



Republic of the Philippines  
Department of Education  
REGION IX, ZAMBOANGA PENINSULA  
SCHOOLS DIVISION OF DAPITAN CITY

Office of the Schools Division Superintendent

**DIVISION MEMORANDUM**

**March 27, 2024**

No. 178 s. 2024

TO : OIC, Assistant Schools Division Superintendent  
Chief Education Supervisors (CID/SGOD)  
Education Program Supervisors  
Public Schools District Supervisors (PSDSs)  
Public In-charge of the District (PICDs)  
Elementary School Heads  
Teachers/Asatidz

**2024 DIVISION FESTIVAL OF TALENT  
MUSABAQAH**

1. This Division through the Curriculum Implementation Division shall conduct the 2024 Division Festival of Talents – Musabaqah with the theme “ **Galing, Talino, at Husay ng mga Batang Makabansa sa Diwa ng MATATAG na Adhika** ” as the culminating activity of the implementation of Madrasah Education Program in the Division of Dapitan City on April 16, 2024 at Sulangon Central School, Sulangon , Dapitan City.
2. This activity aims to assess the Muslim learners’ mastery on the competencies learners in Arabic Language and Islamic Values Education through showcasing and demonstrating their knowledge and skills on a friendly competition.
3. The competition shall be conducted in-person modality and in three categories, namely:
  1. **Harf Touch**
  2. **Qur’an Reading**
  3. **Naseehah (Oration)**
4. The participants are Education Program Supervisors, Public Schools District Supervisors, school heads, MEP Coordinators, Asatidz / teachers , contestants and other non – MEP implementers who wish to attend , their attendance shall be regarded as Official Business.

Department of Education  
Division of Dapitan City

**RELEASED**

NO. 178 APR. 01 2024  
TIME 9:50 BY [Signature]

Schools are advise to conduct school level competition to showcase Muslim learners’ talents and skills.



Sunset Boulevard, Dawo, 7101 Dapitan City

(065) 917-5113

www.depeddapitancity.net

dapitancity@deped.gov.ph

fb.com/DepEdDapitanCity





Republic of the Philippines  
Department of Education  
REGION IX, ZAMBOANGA PENINSULA  
SCHOOLS DIVISION OF DAPITAN CITY

---

5. The District -Sulangon Schools District will submit list of the Official participants to be endorsed to the Division Office , attention Division ALIVE Coordinator.

6. The MUSABAQAH guidelines is herein attached for your reference.


7. The travelling expenses including foods and snacks shall be charged against School MOOE while the Division personnel shall be charged against the Division MEP funds.

8. Immediate dissemination of this Memorandum is desired.

**DANNY B. CORDOVA EdD. CESO V**  
Schools Division Superintendent *MB*



 Sunset Boulevard, Dawo, 7101 Dapitan City

 (065) 917-5113

 www.depeddapitancity.net

 dapitancity@deped.gov.ph

 fb.com/DepEdDapitanCity





# 2024 NATIONAL MUSABAQAH

(A Showcase of Talents and Skills in Arabic Language and Islamic Values)



<b>COMPONENT AREA</b>	<b>Arabic Language and Islamic Values Education</b>
<b>GRADE LEVEL</b>	Grade 5
<b>EVENT TITLE</b>	Oration (Naseehah)
<b>NO. OF PARTICIPANT</b>	One (1) per region
<b>TIME ALLOTMENT</b>	5-7 minutes (including preparations)
<b>PERFORMANCE STANDARD</b>	The learner-participant exhibits multi-lingual skills in Arabic, English, and Filipino in expressing his/her thoughts relevant to the Muslim culture, traditions, and practices.
<b>21<sup>st</sup> Century Skills</b>	Critical Thinking, Communication, Literacy
<b>DESCRIPTION</b>	An oration is an act of performing a speech to a live audience such as "Naseehah" (Speech) to inform, persuade, and entertain.
<b>RUBRIC FOR ASSESSMENT</b>	<p>The criteria for judging the contest will be based on the substance or content of the piece, delivery, and stage presence. Learner-participants must strictly observe the time limit of five to seven (5-7) minutes to avoid penalty deductions from their overall scores.</p> <p><b>1. Substance - 50%</b></p> <ul style="list-style-type: none"><li>• Relevance of the Topic or Focus on the Theme (15)</li><li>• Originality/Creativity (15)</li><li>• Rhetorical Organization (10)</li><li>• Grammar (10)</li></ul> <p><b>2. Delivery - 40%</b></p> <ul style="list-style-type: none"><li>• Quality of Voice (10)</li><li>• Diction (10)</li><li>• Fluency/Mastery of the Speech (10)</li><li>• Pronunciation (10)</li></ul> <p><b>3. Stage Presence - 10%</b></p> <ul style="list-style-type: none"><li>• Stage Poise (3)</li><li>• Gestures (3)</li><li>• Proper Attire (2)</li><li>• Appropriate Use of the Stage (2)</li></ul>



