



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

September 9, 2024

DIVISION MEMORANDUM
No. 402, s. 2023

IMPLEMENTATION OF UNIFIED e-TOOL & MATERIALS FOR IDENTIFYING THE LEVEL AND CLASSIFICATION OF NUMERATE AND NON-NUMERATE LEARNERS IN THE EXITING GRADES OF KEY STAGES 1-4: GRADES 3, 6,10 AND GRADE 12 LEARNERS

To: Assistant Schools Division Superintendents
Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Public Elementary and Secondary School Heads
District and School Mathematics Coordinators
All Others Concerned

1. Anchored on the **MATATAG**: Bansang Makabata, Batang Makabansa agenda and pursuant to **DepEd Order No.013, s. 2023, ADOPTION OF THE NATIONAL LEARNING RECOVERY PROGRAM (NLRP) IN THE DEPARTMENT OF EDUCATION**, and **NATIONAL MATHEMATICS PROGRAM** to help bridge the learning gaps among learners, this Office through the Curriculum Implementation Division (CID) announces the implementation of Curriculum innovation program for identifying the level and classification of numerate and non-numerate learners in the exiting grades of key stages 1-4: grades 3, 6,10 and grade 12 learners.
2. The program aims to:
 - a. strengthen the learning recovery and continuity program of the DepEd,
 - b. determine the numeracy level of numerate and non-numerate learners
 - c. improve numeracy level of the learners,
 - d. accelerate the achievement of the SDO's targets in Mathematics, and
 - e. encourage a sense of personal responsibility for learners' progress in numeracy skills towards quality education.
3. In line with the implementation of the program, please be guided with the following activities:



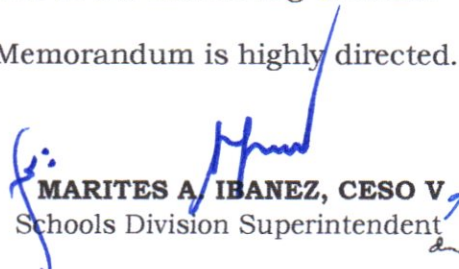
Address: Provincial Sports Complex, Bolbok, 4200 Batangas City
☎(043)722-1840 / 722-1796 / 722-1437 / 722-2675 / 722-1662
✉deped.batangas@deped.gov.ph
🌐www.depedbatangas.com



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Date	Activity	School	Sub-Office
September 13, 2024	1. Simultaneous Administration of Division-Wide Pre-Assessment Test for Exiting Grade of Key Stages 1-4: Grades 3, 6,10, and 12 Learners	School-based	Sub-Office based
September 18, 2024 onwards to March 11,2025	3. Provision, utilization and adoption of Unified e-tool and materials for the summary of result of Pre-Test	School-based	Sub-Office based
December 10, 2024 March 12, 2025	4. Administration of Post-Assessment Test to the identified non-numerate learners and with at least one incorrect response during Pre-Assessment Test	School-based	Sub-Office based
March 17-21, 2024	5. Evaluation on the result of the program	School-based	Sub-Office based

- The assessment tool shall be administered to Grades 3, 6, 10, and 12 learners to be analyzed by the Grades 6, 3, 7-9, and 11 teachers respectively to ensure the validity of result.
- The soft copy of e-tool and materials to be used in the Pre-Assessment is to be shared by EPS in Mathematics, Elizabeth R. Tolentino PhD to all District Mathematics Coordinators during Division Meeting of District Mathematics Coordinators on September 11, 2024, 8:30 AM at Bauan East Central School.
- The participants are expected to bring laptop during the orientation/meeting proper.
- Materials and other expenses relative to activities of the program shall be charged to the school MOOE and/or other available school and local funds, subject to usual accounting and auditing.
- This Memorandum shall serve as Travel Order of the Monitoring Officials.
- Immediate and wide dissemination of this Memorandum is highly directed.


MARITES A. IBANEZ, CESO V
Schools Division Superintendent



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

**Numeracy Assessment Tool on Determining the Level and Classification
of Learners' Numeracy for Exiting Grade of Key Stage 1: Grade 3**

(Focusing on the Basic Concepts and Applications of
Addition, Subtraction, Multiplication and Division)

