

January 4, 2016

**DIVISION MEMORANDUM**

No. 02 s. 2016

**SEARCH FOR ANTIPOLO NUMERO UNONG GURO**

**To :** OIC – Asst. Schools Division Superintendent  
Chief – Curriculum Implementation Division  
OIC, Chief – School Governance Operations Division  
Education Program Supervisors  
District Supervisors  
All Elementary and Secondary School Heads  
All Elementary and Secondary Teachers

1. The Antipolo City Government, under the leadership of its City Mayor, Hon. Casimiro A. Ynares III, and the Sangguniang Panglungsod in coordination with DepEd Antipolo City announces the **Search for Numero Unong Guro** this SY 2015 – 2016.
2. The objectives of the search/program are:
  - a. to give recognition to the sacrifices of public school teachers in education of the youth while attending to their domestic responsibilities and earning a living for their families;
  - b. to boost the morale of public school teachers who despite of limitations and economic challenge, manage to elevate the teaching profession to further develop their knowledge and skills, to import quality education and to sustain basic needs of their families;
  - c. to inspire other teachers with the examples set by the lives and teaching concerns of the awardees;
3. The mechanics of the Numero Unong Guro Awardee are as follows:
  - There shall be one (1) Numero Unong Guro Awardee from each primary/elementary and secondary public school in Antipolo City, Rizal
  - Home visits shall be conducted by the selection committee to determine the status in life of the nominees and the veracity of nomination;
  - Proper documentation is necessary in support by the nomination and final selection
  - Nomination document shall be submitted by the selection committee in the City Numero Unong Guro Screening Committee for final review, authentication and concurrence
  - There shall be a Numero Unong Guro Awardee plaque and cash to be given to the awardees during the school commencement exercises / recognition rites. and or cluster.
4. There shall be one (1) Numero Unong Guro in every school and or cluster ( elementary and secondary ) who will be scouted, selected, nominated and chosen with the following criteria :

**A. ENTRY REQUIREMENT/ELIGIBLE FOR NOMINATION**

1. The teacher-nominee should be a full-time teacher in any of the public elementary and secondary schools in Antipolo City, Rizal for at least (3) years.
2. The teacher-nominee should be a resident or non-resident of Antipolo City, Rizal for at least three (3) years prior to the nomination.
3. The teacher-nominee should possess leadership and facilitating skills, positive attitude and commitment as certified by School Head.
4. The teacher-nominee should possess outstanding personal and professional characteristics, considering his/her relationship with co-teachers, school staff and students.
5. The teacher nominee should have no pending administrative and/ or criminal case.
6. The teacher nominee should also display a good example to his/her community neighbours and others.



## B. DOCUMENTATION REQUIREMENTS

- Duly Accomplished Application Form; ( to be provided by scholarship office)
- Income Tax Return Nominees or both spouses to determine the monthly income allocation per family member;
- Certification of School Head as to his/her outstanding personal characteristics considering his/her relationship with co-teachers and school staff and preference of students;
- Certification form school head as to his/her leadership and facilitating skills, positive attitude and commitment;
- Scrap book of pictures with captions of at least five (5 ) pages showing his/her activities and accomplishments inside and outside school;
- Certification from the Department of Education (DepEd) on no pending administrative or criminal case.

## C. DISQUALIFICATION

- Previous awardees of Guronasyon
  - Awardees of National, Provincial and Local Search
  - Persons who have been suspended or reprimanded (law relative to violation of any administrative policies, rules and regulations)
- Submitted documents will be evaluated according to criteria on Search for Numero Unong Guro (see Inclosure No. 1)
  - Nomination form, original and duly signed supporting documents shall be submitted at the Human Resource Office, DepEd Division of Antipolo City on or before **January 19, 2016** to be evaluated by Division Selection Committee and to be forwarded to Management Committee of the City composition of Division Selection Committee and City Management Committee.
  - The deadline for submission of names/ awardees to Management Committee of the City will be on **February 10, 2016**.