<p><b>I. Event Rules and Mechanics</b></p> <p>A. There shall be one (1) learner-participant, Grade 5, male or female, ages ten to eleven (10-11).</p> <p>B. The learner-participant shall be given five to seven (5-7) minutes including preparations.</p> <p>C. At the first bell, the learner-participant shall get ready. At the second bell, the learner-participant shall start the "Muqaddimah" (Introduction). At the third bell, the learner-participant may stop as he/she already consumed the minimum number of minutes or continue until the fourth bell for the maximum number of minutes. The learner-participant whose speech is shorter than the minimum requirement of five (5) minutes as well as those who exceeded the maximum of seven (7) minutes will get a deduction of one (1) point from his/her total score for every minute or a fraction thereof in excess/deficit of the allotted time.</p> <p>D. The learner-participant may choose English or Filipino as a medium of delivery.</p> <p>E. "Adillah" (evidences) from the Qur'an and Hadith should be recited in the Arabic Language.</p> <p>F. The printed copy of the entry shall be submitted to the NTWG Secretariat during the Solidarity Meeting, a day before the competition.</p> <p>G. The oration (naseehah) shall not, in whole or in part, expressly or impliedly, subvert the principles of democracy, offend any religion, sect, or creed, or violate either the standards of decency or the laws on libel and oral defamation.</p> <p>H. For hygienic and observance of health safety protocols, each participant will bring their own lapel microphone/clip-on microphone</p>	
<p><b>II. Resource Requirements</b></p>	
<ul style="list-style-type: none"> <li>• Three (3) printed copies of the oratorical piece</li> <li>• Microphone with stand/ lapel/ clip-on microphone</li> <li>• Muslim attire (Jubah/Thawb for male, Abaya for female); with head hijab and tutob</li> <li>• Stop Watch</li> <li>• Bell/Buzzer</li> <li>• Video recorder</li> <li>• Score sheets</li> <li>• Rubrics</li> </ul>	



### Rubrics for Oration (Naseehah)

Criteria	1	2	3	4
<b>Substance (50%)</b>				
<ul style="list-style-type: none"> <li>Relevance of the topic or focused on the theme(15%)</li> </ul>	No surah/verses /ahadith recited are relevant to the theme	1 surah/verses /ahadith recited are relevant to the theme	2 surah/verses /ahadith are relevant to the theme	3 surah/verses /ahadith recited are relevant to the theme
<ul style="list-style-type: none"> <li>Originality/ Creativity (15%)</li> </ul>	The oration piece lacks originality and creativity in its interpretation of the Surah or Ayah, presenting a predictable and conventional perspective. Audience engagement is minimal.	The oration piece displays some originality and creativity in expounding the Surah or Ayah, although it may be somewhat limited, with a more conventional approach. Audience engagement is moderate.	The oration piece is notably original and creative in its interpretation of the Surah or Ayah, providing a fresh perspective and incorporating creative elements that engage the audience effectively.	The oration piece is notably original and creative in its interpretation of the Surah or Ayah, providing a fresh perspective and incorporating creative elements that engage the audience effectively.
<ul style="list-style-type: none"> <li>Rhetorical Organization (10%)</li> </ul>	The sequence of ideas from general (Ayah) to specific (Hadith) is not evident.	The sequence from general (Ayah) to specific (Hadith) is evident but not consistently maintained.	The sequence of ideas generally follows a progression from general (Ayah) to specific (Hadith).	The sequence of ideas is presented seamlessly, starting from general concepts (Ayah) and progressing to specific examples (Hadith).
<ul style="list-style-type: none"> <li>Grammar (10%)</li> </ul>	5 and more grammatical errors in Arabic, English/Filipino	3-4 grammatical errors in Arabic, English/Filipino	1-2 grammatical errors in Arabic, English/Filipino	no grammatical errors in Arabic, English/Filipino
<b>Delivery (40%)</b>				
<ul style="list-style-type: none"> <li>Quality of Voice (10%)</li> </ul>	Voice lacks clarity and is heavily affected by fluctuations in	Voice is somewhat clear but has noticeable	Voice is generally clear and well-modulated, with	Voice is consistently clear and well-modulated

