



Republic of the Philippines
Department of Education
SCHOOLS DIVISION OF MARINDUQUE

Office of the Schools Division Superintendent

August 11, 2026

DIVISION MEMORANDUM

No. **076** s. 2026

MARINDUQUE SCILYMPICS 2026

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Schools District Supervisors
Public & Private Elementary, Secondary & Integrated School Heads
All Others Concerned

1. The Schools Division of Marinduque, through the Curriculum Implementation Division (CID), announces the conduct of the **Marinduque Scilympics 2026**, a division-level science competition designed to enhance learners' scientific knowledge, critical thinking skills, creativity, and innovation, while promoting excellence and professional growth among science teachers.

2. This year's competition shall be conducted on the following dates and venues:

Elementary Level – October 3, 2026 at Mogpog Central School, Mogpog, Marinduque; and

Secondary Level – October 10, 2026 at Mogpog Central School, Mogpog, Marinduque to be led by Mogpog National Comprehensive High School.

3. **MARINDUQUE SciLympics 2026** is a division-wide science competition that aims to stimulate interest in science and provide valuable science experience to learners and science teachers, specifically to:

- make science principles alive, meaningful, and relevant to the learners;
- promote science and technology consciousness among the youth;
- foster creativity and critical thinking for both the learners and teachers; and
- strengthen the skills of teachers in research, content and pedagogy, thus, enhancing science competence through healthy and friendly competition.

4. Interested participants from the private schools may directly join the division level competition in different contest categories.

5. Official delegates to this competition are the Public Schools District Supervisors, Elementary and Secondary Science Coordinators, Contest Officials/Coaches, and teacher and learner-participants in the different contest categories in the Elementary and Secondary Schools both from the Private and Public Schools. A registration fee of Two Hundred Pesos (Php 200.00) shall be collected from each student and teacher-participants for the expenses relative to the competition

such as food for the contest officials and honorarium of judges for Science Fair Categories.

6. The conduct of the Division-Level Competition during the First Term Break is not feasible due to the ongoing development, testing, and validation of research studies and products of participating researchers. Therefore, the schedule shall be adjusted in consideration of the Regional Science and Technology Fair on December 7-8, 2026. Since the activity will be conducted in October, which falls within the instructional period for the Second Term, competitions and related activities shall be held on Saturdays. Concerned school, district, and division personnel who render services during these activities shall be entitled to service credits and/or compensatory time-off subject to existing rules and regulations.

7. Enclosed are the following for your reference:

Enclosure No. 1	Marinduque Scilympics Contest Officials
Enclosure No. 2	General Guidelines
Enclosure No. 3	Contest Mechanics
Enclosure No. 4	Research Paper Format for the Secondary Level
Enclosure No. 5	List of Forms and Documents Required for Submission in All Levels of Competition for Secondary Level
Enclosure No. 6	The Contest Events and Allocation of Entries Per District
Enclosure No. 7	Timeline of Activities for Division Level Preparation
Enclosure No. 8	Program Matrix for the Elementary Level
Enclosure No. 9	Program Matrix for the Secondary Level
Enclosure No. 10	Point System of the Contest

8. District Science Coordinators and School Coordinators from the private schools are requested to accomplish the form via link on or before September 14, 2026, for the list of participants. Format and submission can be accessed through this link:

Public Elementary Level:

<https://tinyurl.com/ELEM-MDQSCILPICS26-REGLINK>

Public & Private Secondary Level:

<https://tinyurl.com/PRVTE-MDQSCILYMPICS26-REGLINK>

Public Secondary Level:

<https://tinyurl.com/SEC-MDQSCILYMPICS26-REGLINK>

9. For clarifications or further assistance, schools may coordinate with the Science Education Program Supervisor.

10. Immediate dissemination of the contents of this Memorandum is desired.

LYNN G. MENDOZA, EdD
OIC-Schools Division Superintendent

Encl: As stated
Reference: Division Memo No. 71, s. 2025
To be indicated in the Perpetual Index
under the following subjects:

AWARDS
BASIC EDUCATION

CONTESTS
SCIENCE EDUCATION

CID/MSSS/MARINDUQUE SCILYMPICS 2026/08/4/2026

MARINDUQUE SCILYMPICS CONTEST OFFICIALS

Over-all Chairperson: Dr. Ma. Shiela S. Saet
 Asst. Chairperson: Mr. Warlito P. Constantino
 Members: Mrs. Marife Maaño
 Mr. Darwin O. Mayo
 Mrs. Rhodora B. Peña
 Mr. Rolando Pelobello

Encoding and Distribution of Write-ups for the Secondary Level
 Mrs. Virginia Monleon
 Mr. Jefferson Mameng
 Mrs. Irene M. Laugo
 Mrs. Edlhen M. Jalac
 Mr. Belford Jalac

Encoding and Distribution of Write-Ups for the Elementary Level
 Mrs. Riza Borcena
 Mrs. Conny Olympia
 Mrs. Mary Ann Luci

Contest Officials for Each Contest Category

A. ELEMENTARY SCHOOL LEARNERS

Chairperson: Mrs. Ma. Paz R. Pernia
 Co-Chairperson: Mr. Jomar Linga

Contest Category	Chairperson	Members <i>(2 Coaches from Other Contest Categories)</i>	Board of Judges
A.1 <i>Science in Action: Innovation and Application Challenge in Science and Modern Technology (Team Category)</i>	Mrs. Amor Jandusay		Dr. Arlene R. Diaz Mrs. Genelyn J. Regio Mr. Glen P. Espirituo
A.2. <i>Science Communication and Advocacy Contest (Sci Photojournalism & Video Editing) (Team)</i>	Mrs. Lina Rolloque		Mrs. Eva Angelina Lampas Mrs. Ma. Leonora D. Imperio Mrs. Edna M. Jalos
A.3 Science Investigatory Project (Life Science)	Mrs. Mylene Jasmin L. Rolloque		Ma. Ma. Christina Mangana Mr. Romeo Malacas, Jr. Mrs. Pinky M. Mabiog

A.3 Science Investigatory Project Expo Physical Science)	Mrs. Donna Bella R. Rocha		Dr. Kathryn S. Asuncion Dr. Pacifico P. Belarmino Mrs. Dezza G. Perlas
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A. ELEMENTARY SCHOOL TEACHERS

Contest Category	Chairperson	Members (2 Coaches from Other Contest Categories)	Board of Judges
Remedial Innovation Challenge	Mrs. Rona Mae Paradero		Dr. Dingson A. De Sena Mrs. Constanca R. Vasco Dr. Joven M. Mogol
Science Intervention Material	Mrs. Ma. Cecilia S. Par		Dr. Mariam B. Rivamonte Dr. Maria Lourdes P. Ricohermoso Mrs. Aurea L. Mazo

B. ELEMENTARY SCHOOL PARENTS

Contest Category	Chairperson	Member (2 Coaches from Other Contest Categories)	Board of Judges
Science @Home Challenge	Mr. Mateo G. Garcia		Dr. Jay P. Pena Mrs. Myra R. Labay Dr. Maridel G. Lincallo

C. SECONDARY SCHOOL LEARNERS

Chairperson: Mr. Darwin O. Mayo

Co-Chairperson: Mrs. Sheryl Mendoza

Contest Category	Chairperson	Members (2 Coaches from other Contest Categories)	Board of Judges
A.1 Science in Action: Innovation and Application Challenge in Science and Modern Technology (Team Category)	Mr. Alfredo D. Moldon, Jr.		Mr. Dino M. Nepomuceno Mrs. Norminda S. Mabao Mrs. Marlita C. Vitto
A.2. Science Communication and Advocacy Contest (Sci	Mr. Jayson M. Luna		Mrs. Madilyn P. Quirona Mrs. Annaliza P. Retardo

