



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

January 15, 2025

DIVISION MEMORANDUM
No. 035, s. 2025

SENIOR HIGH SPECTACULAR 2025

TO: Assistant Schools Division Superintendent
Chief – Curriculum Implementation Division (CID)
Chief – School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
School heads – Private and Public Secondary (Senior High)
All Others Concerned

1. The *Batangan* Mother Program, a guiding framework in SDO Batangas Province, is dedicated to fostering learners' achievements by promoting inclusive, equitable, and holistic quality education. Grounded in the core values of being *Inklusibo, Determinado, at Positibo*, the program harmonizes efforts across schools to ensure that every learner is empowered to reach their full potential. By aligning initiatives such as intensified literacy and numeracy programs, character-building activities, and innovative teaching strategies, *Batangan* seeks to address diverse learning needs and challenges. Through this unified approach, learners are equipped with 21st-century skills, resilience, and academic excellence, paving the way for their success in a rapidly evolving world.
2. In line with its commitment to excellence, SDO Batangas Province takes pride in celebrating the achievements of its learners and recognizing the invaluable contributions of its teachers. Through programs and events such as recognition ceremonies, academic festivals, and teacher appreciation activities, the province fosters a culture of gratitude and encouragement. These initiatives highlight the dedication of educators in shaping young minds and the perseverance of learners in overcoming challenges. By honoring both students' milestones and teachers' unwavering efforts, Batangas Province reinforces its belief that education is a collaborative journey, where every success story is a testament to the collective work of the community.
3. With this, on its 5th year, Senior High Spectacular 2025 will serve as a grand celebration dedicated to the achievements of Senior High learners and the unwavering dedication of their teachers in Batangas Province. This milestone event will spotlight the talents, skills, and accomplishments of Senior High students, showcasing their academic excellence, leadership potential, and creative endeavors. At the same time, it will honor the tireless efforts of teachers who have guided these learners toward success. Senior High Spectacular 2025 reinforces the province's commitment to nurturing a culture of excellence and collaboration, affirming that every Senior High learner's triumph is a shared victory for the entire educational community.



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4. In the whole month of March 2025, Senior High Spectacular 2025 will feature school-based culminating activities in respective schools. Senior High learners will display various outputs produced and achieved throughout the school year 2024–2025, highlighting their talents and accomplishments.

5. Furthermore, on the 25th to 27th of March 2025, a Division Display will be held at Bauan Technical Integrated High School, from 8:00 AM to 5:00 PM. With this regard, this issuance sets the guidelines and mechanics regarding the said activity, fostering these objectives.

a. Showcasing Academic and Experiential Achievements

Highlight the academic excellence, skills, and real-world experiences of Senior High students through displays and presentations.

b. Promoting Inclusivity and Community Engagement

Recognize diverse achievements and encourage community involvement in impactful projects.

c. Recognizing and Improving Teaching Practices

Celebrate effective teaching methods and evaluate best practices to enhance teaching and learning.

d. Facilitating Community and Investor Engagement

Provide a platform for learners to showcase their potential and connect with the community and potential investors.

6. To achieve these objectives, Senior High Schools from different congressional districts will collaborate and display their best works in SHS Spectacular Division Display. For the purpose of categorization and organization, outputs will be divided into seven (8) zones. These zones are:

- a. Creative Showcase Pavilion;
- b. Innovation Hub and Tech Lounge;
- c. Scientific Discovery Gallery;
- d. Experience and Engagement Plaza;
- e. Skills Showcase Arena;
- f. Entrepreneurship Avenue; and
- g. Scholar's Symposium Nook
- h. Mind Masters Zone

Details regarding these zones are discussed in the *General Guidelines on Senior High Spectacular Division Display* (Attachment A) of this memorandum.

7. With this, the SHS School Head is required to register his school to confirm its participation through this link: <https://forms.gle/xjUVxwxkdcXMoHui7>. Failure



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to register until February 21, 2025, 3pm means non participation of the said culminating activity.

8. Schools and sub-offices will be given recognition for their exemplary participation. Likewise, the exemplary sample outputs from different senior high schools will also be recognized as they will be gauged through sets of criteria (see Attachment B). The sample exemplary outputs for special recognition will be:

1. Best Work Immersion Program
2. Most Creative Portfolios
3. Innovative Entrepreneurial Product/Service/Food
4. Best Feasibility Study
5. Best Capstone Research
6. Best Research (per Track)
7. Best SHS Innovation
8. Best Community Involvement Project
9. Best Booth theme
10. Best Showcase Pavilion
11. Best Innovation Hub and Tech Lounge
12. Best Scientific Gallery
13. Best Experience and Engagement Plaza
14. Other special recognitions

9. The senior high schools from each sub-office are also required to invite 3 stakeholders that extend usual support to their school community. This should include the LGU head/representative with local PESO and 2 more community stakeholders that could be of interest to patronize the products of the SHS learners. The names of these stakeholders should be submitted through this link:

<https://forms.gle/yuUy1e796AoNAFua9>

10. A monitoring team, together with the CID Chief and SHS Division Coordinator, will be assigned to witness the Senior High Spectacular School Display 2025 (Attachment C).

11. Additionally, in the Division Display, different committees are also assigned to the activity, whose names are listed in Attachment D together with the technical working group that will assist them in the said assigned events.

12. Technical Working Group Members will have pre-working days

13. For more information and inquiries about the aforementioned activity, the division office, specifically the Curriculum Implementation Division (CID) through DR. MA. LETICIA JOSE C. BASILAN, EPSVR 1, Senior High Coordinator, can be reached at 09997831488 and 09171496643, or by email at maleticiajose.basilan@deped.gov.ph. There will also be series of meetings regarding this activity with the schedule as follows:

Technical Working Group: January 21, 2025

CD 1 and 2 Senior High School Heads and PSDS with TWG: January 23, 2025



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CD 3 and 4 Senior High School Heads and PSDS with TWG: January 24, 2025

14. All expenses relative to the conduct of this activity shall be charged to the school MOOE and/or other local funds (food, travel, materials, etc.), subject to the usual auditing and accounting rules and regulations.
15. Further, this memorandum serves as the travel order for all the participants and personnel involved.
16. Immediate dissemination and strict compliance with this Memorandum are earnestly desired.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent

MLJBC/ SENIOR HIGH SPECTACULAR 2025/R2-140073/01/15/



Address: Provincial Sports Complex, Bolbok, 4200 Batangas City
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Attachment A

**Guidelines on Senior High Spectacular 2025
Division Display**

For Zones 1 to 4

Detail 1:

Senior High Schools will have their school-based SH Spectacular in the whole month of March 2025. From their respective displays, the senior high schools from different congressional districts will collaborate to gather some of the learners' best outputs in the Division Spectacular Display. The scheme of selecting the best outputs will be at the discretion of the district supervisors and school heads, with the suggestions of subgroup heads and teachers.

