Republic of the Philippines

Department of Education

REGION ____

SCHOOLS DIVISION OFFICE OF _____

EDUFILES NATIONAL HIGH SCHOOL

SCHOOL-BASED NUMERACY INTERVENTION PLAN

KEY STAGE 1 (Kindergarten to Grade 3)

School Year 2026–2027

I. RATIONALE

Key Stage 1 is the window in which learners build number sense: counting, place value, and the meaning of addition, subtraction, multiplication, and division. Learners who leave Grade 3 without these foundations struggle with fractions, decimals, and problem solving in the grades that follow.

Republic Act No. 12028, the Academic Recovery and Accessible Learning (ARAL) Program Act, and its implementing guidelines under DepEd Order No. 18, s. 2025 give priority to learners from Kindergarten to Grade 6 and to all learners who have not yet attained grade-level foundational skills. DepEd Memorandum No. 60, s. 2026 extends the ARAL Program to Mathematics for Grades 1 to 10 starting Term 2 of SY 2026–2027, using the Rapid Mathematics Assessment (RMA) for profiling and an Individual Mathematics Intervention Plan (IMIP) for each learner.

DepEd reported that in SY 2025–2026 the share of emerging learners in Mathematics in Key Stage 1 dropped by 46 percentage points. This plan aims to keep those gains and to make sure that every Key Stage 1 learner identified through the RMA, and every Kindergarten learner who needs support in emergent numeracy, receives timely, targeted, and documented help.

II. LEGAL BASES

1. Republic Act No. 12028 — Academic Recovery and Accessible Learning (ARAL) Program Act
2. DepEd Order No. 18, s. 2025 — Implementing Guidelines of the ARAL Program
3. DepEd Memorandum No. 60, s. 2026 — ARAL-Mathematics (Grades 1 to 10), starting Term 2, SY 2026–2027
4. DepEd Order No. 15, s. 2026 — Classroom Assessment Guidelines (descriptive reporting for Kindergarten to Grade 3; timely, targeted, documented remediation)
5. DepEd Order No. 29, s. 2022 — Basic Education Monitoring and Evaluation Framework (BEMEF)
6. DepEd three-term School Calendar and Activities for SY 2026–2027

III. OBJECTIVES

General Objective

To bring Key Stage 1 learners who are not yet proficient in mathematics up to grade-level foundational numeracy by the end of SY 2026–2027.

Specific Objectives

Specifically, this plan aims to:

a. Assess all Grades 1 to 3 learners using the RMA at the beginning, middle, and end of the school year, and observe Kindergarten learners on emergent numeracy skills;
b. Group and tutor identified learners according to their RMA proficiency level;
c. Move at least 75% of learners in intervention up by at least one proficiency level by the midline assessment;
d. Bring at least 60% of learners in intervention to the Proficient level by the end-of-school-year assessment; and
e. Track each learner's progress through an Individual Mathematics Intervention Plan (IMIP), and refer learners who show no progress to the ILRC multidisciplinary team.

IV. TARGET LEARNERS AND ASSESSMENT PROFILE

Fill in with the beginning-of-school-year (BOSY) results. Learners at the levels listed in Section V are the target learners of this plan.

NUMERACY / MATHEMATICS — RMA (Grades 1–3); Kindergarten observation checklist									
Grade Level	**Assessment Tool**	**Language of Assessment**	**Enrolment**	**No. Assessed**	**Not Proficient**	**Low Proficient**	**Nearly Proficient**	**Proficient**	**No. for Intervention**
Kindergarten	Teacher observation / checklist	Mother Tongue / Filipino							
Grade 1	RMA (10–15 min)	Mother Tongue / Filipino							

NUMERACY / MATHEMATICS — RMA (Grades 1–3); Kindergarten observation checklist									
Grade Level	**Assessment Tool**	**Language of Assessment**	**Enrolment**	**No. Assessed**	**Not Proficient**	**Low Proficient**	**Nearly Proficient**	**Proficient**	**No. for Intervention**
Grade 2	RMA (10–15 min)	Filipino / English							
Grade 3	RMA (10–15 min)	English							
		TOTAL							