<i>Photojournalism & Video Editing) (Team)</i>			Mr. Rowel S. Laririt
TUKLAS Life Science	Mrs. Thelma M. Salvacion		Dr. Dave Henry Nobleza Mr. Fristian Anthony L. Dormido Mr. Jomar Linga
TUKLAS-Physical Science	Mrs. Rowena M. Loto		Prof. Panchito M. Labay Mrs. Riena I. Rodriguez Mrs. Mailyn M. Go
TUKLAS Robotics and Intelligent Machine-	Mrs. Elizabeth R. Paralejas		Mr. Richard N. Ortiz Mr. Alfonso Reginio Mr. Perry Angelo C. Manlapaz
TUKLAS- Mathematics & Computational Science	Mrs. Marivic L. Zamora		Mr. Paolo Andrew Pantoja Mrs. Christine J. Naling Dr. Gueller Dee V. Salazar
Science Innovation Expo	Mrs. Bernadette M. Ricafrente		Mr. Jerome S. Catamio Mrs. Emalyn R. Rodil Mrs. Maricel Solas
<i>STEMazing</i>	Mrs. Mary Rose S. Sotto		Dr. Jimmy Romasanta Mrs. Rowena M. Mingi Mrs. Mae Laarni M. Saporna

D. SECONDARY SCHOOL TEACHERS

Contest Category	Chairperson	Members <i>2 Coaches from Other Contest Categories)</i>	Board of Judges

Remedial Innovation Challenge	Mrs. Maxima R. Marquez		Dr. Dingson A. De Sena Mrs. Constanca R. Vasco Dr. Joven R. Mogol
Science Intervention Material	Mrs. Ederlyn C. Quezada		Dr. Mariam B. Rivamonte Dr. Maria Lourdes P. Ricohermoso Mrs. Aurea A. Mazo

E. SECONDARY SCHOOL PARENT CATEGORY

Contest Category	Chairperson	Members (2 Coaches from Other Contest Categories)	Board of Judges
Science @Home Challenge	Mrs. Bernadette P. Requintel		Dr. Jay P. Pena Mrs. Myra R. Labay Dr. Maridel G. Lincallo

GENERAL GUIDELINES

THE COMPETITION

1. All contest categories are open to all public and private elementary, junior high, and senior high schools in the Schools Division of Marinduque. Separate division winners shall be declared for the public and private school categories in all contest events, resulting in two (2) sets of division winners—one (1) for public schools and one (1) for private schools.
2. The overall Chairperson for the elementary and secondary level shall ensure the smooth conduct of the competition in their respective level.
Each chairperson for each contest category is responsible for the following:
 - Presentation of Judges
(Introduce the Board of Judges)
 - Reading / Explanation of Contest Mechanics
(Read/explain the Rules, criteria for judging, and reminders for participants)
 - Competition Proper
(Leads the contest proper)
 - Awarding of Winners
(Awards certificate of participation and certificate of recognition and appreciation to the non-winners, winners, officials, and board of judges)
3. All participants are required to strictly observe and follow the schedule as stipulated in the Program Matrix of this competition.
4. The decision of the Board of Judges is **final and irrevocable**.
5. Certificates of Recognition will be awarded to the first to fifth place winners, both contestants and their respective coaches.
6. For TUKLAS and Science Fair Category, **BEST PRESENTER** shall be chosen and be awarded a Certificate of Recognition.
7. Only the **District Top 1** winner from both the elementary and secondary levels shall advance to the Division Competition in all categories, **except** for the **TUKLAS and Innovation Expo categories from the secondary level**, where both the **Top 1** and **Top 2** winners are eligible to compete at the division level.
8. A **CHAMPION** will be declared for both elementary and the secondary levels per category in both the public and private schools:
 - a. Learners Category ;
 - b. Teachers Category; and
 - c. Parent-Learner Category .
9. **BEST PERFORMING SCHOOL for Private and Public Elementary and Secondary levels** will also be declared after consolidating all the points earned in all the categories.
10. **A GRAND CHAMPION** will be declared combining all the points for the public and private elementary and the secondary levels.
11. **THE HOST SCHOOLS- Mogpog Central School** shall serve as the host school for the **Marinduque SciLympics 2026** for both the elementary and secondary levels. The conduct of the secondary-level competitions shall be led by the

school personnel of Mogpog National Comprehensive School, in coordination with and with the assistance of the personnel of Mogpog Central School.

12. The host schools are expected to:

- a. prepare the certificates for non-winners, winners, contest officials, and host school and district;
- b. prepare program and emcee;
- c. prepare venue for the opening and closing program;
- d. provide an information board at the entrance to guide the participants in the contest venue;
- e. provide labels for the contest venue;
- f. provide the facilities needed such as chairs, tables, LCD Projectors and Screens, sound system, contest and waiting rooms for the different contest categories;
- g. prepare the tally board/sheet and overall results;
- h. distribute the medals and certificate of participation, appreciation, and recognition to the different contest chairperson;
- i. prepare and distribute the snacks and lunch for the contest officials;
- j. submit a narrative report including documentation and consolidated result of the contest to the Division; and
- k. submit a financial report of the collection and expenses signed by the school head.

13. The Host Schools shall follow the Sample Program Flow for the activity:

- a. Prayer
- b. National Anthem
- c. Welcome Remarks (Host PSDS)
- d. Statement of Purpose/Overview of the Competition (EPS-in-Charge)
- e. One intermission number
- f. Message of Inspiration (SDS/representative)
- g. Declaration of Contest Proper (SDS/representative)

MARINDUQUE SCILYMPICS CONTEST CATEGORY

A. ELEMENTARY SCHOOL LEARNERS

- A.1 *Science in Action: Innovation and Application Challenge in Science and Modern Technology (Team Category)*
- A.2 *Science Communication and Advocacy Contest (Sci Photojournalism & Video Editing) (Team)*
- A.3 *Science Investigatory Project*
 1. Life Science-Individual Category
 2. Life Science – Team Category
 3. Physical/Applied Science-Individual Category
 4. Physical/Applied Science-Team Category

B. SECONDARY SCHOOL LEARNERS

- B.1 *Science in Action: Innovation and Application Challenge in Science and Modern Technology (Team Category)*
- B.2 *Science Communication and Advocacy Contest (Sci Photojournalism & Video Editing) (Team)*
- B.3 *TUKLAS: Science Fair*
 1. Life Science -Individual Category
 2. Life Science-Team Category
 3. Physical Science-Individual Category

4. *Physical Science-Team Category*
 5. *Robotics & Intelligent Machine-Individual Category*
 6. *Robotics & Intelligent Machine-Team Category*
 7. *Mathematics and Computational Science- Individual Category*
 8. *Mathematics and Computational Science-Team Category*
- B. 4 *Science Innovation Expo*
1. *SIE-Individual Category*
 2. *SIE- Team Category*
- B.5 *STEMazing-AGHAMazing (Team Category)*
- C. **TEACHERS CATEGORY (ELEMENTARY & SECONDARY)**
- C.1 *Remedial Innovation Challenge – Individual Category*
 - C. 2 *Strategic Intervention Material (SIM) – Individual Category*
- D. **PARENT-LEARNER CATEGORY (ELEMENTARY AND SECONDARY)**
- D.1 *Science @Home Challenge (1 parent + child)*

CONTEST MECHANICS

B. ELEMENTARY & SECONDARY SCHOOL LEARNERS

A.1/B.1 Science in Action: Innovation and Application Challenge in Science and Modern Technology (Team Category) (Grade 4-6 & Grade 7-12 Learners)

Description:

The Science in Action: Innovation and Application Challenge in Science and Modern Technology is a team competition that enables learners to apply scientific principles and modern technological tools in developing innovative solutions to real-world community or environmental problems. Participants are expected to demonstrate creativity, critical thinking, collaboration, and technological competence through the design of a prototype, model, digital application, or technology-based solution.

Objective:

To develop learners' scientific literacy, creativity, critical thinking, problem-solving, and technological skills by encouraging them to apply science concepts and modern technologies in addressing relevant societal and environmental challenges.

Mechanics:

1. The contest is open to Grades 4–6 and 7-12 learners from the public and private schools.
2. Each district may send one (1) team composed of three (3) learners.
3. An on-the-spot science and technology challenge shall be provided during the competition. The challenge shall focus on community development, environmental sustainability, disaster risk reduction, health, agriculture, energy conservation, or other relevant local concerns.
4. Teams shall have three (3) hours to conceptualize, design, and develop an innovative science- and technology-based solution.
5. The proposed solution may be presented in the form of:
 - a working prototype;
 - a scale model;
 - a digital design or simulation;
 - a simple mobile or computer application;
 - a robotics or electronic system model; or
 - any other technology-supported innovation appropriate to the challenge.
6. Teams may use laptops, tablets, programmable devices, sensors, microcontrollers, or other technological tools necessary for developing their output.
7. Each team shall prepare a project brief containing the following:
 - Title of the Innovation
 - Problem Identification
 - Scientific Principles Applied
 - Technology Used
 - Description of the Proposed Solution
 - Expected Benefits and Community Impact and
 - Feasibility and Sustainability

8. Upon completion of the challenge, each team shall present its innovation before the Board of Judges.
9. The presentation shall highlight:
 - the problem being addressed;
 - scientific concepts involved;
 - technological applications utilized;
 - innovative features of the solution;
 - potential benefits to the target community; and
 - feasibility of implementation.
10. Time allotment shall be:
 - **Presentation Proper** – 5 minutes
 - **Question-and-Answer Portion** – 5 minutes
11. Decisions of the Board of Judges shall be final and irrevocable.

