUDGING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"><li>• Relevance &amp; Accuracy of Math Content: <b>30%</b></li><li>• Creativity &amp; Originality: <b>15%</b></li><li>• Musicality &amp; Rhythm: <b>20%</b></li><li>• Stage Presence &amp; Performance: <b>35%</b></li></ul> <b>TOTAL: 100%</b> |                                                                  |
| <b>EVENT RULES AND MECHANICS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                   |                                                                  |
| <ol style="list-style-type: none"><li>1. Members of the competing team must be a Bonafide learner of the school for SY 2026-2027 and certified by the School Head.</li><li>2. Teams must arrive at least 30 minutes before their scheduled performance. Each team must submit an original softcopy of the lyrics/composition 3 days before the competition through g-drive to be provided by TWG. File Name Format: <b>Schools Name_MathJingleCompetition</b></li><li>3. Competing team must provide a Certificate of Plagiarism certified by the school head and Division ITO unit.</li><li>4. No backdrop/no confetti/popper/firework techniques/ props/ decors are allowed during the contest.</li><li>5. Preparations and set-up time of competing team is only 3 minutes.</li><li>6. The jingle must be performed <b>live</b> in <b>English without the use of any musical instruments</b>. Participants are not allowed to hold the microphones during the performance. The host SDO will provide three (3) microphones.</li><li>7. The use of pre-recorded vocals, lip-syncing, background music, mobile applications for playback music, or any electronic music accompaniment is strictly prohibited.</li><li>8. Costumes are not allowed; participants must wear either their PE uniform or school uniform. Background music is not permitted.</li><li>9. Content must highlight mathematics domains.</li><li>10. Provide the printed copy of the validated lyrics and certification issued on the day of the contest.</li><li>11. Plagiarism results more than the given percentage mean automatic disqualification. (at least 85% originality will be acceptable).</li></ol> |                                                                                                                                                                                                                                                                                   |                                                                  |



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12. To ensure fairness and compliance with copyright laws, all submitted jingles must contain **original lyrics** created specifically for this competition. The following procedures shall be observed:
- All participating teams must submit a printed copy and a soft copy (Microsoft Word/PDF) of their jingle lyrics 3 days before the competition.
  - The lyrics shall be screened by the Technical Working Group (TWG) for originality before the competition.
  - The TWG shall verify the originality of the lyrics using online plagiarism detection tools. In addition, key phrases and lines from the lyrics shall be searched through **Google Search** to identify possible matches with published songs, poems, or other copyrighted materials.
  - If the lyrics are found to be substantially copied or closely resemble existing copyrighted works, the **SDO Education Program Supervisor (EPS)**, through the **Technical Working Group (TWG)**, shall notify the concerned school to submit a new set of original lyrics.
13. Each competing team must be given 5 minutes performance proper. There will be a deduction of 1 point for each 1 second in excess of the performance proper.
14. The decision of the judges (3-member committee) is final and irrevocable.

**CRITERIA FOR JUDGING (100%)**

| Criteria                             | Description                                                                                                                                                                                                             | Percentage |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Relevance & Accuracy of Math Content | The math concepts presented are correct, clearly explained, and aligned with the topic or grade-level standards. Mathematical terms, examples, and ideas are used properly and meaningfully throughout the performance. | 30%        |
| Creativity & Originality             | The jingle shows originality in lyrics, theme, and presentation. Ideas are new, engaging, and demonstrate creative thinking in connecting mathematics with music.                                                       | 15%        |
| Musicality & Rhythm                  | The song has a clear melody, consistent rhythm, and appropriate tempo. Lyrics fit well with the music, and the performance shows good timing and coordination.                                                          | 20%        |
| Stage Presence & Performance         | Performers show confidence, proper expression, clear voice projection, creative choreography, and effective use of the stage. Audience engagement and teamwork are evident during the performance.                      | 35%        |



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| Criteria     | Description | Percentage  |
|--------------|-------------|-------------|
| <b>TOTAL</b> |             | <b>100%</b> |

**MATH JINGLE COMPETITION – SCORE SHEET**

Schools Division: \_\_\_\_\_

Judge: \_\_\_\_\_

| Criteria                                        | Description                                                                                                     | Max Score  | Score Given |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------|-------------|
| <b>Relevance &amp; Accuracy of Math Content</b> | Math concepts are correct, clear, and properly integrated into the jingle lyrics.                               | 30         |             |
| <b>Creativity &amp; Originality</b>             | Lyrics, melody, and presentation show originality and creativity in presenting math ideas.                      | 15         |             |
| <b>Musicality &amp; Rhythm</b>                  | Melody, rhythm, timing, and coordination are clear and consistent throughout the performance.                   | 20         |             |
| <b>Stage Presence &amp; Performance</b>         | Confidence, voice projection, expression, teamwork, creative choreography, and audience engagement are evident. | 35         |             |
| <b>TOTAL SCORE</b>                              |                                                                                                                 | <b>100</b> |             |

