



MATHEMATICAL PROFICIENCY LEVELS OF KEY STAGE 2 LEARNERS TOWARDS THE DEVELOPMENT OF INTERVENTION ACTIVITIES

RIZABELL B. COMIA
Master of Arts in Education
Major in Educational Administration
Rizal College of Taal, Inc.
rizabell.baja@deped.gov.ph

ABSTRACT

Mathematical proficiency is a cornerstone of academic achievement, particularly in the early stages of education. This study investigated the mathematical proficiency levels of Key Stage 2 learners in District 9 of the Schools Division of Batangas City to develop targeted intervention activities. Using the Rapid Math Assessment (RMA), the study involved learners from Grades 4 to 6 and mathematics teachers from several public elementary schools. Demographic analysis indicated a balanced gender distribution and fairly even grade representation. Results from the RMA showed that most learners were at the emerging (low proficient) level, demonstrating foundational skills that were not yet fully mastered, while only a few achieved at grade level (highly proficient), statistical analyses revealed significant differences in proficiency based on age, sex, and grade, highlighting the need for differentiated instruction. The study also found that schools implemented initiatives to enhance numeracy, such as parental involvement, formative assessments, and teacher professional development. Based on these findings, intervention activities emphasizing

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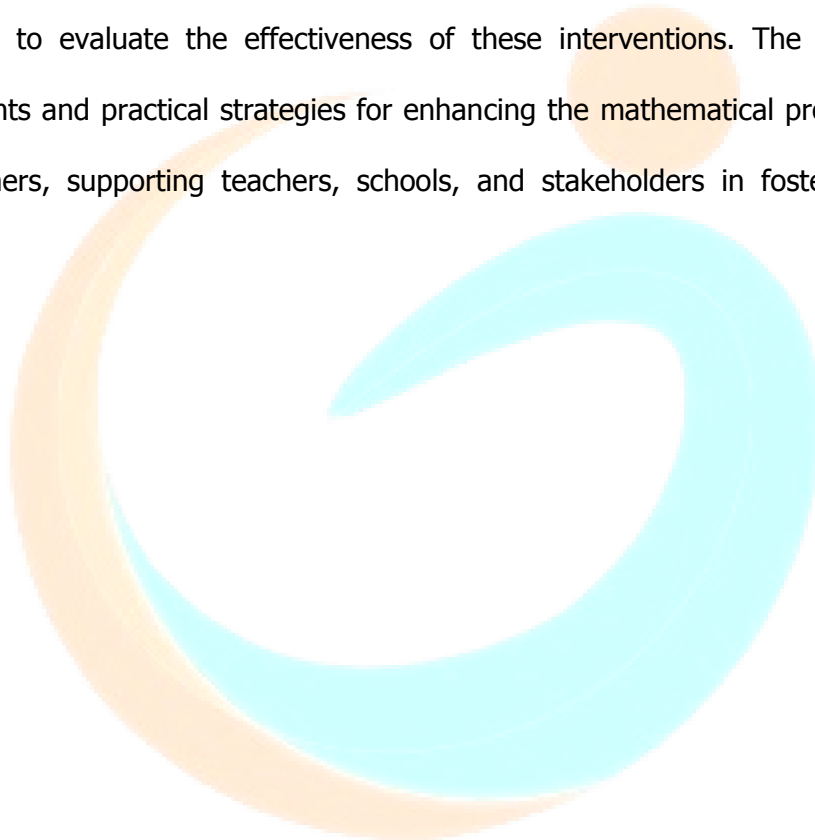
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differentiated, technology-enhanced instruction and remediation were proposed to support learners requiring additional assistance. These activities incorporated formative assessments and promoted collaboration among teachers, learners, parents, and community partners. The study concluded that sustained, tailored instructional strategies, along with the validation and piloting of interventions, were essential to improving numeracy skills. Further research was recommended to evaluate the effectiveness of these interventions. The study provided valuable insights and practical strategies for enhancing the mathematical proficiency of Key Stage 2 learners, supporting teachers, schools, and stakeholders in fostering numeracy development.



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