Criteria for Judging

CRITERIA	CRITERION DESCRIPTORS	WEIGHT
Scientific Knowledge and Application	Accuracy and effective application of scientific principles.	25%
Technological Integration and Innovation	Appropriate, functional, and creative use of modern technology in addressing the identified problem	25%
Creativity and Originality	Uniqueness and inventiveness of the proposed solution.	20%
Relevance and Community Impact	Significance of the innovation and its potential benefits to the community.	15%
Presentation and Communication Skills	Clarity, organization, confidence, and effectiveness in presenting the project	15%
TOTAL		100%

A.2/B.2 Science Communication and Advocacy Contest (Sci Photojournalism & Video Editing) (Team) (Grades 4-6 and Grade 7-12 Learners)

Description:

The Science Communication and Advocacy Contest is a multimedia-based competition that challenges learners to communicate scientific ideas, discoveries, and community issues through creative and compelling visual storytelling. Through science photojournalism and video production, participants will demonstrate their ability to promote scientific literacy, environmental stewardship, health awareness, and evidence-based decision-making among the public.

Objective:

The contest aims to:

- a. promote scientific literacy and public awareness through effective science communication;
- b. develop learners' skills in science journalism, photo documentation, storytelling, and multimedia production;
- c. encourage learners to advocate for science-based solutions to community and environmental concerns; and

- d. foster creativity, critical thinking, and responsible use of digital technologies in communicating scientific information.

Mechanics:

1. The contest is open to **Grades 4–6 and 7-12 learners** from the public and private schools.
2. Each school may field one (1) team composed of three (3) learners.
3. Participants shall produce a science advocacy video incorporating photojournalistic and video editing techniques.
4. During the competition, teams shall be assigned or choose a topic related to:
 - Environmental Conservation and Sustainability;
 - Climate Change Adaptation and Mitigation;
 - Public Health and Wellness;
 - Disaster Risk Reduction and Management;
 - Science and Technology in Daily Life; or
 - Science Education and Scientific Literacy.
5. Teams shall create an original video advocacy material that:
 - presents factual and scientifically accurate information;
 - highlights a relevant local or community issue;
 - proposes science-based solutions or actions; and
 - encourages public awareness and participation.
6. The video shall:
 - have a maximum duration of 3 minutes;
 - contain original photographs, video clips, narration, graphics, and/or interviews;
 - use appropriate music, images, and content free from copyright infringement; and
 - be suitable for general audiences.
7. Internet access may be used solely for research purposes. All edited outputs submitted shall be the original work of the team.
8. Teams shall be provided a production period of three (3) hours to plan, capture, edit, and finalize their advocacy video.
9. After submission, teams shall conduct a three-minute presentation explaining:
 - the science concept featured;
 - the advocacy message;
 - the creative process; and
 - the intended impact on the community.
10. This shall be followed by a five-minute question-and-answer portion with the Board of Judges.
11. Decisions of the Board of Judges shall be final and irrevocable.

Criteria for Judging

Criteria	Criterion Descriptors	Weight
Scientific Accuracy and Content	Information presented is accurate, reliable, and clearly supported by scientific concepts and evidence	30%
Creativity and Originality	Innovative presentation of ideas, unique storytelling approach, and effective use of multimedia elements	25%
Relevance to Theme and Advocacy Impact	Alignment with the chosen topic and potential to raise awareness or inspire positive action.	20%

Presentation and Storytelling	Clarity, coherence, organization, and effectiveness in communicating the advocacy message	15%
Technical Quality (Editing, Audio, Visuals)	Overall quality of photography, videography, editing, audio, visual effects, and production value.	10%
TOTAL		100%

A.3. Science Investigatory Project (Life and Physical Science: Individual & Team Category) (Grades 4-6 Learners)

Project Format Description:

The Science Investigatory Project (SIP) provides learners with an opportunity to demonstrate scientific inquiry, research skills, creativity, and innovation through the conduct of research projects that address real-life problems and contribute to the advancement of science and technology. The competition encourages learners to apply the scientific method in generating evidence-based solutions to community, environmental, health, agricultural, and technological concerns.

Objectives

The Science Investigatory Project aims to:

- develop learners' skills in scientific investigation, experimentation, and research;
- promote innovation and critical thinking in addressing real-world problems through science;
- encourage the application of scientific knowledge in developing practical and sustainable solutions;
- showcase exemplary student research outputs in the fields of Life Science and Physical Science; and
- strengthen scientific literacy and appreciation for research among learners.

Categories

1. Life Science

Projects focusing on living organisms and life processes, including but not limited to:

- Biology
- Microbiology
- Health and Nutrition
- Agriculture and Biotechnology
- Ecology and Environmental Science

2. Physical Science

Projects focusing on non-living systems and physical phenomena, including but not limited to:

- Physics
- Chemistry
- Earth and Space Science
- Engineering and Applied Science
- Materials Science and Technology

Research Paper Format:

INTRODUCTION - What relevant background information supports your research problem/ questions?

- Explain what is known or has already been done in your research area. Include a brief review of relevant literature. If this is a continuation project, a brief summary of your prior research is appropriate here. Be sure to distinguish your previous work from this year's project.
- Include a brief description of how your project will address an issue, concern, or problem. Explain why this research is important and any societal impact of your research.

METHODS – What procedures were carried out for the experimentation?

- Explain in detail what you did. What data did you collect and how did you collect that data? Discuss your control group and the variables you tested.
- Discuss your control group, the variables you tested, and the statistical treatment used. Handling and disposal of wastes may be included if necessary.
- DO NOT include a list of materials.

RESULTS - What were the result(s) of your project?

- Include tables and figures that illustrate your data.
- Include relevant statistical analysis of the data.

DISCUSSION - What is your interpretation of these results?

- What do these results mean? Compare your results with theories, published data, commonly held beliefs, and expected results.
- Discuss possible errors. Did any questions or problems arise that you were not expecting? How did the data vary between repeated observations of similar events? How were results affected by uncontrolled events?

CONCLUSIONS - What conclusions did you reach?

- What do these results mean in the context of the literature review and other work being done in your research area? How do the results address your research question? Do your results support your hypothesis/hypotheses?
- What application(s) do you see for your work?

REFERENCES: What are your sources?

- This section should not exceed one page. Limit your list to the most important references.
- List the references/documentation used which were not of your creation (i.e., books, journal articles).
- Your reference list should be written based on the APA (American Psychological Association) style formatting and citation.

PROJECT EVALUATION FORM (SIP)
Criteria for Judging

CATEGORY	SCORE
CREATIVE ABILITY (20) 1. Does the project show creative ability and originality in: a) questions asked? b) approach to solving the problem? c) analysis of the data? d) interpretation of the data? e) use of equipment? f) construction/design of new equipment? 2. Creative research should support an investigation and help answer a question in an original way. 3. A creative contribution promotes an efficient and reliable method for solving a problem.	
SCIENTIFIC THOUGHT (20) 1. Is the problem stated clearly and unambiguously? 2. Was the problem sufficiently limited? 3. Was there a procedural plan? 4. Are the variables clearly recognized? 5. If controls were necessary, were they used correctly? 6. Are the data adequate? 7. Were data limitations recognized? 8. Is related research understood? 9. Are future research ideas identified? 10. Was scientific literature cited?	
ENGINEERING GOALS (20) 1. Clear objective? 2. Relevant to users? 3. Workable and feasible? 4. Can the solution be utilized? 5. Improvement over previous alternatives? 6. Tested under conditions of use?	
THOROUGHNESS (15) 1. Was the purpose carried out? 2. Was the problem covered completely? 3. Conclusions based on experiment/replication? 4. Complete project notes? 5. Awareness of other approaches? 6. Time spent? 7. Familiar with scientific literature? 8. Relevant details in logbook?	
SKILL (15) 1. Required laboratory/computational/observational skills? 2. Where was the project performed? 3. Adult supervision? 4. Equipment source?	
CLARITY (10) 1. Clear discussion? 2. Written material understandable? 3. Orderly presentation? 4. Data presentation? 5. Results presentation? 6. Project explanation? 7. Forthright presentation? 8. Did the finalist perform the work?	
Total	