Judge's Signature: \_\_\_\_\_



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**IMPLEMENTING GUIDELINES ON MATH SHOUT-OUT VIDEO  
COMPETITION**

The categories, components, number of learner-participants and teacher-coaches, and time allotment for each division per division are provided as follows:

| Category        | Mode of Delivery   | No. of Learner-Participant | No. of Teacher-Coach | Time Allotment |
|-----------------|--------------------|----------------------------|----------------------|----------------|
| Shout-out Video | Video presentation | n/a                        | 1 teacher coach      | 1 minute       |

|                                           |                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CATEGORY</b>                           | Shout-out Video                                                                                                                                                                                                                                                                                                                                                               |
| <b>Key Stage</b>                          | Key Stages 2-4                                                                                                                                                                                                                                                                                                                                                                |
| <b>NO. OF PARTICIPANT/S</b>               | 1 teacher per SDO                                                                                                                                                                                                                                                                                                                                                             |
| <b>TIME ALLOTMENT</b>                     | 1 minute                                                                                                                                                                                                                                                                                                                                                                      |
| <b>PERFORMANCE STANDARD</b>               | Learners are able to conceptualize, produce, and present a creative math-themed shout-out video that effectively promotes appreciation, motivation, or awareness of Mathematics by demonstrating clarity of expression, mathematical relevance, creativity, teamwork, and responsible use of media, following the given theme, technical requirements, and ethical standards. |
| <b>21<sup>ST</sup> CENTURY SKILL/S</b>    | <ul style="list-style-type: none"><li>• Critical Thinking and Problem Solving</li><li>• Creativity and Innovation</li><li>• Communication Skills</li><li>• Collaboration and Teamwork</li><li>• Media and Information Literacy</li></ul>                                                                                                                                      |
| <b>CREATIVE INDUSTRIES DOMAIN</b>         | <ul style="list-style-type: none"><li>• Educational Media</li><li>• Digital Content Creation</li><li>• Communication Arts</li></ul>                                                                                                                                                                                                                                           |
| <b>DESCRIPTION</b>                        | A one-minute math shout-out video competition where participants creatively highlight the importance, beauty, or real-life applications of Mathematics. The activity aims to strengthen learners' appreciation of math concepts while fostering creativity, collaboration, and responsible digital citizenship.                                                               |
| <b>TECHNICAL SPECIFICATIONS</b>           |                                                                                                                                                                                                                                                                                                                                                                               |
| <b>A. MATERIALS, TOOLS, AND EQUIPMENT</b> | Smartphone, tablet, or digital camera                                                                                                                                                                                                                                                                                                                                         |



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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Basic video editing application/software<br><br>Tripod or stable stand (optional)<br><br>Printed or digital math visuals (charts, formulas, props – optional)                                                                                                                  |
| <b>B. VENUE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | TBA                                                                                                                                                                                                                                                                            |
| <b>CRITERIA FOR JUDGING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"><li>• Relevance to the Mathematical Contents - <b>30%</b></li><li>• Creativity and Originality - <b>25%</b></li><li>• Clarity of Message and Delivery - <b>20%</b></li><li>• Video Quality and Technical Presentation - <b>25%</b></li></ul> |
| <b>EVENT RULES AND MECHANICS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                |
| <ol style="list-style-type: none"><li>1. The competition is open to <b>official regional entries</b>, with <b>one (1) entry per schools division</b>.</li><li>2. Video recording must be done <b>within the school premises</b>.</li><li>3. Each entry shall submit a <b>shout-out video with a maximum length of one (1) minute</b>.</li><li>4. The video content should be but not limited to:<ul style="list-style-type: none"><li>• Highlight the <b>importance, beauty, and fun of Mathematics</b>;</li><li>• Include a math-related message, chant, yell, choreography or creative shout-out; and</li><li>• Promote <b>positive values</b> such as teamwork, perseverance, and love for learning.</li></ul></li><li>5. The video may be presented in <b>English, Filipino, or a combination</b>. Subtitles may be added when necessary for clarity.</li><li>6. All entries must be <b>original, not AI-generated, and not previously submitted</b> to any other competition or platform.</li><li>7. The video must be saved in <b>MP4 or MOV format</b>, in <b>landscape orientation</b>, with <b>clear audio and visuals</b>.</li><li>8. The use of background music, graphics, and effects is allowed, provided that these elements do not overpower the main message and are <b>free from copyright issues or properly credited</b>.</li><li>9. Entries containing <b>inappropriate language, gestures, or content</b> contrary to school policies shall be <b>automatically disqualified</b>.</li><li>10. Videos must be submitted a week before in the official submission link.<br/>File Name Format: <b>SchoolsDivisionName_MathShoutOutVideo</b></li><li>11. Failure to comply with any of the above rules shall result in the <b>disqualification</b>.</li><li>12. The <b>decision of the Board of Judges is final and irrevocable</b>.</li></ol> |                                                                                                                                                                                                                                                                                |



