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EDUFILESPH NATIONAL HIGH SCHOOL

SCHOOL-BASED NUMERACY INTERVENTION PLAN

KEY STAGE 3 (Grades 7 to 10)

School Year 2026–2027

I. RATIONALE

In Key Stage 3, mathematics becomes increasingly abstract: integers, algebra, functions, geometry, and statistics. Learners who enter junior high school without mastery of fractions, decimals, and integers cannot follow grade-level lessons and lose confidence in mathematics.

RA 12028 and DepEd Order No. 18, s. 2025 cover mathematics up to Grade 10. DepEd Memorandum No. 60, s. 2026 starts ARAL-Mathematics in all public schools in Term 2 of SY 2026–2027, using the Rapid Mathematics Assessment (RMA) for profiling and an Individual Mathematics Intervention Plan (IMIP) for each learner. Learners work at their own pace on structured worksheets in groups of 10 to 15, with the tutor acting as facilitator.

DepEd reported that in SY 2025–2026 the share of emerging learners in Mathematics in Key Stage 3 dropped by only 18 percentage points, the smallest gain of all key stages. This plan responds by combining classroom remediation, ARAL-Mathematics tutorials, and close progress monitoring.

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 (remediation may begin as early as Week 5, after the first summative test)
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 3 learners who are not yet proficient in mathematics up to grade-level numeracy by the end of SY 2026–2027.

Specific Objectives

Specifically, this plan aims to:

a. Assess all Grades 7 to 10 learners using the RMA at the beginning, middle, and end of the school year;
b. Place learners in ARAL-Mathematics tutorials or classroom-based remediation according to their RMA level;
c. Move at least 70% of learners in intervention up by at least one RMA proficiency level by the midline assessment;
d. Reduce the number of Not Proficient learners by at least 40% 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 or the guidance office.

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 4–10, 30 minutes)									
Grade Level	**Assessment Tool**	**Language of Assessment**	**Enrolment**	**No. Assessed**	**Not Proficient**	**Low Proficient**	**Nearly Proficient**	**Proficient**	**No. for Intervention**
Grade 7	RMA (30 min)	English							
Grade 8	RMA (30 min)	English							
Grade 9	RMA (30 min)	English							
Grade 10	RMA (30 min)	English							
		TOTAL							

V. NUMERACY INTERVENTION PLAN MATRIX

GRADE 7 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 minutes); ARAL-Mathematics per DM 60, s. 2026; tutors track learners through the IMIP*

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	• Gaps in whole-number operations and multiplication facts • Cannot compute with fractions and decimals	• Perform the four operations on whole numbers, fractions, and decimals • Apply the correct order of operations • Solve one-step real-life problems	• Self-paced structured worksheets, with the tutor as facilitator • CPA with fraction strips and decimal grids • Short daily fact-fluency warm-ups • Error analysis of worked examples	ARAL-Math self-paced worksheets; algebra tiles (paper); integer chips; grid paper; scientific calculators (for checking only)	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator / Department Head; 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% compute with fractions and decimals at 80% accuracy and move up one RMA level at midline
Low Proficient	• Has difficulty with integers, ratio, and percent	• Perform operations on integers • Solve ratio, proportion, and percent problems • Convert units of measurement	• Number line and integer chips • Ratio tables and percent bar models • Real-life problems (market, budgeting, barangay data) • Collaborative problem solving	ARAL-Math self-paced worksheets; algebra tiles (paper); integer chips; grid paper; scientific calculators (for checking only)	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator / Department Head; 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% perform operations on integers and solve percent problems at 80% accuracy by EOSY

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GRADE 7 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 minutes); ARAL-Mathematics per DM 60, s. 2026; tutors track learners through the IMIP*							
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 algebraic expressions, linear equations, and data analysis	• Translate verbal phrases into algebraic expressions • Solve linear equations in one variable • Find mean, median, and mode and interpret graphs	• Algebra tiles (paper cut-outs) • Balance-scale models for equations • Class data project (survey, graph, interpretation) • Exit-ticket checks	ARAL-Math self-paced worksheets; algebra tiles (paper); integer chips; grid paper; scientific calculators (for checking only)	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator / Department Head; 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 8 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 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	• Gaps in operations on integers, fractions, and decimals	• Perform operations on integers, fractions, and decimals • Simplify numerical expressions • Solve basic percent problems	• Self-paced structured worksheets on prerequisite skills • Integer chips and number lines • Fraction and decimal models • Peer tutoring	ARAL-Math self-paced worksheets; algebra tiles (paper); integer chips; grid paper; scientific calculators (for checking only)	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator / Department Head; 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% compute with integers, fractions, and decimals at 80% accuracy and move up one RMA level at midline
Low Proficient	• Has difficulty with algebraic expressions, laws of exponents, and polynomial operations	• Simplify algebraic expressions and apply laws of exponents • Add, subtract, and multiply polynomials • Solve linear equations and inequalities	• Algebra tiles • Step-by-step worked examples with fading support • Matching games (expression – simplified form) • Error-hunt worksheets	ARAL-Math self-paced worksheets; algebra tiles (paper); integer chips; grid paper; scientific calculators (for checking only)	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator / Department Head; 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% perform polynomial operations at 80% accuracy by EOSY