B. SECONDARY SCHOOL LEARNERS

B.1 Science in Action: Innovation and Application Challenge in Science and Modern Technology (Team Category) (Grade 4-6 & Grade 7-12 Learners)

B.2 Science Communication and Advocacy Contest (Sci Photojournalism & Video Editing) (Team) (Grades 4-6 and Grade 7-12 Learners)

B.3 TUKLAS: SCIENCE FAIR

B.3. 1 – TUKLAS- Life Science (Individual & Team Category)

B.3. 2 – TUKLAS Physical Science (Individual & Team Category)

B.3. 3 – TUKLAS Robotics & Intelligent Machine (Individual & Team Category)

B.3. 4 – TUKLAS Mathematics & Computational Science (Individual & team Category)

Mechanics:

- a. Display board/tarpaulin **NOT REQUIRED**.
- b. 5-minute presentation, 5-minute Q & A

Criteria for Judging

PROJECT EVALUATION FORM (TUKLAS)

CATEGORY	SCORE
CREATIVE ABILITY (20) 1. Does the project show creative ability and originality in: a) questions asked? b) approach to solving the problem? c) analysis of the data? d) interpretation of the data? e) use of equipment? f) construction/design of new equipment? 2. Creative research should support an investigation and help answer a question in an original way. 3. A creative contribution promotes an efficient and reliable method for solving a problem.	
SCIENTIFIC THOUGHT (20) 1. Is the problem stated clearly and unambiguously? 2. Was the problem sufficiently limited? 3. Was there a procedural plan? 4. Are the variables clearly recognized? 5. If controls were necessary, were they used correctly? 6. Are the data adequate? 7. Were data limitations recognized? 8. Is related research understood? 9. Are future research ideas identified? 10. Was scientific literature cited?	
ENGINEERING GOALS (20) 1. Clear objective? 2. Relevant to users? 3. Workable and feasible? 4. Can the solution be utilized? 5. Improvement over previous alternatives? 6. Tested under conditions of use?	
THOROUGHNESS (15) 1. Was the purpose carried out? 2. Was the problem covered completely?	

3. Conclusions based on experiment/replication? 4. Complete project notes? 5. Awareness of other approaches? 6. Time spent? 7. Familiar with scientific literature? 8. Relevant details in logbook?	
SKILL (15) 1. Required laboratory/computational/observational skills? 2. Where was the project performed? 3. Adult supervision? 4. Equipment source?	
CLARITY (10) 1. Clear discussion? 2. Written material understandable? 3. Orderly presentation? 4. Data presentation? 5. Results presentation? 6. Project explanation? 7. Forthright presentation? 8. Did the finalist perform the work?	
Total	

Enclosure No. 4 to Division Memorandum No. **76** s. 2026
Research Paper Format for Life Science, Physical Science & Robotics &
Intelligent Machine (Secondary Level)

A. TUKLAS Research Paper Format

(Life Science, Physical Science & Robotics, and Intelligent Machine Category)

I. Research Plan

This is to be written prior to experimentation, following the instructions below to detail the rationale, research questions, methodology, and risk assessment of the proposed research. (This is compiled separately from the rest of the research manuscript.)

All projects should include the following:

- a. **Rationale:** Include a brief synopsis of the background that supports your research problem and explain why this research is important, and if applicable, explain any societal impact of your research.
- b. **Research Question or Problem being addressed**
- c. **Goals/Expected Outcomes/Hypotheses**
- d. **Procedures:** Detail all procedures and experimental design to be used for data collection.
- e. **Risk and Safety:** Identify any potential risks and safety precautions needed.
- f. **Data Analysis:** Examine, organize, and interpret data to answer research questions, or either accept or reject hypotheses.
- g. **Bibliography:** List at least five (5) major references (e.g., science journal articles, books, internet sites) from your literature review using the APA style formatting and citation. If you plan to use vertebrate animals, one of these references must be an animal care reference.

II. Project Data Logbook

A project data logbook is an organizational tool used by student researchers to organize and record narrative and evidence of the research activities, including the planning, research design, drawings/ illustrations, procedures, data collection, analysis, presentation, inferences, and conclusions.

- Detailed and accurate notes in paragraphs or bullets show consistency and thoroughness, which will be helpful when writing the research paper.
- It is also recommended to use hardbound record notebooks instead of spring notebooks to avoid tearing out pages, write entries using permanent pens, and minimize erasures.
- Procedures are to be presented in flow charts and data in organized tables. Each data entry (qualitative and quantitative) should also be accurately recorded, dated, and signed by the supervising adult (if applicable) during the research activity.
- Each data logbook entry should also be dated and signed by the supervising adult (if applicable) during the research activity.
- If erasures cannot be avoided, strike the word, phrase, sentence, or figure or numbers once and countersign each. Avoid using correction tapes and the like.

III. Research Paper Format:

Science Project

INTRODUCTION - What relevant background information supports your research problem/ questions?

- Explain what is known or has already been done in your research area. Include a brief review of relevant literature. If this is a continuation project, a brief summary of your prior research is appropriate here. Be sure to distinguish your previous work from this year's project.
- Include a brief description of how your project will address an issue, concern, or problem. Explain why this research is important and any societal impact of your research.

METHODS - What procedures were carried out for the experimentation?

- Explain in detail what you did. What data did you collect and how did you collect that data?
- Discuss your control group, the variables you tested, and the statistical treatment used. Handling and disposal of wastes may be included if necessary.
- DO NOT include a list of materials.

RESULTS - What were the result(s) of your project?

- Include tables and figures that illustrate your data.
- Include relevant statistical analysis of the data.

DISCUSSION - What is your interpretation of these results?

- What do these results mean? Compare your results with theories, published data, commonly held beliefs, and expected results.
- Discuss possible errors. Did any questions or problems arise that you were not expecting? How did the data vary between repeated observations of similar events? How were results affected by uncontrolled events?

CONCLUSIONS - What conclusions did you reach?

- What do these results mean in the context of the literature review and other work being done in your research area? How do the results address your research question? Do your results support your hypothesis/hypotheses?
- What application(s) do you see for your work?

REFERENCES: What are your sources?

- This section should not exceed one page. Limit your list to the most important references.
- List the references/documentation used which were not of your creation (i.e., books, journal articles).
- Your reference list should be written based on the APA (American Psychological Association) style formatting and citation.

B. Mathematics and Computer Sciences Project Format

1. **INTRODUCTION** - What is your research question?

- Explain what is known or has already been done in your research area. Include a brief review of relevant literature.

- If this is a continuation project, a brief summary of your prior work is appropriate here. Be sure to distinguish your previous work from this year's project.
2. **FRAMEWORK** – What is your framework?
 - Introduce the concepts and notation needed to specify your research question, methods, and results precisely.
 - Define relevant terms, and explain prior/ background results. (Novel concepts developed as part of your project can be presented here or in Section 4, as appropriate.)
 3. **FINDINGS** – What are your findings and supporting arguments?
 - What did you discover and/or prove? Describe your result(s) in detail. If possible, provide both formal and intuitive/verbal explanations of each major finding.
 - Describe your methods in general terms.
 - Present rigorous proofs of the theory results – or, if the arguments are long, give sketches of the proofs that explain the main ideas.
 - For numerical/statistical results, include tables and figures that illustrate your data. Include relevant statistical analysis. Were any of your results statistically significant? How do you know this?
 4. **CONCLUSIONS** - What is your assessment of your findings?
 - How do the results address your research question? And how have you advanced your readers' understanding relative to what is already known?
 - Discuss possible limitations. Did any questions or problems arise that you were not expecting?
 - What challenges do you foresee in extending your results further?
 - What application(s), if any, do you see for your work?
 5. **REFERENCES** – What are your sources?
 - This section should not exceed one page. Limit your list to the most important references.
 - List the references/documentation used which were not of your creation (i.e., books, journal articles).
 - Your reference list should be written based on the Chicago Manual of Style. For more information, you may visit the websites below:
 - <http://www.chicagomanualofstyle.org/home.html>
 - <http://www.calvin.edu/library/knightcite/index.ph>

B.4 Science Innovation Expo

Description:

The **Science Innovation Expo** is a showcase of science- and technology-based innovations designed to address real-world challenges in sustainability, education, health, agriculture, disaster resilience, environmental protection, and community development. The competition provides learners with an opportunity to demonstrate creativity, innovation, and entrepreneurial thinking through the development of functional solutions that have practical applications and potential societal impact.