V. NUMERACY INTERVENTION PLAN MATRIX

KINDERGARTEN — NUMERACY / MATHEMATICS *Emergent numeracy, integrated in the Kindergarten developmental domains (DO 18, s. 2025)*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Beginning — needs much support	• Cannot count orally up to 10 • Cannot count objects one by one • Does not recognize numerals 0–5 • Cannot sort objects by color or shape	• Count orally from 1 to 20 • Count up to 10 objects with one-to-one correspondence • Recognize numerals 0 to 10 • Sort and classify objects by one attribute	• Counting songs, rhymes, and finger plays • Counting real objects (bottle caps, seeds, leaves) • Number-of-the-day routine • Numeral–quantity matching cards • Sorting games with everyday objects	Counters; numeral cards; ten-frames; sorting trays; picture books on numbers	Kindergarten teacher; ARAL tutor / para-teacher; parents/guardians	Term 1–Term 3; 15–20 min small-group sessions, 3–4 times a week within the daily schedule	80% of target learners count 10 objects correctly and recognize numerals 0–10 by EOSY
Developing — needs some support	• Counts to 10 but cannot compare sets • Cannot continue a pattern • Does not know basic shapes	• Compare sets using more, less, and same • Identify and extend AB and ABB patterns • Name and find circles, squares, triangles, rectangles	• Dot cards and quick-look (subitizing) games • More-or-Less games • Pattern beads and body patterns • Shape hunts in the classroom • Acting out story problems	Dot cards; pattern beads; shape cut-outs; counters	Kindergarten teacher; ARAL tutor / para-teacher; parents/guardians	Term 1–Term 3; 15–20 min small-group sessions, 3–4 times a week	75% compare sets, extend an AB pattern, and name 4 basic shapes by EOSY

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KINDERGARTEN — NUMERACY / MATHEMATICS *Emergent numeracy, integrated in the Kindergarten developmental domains (DO 18, s. 2025)*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
		• Show numbers up to 5 in different ways (5 = 2 + 3)					

GRADE 1 — NUMERACY / MATHEMATICS *RMA (Grades 1–3, 10–15 minutes); ARAL-Mathematics per DM 60, s. 2026*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Not Proficient	• Cannot recognize numbers greater than 10 • Counts objects inaccurately • Cannot match spoken numbers to numerals	• Count, read, and write numbers 0 to 20, then to 100 • Match quantities to numerals beyond 10 • Show teen numbers as 1 ten and ones (14 = 1 ten + 4 ones)	• Concrete–Pictorial–Abstract (CPA) sequence • Ten-frames and bundled sticks for teen numbers • Mixed-order flash-card and matching practice • Number tracks and counting-on games	ARAL-Math worksheets; ten-frames; counters (bottle caps, seeds, sticks); number lines; place-value mats; flash cards	Class adviser; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	75% read, write, and count numbers to 20 correctly and move up one RMA level at midline

GRADE 1 — NUMERACY / MATHEMATICS *RMA (Grades 1–3, 10–15 minutes); ARAL-Mathematics per DM 60, s. 2026*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Low Proficient	• Recognizes numbers to 20 but cannot add or subtract reliably • Weak understanding of tens and ones	• Add and subtract within 20 using objects and number lines • Show two-digit numbers in tens and ones • Compare numbers up to 100	• Part–part–whole mats and number bonds • Counting on / counting back on number lines • Place-value mats with bundled sticks • Simple story problems acted out	ARAL-Math worksheets; ten-frames; counters (bottle caps, seeds, sticks); number lines; place-value mats; flash cards	Class adviser; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	75% add and subtract within 20 with 80% accuracy by EOSY
Nearly Proficient	• Computes within 20 but cannot solve word problems • Weak on measurement, shapes, and simple graphs	• Solve one-step word problems • Compare lengths using non-standard units • Identify 2D and 3D shapes • Read simple pictographs	• Problem-solving routine: Understand – Plan – Solve – Check • Measuring with paper clips and hand spans • Shape hunts and shape sorting • Class pictograph of favorite fruits	ARAL-Math worksheets; ten-frames; counters (bottle caps, seeds, sticks); number lines; place-value mats; flash cards	Class adviser; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	80% are Proficient in the EOSY RMA