Detail 2:

Each congressional district will be designated with one classroom for the division display. Room assignments will be coordinated on Day 0.

Detail 3:

The room display will be categorized into four (4) zones. The zones are:

1. Creative Showcase Pavilion

Featuring Project Showcases, Portfolio Displays, and Art and Creative Works, this zone celebrates the creative and academic achievements of Senior High School students.

2. Innovation Hub and Tech Lounge

Showcasing Innovations and Technology, Interactive Displays, and Multimedia Presentations, this zone highlights the technological prowess and interactive elements of the Senior High School program.

3. Scientific Discovery Gallery

Focused on Research and Scientific Posters, this zone provides a space for scientific exploration and the display of research findings.

4. Experience and Engagement Plaza

Featuring Experiential Learning, Community Engagement, Cultural Displays, Achievement Wall, Reflection Spaces, Environmental Initiatives, and Inclusive Displays, this zone offers an immersive experience that emphasizes engagement, reflection, and community impact.

Detail 4:

Each zone is allowed to have one learner-presenter to guide the viewers while benchmarking the display. This means that each congressional district is allowed to have a maximum of four (4) learners per room displayed. The learner-presenter should be well versed in explaining the displayed outputs from different schools. The



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learner-presenter should provide the school head with a letter of consent from their parents to join the said activity. Without this permit, the learner-presenter cannot join the activity.

Detail 5:

Each Congressional district can decide on the concept or theme they want to project in their displays.

Detail 6:

Each CD will be responsible for putting up and dismantling the said zones. They should keep the assigned area clean and orderly.

For Zone 5

Zone 5 will be held in the BTIHS gymnasium (half).

Detail 1:

For learners to demonstrate their learning in different content areas in the chosen tracks and strands, their innovations, products, and services, among others, will be displayed in Zone 5.

Skills Showcase Arena

Highlighting skills and physical demonstrations and products (hard and soft), this zone provides a platform for participants to showcase their acquired skills and physical abilities in different subjects.

Detail 2:

This will be limited to five (5) entries per CD. Each entry is allowed to maximize space within 1.5 meters by 2 meters of the designated area.

Detail 3:

Each entry should be presented by the two (2) learner-presenters, who might be the: proponent, innovator, or inventor, member or the team leader if the output is a team effort.

The learner-presenters should be well versed in explaining the displayed output. The learner-presenters should provide the school head with a letter of consent from their parents to join the said activity. Without this permit, the learner-presenters cannot join the activity.



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Detail 4:

Entry should be submitted by the Congressional District **on or before March 18, 2025, until 3:00 p.m.** in the Division Office, CID, A4, Bookman old style font style, 11 font size, and 4 copies (for the panel's pre-browsing) following these color-coded folders:

- CD 1: Red (label entries as nos. 1 to 5)
- CD 2: Orange (label entries as nos. 6 to 10)
- CD 3: Green (label entries as nos. 11 to 15)
- CD 4: Blue (label entries as nos. 16 to 20)

The documents should be limited to 2 pages only and should contain:

- a. Name of the Output
- b. A brief description of the output, including the subject from which it was derived and the learning competencies met by the output (200–250 words only)
- c. Pictures of the Output

Detail 5:

Documents yielded by Attachment B pertaining to this will be uploaded in PDF format to the link given per CD.

*Entry should be in PDF file and be submitted by Congressional District **on or before March 18, 2025, until 3:00pm through this link:***

<https://forms.gle/fJsbqK4HNxaQoGNNa>

with the filename format:

SHOWCASEARENA_CD(no)entry_NAMEOF SCHOOL_(entryno). Example:

SHOWCASEARENA_CD1entry_SanRemoSHS_1

For Zone 6

Zone 6 will be held in the BTIHS gymnasium (other part).

Detail 1:

For learners to demonstrate their learnings in different content areas in the chosen track and strands related to entrepreneurship and business development, among others, they will be displayed in Zone 6.



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Entrepreneurship Avenue

Showcasing Entrepreneurial Ventures, this zone focuses on projects related to entrepreneurship and business development, providing insights into innovative business ideas and initiatives.

Detail 2:

This will be limited to one booth per senior high school only. Each entry is allowed to maximize space within 1.5 meters by 2 meters of the designated area.

Detail 3:

Each entry is allowed to have a maximum of two (2) learners or presenters. The learner-presenter should be well versed in explaining the developed business ideas and initiatives. The learners and presenters should provide the school head with a letter of consent from their parents to join the said activity. Without this permit, the learner-presenter cannot join the activity.

Detail 4:

Entry should be submitted by the Congressional District **on or before March 18, 2025, until 3:00 p.m.** in the Division Office, CID, A4, Bookman old style font style, 11 font sizes, and 4 copies (for the panel's pre-browsing) following these color-coded folders:

- CD 1: White
- CD 2: Yellow
- CD 3: Pink
- CD 4: Violet

The document should be limited to **1 page only** and should contain:

- a. Name of the Output
- b. A brief description of the output, including the subject from which it was derived, the learning competencies met by the output, capital expense, number of products produced per capital expense, health and sanitization concerns, ingredients, and/or materials used (200–250 words only)
- c. Pictures of the Output

Detail 5:

Documents yielded by Attachment B pertaining to this will be uploaded in PDF format to the same link given per CD.



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Entry should be in PDF file and be submitted by Congressional District **on or before March 18, 2025, until 3:00pm** through the **SAME** link using this file format:

ENTREPRENEURSHIPAVENUE_CD(no)entry_NAMEOFSCHOOL

Example:

ENTREPRENEURSHIPAVENUE_CD1entry_SanRemoSHS

For Zone 7

Detail 1:

Scholar's Symposium Nook

This zone is dedicated to researchers and their paper presentations, providing a platform for in-depth discussions and scholarly interactions. Also, all entries for the following categories will be displayed here:

- Best Work Immersion Program
- Most Creative Portfolios
- Best Feasibility Study
- Best Capstone
- Best Research
- Best Community Involvement Project

***Among the six categories, only the Best Work Immersion Program is not a learner's output, but rather how the school implemented their work immersion for all tracks and strands. The special recognition will be given to the school, not to the learners.