Score	Percentage & Level of Numeracy	Remarks	Classification of Numeracy	What to Do
26-30	(86.67-100) Highly Numerate	Can read, understand fully the basic concepts and applied knowledge in the four fundamental operations in real life problems	Numerate	Provide further practice on the missing items of Pre-Assessment Test leading to more complex items
21-25	(52.50) Moderately Numerate	Can read, understand basic concepts and applied some knowledge in the four fundamental operations in real life problems	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Highly Numerate
11-20	Numerate	Can read, understand basic concepts and applied little knowledge in the four fundamental operations in real life	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Highly Numerate
1-10	Moderately Non-Numerate	Can read, understand basic concepts BUT can't be able to apply in the four fundamental operations in real life situations	Non-Numerate	Provide Intervention during NMP, <i>Special Time in Mathematics and Catch Up Fridays</i> till he/she becomes Numerate
0	Non Numerate	Cannot read, cannot understand basic concepts to perform the four fundamental operations in real life situations	Non-Numerate	Provide Intensive Remediation during NMP, <i>Special Time in Mathematics, and Catch Up Fridays</i> till he/she becomes Reader and Numerate



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Numeracy Assessment Tool on Determining the Level and Classification of Learners' Numeracy Exiting Grade of Key Stage 2: Grade 6
(Focusing on the Basic Concepts and Applications of Addition, Subtraction, Multiplication and Division)

Score	Level of Numeracy	Remarks	Classification	What to Do
31-40	Highly Numerate	Can read, understand fully the basic concepts and applied knowledge in the four fundamental operations in real life problems	Numerate	Provide further practice on the missing items of Pre-Assessment Test leading to more complex items
21-30	Moderately Numerate	Can read, understand basic concepts and applied some knowledge in the four fundamental operations in real life problems	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Highly Numerate
11-20	Numerate	Can read, understand basic concepts and applied little knowledge in the four fundamental operations in real life	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Highly Numerate
1- 10	Moderately Non-Numerate	Can read, understand basic concepts BUT can't be able to apply in the four fundamental operations in real life situations	Non-Numerate	Provide Intervention during NMP, <i>Special Time in Mathematics, and Catch Up Fridays</i> till he/she becomes Numerate
0	Non Numerate	Cannot read, cannot understand basic concepts to perform the four fundamental operations in real life situations	Non-Numerate	Provide Intensive Remediation during NMP, <i>Special Time in Mathematics, and Catch Up Fridays</i> till he/she becomes Reader and Numerate



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**Numeracy Assessment Tool on Determining the Level and Classification
of Learners' Numeracy for Exiting Grades of Key Stages 3 & 4:
Grade 10 and 12**

(Focusing on the Basic Concepts and Applications of
Addition, Subtraction, Multiplication and Division)

Score	Level of Numeracy	Remarks	Classification	What to Do
40-50	Highly Numerate	Can read, understand fully the basic concepts and applied knowledge in the four fundamental operations in real life problems	Numerate	Provide further practice on the missing items of Pre-Assessment Test leading to more complex items
27-39	Moderately Numerate	Can read, understand basic concepts and applied some knowledge in the four fundamental operations in real life problems	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she become Highly Numerate
14-26	Numerate	Can read, understand basic concepts and applied little knowledge in the four fundamental operations in real life	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Highly Numerate
1-13	Moderately Non-Numerate	Can read, understand basic concepts BUT can't be able to apply in the four fundamental operations in real life situations	Non-Numerate	Provide Intervention during NMP, <i>Special Time in Mathematics, and Catch Up Fridays</i> till he/she becomes Numerate
0	Non Numerate	Cannot read, cannot understand basic concepts to perform the four fundamental operations in real life situations	Non-Numerate	Provide Intensive Remediation during NMP, <i>Special Time in Mathematics, and Catch Up Fridays</i> till he/she becomes Reader and Numerate



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Numeracy Assessment e- Tool on Determining the Level and Classification of Learners'

Numeracy for Exiting Grade of Key Stage 4: Grade 12

(Focusing on the Basic Concepts and Applications of
Addition, Subtraction, Multiplication and Division)

Name of School: _____
 Name of Sub Office: _____

Name of Teacher: _____
 Name of School Head: _____

SUMMARY RESULT OF PRE & POST ASSESSMENT TEST

No.	NAME	PRE-ASSESSMENT RESULT & ANALYSIS				POST-ASSESSMENT RESULT & ANALYSIS				Gap/Difference (Post vs Pre)
		No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	
1		0	0.00			0	0.00			
2		0	0.00			0	0.00			0.00
3		0	0.00			0	0.00			0.00
4		0	0.00			0	0.00			0.00
5		0	0.00			0	0.00			0.00
6		0	0.00			0	0.00			0.00
7		0	0.00			0	0.00			0.00
8		0	0.00			0	0.00			0.00

Legend:

Score	Percentage and Level of Numeracy	Classification of Numeracy	What to Do?
40-50	(80.00-100.00) Highly Numerate	Numerate	Provide further practice on the missing items of Pre-Assessment Test leading to more complex items and competency
27-39	(54.00-78.00) Moderately Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Highly Numerate
14-26	(28.00-52.00) Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
1-13	(2.00-26.00) Moderately Non-Numerate	Non-Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
0	(0) Non-Numerate	Non-Numerate	Provide Intensive Remediation during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Reader and Numerate



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Numeracy Assessment e- Tool on Determining the Level and Classification of Learners'
Numeracy for Exiting Grade of Key Stage 4: Grade 12
 (Focusing on the Basic Concepts and Applications of
Addition, Subtraction, Multiplication and Division)

Name of School: _____
 Name of Sub Office: _____

Name of Teacher: _____
 Name of School Head: _____

SUMMARY RESULT OF PRE & POST ASSESSMENT TEST

No.	NAME	PRE-ASSESSMENT RESULT & ANALYSIS				POST-ASSESSMENT RESULT & ANALYSIS				Gap/Difference (Post vs Pre)
		No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	
1	Jordan P. Santino	28	56.00	Moderately Numerate	Numerate	41	82.00	Numerate		
2	Homer U. Daza	42	84.00	Highly Numerate	Numerate	50	100.00	Numerate		26.00
3	Tony C. Failon	48	96.00	Highly Numerate	Numerate	49	98.00	Numerate		16.00
4	Henry T. Faller	11	22.00	Moderately Non-Numerate	Numerate	38	76.00	Numerate		2.00
5	Luzviminda L. Castro	31	62.00	Moderately Numerate	Numerate	37	74.00	Numerate		54.00
6	Ma. Veronica G. Ramos	22	44.00	Numerate	Numerate	36	72.00	Numerate		12.00
7	Sunshine V. Cruz	0	0.00	Non-Numerate	Non-Numerate	14	28.00	Numerate		28.00
8	Lolith F. Cariño	12	24.00	Moderately Non-Numerate	Non-Numerate	25	50.00	Numerate		28.00

Legend:

Score	Percentage and Level of Numeracy		Classification of Numeracy	What to Do?
40-50	(80.00-100.00)	Highly Numerate	Numerate	Provide further practice on the missing items of Pre-Assessment Test leading to more complex items and competency
27-39	(54.00-78.00)	Moderately Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Highly Numerate
14-26	(28.00-52.00)	Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
1-13	(2.00-26.00)	Moderately Non-Numerate	Non-Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
0	(0)	Non-Numerate	Non-Numerate	Provide Intensive Remediation during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Reader and Numerate



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Numeracy for Exiting Grade of Key Stage 1: Grade 3
 (Focusing on the Basic Concepts and Applications of
Addition, Subtraction, Multiplication and Division)

Name of School: _____
 Name of Sub Office: _____

Name of Teacher: _____
 Name of School Head: _____

SUMMARY RESULT OF PRE & POST ASSESSMENT TEST

No.	NAME	PRE-ASSESSMENT RESULT & ANALYSIS				POST-ASSESSMENT RESULT & ANALYSIS				Gap/Difference (Post vs Pre)
		No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	
1		0	0.00			0	0.00			0.00
2		0	0.00			0	0.00			0.00
3		0	0.00			0	0.00			0.00
4		0	0.00			0	0.00			0.00
5		0	0.00			0	0.00			0.00
6		0	0.00			0	0.00			0.00
7		0	0.00			0	0.00			0.00
8		0	0.00			0	0.00			0.00

Legend:

Score	Level of Numeracy	Classification of Numeracy	What to Do?
26-30	Highly Numerate	Numerate	Provide further practice on the missing items of Pre-Assessment Test leading to more complex items and competency
21-25	Moderately Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Highly Numerate
11-20	Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
1-10	Moderately Non-Numerate	Non-Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
0	Non-Numerate	Non-Numerate	Provide Intensive Remediation during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Reader and Numerate



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Numeracy for Exiting Grade of Key Stage 1: Grade 3

(Focusing on the Basic Concepts and Applications of
Addition, Subtraction, Multiplication and Division)