### DIVISION SELECTION COMMITTEE

**Dr. Rommel C. Bautista, CESO VI** - Chairperson  
Schools Division Superintendent

**Mrs. Doris DJ. Estalilla** - Co-Chairperson  
OIC – Office of the ASDS

Monitoring Officials Elementary & Secondary Schools	Supervisors – In – Charge for the Evaluation of Documents
<b>District I – A, B, C</b>	<b>Elementary Level</b>
Dr. Luisito F. Diego Christine T. Coronado	Mrs. Dolores J. Agong – Chairperson Mrs. Merlita O. Sayago – Member Mr. Lolito A. Makiramdam – Member
<b>Distict II – A &amp; B</b>	<b>Secondary Level</b>
Mr. Anselmo C. Celeste Jr. Mrs. Arlene L. Tayona	Mr. Reynaldo M. Andrade Jr. – Chairperson Mrs. Cristina C. Salazar – Member Mrs. Cynthia C. Quirong – Member
<b>Distict II – C &amp; D</b>	
Mrs. Isabel M. Gonzales Mrs. Flordeliza O. Mendiola	Mr. Frederick B. Vallinas – Grievance Committee Chair Mrs. Jennie G. Casauay } Secretariats Ms. Gayle J. Malibiran }



## Management Committee

Under City Ordinance No. 2014 – 560 Section 5 the Composition and functions of Management Committee, which shall be composed of the City mayor as *ex officio* chairman, the Schools Division Superintendent of Antipolo City as *ex officio* Vice-Chairman, the Head of Antipolo City Scholarship Office as *ex officio* Secretary, and the Chairman of the Committee of Education of the Sangguniang Panglungsod as *ex officio* members; the president of the General Parents-Teachers Association and a scholarship consultant of the City Government of Antipolo.

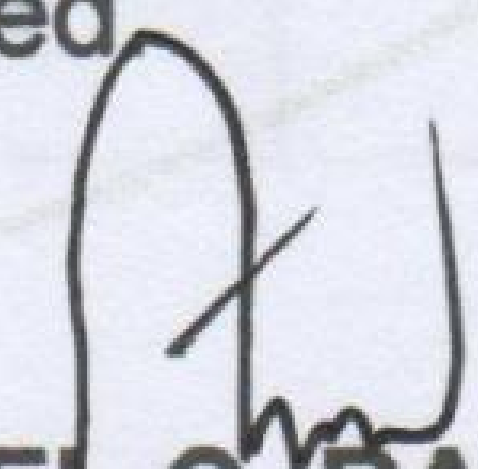
The City Mayor shall have the power to include and appoint other members of the committee as the need arises.

The Numero Unong Guro Management Committee shall cause an extensive and effective information dissemination of the program; issue rules and regulations for the proper implementation of the program, accept documents regarding the screening investigation, validation and nomination of the teachers, verify and validate nominations submitted by selection committee; and act as judge and to choose from the nominees submitted by selection committee the Numero Unong Guro Awardees, or to constitute and/ or appoint the board of judges therefore.

8. All schools are required to submit three or more nominees / candidates for the Search for Numero Unong Guro, following all criteria and schedule of the NUG. See Inclosure No. 2, 3 and 4, 5.
9. There shall be cluster schools (listed hereunder) due to limited number of teachers for the search and shall come up with three or more candidates per cluster who will represent each cluster.

