



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



CLMD-RM-2026-193

12 March 2026


Regional Memorandum
No. 193, s.2026

**INCLUSION OF STORIES IN SILENCE AS CONTEST
CATEGORY IN THE 2026 REGIONAL
FESTIVAL OF TALENTS**

To **Schools Division Superintendents**

1. In reference to DepEd Memorandum 019, s.2026, the 2026 National Festival of Talents (NFOT), this Office, through the Curriculum and Learning Management Division (CLMD), hereby stipulates the inclusion of Stories in Silence as Contest Category in the conduct of the 2026 Regional Festival of Talents on March 19, 2026 at Santa Cruz Elementary School, Santa Cruz, Laguna.
2. Stories in Silence is a contest that allows Deaf learners to bring stories to life by performing in Filipino Sign Language (FSL), showcasing not only the narrative itself but also their interpretation of the writer's perspective, emotions, and message. It highlights creativity, expression, and communication skills, while celebrating the unique talents and skills of Deaf learners.
3. By engaging deaf learners in FSL-based activities such as story reading, interpretation, and performance, they are provided with meaningful opportunities to express ideas creatively with peers, communicate effectively in their primary language, and analyze information critically. These competencies are essential in:
 - a. preparing learners for a wide range of academic, technical, and employment opportunities
 - b. strengthening creativity, communication, and critical thinking through FSL contributes to DepEd's desired learner outcomes by fostering independent thinkers, effective communicators, and productive members of society
 - c. equipping Deaf learners with competencies that are transferable to various career pathways, including creative industries, education, advocacy, entrepreneurship, and technical-vocational fields provides meaningful and authentic learning opportunities for learners to demonstrate multiple intelligences, value-laden talents, and skills as concrete evidence of learning across academic areas, including inclusive and special curricular programs
4. Please see attached Enclosure 1 for the guidelines.

5. Stories in Silence is an additional component under the NFOT category, thus, participation in the RFOT is voluntary; however, all SDOs are highly encouraged to participate.
6. The winning entry shall represent the region at the national level.
7. The results of this category shall not be included in the computation for the Overall Top Performing SDOs.
8. Other provisions in the Regional Memorandum No. 95, s.2026, titled 2026 Regional Festival of Talents and Regional Memorandum No. 124, s.2026 are still in effect.
9. For further inquiries or coordination, please contact **Ms. Margaret P. Musa**, Education Program Supervisor, RFOT Focal Person and **Mr. Philips T. Monterola**, Education Program Supervisor in Special Needs Education via email at margaret.musa@deped.gov.ph, philips.monterola@deped.gov.ph
10. Immediate and widest dissemination of this Memorandum is desired.


ATTY. ALBERTO T. ESCOBARTE, CESO II
Regional Director

Enclosure 1: Stories in Silence Guidelines



Stories in Silence

KEY STAGE	Key Stage 2 (Grades 4-6)	
NO. OF PARTICIPANTS	One (1) Deaf learner-participant per Region One (1) teacher-coach per region	
TIME ALLOTMENT	15 Minutes per presentation	
PERFORMANCE STANDARD	Identifying author's/speaker's point of view (EN4LR-I-1) Applying the important story elements to one's schema: relating story to one's experiences (EN4LR-I-1.12)	
21ST-CENTURY SKILLS	Creativity Communication Critical Thinking	
CREATIVE INDUSTRIES DOMAIN	Creative services (creative research, development, and real-time artistic performances)	
DESCRIPTION	Stories in Silence is an NFOT contest that allows Deaf learners to bring stories to life by performing in Filipino Sign Language (FSL), showcasing not only the narrative itself but also their interpretation of the writer's perspective, emotions, and message. It highlights creativity, expression, and communication skills, while celebrating the unique talents and skills of Deaf learners.	
CAREER PATHWAYS	By engaging deaf learners in FSL-based activities such as story reading, interpretation, and performance, they are provided with meaningful opportunities to express ideas creatively with peers, communicate effectively in their primary language, and analyze information critically. These competencies are essential in preparing learners for a wide range of academic, technical, and employment opportunities. Strengthening creativity, communication, and critical thinking through FSL contributes to DepEd's desired learner outcomes by fostering independent thinkers, effective communicators, and productive members of society. These skills equip Deaf learners with competencies that are transferable to various career pathways, including creative industries, education, advocacy, entrepreneurship, and technical-vocational fields	
TECHNICAL SPECIFICATIONS		
A. MATERIAL, TOOLS, AND EQUIPMENT	To be provided by the learner-participants: None	To be provided by the Technical Committee: <ul style="list-style-type: none"> • Copy of the DepEd Quality assured Story Book (English - KS2)