Objectives:

The Science Innovation Expo aims to:

1. encourage learners to develop innovative and science-based solutions to contemporary issues and community needs;
2. promote the application of STEM knowledge and skills in addressing real-world problems;
3. foster creativity, collaboration, and design thinking among learners;
4. showcase prototypes and innovations with potential social, environmental, and economic benefits; and
5. inspire future scientists, innovators, and entrepreneurs.

Mechanics:

1. The contest is open to secondary school learners from public and private schools.
2. Each district may send **two (2) teams composed of a maximum of three (3) members.**
3. Entries shall consist of an **original science- or technology-based innovation** that addresses a specific problem or need within the community, school, industry, or environment.
4. Projects must be presented as:
 - o a **functional prototype**; or
 - o a **semi-functional model** demonstrating the proposed innovation.
5. Each team shall prepare an exhibit booth showcasing the following:
 - o Project Title;
 - o Problem Statement;
 - o Objectives of the Innovation;
 - o Scientific and Technological Basis;
 - o Description of the Innovation;
 - o Prototype or Model;
 - o Expected Benefits and Impact;
 - o Sustainability and Future Development Plans.
6. Teams may include supporting materials such as:
 - o demonstration videos;
 - o technical drawings;
 - o system flowcharts;
 - o product brochures; and
 - o research documentation.
7. A **video demonstration** of not more than three (3) minutes may be presented to supplement the exhibit but shall not replace the live demonstration and oral presentation.
8. Each team shall deliver a **5-minute innovation pitch** followed by a **5-minute interview and question-and-answer session** with the Board of Judges.
9. During the presentation, participants shall explain:
 - o the problem addressed by the innovation;
 - o the scientific principles involved;
 - o the innovative features of the prototype;
 - o its functionality and feasibility; and
 - o its potential impact on the community.
10. All entries must be the original work of the participants and must not infringe upon any intellectual property rights.
The decisions of the Board of Judges shall be final and irrevocable

Criteria for Judging
STEM INNOVATION EXPO - EVALUATION FORM

CRITERIA	WEIGHT	RATING
ORIGINALITY AND CREATIVITY • The project developed a new theoretical model or frameworks that give significant contribution in Science. • The project applied the use of existing technology in new and creative ways to solve scientific problems. • The project challenged conventional methodologies.	35%	
COMMUNITY CONNECTION AND IMPACT • The project creates solutions to address challenges in the community such as food security, agriculture, health, environment, and energy conservation. • The project has immediate significant practical applications.	20%	
MARKET ATTRACTIVENESS • The project has strong demand from potential customers and end-users. • The project has high potential for generating substantial revenue and profitability. • The project is aligned with current and future market trends.	20%	
PROJECT PITCHING • The project provides clear articulation of the project overview, objectives, and its significance. • The project highlights scientific principles or engineering concepts used.	15%	
UTILIZATION OF PATENT INFORMATION • The project has at least applied either online or in-person for patent at the Intellectual Property Office of the Philippines (Provide a copy of the application).	10%	
TOTAL	100%	

Innovation Expo Paper Format

Title Page and Table of Contents: The title page and table of contents allow the reader to follow the organization of the paper quickly.

Introduction:

1. Features and Specifications – This describes the details of your invention.
2. Market Trends and Opportunities – This part of the report must include three items: what inspired you to develop this invention, an explanation of what problem your invention will solve, and provide supporting details that your invention does not exist yet. Explain what products are already on the market that are somewhat like your invention and describe how yours differs.

Materials and Methods: Describe in detail how you made your invention. Explain what materials were used and how you put them together to make your invention. Your report should be detailed enough so that someone would be able to repeat the steps and make your invention. Directions on how to use the invention are also necessary here. You must include a detailed drawing(s) of your invention.

Results and Discussion: This is the essence of your paper. Compare your results with theoretical values, published data, literature and related studies, commonly held beliefs, and/or expected results. Include a discussion of possible errors, statistics, graphs, pages with your raw collected data, etc. How did the data vary between repeated observations of similar events? How were your results affected by uncontrolled events? What would you do differently if you repeated this project? What other experiments should be conducted?

Conclusions: This discusses the potential applications, possible customer benefits, and the impact of innovation in solving problems and issues of today and tomorrow.

Acknowledgments: This part gives credit to those who have assisted you, including individuals, businesses, and educational or research institutions.

References/Bibliography: Your reference list should be written based on the APA (American Psychological Association) style formatting and citation.

B.5 STEMAZING-AGHAMAZING-Team Category

STEMazing (Grades 4-6 and 7-12 learners)

STEMazing (AGHAMazing)

COMPONENT AREA	SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS
KEY STAGE	Secondary Level: Key Stage 3 (Grades 7 to 10) and Key Stage 4 (Grades 11 to 12)
EVENT TITLE	AGHAMazing
NO. OF PARTICIPANT/S	A team shall be composed of two learner-participants per district.
TIME ALLOTMENT	3 Hours (Creation of Outputs), 1 Minute Presentation and 5 Minutes of Question and Answer
PERFORMANCE STANDARD	The learners: - Obtain scientific and technological information from varied sources about global issues that have impact on the country. - Acquire scientific attitudes that will allow them to innovate and/or create products useful to the community or country.

	• Process information to get relevant data for a problem at hand	
21ST CENTURY SKILL/S	Critical thinking, Communication skills, Creativity, Problem solving, Collaboration. Information and digital literacy and Technology and Engineering skills.	
CREATIVE INDUSTRIES DOMAIN	Technology and Engineering	
DESCRIPTION	AGHAMazing is an event category of STEMazing which involves on-the-spot development of research proposal that allows learner-participants to apply science and mathematics thinking skills to solve problems that have local, national, and global impact. It allows them to become problem solvers by addressing social, scientific, cultural, and environmental issues through the application of STEM and 21st century skills. In this activity, participants will be presenting oral and written proposed solution to a given scenario.	
TECHNICAL SPECIFICATIONS		
A. MATERIALS, TOOLS, AND EQUIPMENT	To be provided by the participants: • Computer/ Laptop/ • Notebook/ books and other printed resources, pocket Wi-Fi	To be provided by the host school: • Timer • multimedia projector • Printer • fast internet connection • Sound System • Adequate electrical outlets, extension cords • 2 reams bond paper
B. VENUE	Hall with stage, three holding rooms	

CRITERIA FOR JUDGING

Criteria	Percentage
Written Proposal	50%
Content/Organization/Thematic Relevance	
Content	25%
Organization	10%
Feasibility of the proposed solution (Based on scientific, technological, and other valid assumptions, Feasibility of the proposed solution)	15%
Relevance of data used	15%
Oral Presentation	
Discussion/Arguments/Delivery (Based on scientific, technological, and other valid assumptions, feasibility of the proposed solution)	20%
Ability to answer the questions	15%
Total	100%

MECHANICS

A. GENERAL OVERVIEW

- **Category:** *STEMazing: AGHAMzing (for Grades 7-12)*
- **Participants:** Grades 7-12 (mixed-grade)
- **Team Composition:** 2 learners per team
- **Total Duration:** 180 minutes (3 hours), inclusive of station rotation and final defense
- **Number of Stations:** 10 total

Secondary
Stations 1-3: Easy
Stations 4-6: Average
Stations 7-8: Difficult
Station 9: Proposal & Prototype Development
Station 10: Défense

- **Total Possible Score:** 100 points
- **Content Balance: Secondary-** Science (70%) and Mathematics (30%) integrated across all stations

B. PRE-EVENT PREPARATION (FOR ORGANIZERS)

1. Station Assignment & Set-up

- Each station shall have:
 - Printed task instructions
 - Clearly labeled materials
 - Timer or visible timekeeping tool
 - Assigned *Station Facilitator* and *Station Judge*

2. Orientation Area

- A common orientation space must be prepared for:
 - Opening reminders
 - Drawing of lots for station rotation

- Clarification of rules

3. Scoring Materials

- Standardized score sheets shall be used across all stations.
- Rubrics must be provided to judges before the event.