Name of School: _____
 Name of Sub Office: _____

Name of Teacher: _____
 Name of School Head: _____

SUMMARY RESULT OF PRE & POST ASSESSMENT TEST

No.	NAME	PRE-ASSESSMENT RESULT & ANALYSIS				POST-ASSESSMENT RESULT & ANALYSIS				Gap/Difference (Post vs Pre)
		No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	
1	Carlo J. Mendoza	25	83.33	Moderately Numerate	Numerate	30	100.00	(86.67-100.00)	Hig Numerate	16.67
2	Louiever C. Ruiz	26	86.67	Highly Numerate	Numerate	28	93.33	(86.67-100.00)	Hig Numerate	6.67
3	Bobby C. De la Cruz	29	96.67	Highly Numerate	Numerate	30	100.00	(86.67-100.00)	Hig Numerate	3.33
4	Romy T. Salud	28	93.33	Highly Numerate	Numerate	29	96.67	(86.67-100.00)	Hig Numerate	3.33
5	Maria Ressa O. Sandigan	0	0.00	Non-Numerate	Non-Numerate	25	83.33	(70.00-83.33)	Mo Numerate	83.33
6	Ma. Isabel E Lopez	10	33.33	Moderately Non-Numerate	Non-Numerate	28	93.33	Moderately Numerate	Numerate	60.00
7	Rona M. Escullar	8	26.67	Moderately Non-Numerate	Non-Numerate	22	73.33	(70.00-83.33)	Mo Numerate	46.67
8	Baby Janeth S. Luna	11	36.67	Numerate	Numerate	15	50.00	Numerate	Numerate	13.33

Legend:

Score	Percentage and Level of Numeracy		Classification of Numeracy	What to Do?
26-30	(86.67-100.00)	Highly Numerate	Numerate	Provide further practice on the missing items of Pre-Assessment Test leading to more complex items and competency
21-25	(70.00-83.33)	Moderately Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Highly Numerate
11-20	(36.67-50.00)	Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
1-10	(3.33-25.00)	Moderately Non-Numerate	Non-Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
0	(0)	Non-Numerate	Non-Numerate	Provide Intensive Remediation during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Reader and Numerate



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Numeracy Assessment e- Tool on Determining the Level and Classification of Learners'
Numeracy for Exiting Grade of Key Stage 2: Grade 6
 (Focusing on the Basic Concepts and Applications of
Addition, Subtraction, Multiplication and Division)

Name of School: _____

Name of Sub Office: _____

Name of Teacher: _____

Name of School Head: _____

SUMMARY RESULT OF PRE & POST ASSESSMENT TEST

No.	NAME	PRE-ASSESSMENT RESULT & ANALYSIS				POST-ASSESSMENT RESULT & ANALYSIS				Gap/Difference (Post vs Pre)
		No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	
1		0	0.00			0	0.00			0.00
2		0	0.00			0	0.00			0.00
3		0	0.00			0	0.00			0.00
4		0	0.00			0	0.00			0.00
5		0	0.00			0	0.00			0.00
6		0	0.00			0	0.00			0.00
7		0	0.00			0	0.00			0.00
8		0	0.00			0	0.00			0.00

Legend:

Score	Level of Numeracy		Classification of Numeracy	What to Do?
31-40	(77.50-100.00)	Highly Numerate	Numerate	Provide further practice on the missing items of Pre-Assessment Test leading to more complex items and competency
21-30	(52.50-75.00)	Moderately Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Highly Numerate
11-20	(27.50-50.00)	Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
1-10	(2.50-25.00)	Moderately Non-Numerate	Non-Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
0	(0)	Non-Numerate	Non-Numerate	Provide Intensive Remediation during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Reader and Numerate



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Numeracy Assessment e- Tool on Determining the Level and Classification of Learners'

Numeracy for Exiting Grade of Key Stage 2: Grade 6

(Focusing on the Basic Concepts and Applications of
Addition, Subtraction, Multiplication and Division)

Name of School: _____

Name of Sub Office: _____

Name of Teacher: _____

Name of School Head: _____

SUMMARY RESULT OF PRE & POST ASSESSMENT TEST

No.	NAME	PRE-ASSESSMENT RESULT & ANALYSIS				POST-ASSESSMENT RESULT & ANALYSIS				Gap/Difference (Post vs Pre)
		No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	
1	Lloyd S. Santos	27	67.50	Moderately Numerate	Numerate	38	95.00			27.50
2	Michael O. Fritz	34	85.00	High Numerate	Numerate	40	100.00			15.00
3	Ronaldo L Rios	32	80.00	Highly Numerate	Numerate	38	95.00			15.00
4	JonJon E. Milan	28	70.00	Moderately Numerate	Numerate	37	92.50			22.50
5	Margarette H. Bona	15	37.50	Numarate	Non-Numerate	35	87.50			50.00
6	Ma. Eloiza U. Amo	10	25.00	Moderately Non-Numerate	Non-Numerate	36	90.00			65.00
7	Laurinne A. Visa	8	20.00	Moderately Non-Numerate	Non-Numerate	25	62.50			42.50
8	Milagros D. Hermo	0	0.00	Non-Numerate	Numerate	20	50.00			50.00