Cluster Schools - District II – B		Cluster Schools - District II – C	
Peñafrancia ES Annex Teofila Rovero ES		Cabading ES Pantay ES	
Cluster Schools-District II-D			
1		2	
Canumay ES Libis ES San Joseph ES San Ysiro ES Upper Kilingan ES		Apia ES Binayoyo ES Paglitaw PS	

10. In any case, that there will be only one candidate in a school, the search shall be cancelled and invalid.
11. Immediate and wide dissemination of this Memorandum is desired

  
**DR. ROMMEL C. BAUTISTA, CESO VI**  
Schools Division Superintendent



**Inclosure No. 1 to Division Memorandum No. 2 s. 2016**

Submitted documents will be evaluated based on the following criteria:

**NUMERO UNONG GURO (Elementary and Secondary)**

I. DOCUMENTS	50%	Evidences	Assigned Points
<p><b>A. PERSONAL QUALITIES AND CHARACTER</b> Rating Scale</p> <p>5 - Role Model 4 - Consistently Demonstrates 3 - Most of the Time Demonstrates 2 - Sometime Demonstrates 1 - Rarely</p>	10 pts		
<p>1. Model of Integrity in Public and Private Life</p> <p>a. The teacher behaves with honor and dignity at all times as enshrined in the Code of Ethics for Professional Teachers</p> <p>b. The teacher practices ethical and professional behaviour and conduct taking into account the impact of his/her actions and decisions</p> <p>c. The teacher maintains the spirit of professionalism: trustworthy, punctuality, regularity of attendance, good grooming and communication</p> <p>d. The teacher maintains good reputation with respect to financial matters</p> <p>e. The teacher maintains at all times a dignified personality which could serve as a model of emulation by learners, peers and all others</p>		<p>Write-ups about the nominee on his/her personal qualities certified by the principal, district supervisor and PTA President</p>	<p>1 1 1 1 1</p>
<p>2. Good Human Relations in School and Community</p> <p>a. The teacher is imbued with professional loyalty, mutual confidence, and faith in his/her co-teachers, self-sacrifice for the common good and full cooperation with colleagues</p> <p>b. The teacher supports and understands the legitimate of the school and administration; shows professional courtesy and helpfulness towards his/her co-teachers, other school personnel and superiors</p> <p>c. The teacher maintains cordial relations with parents and conducts himself/herself to merit their confidence and respect</p> <p>d. The teacher provides intellectual leadership in the community and welcomes the opportunity to provide services involving matters affecting the welfare of the people</p> <p>e. The teacher maintains harmonious and pleasant personal and official relations with other professionals, with government officials, and with people, individually or collectively</p>		<p>Write-ups about the nominee by three co-teachers and co-members in socio-civic or religious organization, community officials and nominee's peers</p>	<p>1 1 1 1 1</p>



<b>B. INSTRUCTIONAL COMPETENCE AND TEACHING EFFECTIVENESS</b>	<b>Evidences</b>	<b>Assigned points</b>
<p style="text-align: right;"><b>90 pts</b></p> <p>1. Performance rating for the last three (3) years</p>		15 pts
<p>2. Outstanding Accomplishments for the last three (3) years</p> <p>a. Awardee in the school - 2 points</p> <p>b. Awardee in the district - 4 points</p> <p>c. Awardee in the division - 6 points</p>	Copies of awards, certificates	10 pts
<p>3. Innovations. Innovative teaching approaches, strategies, practices, materials in the last five (5) years properly documented, approved by immediate superior attested by authorized regional/division officials.</p> <p>a. Action plan adopted in school/district - 2 points</p> <p>b. Instructional materials/learning kit - 3 points</p> <p>c. Lesson exemplar/module - 5 points</p> <p>d. Intervention packages - 5 points</p>	Copies of innovation signed by proper authorities, proposal and/or signed certification by immediate superior	10 pts
<p>4. Research and Development</p> <p>a. Action research conducted in the school level - 5 points</p> <p>b. Action research conducted in the district level - 10 points</p> <p>c. Action research conducted in the division level - 15 points</p>	Copies of action research and approved proposal	15 pts
<p>5. Publication/Authorship</p> <p>a. Articles published in a journal/newspaper/magazine of wide circulation - 2 points</p> <p>b. Co-authorship of a book - 5 points</p> <p>c. Sole authorship of the book - 10 points</p>	Copies of published articles, books, etc.	10 pts
<p>6. Education</p> <p>a. Doctoral Degree - 10 points</p> <p>b. CAR for doctoral degree - 7 points</p> <p>c. Master's degree - 5 points</p> <p>d. CAR for Master's degree - 3 points</p> <p>e. M.A. units (18 units and above)) - 2 points</p>	Authenticated Transcript of Records	10 pts
<p>7. Trainings and Workshops (maximum of 20 points)</p>		
<p>a. Recipient of scholarship program, short courses, study grants</p> <p>✚ International - 6 points</p> <p>✚ National - 4 points</p> <p>✚ Regional - 3 points</p> <p>✚ Division - 2 points</p>	Copies of certificates, recognition	6 pts
<p>b. Participation in training activities in each level with the following duration:</p> <p>✚ One to two days</p> <p>National - 0.75 point</p> <p>Regional - 0.50 point</p> <p>Division - 0.25 point</p> <p>✚ Three to four days</p> <p>National - 1 points</p> <p>Regional - 0.75 point</p> <p>Division - 0.50 point</p> <p>✚ Five to six days</p> <p>National - 1.25 points</p> <p>Regional - 1.0 point</p> <p>Division - 0.75 point</p>		