C. TEAM ORIENTATION & STARTING PROCEDURES

1. All teams shall attend a **mandatory orientation** before the start.
2. **Drawing of lots** will determine the starting station of each team.
3. Teams will rotate sequentially through Stations 1–9.
4. Teams must strictly **follow the assigned rotation order**.

D. STATION ROTATION RULES

1. Time Limits

- Teams must stop work immediately once the time for a station ends.
- Unfinished outputs must still be submitted as-is.

2. Movement Protocol

- A 1–2 minute transition period is allowed between stations.
- Teams may not return to a previous station once rotation progresses.

3. Facilitator Authority

- Station Facilitators have full authority to:
 - Start and stop activities
 - Enforce safety and time rules
 - Clarify instructions (without giving answers)

E. STATION COMPLETION RULES

- Teams **must attempt all tasks** in each station, but completion is not required to move forward.
- Outputs shall include written answers, sketches, data tables, or prototypes design as required.
- All outputs will be collected or validated by the Station Judge before rotation.

F. FINAL PROPOSAL & PROTOTYPE (STATION 9)

1. **Duration:** 55 minutes

2. Required Output:

- 300–500 word written proposal
- Prototype design (paper-based or digital)

3. Proposal Must Include:

- Title
- Problem statement
- Integrated application of Stations 1–8
- Plan with maintenance schedule
- Simple mathematical or cost-benefit model
- Implementation timeline and risk analysis

4. Teams may use outputs from previous stations as reference.

G. DEFENSE PROPER (STATION 10)

Schedule:

- Defense begins one hour after completing stations 1–9 on the same day of the competition.

Time Allotment: ○ Presentation: 2 minutes ○ Q&A: 5-8 minutes
Panel Composition: ○ At least 3 judges
Evaluation Focus for Written Proposal ○ Content Thematic Relevance and Organization ○ Feasibility of the proposed solution/output (Based on scientific, mathematical, technological, and other valid assumptions. ○ Relevance of data used
Evaluation Focus for Oral Presentation/Argument ○ Discussion/Arguments/Delivery (Based on scientific, mathematical, technological, and other valid assumptions, the feasibility fo the proposed solution) ○ Content/Organization ○ Ability to answer the questions

H. SCORING & JUDGING GUIDELINES

1. Each station score shall be recorded immediately after completion.
2. Judges must use the approved rubric to ensure consistency.
3. No score adjustments shall be made after the defense unless validated by the Technical Committee.
4. In case of tie:
 - Higher Station 9 score prevails
 - If still tied, higher combined score in Stations 7–8

I. DISCIPLINE, SAFETY & FAIR PLAY

- Teams must observe proper laboratory and activity safety at all times.
- Any form of misconduct, coaching during stations, or rule violation shall result in point deduction or disqualification, subject to committee review.
- Respect for facilitators, judges, and fellow participants is mandatory.

J. ROLES AND RESPONSIBILITIES

- Technical Committee: Overall supervision and conflict resolution
- Station Facilitators: Instructions, timekeeping, safety
- Station Judges: Scoring and documentation
- Team Leader/Focal Person: Coordination and discipline of members

K. POST-EVENT PROCEDURES

- Consolidation and verification of scores
- Announcement of results

L. GENERAL MATERIALS TO BE BROUGHT BY THE PARTICIPANTS

To ensure fairness and flexibility during the competition, participants shall bring only the general materials listed above. The specific challenge, scientific principle, and task requirements will be revealed during the competition proper. Participants may utilize any of the supplied materials in designing, constructing, testing, and presenting their outputs based on the assigned STEM challenge.

Basic Tools and Measuring Devices	Construction and Design Materials
1. Ruler (30 cm) 2. Measuring tape 3. Protractor	1. Cartolina/illustration board 2. Bond paper 3. Index cards

4. Compass 5. Stopwatch or timer 6. Weighing scale (portable, if available) 7. Thermometer 8. Calculator 9. Marker pens (permanent and non-permanent) 10. Ball pens and pencils	4. Cardboard/carton 5. Popsicle sticks 6. Barbecue sticks/skewers 7. Drinking straws 8. Wooden clothespins 9. Rubber bands 10. String/yarn 11. Nylon cord 12. Paper clips 13. Binder clips
Adhesives and Fasteners 1. Masking tape 2. Packaging tape 3. Double-sided tape 4. Glue stick 5. White glue 6. Scissors 7. Cutter (with proper supervision) 8. Stapler and staples	Common Household and Recyclable Materials 1. Plastic bottles (various sizes) 2. Plastic cups 3. Paper cups 4. Tin cans (with safe edges) 5. Aluminum foil 6. Newspapers 7. Recycled paper 8. Plastic containers 9. Egg trays/cartons 10. Bottle caps
Simple Science Materials 1. Balloons 2. Magnets 3. Flashlight 4. Batteries (AA or AAA) 5. Small LED bulbs 6. Copper wire 7. Sand 8. Soil samples 9. Pebbles/gravel 10. Cotton 11. Sponges	Safety Materials 1. Safety goggles 2. Face mask 3. Gloves 4. Hand towel or tissue Alcohol or sanitizer

C. TEACHERS (ELEMENTARY & SECONDARY)

C.1 Remedial Innovation Challenge

Description:

The **Remedial Innovation Challenge** is a professional showcase of innovative, evidence-based, and learner-centered interventions designed to address learners' least mastered competencies in Science. This competition highlights teachers' creativity, pedagogical expertise, and commitment to improving learner achievement through the development and implementation of effective remedial programs, instructional materials, and intervention strategies grounded in actual assessment data.

Objectives:

The Remedial Innovation Challenge aims to:

1. promote the use of data-driven decision-making in addressing learning gaps and improving learner outcomes in Science;
2. encourage teachers to develop innovative and context-responsive remedial interventions;
3. showcase effective classroom practices and instructional innovations that improve mastery of competencies;
4. foster a culture of reflective practice, continuous improvement, and action-oriented problem-solving among teachers; and
5. identify and recognize exemplary remedial innovations that may be replicated across schools and districts.

Mechanics:

1. The contest is open to all Science teachers in elementary and secondary schools.
2. Participation shall be on an individual basis.
3. The remedial innovation must specifically address one or more least mastered competencies (LMCs) identified through actual learner assessment data.
4. The innovation must have been implemented for at least one grading period or sufficient intervention cycle to generate measurable results.
5. Participants shall submit Innovation Portfolio containing the following:

a. Innovation Portfolio, containing:

- o Title of the Innovation;
- o Statement of the Problem;
- o Identified Least Mastered Competency/Competencies;
- o Baseline Learner Performance Data;
- o Description of the Intervention;
- o Theoretical and Pedagogical Basis;
- o Implementation Process;
- o Results and Findings;
- o Challenges Encountered;
- o Conclusions and Recommendations.

b. Supporting Documents

- o Pre-test and post-test results;
- o Learner performance data;
- o Samples of learner outputs;
- o Photographs and documentation of implementation; and
- o Monitoring and evaluation reports, if applicable.

c. Innovation Materials

- o Worksheets;
- o Learning activity sheets;
- o Games;
- o Modules;
- o Digital learning resources;

- Manipulatives; or
 - Other instructional materials used in the intervention.
6. Each participant shall prepare a display booth or exhibit showcasing the innovation and supporting evidence.
 7. Participants shall deliver a **5-minute presentation** highlighting:
 - the identified learning gap;
 - the remedial innovation developed;
 - implementation strategies;
 - evidence of effectiveness; and
 - recommendations for replication.
 8. The presentation shall be followed by a **5-minute question-and-answer session** with the Board of Judges.
 9. The innovation must be the original work of the participant and must adhere to ethical standards in the use of learner data.
- Decisions of the Board of Judges shall be final and irrevocable

Criteria for Judging

Judging Criteria	Criterion Descriptors	Weight
Relevance and Evidence-Based Practice	Alignment of the intervention with identified least mastered competencies and use of learner performance data to justify and evaluate the innovation.	30%
Creativity and Innovation	Originality, uniqueness, and appropriateness of the remedial strategy, materials, or approach.	25%
Learner Impact	Demonstrated improvement in learner performance, engagement, and mastery of competencies.	20%
Sustainability and Replicability	Ease of implementation, scalability, cost-effectiveness, and potential for adoption by other teachers or schools.	15%
Clarity of Presentation	Organization, communication skills, quality of evidence presented, and ability to explain and defend the innovation.	10%
TOTAL		100%

C.2 Strategic Intervention Material (SIM)

Description:

The Strategic Intervention Material (SIM) Showcase is a professional competition that highlights teachers' innovative and effective Strategic Intervention Materials designed to address learners' least mastered competencies (LMCs) in Science. The competition provides a venue for teachers to demonstrate how well-designed intervention materials can improve learner achievement, promote independent learning, and bridge learning gaps through engaging, contextualized, and competency-based instructional resources.