Detail 2:

All senior high schools are candidates for these categories, yet each Congressional District is allowed to have **one entry only** per category, except for most creative portfolios (maximum of three per CD) and research work (one research paper per track per CD). The school heads, together with their district supervisors, can decide whose learners' outputs deserve special recognition.

Detail 3:

Entry should be in a PDF file (except for most creative portfolios) and submitted by the Congressional District **on or before March 18, 2025, until 3:00 p.m.** through the same link:

Symposium_Work_Immersion_Program_CD1entry_SanRemoSHS
Symposium_FS_CD1entry_SanRemoSHS



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Symposium_CAPSTONE_CD1entry_SanRemoSHS
Symposium_ Research_(track)_CD1entry_SanRemoSHS

Detail 4:

Criteria for appreciation are attached (**ATTACHMENT B**).

Detail 5: For Most Creative Portfolios ONLY

The most creative portfolios will be submitted on Day 0 in the Division Display Venue. It will be displayed separately in Zone 7. The appreciation of committee will happen in the aforementioned zone. For the submission, look for Dr. Cristy M. Reyes and Mrs. Emily M. Abanes.

Detail 6: For Best Research Only

- a. With the recommended learners' research work per track by each Congressional District, there will be a research presentation by the learner-researchers themselves (a maximum of 4 learners).
- b. Thus, among the research papers submitted, the committee will select only one for each track to have a research presentation. This will be informed through a personal call, message, or other information from the SHS Division Coordinator.
- c. The learners should prepare a slide deck for their 10-minute presentation. The research presentation will start right after the opening program on March 25, 2025, in Zone 7.

The learner-researchers should provide the school head with a letter of consent from their parents to join the said activity. Without this permit, the learner-researcher cannot join the activity. The learner-researchers should provide the school head with a letter of consent from their parents to join the said activity. Without this permit, the learner-researcher cannot join the activity. For Research presentation, look for **Mr. Ernie G. Santoyo**.

For Zone 8

Detail 1: Mind Masters Arena

Mind Masters Arena is a platform where Senior High School learners showcase their intellectual prowess through a culmination of activities such as the Debate. This event provides an opportunity for students to apply their knowledge and skills acquired from curriculum subjects like Oral Communication in Context, English for Academic and Professional Purposes, and other related disciplines. The arena fosters critical thinking, effective communication, and confidence, highlighting the learners' academic achievements and readiness for real-world challenges.



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There will be one (1) event in the Mind Masters Arena: the Debate.

Detail 2:

Debate Mechanics

1. Format and Time Limits

- a. Each team will consist of three members from different schools within their CD. (Note: 2 teams per CD, 6 learners per CD). There will be 2 simultaneous sessions for this, having 2 teams to culminate in the final round.
- b. Each speaker has a time limit of 5 minutes to present their arguments.
- c. The rebuttal phase will last for 2 minutes per team member.
- d. The debate will be conducted in a structured format, with opening statements, rebuttals, and closing arguments.

2. Speaking Order

- a. Teams will alternate speaking, beginning with the proposition side.
- b. The first speaker will present the opening argument, followed by the second speaker.
- c. After the rebuttal rounds, the final speakers will give the closing statements.

3. Judging and Scoring

- a. Judges will assess each speaker's performance based on the criteria provided.
- b. Scores will be assigned for content, organization, delivery, persuasiveness, and teamwork.
- c. The team with the highest cumulative score will be declared the winner.

4. Code of Conduct

- a. Participants are expected to maintain respectful discourse at all times.
- b. Personal attacks, inappropriate language, and interruptions are prohibited.
- c. Teams should adhere to the time limits and structure of the debate.

Debate Judging Criteria and Pointing System

Total Points: 100

1. Content (30 points)

Definition and Relevance of Arguments (10 points):

Are the arguments well-defined and relevant to the motion? Are they based on credible evidence?

9-10: Exceptional relevance and clarity, supported by strong evidence.

7-8: Clear and mostly relevant arguments with sufficient evidence.

5-6: Adequate arguments but with gaps in clarity or evidence.

3-4: Weak relevance or lack of evidence.

1-2: Poor or irrelevant arguments.



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Depth of Analysis (10 points):

Does the team explore the issue in depth, covering multiple dimensions of the topic?

- 9-10: In-depth analysis with multiple perspectives.
- 7-8: Solid analysis but could cover more angles.
- 5-6: Basic analysis; limited depth.
- 3-4: Shallow analysis.
- 1-2: Very superficial or no analysis.

Use of Evidence and Examples (10 points):

Are examples and evidence accurate, relevant, and effectively integrated?

- 9-10: Consistently strong and relevant evidence/examples.
- 7-8: Good use of evidence but with minor gaps.
- 5-6: Sufficient examples but not always relevant.
- 3-4: Weak or poorly chosen examples.
- 1-2: No or irrelevant evidence/examples.

2. Organization (20 points)

Logical Flow (10 points):

Is there a clear, logical progression of ideas throughout the speech?

- 9-10: Excellent structure; arguments flow seamlessly.
- 7-8: Good structure with minor lapses.
- 5-6: Basic structure but with noticeable gaps.
- 3-4: Disorganized and hard to follow.
- 1-2: No discernible structure.

Clarity of Points (10 points):

Are the main points easy to understand and emphasized clearly?

- 9-10: Crystal clear points with strong emphasis.
- 7-8: Clear but could be more concise or emphasized.
- 5-6: Some clarity but occasionally vague.
- 3-4: Often unclear or hard to discern.
- 1-2: Very difficult to understand.

3. Delivery (20 points)

Confidence and Poise (10 points):

Is the speaker confident and composed throughout the speech?

- 9-10: Exceptional confidence and poise.
- 7-8: Confident with minor hesitation.
- 5-6: Moderate confidence but occasional uncertainty.



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3-4: Hesitant and lacking poise.
1-2: Nervous or uncomfortable delivery.

Voice Modulation and Clarity (10 points):

Does the speaker vary their tone effectively and speak clearly?

9-10: Dynamic tone and perfectly clear delivery.
7-8: Good tone and clarity with minor lapses.
5-6: Basic clarity but monotone delivery.
3-4: Hard to hear or understand at times.
1-2: Poor voice modulation and unclear speech.

4. Persuasiveness (20 points)

Effectiveness of Arguments (10 points):

Are the arguments compelling and convincing?