Legend:

Score	Percentage and Level of Numeracy		Classification of Numeracy	What to Do?
31-40	(77.50-100.00)	Highly Numerate	Numerate	Provide further practice on the missing items of Pre-Assessment Test leading to more complex items and competency
21-30	(52.50-75.00)	Moderately Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Highly Numerate
11-20	(27.50-50.00)	Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
1-10	(2.50-25.00)	Moderately Non-Numerate	Non-Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
0	(0)	Non-Numerate	Non-Numerate	Provide Intensive Remediation during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Reader and Numerate



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Numeracy Assessment e- Tool on Determining the Level and Classification of Learners'

Numeracy for Exiting Grade of Key Stage 3: Grade 10

(Focusing on the Basic Concepts and Applications of
Addition, Subtraction, Multiplication and Division)

Name of School: _____
 Name of Sub Office: _____

Name of Teacher: _____
 Name of School Head: _____

SUMMARY RESULT OF PRE & POST ASSESSMENT TEST

No.	NAME	PRE-ASSESSMENT RESULT & ANALYSIS				POST-ASSESSMENT RESULT & ANALYSIS				Gap/Difference (Post vs Pre)
		No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	
1		0	0.00			0	0.00			0.00
2		0	0.00			0	0.00			0.00
3		0	0.00			0	0.00			0.00
4		0	0.00			0	0.00			0.00
5		0	0.00			0	0.00			0.00
6		0	0.00			0	0.00			0.00
7		0	0.00			0	0.00			0.00
8		0	0.00			0	0.00			0.00

Legend:

Score	Percentage and Level of Numeracy		Classification of Numeracy	What to Do?
40-50	(80.00-100.00)	Highly Numerate	Numerate	Provide further practice on the missing items of Pre-Assessment Test leading to more complex items and competency
27-39	(54.00-78.00)	Moderately Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Highly Numerate
14-26	(28.00-52.00)	Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
1-13	(2.00-26.00)	Moderately Non-Numerate	Non-Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
0	(0)	Non-Numerate	Non-Numerate	Provide Intensive Remediation during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Reader and Numerate



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Numeracy Assessment e- Tool on Determining the Level and Classification of Learners'

Numeracy for Exiting Grade of Key Stage 3: Grade 10

(Focusing on the Basic Concepts and Applications of
Addition, Subtraction, Multiplication and Division)

Name of School: _____
 Name of Sub Office: _____

Name of Teacher: _____
 Name of School Head: _____

SUMMARY RESULT OF PRE & POST ASSESSMENT TEST

No.	NAME	PRE-ASSESSMENT RESULT & ANALYSIS				POST-ASSESSMENT RESULT & ANALYSIS				Gap/Difference (Post vs Pre)
		No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	No. of Correct Response	Percentage	Level of Numeracy (Indicate the result)	Classification of Numeracy (Indicate the result)	
1	Jordan P. Santino	28	56.00	Moderately Numerate	Numerate	41	82.00	Numerate		26.00
2	Homer U. Daza	42	84.00	Highly Numerate	Numerate	50	100.00	Numerate		16.00
3	Tony C. Failon	48	96.00	Highly Numerate	Numerate	49	98.00	Numerate		2.00
4	Henry T. Faller	11	22.00	Moderately Non-Numerate	Numerate	38	76.00	Numerate		54.00
5	Luzviminda L. Castro	31	62.00	Moderately Numerate	Numerate	37	74.00	Numerate		12.00
6	Ma. Veronica G. Ramos	22	44.00	Numerate	Numerate	36	72.00	Numerate		28.00
7	Sunshine V. Cruz	0	0.00	Non-Numerate	Non-Numerate	14	28.00	Numerate		28.00
8	Lolith F. Cariño	12	24.00	Moderately Non-Numerate	Non-Numerate	25	50.00	Numerate		26.00

Legend:

Score	Percentage and Level of Numeracy		Classification of Numeracy	What to Do?
40-50	(80.00-100.00)	Highly Numerate	Numerate	Provide further practice on the missing items of Pre-Assessment Test leading to more complex items and competency
27-39	(54.00-78.00)	Moderately Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Highly Numerate
14-26	(28.00-52.00)	Numerate	Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
1-13	(2.00-26.00)	Moderately Non-Numerate	Non-Numerate	Provide Intervention during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Numerate
0	(0)	Non-Numerate	Non-Numerate	Provide Intensive Remediation during NMP, Special Time in Mathematics, and Catch Up Fridays till he/she becomes Reader and Numerate