<ul style="list-style-type: none"> <li>⚡ Seven days and above</li> <li>National - 1.5 points</li> <li>Regional - 1.25 points</li> <li>Division - 1.0 point</li> </ul>	Copies of certificates	5 pts
<p>c. Relevant Training. The nominee served as speaker, lecturer, facilitator in training workshop.</p> <ul style="list-style-type: none"> <li>⚡ National - 3 points</li> <li>⚡ Regional - 2 points</li> <li>⚡ Division - 1 point</li> </ul>	Copies of certificates	5 pts
<p>d. Additional Points. Nominee served as trainer/coach in a competition for the last five (5) years</p> <ul style="list-style-type: none"> <li>⚡ National               <ul style="list-style-type: none"> <li>1<sup>st</sup> placer - 4 points</li> <li>2<sup>nd</sup> placer - 3 points</li> <li>3<sup>rd</sup> placer - 2 point</li> </ul> </li> <li>⚡ Regional               <ul style="list-style-type: none"> <li>1<sup>st</sup> placer - -3 points</li> <li>2<sup>nd</sup> placer - 2 points</li> <li>3<sup>rd</sup> placer - 1 point</li> </ul> </li> <li>⚡ Division               <ul style="list-style-type: none"> <li>1<sup>st</sup> placer - 2 points</li> <li>2<sup>nd</sup> placer - 1 point</li> <li>3<sup>rd</sup> placer - 0.75 point</li> </ul> </li> </ul>	Copies of recognition (both teachers and pupils)	4 pts
<b>II. DEMONSTRATION TEACHING</b>		<b>30%</b>
<p>1. Mastery of the subject matter</p> <ul style="list-style-type: none"> <li>⚡ Accurate and updated lessons</li> <li>⚡ Appropriate strategies were used</li> <li>⚡ Aligns lesson objectives, teaching methods, learning activities and instructional materials</li> <li>⚡ Use higher order thinking skills questions</li> <li>⚡ Engages and sustains learners interest in the subject matter by making context meaningful and relevant</li> </ul>	Copy of lesson plans, actual classroom observation, observation form accomplished by Search Committee	5 5 5 5 5
<p>2. Classroom Management and discipline</p> <ul style="list-style-type: none"> <li>⚡ Show interaction between and among pupils, teachers</li> <li>⚡ Engage learners in varied/differentiated activities for higher learning</li> <li>⚡ Handles behaviour problems quickly and with due respect to children's right</li> <li>⚡ Creates situation that develop positive attitude among learners</li> <li>⚡ Provides gender-sensitive opportunities for learning</li> </ul>		5 5 5 5 5
<p>3. Congruency of the activities with the lesson objectives</p> <ul style="list-style-type: none"> <li>⚡ Motivation is congruent with the objectives</li> <li>⚡ Lesson presentation</li> <li>⚡ Activities used in the development of skills are congruent</li> <li>⚡ Uses appropriate assessment</li> </ul>		5 5 5 5
<p>4. Effective utilization of instructional materials</p> <ul style="list-style-type: none"> <li>⚡ Uses varied instructional materials to support learning activities</li> <li>⚡ Utilizes available instructional materials in the locality for effective teaching-learning activities</li> <li>⚡ Maximize use of instructional materials</li> </ul>		5 5 5