9-10: Extremely convincing and well-articulated.
7-8: Mostly persuasive with minor weaknesses.
5-6: Somewhat persuasive but lacks impact.
3-4: Weakly persuasive or unconvincing.
1-2: Not persuasive at all.

Emotional Appeal (10 points):

Does the speaker connect emotionally with the audience?

9-10: Excellent emotional engagement.
7-8: Good emotional connection but not consistent.
5-6: Limited emotional appeal.
3-4: Weak emotional engagement.
1-2: No emotional connection.

5. Teamwork (10 points)

Coordination and Role Fulfillment (5 points):

Do team members support each other and fulfill their roles effectively?

5: Seamless teamwork; roles are clearly fulfilled.
4: Good teamwork with minor lapses.
3: Moderate teamwork but lacks coordination.
2: Poor teamwork; roles are not clear.
1: No teamwork evident.

Consistency of Arguments (5 points):

Are the arguments cohesive and aligned across the team?



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- 5: Strong alignment and consistent arguments.
- 4: Mostly aligned with minor inconsistencies.
- 3: Some alignment but noticeable gaps.
- 2: Poorly aligned arguments.
- 1: Completely inconsistent arguments.

Criteria Points

Content	30
Organization	20
Delivery	20
Persuasiveness	20
Teamwork	10
Total	100



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Attachment B

Best Work Immersion Program General Guidelines and Mechanics

Objective:

To recognize and celebrate the most exemplary work immersion program among participating public senior high schools, showcasing the value of work immersion program in professional development and career readiness of learners.

Eligibility:

Open to all public senior high schools who have completed a work immersion program within the academic year 2024-2025. **Note: The Work Immersion Program, which received an award at the division level last year, is NOT allowed to participate for the next two school years.**

Entry Requirements:

Each senior high school participant must submit and showcase the portfolio of their Work Immersion Program anchored to the following:

- Relevance
- Educational Value
- Safe and Well-being
- Assessment and Evaluation

Judging Criteria:

Entries will be judged based on the following criteria:

1. Relevance:	MOVs	15%
<ul style="list-style-type: none">• Alignment with Student Interests and Career Aspirations: The program should offer placements aligned with students' interests and potential career paths, maximizing engagement, and fostering meaningful learning experiences.	<ul style="list-style-type: none">• Approved WIP Deployment Plan• Students' output and/or partner institution's feedback about students' performance (DO no. 30 s. 2017)	8%
<ul style="list-style-type: none">• Industry Partnerships and Real-World Experience: Collaborations with reputable companies and organizations provide authentic work environments, exposing	<ul style="list-style-type: none">• List of Partner Institutions and their nature of business vs students' specialization (DO no. 30 s. 2017)• Organized compilation of MOAs (DO no. 30 s. 2017)	7%



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students to actual industry practices and challenges.		
2. Educational Value:		30%
<ul style="list-style-type: none"> • Learning Objectives and Outcomes: Clearly defined learning objectives aligned with curriculum standards and desired skills ensure the program contributes to academic development. 	<ul style="list-style-type: none"> • Class schedule and students' output/portfolio (DO no. 30 s. 2017) 	10%
<ul style="list-style-type: none"> • Structured Supervision and Mentorship: Dedicated supervisors and mentors should guide students, provide feedback, and facilitate learning during the immersion. 	<ul style="list-style-type: none"> • Prescribed Template of Students' Activities and Matrix of Students' Competencies per specialization (DO no. 30 s. 2017) • Evaluation of students' readiness for Work Immersion which should be tailored to the context of the school (DO no. 30 s. 2017) • Students' evaluation with stated remarks and plan of action on the part students (DO no. 30 s. 2017) 	10%
<ul style="list-style-type: none"> • Integration with Classroom Learning: Opportunities to connect work experiences with classroom learning through assignments, presentations, and reflections solidify understanding and transfer knowledge. 	<ul style="list-style-type: none"> • Students' statement of personal goals in the Work Immersion vs list of competencies an activity that will be identified together with the partner institution supervisor (DO no. 30 s. 2017) 	10%
3. Safety and Well-being:		15%
<ul style="list-style-type: none"> • Safe and Secure Work Environment: The program must prioritize student safety and provide appropriate health and safety training, adhering to relevant regulations and ensuring student well-being. 	<ul style="list-style-type: none"> • Insurance documents of the students and the budgetary allotment (DO no. 30 s. 2017) • Documentation of students and parents' orientation on Work Immersion (DO no. 30 s. 2017) • Compiled Parental Consent (DO no. 30 s. 2017) • Documentation of School and partner Institution's compliance to MOA (DO no. 30 s. 2017) 	5%



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<ul style="list-style-type: none"> • Work-Life Balance and Reasonable Workload: The program should ensure students have adequate rest and manage their workload effectively, avoiding excessive pressure or exploitation. 	<ul style="list-style-type: none"> • Approved WIP Deployment Plan • Documentation of School and partner Institution's compliance to MOA (DO no. 30 s. 2017) 	5%
<ul style="list-style-type: none"> • Support System and Grievance Mechanism: A readily accessible support system and clear grievance procedures empower students to address concerns and receive assistance if needed. 	<ul style="list-style-type: none"> • Contingency Plan • Matrix of issues and concerns from the reports and actions taken • Documentation of School and partner Institution's compliance to MOA (DO no. 30 s. 2017) 	5%
4. Assessment and Evaluation:		10%
<ul style="list-style-type: none"> • Ongoing Monitoring and Feedback: Regular monitoring by supervisors, mentors, and school personnel ensures the program meets its objectives and provides students with constructive feedback. 	<ul style="list-style-type: none"> • Documentation of students' orientation about the assessment of their performance (DO no. 30 s. 2017) • Documentation of conference with the students re their performance (DO no. 30 s. 2017) 	5%
<ul style="list-style-type: none"> • Student Evaluation and Reflection: Formative and summative assessments, including student reflection activities, evaluate the program's effectiveness and provide valuable insights for improvement. 	<ul style="list-style-type: none"> • Students' Portfolio • Students' checklist of competencies with remarks of the partner institution supervisor. (DO no. 30 s. 2017) • Matrix of Monitoring Results and the actions taken • Minutes of the meeting and Post conference documentation (DO no. 30 s. 2017) 	5%
5. Program Impact and Improvement:		30%
<ul style="list-style-type: none"> • Regular program evaluation based on student feedback, employer assessment, and achievement of learning objectives should inform continuous improvement and refinement. 	<ul style="list-style-type: none"> • Monitoring Plans of School Head, School Partnership focal person, and Work Immersion Teacher (DO no. 30 s. 2017) • Documentation of the actual monitoring, which includes utilized budget, venues visited, monitoring results, and the like (DO no. 30 s. 2017) • Documentation of teachers and personnel training with the 	10%