	pitch or tone. 5 or more modulation issues which significantly hinder audience engagement.	fluctuations in pitch or tone. 3-4 variations in modulation that may mildly affect the audience's engagement.	only minor fluctuations. 1-2 instances of variation in pitch or tone, which do not significantly affect the overall quality. The voice maintains audience engagement.	throughout the speech. No significant fluctuations in pitch or tone. The voice is engaging and effectively captures the audience's attention.
<ul style="list-style-type: none"> <li>Diction (10%)</li> </ul>	<p>Diction is unclear and often includes inappropriate or irrelevant word choices.</p> <p>5 or more issues with word choice which significantly hinder the speech's effectiveness.</p>	<p>Choice of words is somewhat unclear at times, affecting the speech's overall effectiveness.</p> <p>Vocabulary may lack consistency or relevance in 3-4 instances.</p>	<p>Diction is generally good, with 1-2 instances of less precise word choice.</p> <p>Vocabulary is mostly relevant, though minor inconsistencies may be present.</p>	<p>Choice of words is consistently precise and well-articulated.</p> <p>No instances of unclear or inappropriate word choices.</p>
<ul style="list-style-type: none"> <li>Fluency/Mastery of the Speech (10%)</li> </ul>	<p>Delivery is heavily disrupted by 5 or more hesitations, making the speech difficult to follow.</p> <p>Hesitations significantly hinder the speech's overall effectiveness.</p>	<p>Delivery is somewhat hesitant, with 3-4 noticeable disruptions in fluency.</p> <p>Hesitations may affect the overall flow but not to a severe extent.</p>	<p>The participant delivers the speech with good fluency and confidence, with only 1-2 hesitations.</p> <p>Hesitations do not significantly impact the overall flow of the speech.</p>	<p>The participant demonstrates complete mastery of the speech, with no hesitations or disruptions.</p> <p>Delivers the speech with exceptional fluency and unwavering confidence.</p>
<ul style="list-style-type: none"> <li>Pronunciation (10%)</li> </ul>	<p>Pronunciation is poor, with 5 or more errors and mispronunciations.</p>	<p>Pronunciation is somewhat unclear at times, with 3-4 noticeable errors and</p>	<p>Pronunciation is generally accurate and clear, with only 1-2 minor errors.</p>	<p>Pronunciation is perfect, with no errors or mispronunciations.</p>



	Clarity is significantly compromised due to consistent pronunciation issues.	mispronunciations.  Mispronunciations may affect clarity but not overwhelmingly so.	Rare instances of mispronunciations, which do not significantly affect clarity.	Every word is articulated clearly and accurately.
<b>Stage Presence (10%)</b>				
<ul style="list-style-type: none"> <li>Stage Poise (3%)</li> </ul>	The learner-participant's stage poise is poor, and there are frequent disruptions in composure.	The learner-participant's stage poise is somewhat inconsistent and may need occasional adjustments.	The learner-participant demonstrates good stage poise with occasional minor adjustments.	The learner-participant maintains excellent stage poise throughout the performance, exhibiting confidence and control.
<ul style="list-style-type: none"> <li>Gestures (3%)</li> </ul>	Gestures are inappropriate or overly distracting, negatively impacting the speech.	Gestures are somewhat distracting or less purposeful at times.	Gestures are generally appropriate and contribute positively to the speech.	Gestures are natural, purposeful, and enhance the speech, effectively engaging the audience.
<ul style="list-style-type: none"> <li>Proper Attire (2%)</li> </ul>	The attire is unsuitable or highly distracting, significantly affecting the overall stage presence.	The attire may have some noticeable issues, but it does not significantly detract from the presentation.	The attire is generally appropriate, with only minor deviations.	The attire is perfectly suitable for the occasion and adds to the overall stage presence.
<ul style="list-style-type: none"> <li>Appropriate Use of the Stage (2%)</li> </ul>	The learner-participant's use of the stage is	The learner-participant's uses of the stage	The learner-participant uses the stage	The learner-participant makes