<p>5. Use of technology in teaching</p> <ul style="list-style-type: none"> <li>✦ Used multi-aided resources</li> <li>✦ Utilized available technology in teaching-learning activities</li> <li>✦ Show expertise in using technology in classroom instruction</li> </ul>		5
		5
		5
<p><b>III. INTERVIEW</b></p>		<b>20%</b>
<p>1. Clarity of Response</p> <ul style="list-style-type: none"> <li>• The response was disjointed and difficult to follow (1-8 pts)</li> <li>• The response was clear and organized (9-16 pts)</li> <li>• The response used language that enhanced clarity and a format that was structured (17 – 25 pts)</li> </ul>	<p>Interview Rubrics signed by Search Committee</p>	25 pts
<p>2. Focus of response</p> <ul style="list-style-type: none"> <li>• There were some points made in the response, but they were not put into a framework (1 – 6 pts)</li> <li>• The points used in the responses were specific to the question (7-12 pts)</li> <li>• The points were very specific and highly organized according to the questions (13-20 pts)</li> </ul>		20 pts
<p>3. Elaboration of Points</p> <ul style="list-style-type: none"> <li>• There was little elaboration used in each response (1-5 pts)</li> <li>• Each response contained an elaboration but not within his/her experience (6-10 pts)</li> <li>• Each response contained elaboration using examples from his/her experience (11-15 pts)</li> </ul>		15 pts
<p>4. Thoughtfulness</p> <ul style="list-style-type: none"> <li>• The response showed little thoughtfulness or reflection (1-5 pts)</li> <li>• The response contained some personal reflections (6-10 pts)</li> <li>• The response was appropriately reflective and contained some personal references (11-15 pts)</li> </ul>		15 pts
<p>5. Smartness/Alertness</p> <ul style="list-style-type: none"> <li>• The interviewee seemed uncomfortable and uneasy (1-5 pts)</li> <li>• The interviewee has little preparations but feels comfortable during the interview (6-10 pts)</li> <li>• The interviewee is well-prepared and comfortable during the interview. Has shown smartness and alertness (11-15 pts)</li> </ul>		15 pts
<p>6. Delivery</p> <ul style="list-style-type: none"> <li>• Delivery neither enhances nor hinders performance. Appropriate gestures are communicated and some distracting mechanisms are much visible (1-3 pts)</li> <li>• Delivery is clear and commands the interview. Voice and body are evenly matched and appropriately managed for the situation. Some nervousness visible (4-6 pts)</li> <li>• Vocal and non-verbal delivery are well-developed and enhanced the interview experience (7-10 pts)</li> </ul>		10 pts





Republic of the Philippines  
**CITY GOVERNMENT OF ANTIPOLO**  
Province of Rizal

**NUMERO UNONG GURO NOMINATION FORM**

**NOMINEE'S INFORMATION**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

Office Phone: \_\_\_\_\_

Mobile Phone: \_\_\_\_\_

Educational Background: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employment: \_\_\_\_\_

Position/Title: \_\_\_\_\_

Gross Family Income (Joint gross income of husband and wife): \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Civil Status: \_\_\_\_\_