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	attached utilized budget (DO no. 30 s. 2017)	
<ul style="list-style-type: none">• Encourage:<ul style="list-style-type: none">- TVL learners to acquire NC- HUMSS learners to produce a quality portfolio on culminating activity- STEM learners to write a quality research capstone project- ABM learners to simulate business enterprise	<ul style="list-style-type: none">• List of NC holders with corresponding certificate• Students output such as:<ul style="list-style-type: none">- creative portfolio (DO 39 s. 2018)- research capstone project paper (DO 39 s. 2018); and- business plan/feasibility study (DO 39 s. 2018)	

References:

Council on Standards for International Education Tourism. (2018). Standards for quality in work-integrated learning. Author. <https://www.csiet.org/csiet-standards/>

Department of Education. (2017). DepEd Order No. 30, s. 2017: Guidelines for the senior high school work immersion program. Author. <https://www.deped.gov.ph/2017/06/05/do-30-s-2017-guidelines-for-work-immersion/>



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Mechanics for Most Outstanding Creative Portfolio

Objective:

To recognize the four (4) most outstanding creative portfolios in any subject among participating public senior high schools, exhibiting creativity and application of learning in the respective subject area.

Eligibility:

Open to all public senior high schools within the academic year 2024-2025.

Entry Requirements:

Each senior high school participant must submit and showcase the portfolio of any subject anchored to the following:

- Creativity
- Relevance
- Authenticity of the Output
- Completeness and Quality of Output

Judging Criteria:

Entries will be judged based on the following criteria:

1. Creativity:	20%
<ul style="list-style-type: none">• Articulation of creative ideas, techniques and perspectives	
2. Relevance:	30%
<ul style="list-style-type: none">• Alignment of the output to the targeted learning competencies in the subject area	
3. Authenticity of the Portfolio:	20%
<ul style="list-style-type: none">• Novelty and uniqueness of the content and presentation of the portfolio	
4. Completeness and Quality of the Output:	20%
<ul style="list-style-type: none">• Comprehensiveness of the portfolio with consideration of the learning competencies in the subject area	



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Best Feasibility Study General Guidelines and Mechanics

Objective:

To recognize and celebrate the most exemplary feasibility study among participating public senior high schools, showcasing the most efficient and effective feasibility study done by ABM students.

Eligibility:

Open to all public senior high schools who offered ABM Strand/Academic Track within the academic year 2024-2025.

Schools with feasibility studies done by ABM students can join the category provided that they have completed the feasibility study paper.

Entry Requirements:

Each senior high school participants must submit and showcase the final feasibility studies anchored to the following:

- Project Viability
- Implementation Factors: and
- Project Planning and Management

Judging Criteria:

Entries will be judged based on the following criteria:

1. Project Viability:	MOVs	40%
<ul style="list-style-type: none">● Comprehensive Market Analysis : Thoroughly analyzes the target market, including size, trends, and competition. Identifies potential customers, their needs, and behaviors.	Market Feasibility Study <ul style="list-style-type: none">• Marketing Objectives• Research Methodology• Research Design• Respondents of the Study• Demand and Supply Analysis• Market Gap Analysis• Market Share• Market Segmentation and Target Market• Marketing Mix Strategies	10%
<ul style="list-style-type: none">● Clear Project Description: Clearly defines the scope and objectives of the project.	Product /Service Description <ul style="list-style-type: none">• Objectives of the project• Product /Service procedures• Business Logo• Market Positioning Statement (if any)	10%



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<p>Outlines the proposed product or service, including features and benefits.</p>		
<ul style="list-style-type: none"> ● Financial Viability: Presents realistic financial projections, including startup costs, operating expenses, and revenue forecasts. <p>Assesses the return on investment (ROI) and payback period.</p>	<p>Financial Feasibility Study</p> <ul style="list-style-type: none"> • Initial capital requirement • Source of financing • Total project cost • Financial assumptions • At least 3 years Financial Statements (SFP, SCI, SCF) • Financial Ratio Analysis 	10%
<ul style="list-style-type: none"> ● Risk Assessment: Identifies potential risks and challenges associated with the project. <p>Offers mitigation strategies for identified risks.</p>	<p>Statement of Risks and Challenges associated with the proposed projects and mitigation strategies.</p> <ul style="list-style-type: none"> • SWOT Analysis (Strength, Weakness, Opportunities, Threats) • Risks Mitigation Strategies 	10%
<p>2. Implementation Factors:</p>		<p>40%</p>
<ul style="list-style-type: none"> ● Technical Feasibility: Evaluates the technical requirements and challenges associated with the project. <p>Assesses the availability of technology and infrastructure needed for implementation.</p>	<ul style="list-style-type: none"> • Plant Location and Requirements • Furniture and Fixtures requirement • Tools and equipment requirement • Labor Requirements • Raw Material / Direct Material Requirements • Overhead and other requirements 	10%
<ul style="list-style-type: none"> ● Operational Feasibility: Assesses the practicality of implementing the project within the existing operational framework. <p>Considers how the project will integrate with current business processes.</p>	<p>Management Feasibility Study</p> <ul style="list-style-type: none"> • Objectives of the study • Appropriate forms of Business Organization • Capital requirement • Organizational Structure • Labor Requirement and corresponding job description • Compensation Schedule • Organizational Policies 	10%



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<ul style="list-style-type: none"> ● Legal and Regulatory Compliance: Addresses legal and regulatory requirements relevant to the project. <p>Outlines any necessary permits or approvals needed for implementation.</p>	<p>Legal Requirements</p> <ul style="list-style-type: none"> • Articles of Partnership / By-Laws (if applicable) • Any other legal requirement necessary in the business operation 	10%
<ul style="list-style-type: none"> ● Environmental Impact: Evaluates the potential environmental impact of the project. <p>Identifies measures to mitigate any negative effects.</p>	<p>Statement of the business impact to environment.</p> <ul style="list-style-type: none"> • Waste Disposal Strategies • Corporate Social Responsibility Project (if any) • Short-term and Long-Term Impact of the business to environment 	10%
<p>3. Project Planning and Management:</p>		20%
<ul style="list-style-type: none"> ● Realistic Timeline: Provides a realistic and well-defined timeline for project development and implementation. 	<ul style="list-style-type: none"> • Gantt Chart / Timeline of activities 	10%
<ul style="list-style-type: none"> ● Scalability and Sustainability: Assesses the scalability of the project to accommodate future growth. <p>Examines the long-term sustainability of the proposed venture.</p>	<ul style="list-style-type: none"> • Financial ratios such as but not limited to Return on Asset, return on Equity and Payback Period. • SWOT Analysis • Future Plans 	10%



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Best Capstone Project Paper General Guidelines and Mechanics

Objective:

To identify and recognize the best research or capstone project paper conducted by STEM senior high school learners.