	poor, and it negatively impacts the overall presentation.	is somewhat awkward or inconsistent, but it does not seriously weaken the speech.	appropriately, with minor adjustments needed.	excellent use of the stage, moving purposefully and effectively, enhancing the speech.
--	---	---	---	--







# 2024 NATIONAL MUSABAQAH SKILLS EXHIBITION



(A Showcase of Talents and Skills in Arabic Language and Islamic Values)

<b>COMPONENT AREA</b>	Arabic Language
<b>GRADE LEVEL</b>	Grade 2
<b>EVENT TITLE</b>	<b>Harf Touch</b>
<b>NO. OF PARTICIPANT</b>	One (1) per region
<b>TIME ALLOTMENT</b>	One (1) minute
<b>PERFORMANCE STANDARD</b>	The learner-participant demonstrates oral fluency on Arabic phonemes, phonetics, and alphabets by pronouncing the letters correctly with speed and accuracy through cognition and psychomotor.
<b>21<sup>st</sup> Century Skills</b>	<ul style="list-style-type: none"><li>• Literacy Skills</li><li>• Thinking Skills</li><li>• Global Awareness</li></ul>
<b>DESCRIPTION</b>	<p><b>Harf Touch</b> is an NFOT event category of Musabaqah that allows blind-folded learner-participants to touch the surface of the illustration board with engraved Arabic letters. Learner-participants are expected to identify, recognize, and pronounce Arabic letters correctly with speed and accuracy within the allotted time.</p> <p>This activity enhances familiarization of the Arabic letter through cognition and psychomotor.</p>
<b>CRITERIA FOR ASSESSMENT</b>	There shall be one (1) point given for every Arabic letter that is correctly identified and pronounced by learner-participants.
<b>I. Event Rules and Mechanics</b>	
<p>A. There shall be one (1) learner-participant per region, Grade 2, male or female, ages seven to eight (7-8).</p> <p>B. During the contest proper, the learner-participants shall be seated at the designated holding area. They should not see the process undergone by the contestant on stage.</p> <p>C. The learner-participants take turns on stage to identify the letters engraved/cut on illustration board within one (1) minute. The facilitator mixes the 28 letters as they take their turns.</p> <p>D. There shall be one (1) timekeeper/buzzer, one (1) recorder, one (1) tabulator and a panel of judges.</p> <p>E. Timekeeper shall signal the start and the end of time allotted for each learner-participant.</p> <p>F. Panel of judges shall confirm the number of the correctly identified Arabic letters.</p> <p>G. The recorder tallies the scores.</p> <p>H. The corresponding time of each participant shall be flashed on the screen.</p> <p>I. The three learner-participants with the highest number of correctly identified Arabic letters in a shortest recorded time shall be declared as the winner. There shall be first,</p>	



- second and third winners. In case of tie, another three (3) letters shall be added to twenty-eight (28) letters for the clincher round to be given by the board of judges to determine in the place/rank from which they tied. One point shall be given for every correct response.
- J. The whole proceedings shall be recorded by the NTWG.