Objectives:

The SIM Showcase aims to:

1. promote the development and utilization of high-quality Strategic Intervention Materials in Science;
2. encourage teachers to design innovative, learner-centered, and competency-based intervention materials;
3. address learners' least mastered competencies through evidence-based instructional approaches;
4. improve learners' academic performance and mastery of Science competencies; and
5. recognize exemplary SIMs that may serve as models for classroom implementation and wider adoption across schools.

Mechanics

1. The contest is open to all Science teachers in elementary and secondary schools.
2. Participation shall be on an **individual basis**.
3. The Strategic Intervention Material (SIM) must address at least one identified **Least Mastered Competency (LMC)** based on actual classroom assessment data.
4. The SIM must have been implemented with learners and supported by evidence of effectiveness.
5. Participants shall submit a **SIM Portfolio** containing the following:

A. Cover Page

- Title of the SIM
- Name of Teacher
- School
- Grade Level
- Learning Area

B. Context and Rationale

- Identified Least Mastered Competency
- Baseline Learner Performance Data
- Problem Statement
- Justification for the Development of the SIM

C. Strategic Intervention Material

The SIM shall contain:

- Guide Card
- Activity Card
- Assessment Card
- Enrichment Card
- Reference Card

D. Implementation Report

- Description of Implementation Procedures
- Number of Learners Involved
- Monitoring and Evaluation Process
- Challenges Encountered

E. Evidence of Effectiveness

- Pre-test and Post-test Results
- Comparative Performance Data
- Samples of Learner Outputs

- Photos and Documentation (if available)

F. Conclusions and Recommendations

- The SIM may be presented in:
 - Printed format;
 - Digital format; or
 - Interactive multimedia format.
- Participants shall prepare an exhibit area displaying the SIM and supporting documents.
- Each participant shall deliver a **5-minute presentation** highlighting:
 - the identified least mastered competency;
 - the design and components of the SIM;
 - implementation process; and
 - evidence of learner improvement.
- This shall be followed by a **5-minute question-and-answer session** before the Board of Judges.
- The SIM must be the original work of the participant and must not infringe upon any intellectual property rights.
- Decisions of the Board of Judges shall be final and irrevocable.

Judging Criteria

Judging Criteria	Description	Weight
Alignment and Relevance to Least Mastered Competencies	The SIM directly addresses identified learning gaps and is aligned with the Most Essential Learning Competencies (MELCs) and Science Curriculum Standards.	30%
Quality and Innovativeness of the SIM	Creativity, originality, instructional design, and appropriateness of the intervention material.	25%
Evidence of Learner Improvement	Demonstrated effectiveness through learner performance data and mastery of competencies.	20%
Usability, Sustainability, and Replicability	Ease of implementation, adaptability, accessibility, and potential for wider use by other teachers.	15%
Presentation and Documentation	Organization, completeness of portfolio, clarity of presentation, and ability to explain and defend the SIM.	10%
TOTAL		100%

D. PARENT-LEARNER CATEGORY (Elementary and Secondary)

D.1. Science @Home Challenge

Description:

The **Science @ Home Challenge** is a family-centered science competition that promotes scientific inquiry, collaborative learning, and meaningful parent engagement through the conduct of simple science investigations using readily available household materials. The activity aims to strengthen learners' scientific thinking and problem-solving skills while fostering a positive home learning environment where parents and children work together in exploring scientific concepts and real-life applications of science.

Objectives

The Science @ Home Challenge aims to:

- a. promote scientific literacy and curiosity among learners through hands-on home-based investigations;
- b. strengthen parent involvement in supporting science learning at home;
- c. encourage the application of scientific concepts using accessible and low-cost materials;
- d. develop learners' observation, critical thinking, communication, and problem-solving skills; and
- e. foster collaboration and meaningful learning experiences between parents/guardians and learners.

Mechanics

1. The contest is open to teams composed of:
 - o One (1) learner, and
 - o One (1) parent or guardian.
2. Parents or guardians who are currently employed as teachers are **not eligible** to participate.
3. Each team shall conduct a simple science investigation, experiment, or STEM activity using readily available and safe household materials.
4. The investigation shall demonstrate the application of scientific concepts related to topics such as:
 - o Living Things/Science of Life
 - o Science of Materials
 - o Force, Motion & Energy
 - o Earth Science/ Earth & Space Science
5. The project must be safe, age-appropriate, and feasible to conduct at home.
6. Teams shall submit the following:

A. Investigation Report

- o Title of the Activity
- o Problem or Question Investigated
- o Objective
- o Materials Used
- o Procedure
- o Results and Observations
- o Explanation of the Scientific Concept
- o Conclusion

B. Documentation

- o Clear photographs of the activity and experiment process; or

- A short video presentation (maximum of 3 minutes).

C. Reflection Paper

A brief reflection from both the learner and parent/guardian highlighting:

- Lessons learned;
 - Challenges encountered;
 - Importance of science at home; and
 - Value of family collaboration during the activity.
- Submitted outputs must be original and completed within the prescribed contest period.
 - The Board of Judges may conduct validation interviews, if necessary.
 - Decisions of the Board of Judges shall be final and irrevocable.

Criteria for Judging

Judging Criteria	Criterion Descriptors	Weight
Scientific Relevance and Accuracy	Demonstrates correct application and understanding of scientific concepts and principles.	25%
Creativity and Resourcefulness	Innovative use of household materials and creative presentation of the investigation.	25%
Collaboration and Family Engagement	Evidence of meaningful participation, teamwork, and shared learning between parent and learner.	20%
Quality of Documentation and Reflection	Completeness, organization, clarity, and quality of submitted documentation and reflections.	20%
Presentation and Impact	Overall effectiveness in communicating scientific learning and inspiring interest in science.	10%
TOTAL		100%

*List of Forms and Documents Required for Submission
in All Levels of Competition for Secondary Level*

Use the listed forms below to document adherence to the [International Rules](https://www.societyforscience.org/isef/forms/)
(<https://www.societyforscience.org/isef/forms/>)

The International Rules & Guidelines include the forms necessary to document adherence to the rules. These forms constitute written documentation of what will occur, or in some cases, has already occurred, in a research project. They are designed to provide the information that is needed to review the project to ensure compliance with the ISEF rules and with laws and regulations that apply to the project.

The forms should be filled out and signed before any research takes place. (Only Forms 1C, 5B, 7, and the abstract are done after the research.) The dates of the signatures reflect when the approval or consent is given. Use MM/DD/YY format for all dates.

The following forms and manuscript components shall be submitted at all levels of the competition. The list is presented in the order in which the parts and required forms should appear in the manuscript.