Eligibility:

Open to all STEM learners enrolled in public senior high schools who finished their research or capstone projects during the 2024–2025 school year. Each entry must consist of a maximum of 4 members. The research or capstone projects must undergo a review process conducted by the school scientific review committee to ensure their quality.

Entry Requirements:

Each entry must submit a complete technical report or scientific paper that can be applied or basic research problems.

Judging Criteria:

Entries will be judged based on the following criteria:

1. Content and Structure	MOVs	50%
<ul style="list-style-type: none"> Clarity and Focus of the Research Problem Is the research problem clearly defined and specific? Is it aligned with the chosen STEM strand and is relevant to the local context? 	<ul style="list-style-type: none"> Abstract Introduction Literature Review <p>K to 12 Senior High School Specialized Track Subject – Research/Capstone Project, December 2013</p>	15%
<ul style="list-style-type: none"> Literature Review Are the relevant and credible sources used in the data interpretation? Is the information synthesized and integrated effectively? Does it demonstrate an understanding of existing knowledge on the topic? 	<ul style="list-style-type: none"> Literature Review Reference List <p>K to 12 Senior High School Specialized Track Subject – Research/Capstone Project, December 2013</p>	10%
<ul style="list-style-type: none"> Methodology Are appropriate research designs and methods used? Are variables and data collection procedures clearly explained? Are ethical considerations addressed? 	<ul style="list-style-type: none"> Methods <p>K to 12 Senior High School Specialized Track Subject – Research/Capstone Project, December 2013</p>	10%



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<ul style="list-style-type: none"> • Results and Discussion <p>Are data presented clearly and accurately?</p> <p>Are results analyzed and interpreted effectively?</p> <p>Are findings linked back to the research problem and literature review?</p>	<ul style="list-style-type: none"> • Results, Findings, Interpretation and Discussion <p>K to 12 Senior High School Specialized Track Subject – Research/Capstone Project, December 2013</p>	15%
2. Communication and Presentation		30%
<ul style="list-style-type: none"> • Clarity and Organization (10%) <p>Is the paper well-organized and easy to follow?</p> <p>Is the logical flow of ideas evident?</p> <p>Are the transitions between sections smooth?</p>	<ul style="list-style-type: none"> • Complete technical report or scientific paper <p>K to 12 Senior High School Specialized Track Subject – Research/Capstone Project, December 2013</p>	10%
<ul style="list-style-type: none"> • Language and Usage <p>Is the formal and academic language used?</p> <p>Is the grammar, punctuation, and spelling correct?</p> <p>Are the sentences varied and clear?</p>	<ul style="list-style-type: none"> • Complete technical report or scientific paper <p>K to 12 Senior High School Specialized Track Subject – Research/Capstone Project, December 2013</p>	10%
<ul style="list-style-type: none"> • Originality and Creativity <p>Is the paper demonstrating insightful thinking and independent analysis?</p> <p>Is the solutions or applications innovative and unique?</p>	<ul style="list-style-type: none"> • Results, Findings, Interpretation and Discussion • Conclusion <p>K to 12 Senior High School Specialized Track Subject – Research/Capstone Project, December 2013</p>	10%
<ul style="list-style-type: none"> • Originality and Creativity (10%) <p>Does the paper demonstrate critical thinking, insightful analysis, and a unique perspective on the chosen topic?</p>	<ul style="list-style-type: none"> • Complete technical report or scientific paper <p>K to 12 Senior High School Specialized Track Subject – Research/Capstone Project, December 2013</p>	
3. Impact and Applicability		20%
<ul style="list-style-type: none"> • Potential Impact of the Research <p>Do the research findings have clear real-world applications or implications?</p>	<ul style="list-style-type: none"> • Results, Findings, Interpretation and Discussion 	10%



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Are the potential benefits to the community or environment identified? Means of verification:	• Conclusion, Recommendations and Application K to 12 Senior High School Specialized Track Subject – Research/Capstone Project, December 2013	
• Sustainability and Future Directions Are the findings applicable to real-world problems or situations?		10%

References:

K to 12 Senior High School Specialized Track Subject – Research/Capstone Project, December 2013



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Best Research Paper General Guidelines and Mechanics

Objective:

To identify and recognize the research study conducted by senior high school learners in different strands applying their knowledge and skills in various research subjects such as Practical Research 1, Practical Research 2, and Inquiries, Investigation, and Immersion.

Eligibility:

Open to all learners enrolled in public senior high schools who finished their research projects during the 2024–2025 school year. The maximum group size for the research study is four, which must align with the learner-researchers' strand. The school should have one (1) entry per strand they are offering.

Each entry must follow the format stipulated in Division Memorandum No. 453, s. 2020 – Guidelines for Research Subjects in Senior High School to Foster Academic Ease.

Entry Requirements:

Each entry must submit a complete qualitative or quantitative research paper adhering to the following:

- Research Process and Content
- Writing and Presentation
- Impact and Applicability

Judging Criteria:

Entries will be judged based on the following criteria:

1. Research Process and Content	MOVs	50%
<ul style="list-style-type: none">• Research Question/Topic Is the research question/topic clear, focused, and relevant to the student's academic field?	<ul style="list-style-type: none">• Background of the problem• Research Hypothesis (for quantitative research)• Statement of the problem• Definition of terms• Significance of the Study• Scope, limitations, and delimitation	10%