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GRADE 8 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 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 factoring, linear functions and graphs, and probability	• Factor polynomials (common factor, difference of squares, trinomials) • Graph linear equations and interpret slope • Find probability of simple events	• Factoring with algebra-tile rectangles • Graphing on grid paper using real data • Probability experiments with coins and dice • Problem-solving journals	ARAL-Math self-paced worksheets; algebra tiles (paper); integer chips; grid paper; scientific calculators (for checking only)	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator / Department Head; 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 9 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 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	• Gaps in integers, fractions, and basic algebraic manipulation	• Perform operations on integers and fractions • Simplify algebraic expressions • Solve one-step and two-step equations	• Self-paced structured worksheets on prerequisite skills • Algebra tiles and balance models • Daily review warm-ups • Peer tutoring	ARAL-Math self-paced worksheets; algebra tiles (paper); integer chips; grid paper; scientific calculators (for checking only)	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator / Department Head; 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% solve two-step equations at 80% accuracy and move up one RMA level at midline
Low Proficient	• Has difficulty factoring and solving linear equations and inequalities	• Factor polynomials • Solve linear equations, inequalities, and systems • Prepare for quadratic equations	• Worked examples with fading support • Factoring practice with algebra-tile rectangles • Real-life problems on systems (pricing, mixtures) • Learning-station rotation	ARAL-Math self-paced worksheets; algebra tiles (paper); integer chips; grid paper; scientific calculators (for checking only)	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator / Department Head; 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% factor trinomials and solve linear systems at 80% accuracy by EOSY

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GRADE 9 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 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 quadratic equations, variation, and right-triangle problems	• Solve quadratic equations by factoring and by the quadratic formula • Solve problems on direct, inverse, and joint variation • Apply the Pythagorean theorem and basic trigonometric ratios	• Graphic organizers for choosing a solution method • Variation tables using real data • Outdoor measurement activity (heights of trees and buildings) • Exit-ticket checks	ARAL-Math self-paced worksheets; algebra tiles (paper); integer chips; grid paper; scientific calculators (for checking only)	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator / Department Head; 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

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GRADE 10 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 minutes); ARAL-Mathematics per DM 60, s. 2026; final year before Senior High School*							
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	• Gaps in integers, fractions, and basic algebra • Is at risk of entering SHS without basic numeracy	• Perform operations on integers, fractions, and decimals • Simplify expressions and solve linear equations • Solve everyday problems involving percent and money	• Self-paced structured worksheets on prerequisite skills • Financial-literacy tasks (budgeting, discounts, interest) • Small-group re-teaching • Peer tutoring	ARAL-Math self-paced worksheets; algebra tiles (paper); integer chips; grid paper; scientific calculators (for checking only)	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator / Department Head; 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% solve linear equations and percent problems at 80% accuracy and move up one RMA level at midline
Low Proficient	• Has difficulty with factoring, quadratic equations, and patterns	• Factor polynomials and solve quadratic equations • Find terms of arithmetic and geometric sequences	• Worked examples with fading support • Pattern-finding activities using real data • Synthetic-division step cards • Error-hunt worksheets	ARAL-Math self-paced worksheets; algebra tiles (paper); integer chips; grid paper; scientific	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator / Department Head; parents/guardians	Term 2–Term 3, SY 2026–2027 (ARAL-Mathematics starts Term 2 per DM 60, s. 2026); weekdays ≤ 1 hr/day or	75% solve quadratic equations and sequence problems at 80% accuracy by EOSY

GRADE 10 — NUMERACY / MATHEMATICS *RMA (Grades 4–10, 30 minutes); ARAL-Mathematics per DM 60, s. 2026; final year before Senior High School*							
Learner Profile (Assessment Result)	**Identified Gaps / Areas of Concern**	**Objectives / Target Skills**	**Intervention Strategies and Activities**	**Materials / Resources**	**Persons Involved**	**Time Frame**	**Success Indicators**
		• Divide polynomials (long and synthetic division)		calculators (for checking only)		Saturday ≤ 2 hrs	
Nearly Proficient	• Has difficulty with polynomial functions, circles, counting techniques, and statistics	• Graph and interpret polynomial functions • Solve problems on circles and coordinate geometry • Apply permutations, combinations, and probability • Interpret measures of position	• Graphing on grid paper and free graphing apps • Problem-based tasks using school data • Counting and probability games • Exit-ticket checks	ARAL-Math self-paced worksheets; algebra tiles (paper); integer chips; grid paper; scientific calculators (for checking only)	Mathematics teacher; ARAL-Math tutor (facilitator); Mathematics Coordinator / Department Head; 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 and ready for SHS 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

What is monitored	Tool / Evidence	Frequency	Responsible
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
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.

Personnel / Group	Responsibilities
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 3 (Grades 7 to 10) — 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 3 (Grades 7 to 10) — SY 2026–2027

Learning Area: Mathematics / Numeracy Grade & Section: _____ Tutor / Teacher: _____ Assessment Tool: RMA (Grades 4–10, 30 minutes)

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								