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**CRITERIA FOR JUDGING (100%)**

| Criteria                               | Description                                                                                                                | Percentage  |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------|
| Accuracy & Relevance of Math Content   | The math message is correct, meaningful, and clearly highlights the importance, beauty, and fun of Mathematics.            | 30%         |
| Creativity & Originality               | The video shows originality in concept, script, and presentation. The shoutout, chant, or jingle is engaging and creative. | 25%         |
| Clarity of Message & Delivery          | The message is well-organized and easy to understand. Voice, pacing, and expression are clear and appropriate.             | 20%         |
| Video Quality & Technical Presentation | Audio and visuals are clear. Proper framing, lighting, and simple editing enhance the overall presentation.                | 25%         |
| <b>TOTAL</b>                           |                                                                                                                            | <b>100%</b> |



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**MATH SHOUT-OUT VIDEO COMPETITION – SCORE SHEET**

**Schools Division:** \_\_\_\_\_

**Judge:** \_\_\_\_\_

| Criteria                               | Description                                                                                             | Max Score  | Score |
|----------------------------------------|---------------------------------------------------------------------------------------------------------|------------|-------|
| Accuracy & Relevance of Math Content   | The math message is correct, meaningful, and highlights the importance, beauty, and fun of Mathematics. | 30         |       |
| Creativity & Originality               | The video concept, script, and presentation are original, engaging, and creative.                       | 25         |       |
| Clarity of Message & Delivery          | The message is clear and easy to understand; voice, pacing, and expression are effective.               | 20         |       |
| Video Quality & Technical Presentation | Audio and visuals are clear; proper framing, lighting, and editing are observed.                        | 25         |       |
| <b>TOTAL</b>                           |                                                                                                         | <b>100</b> |       |

**Judge's Signature:** \_\_\_\_\_



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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CATEGORY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Shout-out Video                                                                                                                                                                                                                                                                                                 |
| <b>Key Stage</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Key Stages 2, 3 and 4                                                                                                                                                                                                                                                                                           |
| <b>NO. OF PARTICIPANT/S</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 8-10 participants 1 coach                                                                                                                                                                                                                                                                                       |
| <b>TIME ALLOTMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1 minute                                                                                                                                                                                                                                                                                                        |
| <b>DESCRIPTION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | A one-minute math shout-out video competition where participants creatively highlight the importance, beauty, or real-life applications of Mathematics. The activity aims to strengthen learners' appreciation of math concepts while fostering creativity, collaboration, and responsible digital citizenship. |
| <b>TECHNICAL SPECIFICATIONS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                 |
| <b>CRITERIA FOR JUDGING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"><li>• Accuracy and Relevance of Math - <b>30%</b></li><li>• Creativity and Originality - <b>25%</b></li><li>• Clarity of Message and Delivery - <b>20%</b></li><li>• Video Quality and Technical Presentation - <b>25%</b></li></ul>                                          |
| <b>EVENT RULES AND MECHANICS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                 |
| <ol style="list-style-type: none"><li>1. The competition is open to <b>official division entries</b>, with <b>one (1) entry per EDDIS</b>.</li><li>2. Video recording must be done <b>within the school premises</b>.</li><li>3. Each entry shall submit a <b>shout-out video with a maximum length of one (1) minute</b>.</li><li>4. The video content must:<ul style="list-style-type: none"><li>• Highlight the <b>importance, beauty, and fun of Mathematics</b>;</li><li>• Include a <b>math-related message, chant, or creative shout-out</b></li></ul></li></ol> |                                                                                                                                                                                                                                                                                                                 |



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**EVENT RULES AND MECHANICS**