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<ul style="list-style-type: none"> • Literature Review Does the paper demonstrate a comprehensive and critical review of relevant literature on the chosen topic? 	<ul style="list-style-type: none"> • Review of Related Literature and Research Literature <p>(K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013)</p>	15%
<ul style="list-style-type: none"> • Methodology Are the research methods appropriate, clearly explained, and ethically sound? 	<ul style="list-style-type: none"> • Research design • Research Environment • Respondent/Subject of the Study • Data Gathering procedures <p>(K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013)</p>	10%
<ul style="list-style-type: none"> • Data Analysis and Interpretation Is the data analysis rigorous and accurate? Are findings interpreted clearly and supported by evidence? 	<ul style="list-style-type: none"> • Statistical Treatment of the Data • Presentation, Analysis and Interpretation of Data • Summary • Findings • Conclusions • Recommendations <p>(K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013)</p>	15%
2. Writing and Presentation		30%
<ul style="list-style-type: none"> • Clarity and Organization Is the paper well-organized, with a clear logical flow and transitions? 	<ul style="list-style-type: none"> • Written Research Report <p>(K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013)</p>	10%
<ul style="list-style-type: none"> • Grammar and Mechanics Does the paper adhere to proper grammar, punctuation, and spelling guidelines? 	<ul style="list-style-type: none"> • Written Research Report <p>(K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013)</p>	10%



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<ul style="list-style-type: none"> • Referencing and Citations Are sources properly cited and referenced in APA format? 	<ul style="list-style-type: none"> • Bibliography (K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013) 	10%
<ul style="list-style-type: none"> • Originality and Creativity Does the paper demonstrate critical thinking, insightful analysis, and a unique perspective on the chosen topic? 	<ul style="list-style-type: none"> • Written Research Report (K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013) 	
3. Impact and Applicability		20%
<ul style="list-style-type: none"> • Contribution to Knowledge Does the research contribute new knowledge or understanding to the field? 	<ul style="list-style-type: none"> • Written Research Report 	10%
<ul style="list-style-type: none"> • Potential Applications Are the findings applicable to real-world problems or situations? 	<ul style="list-style-type: none"> (K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013) 	10%

References:

Division Memorandum No. 453, s. 2020 – Guidelines for Research Subjects in Senior High School to Foster Academic Ease.

K to 12 Senior High School Applied Track Subject – Inquiries, Investigations and Immersion, December 2013



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Guidelines and Mechanics for Best Community Involvement Project

Objective:

To recognize the most exemplary community involvement project among participating public senior high schools, showcasing the methodologies and approaches of community actions and involvements and community-action initiatives of the learners.

Eligibility:

Open to all public senior high schools represented by one group with a maximum of four (4) students who have conducted a community involvement project under the Community Engagement, Solidarity, and Citizenship subject within the academic year 2024-2025.

Entry Requirements:

Each school must submit a narrative report of their Community Involvement Project prepared by the group (maximum of four students) anchored to the following:

- **Community Action Plan**
- **Partnership**
- **Involvement**
- **Impact**
- **Sustainability**

Judging Criteria:

Entries will be judged based on the following criteria:

1. Community Action Plan	MOVs	15%
<ul style="list-style-type: none">• Develop a community action plan using participatory approaches demonstrating working with a core group of leaders to develop a participatory action plan.	<ul style="list-style-type: none">• Community Action Plan explaining the processes, and methodologies in applied social sciences related to community study (action plan may include: Name of Project, Rationale, Community Profile, Objectives, Specific Activities, Target Date for completion or each activity's beginning and ending dates, Responsible Persons/Organizations/Committees/Groups, and Resources Needed)• Minutes of the meeting with photo documentation showing the participation of the core group leaders in planning.	10%



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<ul style="list-style-type: none"> Identify the needs of the community through research. Describe the critical need in the community the program addresses and how it will provide the solution by applying systematic social research methods in conducting a community study. 	<ul style="list-style-type: none"> Community Needs Assessment 	5%
2. Partnership:		15%
<ul style="list-style-type: none"> Exhibit Community Partnerships. Describe how the partnership contributed to the program's success and the extent of connection with community leaders and partner organizations to promote engagement. 	<ul style="list-style-type: none"> List of Partner Institutions and their nature of business Organized compilation of MOAs (DO no. 30 s. 2017) Narrative report on MOA signing and meeting with partners. Narrative report on partners' engagement and how the partnership contributed to the program's success 	15%
3. Involvement:		20%
<ul style="list-style-type: none"> Students participate directly in the implementation of the community project. 	<ul style="list-style-type: none"> Attendance of the students with respective signatures Certificates of participation and/or recognition 	10%
<ul style="list-style-type: none"> provide opportunities for students and partners to meet and interact before, during, and after the project. 	<ul style="list-style-type: none"> Narrative of students participation in the community project with photo documentation 	10%
4. Impact:		30%
<ul style="list-style-type: none"> Describe the impact that the group's efforts made on the community and how the project has affected the lives of those it was intended to help. 	<ul style="list-style-type: none"> Narrative report with photo documentation of before and after the project 	15%
<ul style="list-style-type: none"> Indicate Success Indicators. The results show what measurable success the program achieved and how the outcomes of the program are beneficial to the community. 	<ul style="list-style-type: none"> Success Indicators with actual results 	15%
5. Sustainability		20%
<ul style="list-style-type: none"> Develop initiatives that promote any of the following: income generation entrepreneurship, access to education, job opportunities, and financial 	<ul style="list-style-type: none"> Narrative report with photo documentation on resilience and self-reliance 	10%



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services to enhance the community's resilience and self-reliance.		
<ul style="list-style-type: none">Incorporate sustainable practices and environmental conservation into community development initiatives.	<ul style="list-style-type: none">Narrative report with photo documentation on environmental conservation	5%
<ul style="list-style-type: none">Regularly monitor and evaluate the impact of the initiatives to measure progress, identify challenges and assess sustainability.	<ul style="list-style-type: none">Monitoring and evaluation tool with results and interpretation	5%
TOTAL:		100%

References:

Alter, D., Frumento, H., Shufstall and Whitmer (2017) Community engagement for collective action: a handbook for practitioners. Invasive Animals CRC, Australia.



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**Guidelines and Mechanics for
Most Innovative Entrepreneurial Product/Service/Food**

Objective:

To identify and award the public senior high school learners who innovatively apply their enhanced knowledge and skills in different learning competencies in Entrepreneurship.

Eligibility:

Open to all public senior high school learners in DIFFERENT STRANDS who have completed their Entrepreneurial Project within the academic year 2024-2025.