GRADE 2 — NUMERACY / MATHEMATICS *RMA (Grades 1–3, 10–15 minutes); ARAL-Mathematics per DM 60, s. 2026*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Not Proficient	• Cannot add and subtract within 20 reliably • Weak place value for two-digit numbers	• Recall addition and subtraction facts within 20 • Read and write numbers up to 100 in tens and ones • Use a number line to add and subtract	• CPA with ten-frames and counters • Daily fact-fluency games (Math Bingo, Fact Families) • Place-value mats • Number-line jumps	ARAL-Math worksheets; ten-frames; counters (bottle caps, seeds, sticks); number lines; place-value mats; flash cards	Class adviser; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	75% recall facts within 20 with 80% accuracy and move up one RMA level at midline
Low Proficient	• Adds and subtracts within 20 but not 2- and 3-digit numbers with regrouping • Weak place value up to 1 000	• Add and subtract 2-digit numbers with and without regrouping • Show 3-digit numbers in hundreds, tens, and ones • Skip-count by 2s, 5s, and 10s	• Base-ten blocks (paper versions) for regrouping • Place-value charts • Skip-counting songs and hundred charts • Error analysis of worked examples	ARAL-Math worksheets; ten-frames; counters (bottle caps, seeds, sticks); number lines; place-value mats; flash cards	Class adviser; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	75% add and subtract 2-digit numbers with regrouping at 80% accuracy by EOSY

GRADE 2 — NUMERACY / MATHEMATICS *RMA (Grades 1–3, 10–15 minutes); ARAL-Mathematics per DM 60, s. 2026*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Nearly Proficient	• Has difficulty with multiplication as equal groups, money, time, and simple fractions	• Show multiplication as repeated addition and equal groups • Identify ½ and ¼ of shapes and sets • Tell time and solve simple money problems	• Equal-groups activities with counters • Fraction folding with paper shapes • Play-store (tindahan) with play money • Clock-reading games	ARAL-Math worksheets; ten-frames; counters (bottle caps, seeds, sticks); number lines; place-value mats; flash cards	Class adviser; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	80% are Proficient in the EOSY RMA

GRADE 3 — NUMERACY / MATHEMATICS *RMA (Grades 1–3, 10–15 minutes); ARAL-Mathematics per DM 60, s. 2026*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
Not Proficient	• Makes errors in addition and subtraction with regrouping	• Add and subtract 2- to 3-digit numbers with regrouping	• CPA with place-value blocks and charts • Worked examples with error analysis	ARAL-Math worksheets; ten-frames; counters (bottle caps,	Class adviser; ARAL-Math tutor (facilitator); Mathematics	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2	75% compute 3-digit sums and differences at 80% accuracy

GRADE 3 — NUMERACY / MATHEMATICS *RMA (Grades 1–3, 10–15 minutes); ARAL-Mathematics per DM 60, s. 2026*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
	• Weak place value up to 1 000	• Read, write, and compare numbers up to 10 000 • Estimate sums and differences	• Fact-fluency warm-ups • Peer coaching	seeds, sticks); number lines; place-value mats; flash cards	Coordinator; parents/guardians	per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	and move up one RMA level at midline
Low Proficient	• Has not mastered multiplication and division facts	• Recall multiplication facts for 2, 3, 4, 5, and 10 • Show division as equal sharing and grouping • Relate multiplication and division (fact families)	• Arrays and equal groups • Skip counting and multiplication songs • Fact-family triangles • Daily 5-minute timed fact practice	ARAL-Math worksheets; ten-frames; counters (bottle caps, seeds, sticks); number lines; place-value mats; flash cards	Class adviser; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	75% recall multiplication facts (2–5, 10) at 80% accuracy by EOSY
Nearly Proficient	• Has difficulty with fractions, measurement, perimeter, and two-step problems	• Identify, read, and compare unit and similar fractions • Measure length, mass, and	• Fraction strips and fraction walls • Measuring stations using rulers, weighing scales, and containers	ARAL-Math worksheets; ten-frames; counters (bottle caps, seeds, sticks);	Class adviser; ARAL-Math tutor (facilitator); Mathematics Coordinator; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s.	80% are Proficient in the EOSY RMA and ready for

GRADE 3 — NUMERACY / MATHEMATICS *RMA (Grades 1–3, 10–15 minutes); ARAL-Mathematics per DM 60, s. 2026*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
		capacity in standard units • Find perimeter of simple figures • Solve two-step word problems and read bar graphs	• Perimeter walk around the school garden • Bar-model drawings for word problems	number lines; place-value mats; flash cards		2026); weekdays ≤ 1 hr/day or Saturday ≤ 2 hrs	Grade 4 Mathematics

