



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

15 Jul 2026

DIVISION MEMORANDUM

No. 342, s. 2026

**SEARCH FOR BEST CURRICULUM IMPLEMENTERS THROUGH
NUMERACY INTERVENTION MATERIALS AND INTERACTIVE
ASSESSMENT e-TOOLS FOR DIVERSE KEY STAGES 1-4 LEARNERS**

TO: Assistant Schools Division Superintendents
Chief-Curriculum Implementation Division (CID)
Chief-School Governance and Operations Division (SGOD)
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
All Others Concerned

1. In reference to DO 36, s. 2016, Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program, this Schools Division Office conducts Search for Best Curriculum Implementers that could help increase learners' achievement particularly in Mathematics through the Utilization of *Numeracy Intervention Materials and Interactive Assessment e-Tools for Diverse K to 12 Learners*.
2. The program aims to:
 - a. encourage teachers in designing and utilizing appropriate intervention materials and interactive assessment e-tools for diverse learners to cope the unmastered skills competencies of the struggling learners and cater more complicated skills for advanced learners, and
 - b. formally recognize mathematics teachers based on their outstanding performance in implementing Curriculum Innovation and meeting the standards to improve learners' numeracy.
3. Attached are the forms to be used and mechanics for the search for best program implementers.



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4. The following is the schedule for the program implementation:

Date	Activity	Level
Every Last Week of the End Term of the School Year SY 2026-2027	School-based Level for the Search for Best Program Implementers	School
October 26-28, 2026	District-based Level for the Search for Best Program Implementers	District
December 3-4, 2026	Convergence of Learning Leaders Cum-Recognition of Best District and Division Program Implementers	Division

5. Revised Monitoring, Evaluation, and Assessment Tools are attached as guide for the program implementation.
6. Immediate and wide dissemination of this Memorandum is desired.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent

Encl. As stated

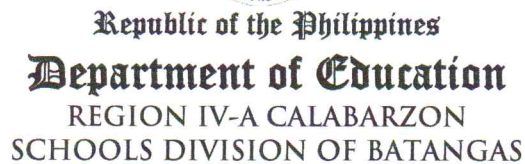
Reference: Republic Act (RA) No. 12028

DepEd Order (DO) No. 18, s. 2025

To be indicated in the Perpetual Index under the following subject:

Issuances- Division Memorandum

ERT/ SEARCH FOR BEST CURRICULUM IMPLEMENTERS THROUGH NUMERACY INTERVENTION MATERIALS AND INTERACTIVE ASSESSMENT e-TOOLS FOR DIVERSE KEY STAGES 1-4 LEARNERS



NAME OF TEACHER: _____ **PERCENTAGE SCORE:** _____
CATEGORY : _____ **SCHOOL :** _____ **DISTRICT :** _____

SEARCH COMMITTEE: School and District Based Level

School Head	District Math Coordinator	Public Schools District Supervisor	EPS - Mathematics
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APPROVED:

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**MECHANICS FOR THE SEARCH FOR BEST PROGRAM IMPLEMENTERS OF PROJECT NUMERACY
INTERVENTION MATERIALS AND INTERACTIVE ASSESSMENT e-TOOLS
FOR DIVERSE KEY STAGES 1-4 LEARNERS**

1. There are two (2) categories:
 - a. Elementary – Key Stages 1 and 2
 - b. Secondary – Key Stages 3 and 4
2. The search has Pre-Monitoring Evaluation and Validation every last week of the End Term of the SY 2026-2027. On this stage, there will be no winners, just monitor the utilization of PROJECT NIMIA@e-Tools for Diverse Learners and provide Technical Assistance relative to the guidelines and mechanics for the search for best program implementers.
3. The School Head of the School is responsible for the Search for School-Based Best Program Implementers. The Uploaded Mechanics and Criteria shall be utilized during the monitoring, evaluation and validation on October 26-28, 2026. There will be top three (3) winners for each Key Stages and only the first place winner shall represent in each Key Stage in the District Level Competition.
4. The Public Schools District Supervisors, School Heads and District Mathematics Coordinators shall take charge on the Division-Wide District Level Competition which will be held on December 3-4, 2026. The activity shall be showcasing Numeracy Intervention Materials and Interactive Assessment e-Tools for Diverse Key Stage 1-4. Participants shall prepare a maximum of 5- minute presentation of his/her Best Practices of the Program Implementation based on criteria.
5. The District Level shall declare top three (3) winners for elementary and secondary categories.
6. One learning-tutorial session during mathematics class per week is designed for the delivery of the program. During the activity, teachers will use differentiated instruction for diverse learners through numeracy intervention materials and interactive e-tools as part of the program implementation.
7. During the process of implementation of the program, teachers shall develop localized instructional materials that could help learners cope all competencies not fully understood during the teaching and learning process due to inability of learners to learn and master the prerequisite concepts in mathematics. In such away teachers could determine the level of difficulty, critical content, and numeracy level of a learners in a specific topic and competencies and may give advanced activities relative to “at grade level competencies”.
8. All members of the class shall be given an Oral and Written Pre-Test to determine the level of speed and accuracy of each learner in a particular skill and competency. Highly Numerate Learners shall NOT be given Post Test on the said competency. Instead, they will be given more complicated activities and exercises relative to “at grade level competency” to prepare them in the next content standard of Mathematics Curriculum.



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9. On the other hand, ***Non-Numerate or NOT Proficient learners shall TAKE AGAIN Written and Oral Post Tests*** until they become at least numerates or proficient.
10. Moreover, Teachers shall be used Individual and Summary Result of learners' status and level of performance. Individual worksheets shall be signed by the teacher, school heads and parents. In this way, students' performance will be tracked not only by the teachers but also by the school heads and parents as well. Through the result of summary, teachers could easily design and prepare remediation. After such remediation given for diverse learners, Post Test will be administered by the teachers or school heads to determine the result of remediation.
11. In administering the Oral Reading Test, the teacher and facilitator shall be reminded that ***IF the learner committed 3 consecutive mistakes, STOP the process. RE-ASSESS till he/she becomes Reader leading to At Least Numerate/Proficient.***
12. Furthermore, through this program, teachers could be able to produce critical thinkers and problem-solver learners.



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**MONITORING AND EVALUATION TOOL FOR THE PROGRAM IMPLEMENTATION
 & UTILIZATION OF NUMERACY ASSESSMENT TOOLS
 & e-Games FOR DIVERSE K to12 LEARNERS**

	Not Evident	Evident	Highly Evident
Crafted NUMERACY INTERVENTION MATERIALS & INTERACTIVE ASSESSMENT e-TOOLS for Diverse Learners: ➤ Worksheets/Activity Sheets with Answer Key ➤ e-Games			
Utilized and Administered NUMERACY INTERVENTION MATERIALS & INTERACTIVE ASSESSMENT e-TOOLS Diverse Learners During Remediation for Mathematics Time : ➤ Worksheets/Activity Sheets with Answer Key ➤ e-Games			
Report on Teachers Feedback/ Initiated to Support the Programs and Interventions ➤ Worksheets/Activity Sheets with Answer Key ➤ e-Games			
DATA BANK for PROJECT NIMEA @ e-TOOLS (Data Bank)			
Action Research Focusing on the Implementation of the Program			

Other observations/findings on issues and concern:

 Name of Monitor

 Name of Monitor