Required Forms, ISEF Rules for Pre-College Research, and ISEF Display & Safety Regulations can be accessed through this link:

<https://tinyurl.com/2027-ISEF-RULES-FORMS>

1. *Abstract*
2. *Forms for all the Projects*
 1. Checklist for Adult Sponsor
 2. Student Checklist (1A)
 3. Research Plan (NOTE: No need to attach the Research Plan Instructions)
 4. Approval Form (1B)
 5. Student Support Disclosure Form (2A)
3. *Forms depending on the type of research (e.g., involving humans, vertebrate animals, hazardous chemicals, etc.*
 6. Qualified Scientist Form (2)
 7. Regulated Research Institutional/Industrial Setting Form (2C)
 8. Risk Assessment Form (3)
 9. Human Participants Form (4)
 10. Human Informed Consent Form
 11. Vertebrate Animal Form (5A)
 12. Vertebrate Animal Form (5B)
 13. Potentially Hazardous Biological Agents Risk Assessment Form (6A)
 14. Human and Vertebrate Animal Tissue Form (6B)
 15. Continuation Project Form (7)
4. *Abstract (Maximum of 250 words)*

The abstract should include the following:

- Purpose of the experiment
- Procedure
- Data conclusion
- The abstract may NOT include the following:
 - Acknowledgement
 - Work of procedures done by the mentor

5. *Research Paper*
6. *Project Evaluation Form*
7. *Scanned copy of the logbook in PDF form*

THE CONTEST/EVENTS AND ALLOCATION OF ENTRIES PER DISTRICT

ELEMENTARY LEVEL					
Contest Events	No. of Entry/ District	Category		Number of Participants	
		Individual	Team	Learners/ district	Coach per district
A.LEARNER CATEGORY					
1. Science in Action: Innovation and Application Challenge in Science and Modern Technology (Team Category)	1		/	3	1
2.Science Communication and Advocacy Contest (Sci Photojournalism & Video Editing) (Team)	1		/	3	1
3.Science Investigatory Project					
• Life Science	1	/		1	1
• Life Science	1		/	3	1
• Physical/Applied Science	1	/		1	1
• Physical/Applied Science	1		/	3	1
B.TEACHER CATEGORY					
1.Remedial Innovation Challenge – Individual Category	1	/		1	
2.Strategic Intervention Material	1	/		1	
C.PARENT LEARNER CATEGORY					
1.Science @Home Challenge	1		/	2	1
TOTAL				20	7
SECONDARY SCHOOLS		Individual	Team	Learners/ district	Coach per district
A.LEARNERS CATEGORY					
1. Science in Action: Innovation and Application Challenge in Science and Modern Technology (Team Category)	1		/	3	1

2.Science Communication and Advocacy Contest (Sci Photojournalism & Video Editing) (Team)	1		/	3	1
3.TUKLAS					
3.1.Life Science - Individual Category	2	/		2	2
3.2. Life Science-Team Category	2		/	6	2
3.3. Physical Science-Individual Category	2	/		2	2
3.4. Physical Science-Team Category	2		/	6	2
3.5. Robotics & Intelligent Machine-Individual Category	2	/		2	2
3.6.Robotics & Intelligent Machine-Team Category	2		/	6	2
3.7.Mathematics and Computational Science-Individual Category	2	/		2	2
3.8.Mathematics and Computational Science-Team Category	2		/	6	2
4.Science Innovation Expo					
4.1.SIE-Individual	2	/		2	2
4.2.SIE-Individual	2		/	6	2
5.STEMazing	1		/	2	1
B.TEACHERS CATEGORY					
1.Digital Science Instructional Design Challenge	1	/		1	
2.Strategic Intervention Material	1	/		1	
C.PARENT-LEARNER CATEGORY					
1.Science @Home Challenge	1		/	2	1
TOTAL				52	24

Enclosure No. 7 to Division Memorandum No. 076 s. 2026
 Timeline of Activities for Division Level Preparation

Schedule	Activities
September 2-12, 2026	Conduct of School-Level and District-Level Scilympics
September 24, 2026	Submission of Write-Ups to the Division Office (Elementary Level)
October 1, 2026	Submission of Write-Ups to the Division Office (Secondary Level)
October 3, 2026	Marinduque Scilympics for the Elementary Level
October 10, 2026	Marinduque Scilympics for the Secondary Level
October 11-23, 2026	Enhancement of Project Write-Ups
October 24, 2026	Division Cliniquing in Preparation for the Regional Submission
November 4, 2026	Submission of Write-ups to the Division Office
November 5, 2026	Submission of Write-ups to the Regional Office
December 7-9, 2026	Face to Face Regional Science & Technology Fair 2026

Enclosure No. 8 to the Division Memorandum No. 76 s. 2026
PROGRAM MATRIX FOR THE ELEMENTARY LEVEL

TIME	October 3, 2026
7:00-9:00 AM	Registration Opening Program
9:00-12:00 Noon	Contest Proper A.LEARNER CATEGORY 1. <i>Science in Action: Innovation and Application Challenge in Science and Modern Technology (Team Category)</i> 2. <i>Science Communication and Advocacy Contest (Sci Photojournalism & Video Editing) (Team)</i> 3. <i>Science Investigatory Project</i> <i>Life Science Individual & Team</i> <i>Physical/ Applied Science Individual & Team</i> B.TEACHER CATEGORY 1. <i>Remedial Innovation Challenge – Individual Category</i> 2. <i>Strategic Intervention Material-Individual Category</i> C.PARENT-LEARNER CATEGORY 1. <i>Science @Home Challenge</i>
12:30 -3:00 PM	Continuation of the Competition
2:00-5:00 PM	Awarding Ceremony

Note: Awarding of certificates shall be done after the conduct of each contest category. Chairperson of each category shall facilitate the awarding in the designated venue/area.

Enclosure No. 9 to the Division Memorandum No. **076** s. 2026
PROGRAM MATRIX FOR THE SECONDARY LEVEL

TIME	October 10, 2026
7:00-9:00 AM	Registration Opening Program
9:00-12:00 Noon	Contest Proper A.LEARNER CATEGORY 1. <i>Science in Action: Innovation and Application Challenge in Science and Modern Technology (Team Category)</i> 2. <i>Science Communication and Advocacy Contest (Sci Photojournalism & Video Editing) (Team)</i> 3. <i>TUKLAS: Science Fair</i> 3.1. <i>Life Science -Individual Category</i> 3.2. <i>Life Science-Team Category</i> 3.3. <i>Physical Science-Individual Category</i> 3.4. <i>Physical Science-Team Category</i> 3.5. <i>Robotics & Intelligent Machine-Individual Category</i> 3.6. <i>Robotics & Intelligent Machine-Team Category</i> 3.7. <i>Mathematics and Computational Science- Individual Category</i> 3.8. <i>Mathematics and Computational Science-Team Category</i> 4. <i>Science Innovation Expo</i> 4.1. <i>SIE-Individual Category</i> 4.2. <i>SIE- Team Category</i> 5. <i>STEMAZING</i> <i>AGHAMAZING-Team Category</i> B.TEACHER CATEGORY 1. <i>Remedial Innovation Challenge – Individual Category</i> 2. <i>Strategic Intervention Material</i> C.PARENT-LEARNER CATEGORY 1. <i>Science @Home Challenge</i>
12:30 -3:00	Continuation of the Competition
2:00-5:00	Awarding Ceremony

Note: Awarding of certificates be done after the conduct of each contest category. Chairperson of each category shall facilitate the awarding in the designated venue/area.

POINT SYSTEM OF THE CONTEST

1. The following point system will be used to determine the ranking of the participants in all the events of the MARINDUQUE SciLympics 2026:

Rank	Points
1	7
2	6
3	5
4	4
5	3
6	2
7	1
No Entry/DQ	0

2. A **CHAMPION** will be declared for both elementary and the secondary levels per category:
- Learners Category ;
 - Teachers Category; and
 - Parent-Learner Category .
3. **Best Performing District** for Elementary and Secondary levels will be declared after consolidating all the points earned in different categories.
4. To determine the **Grand Champion**, all the points earned in the three (3) categories combined elementary and secondary level (Public & Private will be totaled and multiplied by its equivalent weighted scores (See table below). The equivalent scores will be added up and ranked accordingly.

ELEMENTARY LEVEL		
LEARNER CATEGORY	TEACHER CATEGORY	PARENT-LEARNER CATEGORY
Science in Action (10%) Science Communication (10%) Science Fair (40%) Life Science-Ind (10%) Life Science -Team (10%) Physical Science-Ind (10%)	<i>Remedial Innovation Challenge (15%)</i> <i>Strategic Intervention Material (15%)</i>	Science @Home (10%)

Physical Science -Team (10%)		
60%	30%	10%

SECONDARY LEVEL		
LEARNER CATEGORY	TEACHER CATEGORY	PARENT-LEARNER CATEGORY
Science in Action (5%) Science Communication (5%) TUKLAS (40%) Life Science-Ind(5%) Life Science _Team (5%) Physical Science -Ind (5%) Physical Science-Team- (5%) RIM-Ind-(5%) RIM-Team (5%) MCS-Ind (5%) MCS-Team (5%) Science Innovation Expo (10%) SIE-Ind (5%) SIE-Team (5%) STEMAZING-Team 10%	<i>Remedial Innovation Challenge (10%)</i> <i>Strategic Intervention Material (10%)</i>	Science @Home (10%)
70%	20%	10%