VI. MODES OF DELIVERY AND SESSION STRUCTURE

- Delivery modes: face-to-face, online, or blended (DO 18, s. 2025).
- Settings: pull-out sessions during class hours, add-on sessions before or after class or on weekends, or other approved strategies.
- Duration: not more than one hour per day on weekdays; not more than two hours on weekends (preferably Saturdays) for multi-shift schools or schools with special programs.
- Grouping: 10 to 15 learners per tutor; learners work independently at their own pace on structured worksheets while the tutor facilitates (DM 60, s. 2026).
- Tutors may not tutor their own learners. Priority goes to experienced teachers and para-teachers; pre-service teachers, LET-eligible applicants, and other qualified tutors may also be engaged (DO 18, s. 2025).
- ARAL-Mathematics tutorials start in Term 2 of SY 2026–2027 (DM 60, s. 2026). Classroom-based remediation for learners identified in the BOSY RMA starts in Term 1.
- Each learner's targets and progress are written in an Individual Mathematics Intervention Plan (IMIP) (Annex A).

A. Weekly Cycle

Day	Activity
Days 1–3	Self-paced worksheet sessions on the target competencies for the week
Day 4	Progress check (short formative test on the week's targets)
Day 5	Tutor–teacher conference, updating of IMIPs, and preparation of worksheets for the next week

Weekly cycle adapted from the ARAL-Reading cycle (DM 64, s. 2025) for mathematics; adjust to the SDO's ARAL-Mathematics schedule.

B. Suggested Flow of a 60-Minute Session

Part	What happens	Time
Opening and quick check	Short check of the previous session's target	5 min

Part	What happens	Time
Mini-lesson or worked example	Only for learners who need it, using concrete or pictorial models	10 min
Self-paced worksheet work	Learners work on structured worksheets at their own pace; tutor moves around, coaches, and gives feedback	35 min
Progress check and IMIP notes	Tutor records observable, evidence-based remarks and the next session's target	10 min

Follows the ARAL-Mathematics model in which learners work at their own pace on structured worksheets and the tutor acts as facilitator (DM 60, s. 2026).

VII. IMPLEMENTATION TIMELINE (SY 2026–2027)

Term 1: June 8 – September 15, 2026 | Term 2: September 16 – December 18, 2026 | Term 3: January 4 – April 8, 2027

No.	Activity	Persons Responsible	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	BOSY RMA assessment and learner profiling; tagging in the LIS	Class advisers; Mathematics Coordinator	■	■										
2	Orientation of parents/guardians; consent forms; grouping and tutor assignment	School Head; Mathematics Coordinator; Class advisers		■										
3	Classroom-based remediation (DO 15, s. 2026)	Class advisers / subject teachers		■	■	■	■	■	■	■	■	■		
4	ARAL-Mathematics tutorial sessions (start of Term 2, DM 60, s. 2026)	ARAL-Math tutors				■	■	■	■	■	■	■		
5	Midline (MOSY) RMA assessment (per SDO schedule)	Mathematics Coordinator; Class advisers					■	■						
6	EOSY RMA assessment (about one month before the final term examination)	Mathematics Coordinator; Class advisers									■	■		
7	Monthly progress conference / LAC session (collaborative expertise)	School Head; Mathematics Coordinator		■	■	■	■	■	■	■	■	■		
8	Term progress report to the School Head and SDO	Mathematics Coordinator				■			■			■		

No.	Activity	Persons Responsible	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
9	ARAL Summer Program (Mathematics) for eligible learners	School Head; ARAL tutors												
10	Program evaluation and planning for next school year	School Head; Mathematics Coordinator												

VIII. MONITORING AND EVALUATION

A. Progress Pathways after Each Assessment (DO 18, s. 2025)

Result	Decision	Action
Learner reaches grade-level proficiency	**EXIT the intervention**	Return to regular class instruction; continue monitoring through classroom assessment.
Learner improves but is still below grade level	**CONTINUE the intervention**	Update the targets in the Individual Mathematics Intervention Plan (IMIP); adjust grouping and strategies.
Learner shows no improvement	**REFER for extended or specialized support**	Submit the learner's name to the School Head; refer learners with possible learning difficulties to the ILRC multidisciplinary team; involve the guidance office and parents/guardians.