Since Entrepreneurship is Applied Subject, **the project must be aligned with the learners' strand.**

Entry Requirements:

Each senior high school participant must submit a **COMPLETE BUSINESS PLAN** and **COMPREHENSIVE TERMINAL REPORT OF BUSINESS OPERATION** adhering to the following:

- Innovation
- Market Potential
- Impact
- Feasibility

Judging Criteria:

Entries will be judged based on the following criteria:

1. INNOVATION	MOVs	30%
<ul style="list-style-type: none">• Novelty: Is the concept demonstrably new or a creative modification of an existing one?	<ul style="list-style-type: none">• Detailed Business Plan (Entrepreneurship Curriculum Guide, Performance Standard 1, p. 1)• Business Vicinity Map reflective of potential market in one's locality or town (Entrepreneurship Curriculum Guide, Performance Standard 2, p. 2)	10%
<ul style="list-style-type: none">• Uniqueness: Does it present a distinctive advantage over competitors, addressing needs in a new way?		10%
<ul style="list-style-type: none">• Originality: Does it showcase an inventive approach, demonstrably different from existing solutions?		10
2. Market Potential		40%



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<ul style="list-style-type: none"> • Target market: Is there a well-defined and sizable target audience with unmet needs or purchasing power? 	<ul style="list-style-type: none"> • Business Vicinity Map reflective of potential market in one's locality or town (Entrepreneurship Curriculum Guide, Performance Standard 2, p. 2) 	15%
<ul style="list-style-type: none"> • Market demand: Is there demonstrable evidence of demand for the product, service, or food? 		15%
<ul style="list-style-type: none"> • Growth potential: Can the business scale to reach a wider market or offer additional products/services? 		10%
3. IMPACT		15%
<ul style="list-style-type: none"> • Social impact: Does the business address a social or environmental issue, creating positive change? 	<ul style="list-style-type: none"> • Comprehensive Terminal Report of Business Operation (Entrepreneurship Curriculum Guide, Performance Standard 3, p. 5) 	5%
<ul style="list-style-type: none"> • Economic impact: Does it create jobs, promote local sourcing, or contribute to economic development? 		5%
<ul style="list-style-type: none"> • Customer impact: Does it significantly improve the lives of customers, offering value and satisfaction? 		5%
4. FEASIBILITY		15%
<ul style="list-style-type: none"> • Financial viability: Is the business model sustainable, generating profit and managing costs effectively? 	<ul style="list-style-type: none"> • Terminal Report of Business Operation (Entrepreneurship Curriculum Guide, Performance Standard 3, p. 5) 	5%
<ul style="list-style-type: none"> • Operational feasibility: Can the product, service, or food be produced, delivered, and maintained efficiently? 		5%
<ul style="list-style-type: none"> • Management capability: Does the team have the skills, experience, and network to successfully run the business? 		5%
		100%



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References:

DepEd (2013). K to 12 Senior High School Applied Track - Curriculum Guide for Entrepreneurship.



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Attachment C

**Monitoring Team for Senior High Spectacular School Display
March, 2025**

Congressional District	Monitoring Team Chairperson/s	Monitoring Team Members
1	Elizabeth R. Tolentino Miguel B. Ularte	CD 1 public schools district supervisors
2	Rosalinda Mendoza Rolando S. Casanova	CD 2 public schools district supervisors
3	Macaria Carina C. Carandang Mercy Villanueva	CD 3 public schools district supervisors
4	Emerson B. Dalangin Loreta V. Ila	CD 4 public schools district supervisors

**Technical Working Group
Senior High Spectacular 2025**

	Name	School
1	Ma. Alona T. Dimaculangan	Sico 1.0 Integrated National High School
2	Marisol T. Punzalan	San Pascual Senior High School 1
3	Jeffrey R. Cabral	Lemery Senior High School
4	Shella Marie T. Gumapac	Calaca Senior High School
5	Emily M. Abanes	Bauan Technical Integrated High School
6	Cynthia I. Vidal	Taal Senior High
7	Maria Fe H. Sangalang	Bauan Technical Integrated High School
8	Vrigin Kathleen D. Cupo	Balayan Senior High School
9	Carlo D. Prigo	Balayan Senior High School
10	Cristy M. Reyes	Lemery Senior High School
11	Joemark R. Gumapac	Calaca Senior High School
12	Ernie G. Santoyo	Rosario Integrated National High School
13	Glaisa M. Geron	Maximo T. Hernandez Memorial Integrated High School
14	Marlon B. Arenas	San Juan Senior High School
15	Angelica R. Villostas	Taal Senior High
16	Emma Noralyn L. Lacdao	San Juan Senior High School



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 REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

Attachment D

Committees on Senior Spectacular Division Display

Zone	Chairperson/s	Members	Technical Working Group Assigned
Creative Showcase Pavilion	Dr. Loreta V. Ilaos	External Member/s	Dr. Joemark T. Gumapac
Innovation Hub and Tech Lounge			
Scientific Discovery Gallery			
Experience and Engagement Plaza			
Best Division Display			
Skills Showcase Arena Best SHS Innovation	Rolando S. Casanova	Jocelyn M. Manset External Member/s	Dr. Jeffrey R. Cabral
Entrepreneurship Avenue Most Innovative Entrepreneurial Product, Service, Food	Macaria Carina C. Carandang	Jasmin Harina Chona c. Cabral External Member/s	Marisol T. Punzalan
Scholar's Symposium Nook			
Best Work Immersion Program	Dr. Ma. Leticia Jose C. Basilan	James T. Ano Edwin Cabanig	Kathleen Vrigin D. Cupo
Most Creative Portfolios	Dr. Miguel B. Ularde	Dr. Leonor Vertucio Elizabeth Andino	Emily M. Abanes
Best Community Project Involvement	Dr. Mercy R. Villanueva	Anabel Magalona Eric B. Panganiban	Dr. Cristy M. Reyes
Best Capstone Research	Emerson B. Dalangin	Elma V. Manalo Maxima Javier Oliver Rodriguez Larry Roallos	Ernie G. Santoyo
Best Research Paper			



Address: Provincial Sports Complex, Bolbok, 4200 Batangas City
 ☎ (043)722-1840 / 722-1796 / 722-1437 / 722-2675 / 722-1662
 ✉ deped.batangas@deped.gov.ph
 🌐 www.depedbatangas.com



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Best Feasibility Study	Dr. Elizabeth R. Tolentino	Dionisio Cruzat Julius John L. Palacpac	Glaisa M. Geron
Mind Masters Arena			
Debate	Ma. Leticia Jose C. Basilan	Movita O. Cruzat David M. Nuay External Member	Ma. Alona T. Dimaculangan
		Rosalinda A. Mendoza Lorilyn Ebreo External Member	
Other Special Awards	Jimmy J. Morillo		Maria Fe H. Sangalang