5. The competition is open to **official division** entries, with **one (1) entry per EDDIS**
6. Video recording must be done **within the school premises**.
7. Each entry shall submit a **shout-out video with a maximum length of one (1) minute**.
8. The video content must:
  - Highlight the **importance, beauty, and fun of Mathematics**;
  - Include a **math-related message, chant, jingle, or creative shout-out**; and
  - Promote **positive values** such as teamwork, perseverance, and love for learning.
9. The video may be presented in **English, Filipino, or a combination**. Subtitles may be added when necessary for clarity.
10. All entries must be **original, not AI-generated, and not previously submitted** to any other competition or platform.
11. The video must be saved in **MP4 or MOV format**, in **landscape orientation**, with **clear audio and visuals**.
12. The use of background music, graphics, and effects is allowed, provided that these elements do not overpower the main message and are **free from copyright issues or properly credited**.
13. Entries containing **inappropriate language, gestures, or content** contrary to school policies shall be **automatically disqualified**.
14. Videos must be submitted a week before in the official submission link.  
File Name Format: **Schools School District Name\_Math ShoutOutVideo**
15. Failure to comply with any of the above rules shall result in the **deduction of points or disqualification**, subject to the discretion of the screening committee.
16. The **decision of the Board of Judges is final and irrevocable**.



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**CRITERIA FOR JUDGING (100%)**

| Criteria                               | Description                                                                                                                | Percentage  |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------|
| Accuracy & Relevance of Math Content   | The math message is correct, meaningful, and clearly highlights the importance, beauty, and fun of Mathematics.            | 30%         |
| Creativity & Originality               | The video shows originality in concept, script, and presentation. The shoutout, chant, or jingle is engaging and creative. | 25%         |
| Clarity of Message & Delivery          | The message is well-organized and easy to understand. Voice, pacing, and expression are clear and appropriate.             | 20%         |
| Video Quality & Technical Presentation | Audio and visuals are clear. Proper framing, lighting, and simple editing enhance the overall presentation.                | 25%         |
| <b>TOTAL</b>                           |                                                                                                                            | <b>100%</b> |



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**MATH SHOUT-OUT VIDEO COMPETITION – SCORE SHEET**

**Schools / District:** \_\_\_\_\_

**Judge:** \_\_\_\_\_

| Criteria                               | Description                                                                                             | Max Score | Score |
|----------------------------------------|---------------------------------------------------------------------------------------------------------|-----------|-------|
| Accuracy & Relevance of Math Content   | The math message is correct, meaningful, and highlights the importance, beauty, and fun of Mathematics. | 30        |       |
| Creativity & Originality               | The video concept, script, and presentation are original, engaging, and creative.                       | 25        |       |
| Clarity of Message & Delivery          | The message is clear and easy to understand; voice, pacing, and expression are effective.               | 20        |       |
| Video Quality & Technical Presentation | Audio and visuals are clear; proper framing, lighting, and editing are observed.                        | 25        |       |
| TOTAL                                  |                                                                                                         | 100       |       |

**Judge's Signature:** \_\_\_\_\_



Republic of the Philippines  
Department of Education  
Region III  
**SCHOOLS DIVISION OF BULACAN**

Enclosure No. 5 of Regional Memorandum No. 316, s. 2026

**Parental Consent Form**

Activity: \_\_\_\_\_  
Date: \_\_\_\_\_  
Venue: \_\_\_\_\_

To Whom It May Concern,

I, \_\_\_\_\_, the parent/guardian of \_\_\_\_\_  
\_\_\_\_\_, a student at \_\_\_\_\_  
\_\_\_\_\_, give my full consent for my child to participate  
in the Regional mathematics Fair on \_\_\_\_\_.

I understand that this event offers a valuable opportunity for my child to showcase their mathematical skills and engage in friendly competition with peers from other schools.  
Acknowledgment of Event Details:

- **Activity:** Regional Mathematics Fair
- **Date:** \_\_\_\_\_

Medical Information:

I have indicated below any relevant medical conditions, allergies, or special needs that event organizers and school staff should be aware of:

**Emergency Contact**

Name: \_\_\_\_\_  
Contact Number: \_\_\_\_\_

I understand that the school and event organizers will take reasonable measures to ensure the safety of all participants. However, I acknowledge that unforeseen incidents may occur, and I agree not to hold the school or event organizers liable for any such incidents beyond their control.

Parent/Guardian's Name: \_\_\_\_\_  
Signature: \_\_\_\_\_  
Date: \_\_\_\_\_