B. Monitoring Activities

What is monitored	Tool / Evidence	Frequency	Responsible
Formative checks of target skills	Teacher-made quizzes; Individual Mathematics Intervention Plan (IMIP)	Every session / weekly	Tutors; teachers
Tutor–teacher conference	Individual Mathematics Intervention Plan (IMIP); class progress sheet (Annex B)	Weekly (Day 5)	Tutors; class advisers
Midline and EOSY assessments	RMA	Mid-year and end of year	Mathematics Coordinator; class advisers

What is monitored	Tool / Evidence	Frequency	Responsible
Collaborative expertise session / LAC	Assessment results; learner work samples	Monthly	School Head; Mathematics Coordinator
School Readiness and Responsiveness Audit (SRRA)	SRRA online forms (DO 18, s. 2025)	Before, during, and after implementation	School Head
Progress report	Summary of results by grade and level; ARAL dashboard / LIS	End of each term	Mathematics Coordinator → School Head → SDO

IX. ROLES AND RESPONSIBILITIES

Personnel / Group	Responsibilities
School Head	Approves and leads the plan; includes it in the SIP, AIP, and School Form 7; assigns tutors; secures resources; monitors implementation and reports to the SDO.
Key Stage / Grade Level Chair	Coordinates schedules and grouping across sections; consolidates grade-level results.
Mathematics Coordinator	Leads RMA administration and numeracy interventions; checks IMIPs; coaches tutors; prepares numeracy progress reports.
Class Advisers / Mathematics Teachers	Assess learners; provide classroom-based remediation; refer learners to the intervention; meet tutors weekly; communicate with parents.
ARAL-Mathematics Tutors	Facilitate self-paced worksheet sessions; keep IMIPs updated with evidence-based notes; give progress checks; attend tutor–teacher conferences.
Guidance Counselor / ILRC Multidisciplinary Team	Assess and support learners referred for possible learning difficulties or socio-emotional concerns.
Parents / Guardians	Give consent; ensure attendance; support practice of number facts and math tasks at home; attend conferences.
SGC / PTA / LGU / Stakeholders	Support the program with materials, venues, snacks, volunteers, and advocacy.

X. BUDGETARY REQUIREMENTS

Item / Particulars	Quantity	Unit Cost (₱)	Amount (₱)	Source of Fund
Reproduction of self-paced worksheets and activity sheets				MOOE / SEF
Mathematics manipulatives (counters, ten-frames, place-value mats, fraction strips, algebra tiles)				MOOE / Stakeholders
Number lines, charts, and other instructional materials				MOOE / SEF / Stakeholders
Office supplies (paper, ink, folders for IMIPs)				MOOE
Snacks for Saturday / add-on sessions (if supported by stakeholders)				PTA / LGU / Stakeholders
Tutor compensation (overload pay, service credits, or contract of service)				DepEd (per DO 18, s. 2025)
		TOTAL		

Prepared by:

NAME OF PERSONNEL
Mathematics Coordinator

NAME OF PERSONNEL
Department Head, Mathematics

NAME OF PERSONNEL
Key Stage / Grade Level Chair

Reviewed by:

Recommending Approval:

Approved:

NAME OF PERSONNEL
Master Teacher / Curriculum Head

NAME OF PERSONNEL
Assistant School Principal / Head Teacher

NAME OF PERSONNEL
School Principal / School Head

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ANNEX A

INDIVIDUAL MATHEMATICS INTERVENTION PLAN (IMIP)

KEY STAGE 1 (Kindergarten to Grade 3) — SY 2026–2027 | ARAL-Mathematics, DM 60, s. 2026

Name of Learner		**LRN**	
Grade & Section		**Tutor / Teacher**	
BOSY / Diagnostic Level		**Midline Level**	
EOSY Level		**Date Started**	

Proficiency levels: Not Proficient / Low Proficient / Nearly Proficient / Proficient

Domain	Identified Gaps	Target Skills / Competencies	Tutor Notes / Observations (observable, evidence-based remarks, including next session's target)
Number and Algebra			
Measurement and Geometry			
Data and Probability			

Progress Check Date	Skill / Competency Checked	Score	Rating	Remarks

Pathway decision: ☐ Exit (reached grade level) ☐ Continue intervention ☐ Refer for extended / specialized support

Tutor / Teacher: _____ Class Adviser: _____ Parent / Guardian: _____

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ANNEX B

CLASS NUMERACY INTERVENTION PROGRESS MONITORING SHEET

KEY STAGE 1 (Kindergarten to Grade 3) — SY 2026–2027

Learning Area: Mathematics / Numeracy Grade & Section: _____ Tutor / Teacher: _____ Assessment Tool: RMA (Grades 1–3); Kindergarten observation checklist

No.	Name of Learner (Last, First, M.I.)	LRN	Sex	BOSY Result	Midline Result	EOSY Result	Pathway (Exit / Continue / Refer)	Remarks
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								