		<ul style="list-style-type: none"> • 2 cameras with tripod • 3 projectors or SMART TV at least 60 inches (Two projectors/TV are positioned at the sides to project the story, and one serves as a timer set at the back facing the learner-participants) • 2 laptops • 5 extension wires • 2 long table for panel of experts and event secretariat with chairs • 17 chairs at the holding area • 1 adjustable bookstand • sound system • stage • 1 red, 1 yellow, and 2 green flaglets • 3 rooms • live streaming equipment
B. VENUE	Airconditioned/well-ventilated holding room and contest room	
CRITERIA FOR JUDGING	Criteria	Percentage
	Space Referents	20%
	Grammar - Use of NMS-	30%
	Sign Production & Formation-	30%
	Fluency/Accuracy	10%
	Contextual Understanding	10%
	Total	100%
RUBRICS	<i>See attached scoring rubrics.</i>	
MECHANICS		
Pre-Event		
<p>A. The contest is open to Deaf learners in Grades 4 to 6 who are officially enrolled in public or private schools.</p> <p>B. Each region shall be represented by one learner-participant (Deaf - Key Stage 2) in Filipino Sign Language (FSL).</p> <p>C. The Technical Committee shall provide a quality-assured story for interpretation. The story shall not exceed 400 words. It shall be given to the learner-participant only during the contest proper.</p> <p>D. The panel of experts shall be provided with the printed copy of the story during the contest proper.</p> <p>E. The order of performance shall be determined through drawing of lots. Prior to the contest proper, an orientation shall be conducted to familiarize learner-participants with the contest guidelines, process flow, and house rules.</p>		

Story Interpretation Proper

- F. Each learner-participant is given 15 minutes on the stage to perform. This includes the following: scanning, skimming, familiarizing, understanding, and interpreting the content of the story.
- G. The learner-participant shall not introduce himself/herself. He/She shall signal the start of the interpretation by raising the green flag to the panel of experts and Technical Committee.
- H. The learner-participant shall interpret the printed story using FSL. The story shall also be projected on a wide screen for the panel of experts, Technical Committee, and the audience.
- I. If a storybook shall be used, it shall be placed on a book stand. The learner-participant shall turn the pages as his/her reading and interpretation progress.
- J. The interpretation shall conclude with a lesson or moral derived from the story.
- K. The Technical Committee shall use color-coded flags to manage time during the slide presentation:
- green flag to signal the start of the presentation;
 - yellow flag to indicate two (2) remaining minutes; and
 - red flag to signal that time is up.
- L. The Technical Committee Timer shall serve as the official and definitive timekeeper for the event.
- M. In the event of a tie, the panel of experts shall make the final decision to determine the winner.

Scoring Rubrics for Stories in Silence

Contestants	Space Referents		Grammar – Use of NMS		Sign Production & Formation		Fluency/ Accuracy		Contextual Understanding		Total
	Score	20%	Score	30%	Score	30%	Score	10%	Score	10%	
Juan dela Cruz	75	15 (75x0.2)	25	7.5 (25x0.3)	50	15 (50x0.3)	75	7.5 (75x0.1)	100	10 (100x0.1)	55

Requirements/ Task Completion	Limited 25 points	Developing 50 points	Proficient 75 points	Exceptional 100 points
Space Referents (20%)	Does not attempt to use space in collaborat	Difficulty with setting up points in space to refer to objects and	Limited use of setting up points in space to refer to objects and	Frequently sets up points in space to refer to objects and

Requirements/ Task Completion	Limited 25 points	Developing 50 points	Proficient 75 points	Exceptional 100 points
	ion with messages.	people; Difficulty with maintaining eye contact; Lacks expressive behaviors when signing	people: sometimes makes errors; Limited eye contact; Limited use of expressive behaviors	people: make no errors; Maintains some eye contact; Some use of expressive behaviors
Grammar -Use of NMS (30%) Location Negation Contrastive Structure (listing and ordering, time, etc.)	Lacks facial expressions when signing; Difficulty using non-manual signals; Difficulty using listing and ordering	Some appropriate use of facial expressions; Limited use of non-manual signals; Limited use of listing and ordering	Appropriate use of facial expressions when signing; Inconsistent use of non-manual signals; Inconsistent use of listing and ordering	Uses good facial expressions correctly and consistently; Appropriate use of non-manual signals; Appropriate use of listing and ordering
Sign Production & Formation (30%) Handshape Palm Orientation Movement Location	Frequent incorrect formations of signs; Very difficult to understand signs	Some errors, but is understandable; Errors are usually not corrected	Self-corrects: few mistakes made; Easily understood	Consistent use of correct signs; Clear, easily understood
Fluency/ Accuracy (10%) Smoothness and Fluency of Signs Conceptually Accurate Ideas/ Messages	Irregular hand movements and choppy use of signs; Unable to sign conceptually accurate ideas/messages	Hesitates and self-corrects when signing; Signs conceptually accurate ideas/messages on a limited basis	Smooth flow of signs with confidence most of the time; Signs conceptually accurate ideas/messages the majority of the time	Communicates with fluency and confidence; Signs conceptually accurate ideas/messages consistently

Requirements/ Task Completion	Limited 25 points	Developing 50 points	Proficient 75 points	Exceptional 100 points
Contextual Understanding (10%)	Limited understanding of text in context.	Struggles with context, some understanding.	Understands text context fairly well.	Demonstrates a deep understanding of the text in context.
Total (100%)				