Name of Spouse: \_\_\_\_\_

No. of Children: \_\_\_\_\_

Reason for Joining the Search for Numero Unong Guro: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





Republic of the Philippines  
**CITY GOVERNMENT OF ANTIPOLO**  
Province of Rizal

Accomplishments/Achievements (Attachment if necessary, Include the Scrap Book):

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References and Address (At least two references)

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**NOTE:** Please return the filled out Nomination Form to:

**Mayor JUN YNARES NUMERO UNONG GURO**  
**Selection Committee**  
Department of Education (DepEd)  
Division of Antipolo City  
C. Lawis St. Extension, Antipolo Rizal



Inclusore No. 3 to Division Memorandum No. 2 s. 2016

**SCHEDULE OF ACTIVITIES**  
**SEARCH FOR 2016 ANTIPOLO NUMERO UNONG GURO**  
**SY 2015 – 2016**

DATE	ACTIVITIES	PERSONNEL INVOLVED
January 7 – 13, 2016	Submission of Documents of teachers at school level	Teacher and Principal
January 11 – 15, 2016	School Level Evaluation and Searching Committee	Principal
January 17 – 22, 2016	Evaluation of Documents at Division Level	Monitoring Officials and EPS In – Charge by District
January 24 – 26, 2016	Demonstration Teaching on Designated venues	Monitoring Officials and EPS In – Charge by District
January 29, 2016	Finalization of List of Awardees at Division Level	Mrs. Doris DJ. Estalilla and Secretariat
February 10, 2016	Submission to City Management Committee on NUG	Mrs. Doris DJ. Estalilla and Secretariat

REPUBLICA NG PILIPINAS



**Inclusore No. 4 to Division Memorandum No. 2 s. 2016**

Name of Candidate: \_\_\_\_\_ School: \_\_\_\_\_

Level: \_\_\_\_\_

**SUMMARY OF POINTS**

CRITERIA	POINTS	TOTAL POINTS AS EVALUATED
<b>I. Documents</b>	<b>50%</b>	
a. Personal Characteristics	10 pts	_____
b. Instructional Competence	90 pts	_____
	Sub Total 100%	_____
<b>II. Demonstration Teaching</b>	<b>30%</b>	
1. Mastery of subject matter	25 pts	_____
2. Classroom Management and discipline	25 pts	_____
3. Congruency of the activities with the lesson objectives	20 pts	_____
4. Effective utilization of instructional materials	15 pts	_____
5. Use technology in teaching	15 pts	_____
	Sub Total 100%	_____
<b>III. Interview</b>	<b>20%</b>	
1. Clarity of Response	25 pts	_____
2. Focus of response	20 pts	_____
3. Elaboration of points	15 pts	_____
4. Thoughtfulness	15pts	_____
5. Smartness / Alertness	15 pts	_____
6. Delivery	10 pts	_____
	Sub Total 100%	_____
<b>GRAND TOTAL</b>	<b>100%</b>	

Evaluated by:

\_\_\_\_\_

Member

Member

Reviewed by:

**DR. LUISITO F. DIEGO**  
Chief – CID

**ANSELMO C. CELESTE JR.**  
OIC – Chief, SGOD

Recommending Approval:

**DORIS DJ. ESTALILLA**  
OIC - Office of the ASDS

APPROVED:

**DR. ROMMEL C. BAUTISTA, CESO VI**  
Schools Division Superintendent



Name of Candidate: \_\_\_\_\_ School: \_\_\_\_\_

Level: \_\_\_\_\_

<b>DEMONSTRATION TEACHING</b>		<b>15%</b>
<b>1. Mastery of the subject matter</b> <ul style="list-style-type: none"> <li>✦ Accurate and updated lessons</li> <li>✦ Appropriate strategies were used</li> <li>✦ Aligns lesson objectives, teaching methods, learning activities and instructional materials</li> <li>✦ Use higher order thinking skills questions</li> <li>✦ Engages and sustains learners interest in the subject matter by making context meaningful and relevant</li> </ul>	Copy of lesson plans, actual classroom observation, observation form accomplished by Search Committee	
<b>2. Classroom Management and discipline</b> <ul style="list-style-type: none"> <li>✦ Show interaction between and among pupils, teachers</li> <li>✦ Engage learners in varied/differentiated activities for higher learning</li> <li>✦ Handles behaviour problems quickly and with due respect to children's right</li> <li>✦ Creates situation that develop positive attitude among learners</li> <li>✦ Provides gender-sensitive opportunities for learning</li> </ul>		
<b>3. Congruency of the activities with the lesson objectives</b> <ul style="list-style-type: none"> <li>✦ Motivation is congruent with the objectives</li> <li>✦ Lesson presentation</li> <li>✦ Activities used in the development of skills are congruent</li> <li>✦ Uses appropriate assessment</li> </ul>		
<b>4. Effective utilization of instructional materials</b> <ul style="list-style-type: none"> <li>✦ Uses varied instructional materials to support learning activities</li> <li>✦ Utilizes available instructional materials in the locality for effective teaching-learning activities</li> <li>✦ Maximize use of instructional materials</li> </ul>		
<b>5. Use of technology in teaching</b> <ul style="list-style-type: none"> <li>✦ Used multi-aided resources</li> <li>✦ Utilized available technology in teaching-learning activities</li> <li>✦ Show expertise in using technology in classroom instruction</li> </ul>		



Name of Candidate: \_\_\_\_\_ School: \_\_\_\_\_

Level: \_\_\_\_\_

<b>INTERVIEW</b>		<b>10%</b>
<b>1. Clarity of Response</b> <ul style="list-style-type: none"> <li>The response was disjointed and difficult to follow (1-8 pts)</li> <li>The response was clear and organized (9-16 pts)</li> <li>The response used language that enhanced clarity and a format that was structured (17 – 25 pts)</li> </ul>	Interview Rubrics signed by Search Committee	25 pts
<b>2. Focus of response</b> <ul style="list-style-type: none"> <li>There were some points made in the response, but they were not put into a framework (1 – 6 pts)</li> <li>The points used in the responses were specific to the question (7-12 pts)</li> <li>The points were very specific and highly organized according to the questions (13-20 pts)</li> </ul>		20 pts
<b>3. Elaboration of Points</b> <ul style="list-style-type: none"> <li>There was little elaboration used in each response (1-5 pts)</li> <li>Each response contained an elaboration but not within his/her experience (6-10 pts)</li> <li>Each response contained elaboration using examples from his/her experience (11-15 pts)</li> </ul>		15 pts
<b>4. Thoughtfulness</b> <ul style="list-style-type: none"> <li>The response showed little thoughtfulness or reflection (1-5 pts)</li> <li>The response contained some personal reflections (6-10 pts)</li> <li>The response was appropriately reflective and contained some personal references (11-15 pts)</li> </ul>		15 pts
<b>5. Smartness/Alertness</b> <ul style="list-style-type: none"> <li>The interviewee seemed uncomfortable and uneasy (1-5 pts)</li> <li>The interviewee has little preparations but feels comfortable during the interview (6-10 pts)</li> <li>The interviewee is well-prepared and comfortable during the interview. Has shown smartness and alertness (11-15 pts)</li> </ul>		15 pts
<b>6. Delivery</b> <ul style="list-style-type: none"> <li>Delivery neither enhances nor hinders performance. Appropriate gestures are communicated and some distracting mechanisms are much visible (1-3 pts)</li> <li>Delivery is clear and commands the interview. Voice and body are evenly matched and appropriately managed for the situation. Some nervousness visible (4-6 pts)</li> <li>Vocal and non-verbal delivery are well-developed and enhanced the interview experience (7-10 pts)</li> </ul>		10 pts