## II. Resource Requirements

- A. Engraved Arabic Alphabet in A-4 size, landscape illustration board (white colored on top and mounted in black colored illustration board) Font type: Traditional Arabic  
Font size: 720 except for letters kha (700) and ghayn (600).  
Note: prepare the letters in power point prior to printing to produce the precise measurement
- B. Goggles covered with black cloth
- C. Table and chair where Arabic letters will be placed
- D. Microphone (to be provided by the host region)
- E. Stopwatch
- F. Bell/Buzzer
- G. Tally board and marker
- H. Tally sheets/pen/pencil
- I. Video recorder





# 2024 NATIONAL MUSABAQAH

(A Showcase of Talents and Skills in Arabic Language and Islamic Values)



<b>COMPONENT AREA</b>	<b>Arabic Language</b>	
<b>GRADE LEVEL</b>	Grade 6	
<b>EVENT TITLE</b>	<b>Qur'an Reading</b>	
<b>NO. OF PARTICIPANT</b>	One (1) per region	
<b>TIME ALLOTMENT</b>	five (5) minutes	
<b>PERFORMANCE STANDARD</b>	The learner-participant demonstrates the proper way to pause, continue and full stop in reading and reciting the verse (Ayah)/chapter (surah) with proper Tajweed, clear voice in <i>Tawasot</i> and stage presence.	
<b>21<sup>st</sup> Century Skills</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Literacy</li> <li>• Global Awareness</li> </ul>	
<b>DESCRIPTION</b>	<b>Qur'an Reading</b> is an NFOT event category of Musabaqah that allows learner-participants to showcase their reading skills while developing their good speech habits. The Qur'an is the material to be used as it is an authentic source of stories and literature for Muslims.	
<b>CRITERIA FOR ASSESSMENT</b>	<b>Criteria</b>	<b>Percentage</b>
	<i>Tajweed/Pronunciation</i>	40%
	<i>Tawasot/Chant</i>	30%
	<i>Sawt/Voice Clarity</i>	20%
	<i>Hay'ah/Stage Presence</i>	10%
	Total	100%
<b>I. Event Rules and Mechanics</b>		
<p>A. There shall be one (1) learner-participant per region, male or female, ages twelve to thirteen (12-13).</p> <p>B. During the contest proper, the learner-participants shall be seated at the designated holding area. They should not see the process undergone by the contestant on stage.</p> <p>C. The panel of judges shall choose the surah to be read by the learner-participants.</p> <p>D. The learner-participants shall read the selected surah in <i>Tawasot</i>.</p> <p>E. Each learner-participant shall bring a copy of the Holy Qur'an.</p> <p>F. Learner-participants should wear proper attire (black abayah and white kombong/hijab for female and kimon with totob/kopya for male).</p> <p>G. The learner-participant shall be seated on the floor with the book stand and use their own lapel/clip-on microphone in the actual reading of the selected <i>surah</i>.</p> <p>H. The learner-participant shall read the <i>surah</i> or <i>ayah</i> in <i>tawasot</i> within five (5) minutes.</p> <p>I. For hygienic and observance of health safety protocols, each participant will bring their own lapel microphone/clip-on microphone</p>		

## II. Resource Requirements

- Holy Qur'an
- Book stand
- Microphone
- Stopwatch
- Video recorder

### Rubric for Qur'an Reading

CRITERIA	1	2	3	4
<b>Pronunciation</b> 40%	Read the assigned Surah with 11 or more mispronounced letters	Read the assigned Surah with 6-10 mispronounced letters	Read the assigned Surah with 2-5 mispronounced letters	Read the assigned Surah with perfect and accurate pronunciation
<b>Tawasot/Chant Mastery</b> 30%	Read the assigned Surah with 11 and above missed words	Read the assigned Surah with 6-10 missed words	Read the assigned Surah with 2-5 missed words	Read the assigned Surah with perfect and accurate words
<b>Voice Clarity/Enunciation</b> 20%	Read the assigned Surah with 11 and above unclear words	Read the assigned Surah with 6-10 unclear words	Read the assigned Surah with 2-5 unclear words	Read the assigned Surah with clear and loud voice
<b>Stage Presence</b> 10%	Read the assigned Surah with noticeable least confidence and incomplete attire	Read the assigned Surah with noticeable less confidence and incomplete attire	Read the assigned Surah with confidence but less proper attire	Read the assigned Surah with the following: <ul style="list-style-type: none"> <li>• Proper attire jubbah/thawb and tutub</li> <li>• Proper placement of the hands</li> <li>• Apparent and strong Confidence</li> </ul>