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Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION

SCHOOLS DIVISION OFFICE VALENZUELA CITY

**Office of the Schools Division
Superintendent**

January 13, 2026

To: All Concerned

Dear Sirs / Mesdames:

This is in reference to the attached letter dated January 7, 2026, from **Jocelyn DR. Andaya**, Regional Director, DepEd NCR and Concurrent Officer-In-Charge Office of the Assistant Secretary for Operations, re. Endorsement of the survey for study **“TEACHER’S UTILIZATION OF RAPID MATH ASSESSMENT (RMA) AND LEARNERS’ NUMERACY PROFICIENCY.**

Particular attention is invited to paragraph 2 for additional information.

Thank you.

Very truly yours,

NOEL D. BAGANO
Schools Division Superintendent

Encl.: As stated
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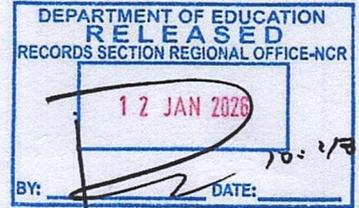


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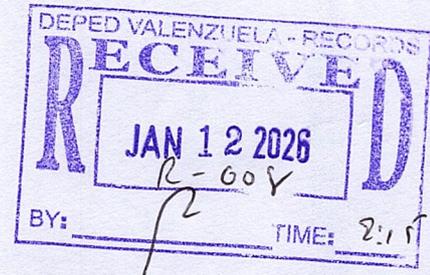
Republic of the Philippines
Department of Education
 NATIONAL CAPITAL REGION



07 January 2026

To : **Schools Division Superintendents**

Caloocan City
 Navotas City
 Valenzuela City



Dear Sirs/Madam:

Attached is the letter of **MR. WILSON C. SUSON**, a PhD student of University of Caloocan City (UCC), Graduate School located at Biglang Awa St., cor. 11th Avenue, Cattleya, Caloocan City, requesting permission to conduct research for his dissertation titled: **“Teacher’s Utilization of Rapid Math Assessment (RMA) and Learners’ Numeracy Proficiency.”**

Mr. Suson, may administer the survey questionnaires to **selected School Teachers, Parents and Learners** stated above, subject to the conditions stated in the letter to the researcher of this Office, a copy of which is attached for reference.

Very truly yours,

JOCELYN DR ANDAYA
 Regional Director, DepEd, NCR
 Concurrent Officer-In-Charge Office of the
 Assistant Secretary for Operations

Copy furnished:

Mr. Wilson C. Suson
wilson.suson@deped.gov.ph

Regional Letter No. 004 s. 2026

Encl.: as stated

PPRD/rbd



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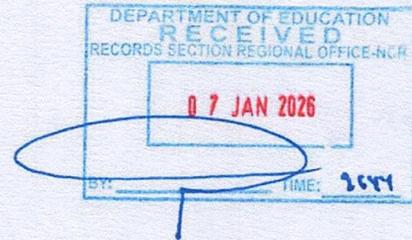


UNIVERSITY OF CALOOCAN CITY
Biglang Awa Street, Cor 11th Ave
Caloocan City



GRADUATE SCHOOL

DR. JOCELYN DR ANDAYA
Regional Director, NCR
Concurrent Officer-In-Charge
Office of the Assistant Secretary for Operations



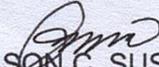
MADAM:

I am presently enrolled at the University of Caloocan City, Graduate School, and working on my doctor's dissertation titled, "**Teacher's, Utilization of Rapid Math Assessment (RMA) and Learners' Numeracy Proficiency**". In this regard, I would like to request from your good office a permission to administer the questionnaire to the learners, parents, and teachers of the different Schools Division Offices of the National Capital Region specifically in the division of **Caloocan, Navotas and Valenzuela**.

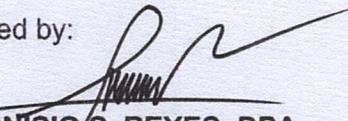
Rest assured that the data gathered will be kept highly confidential. Attached herewith is a copy of the validated questionnaire for your reference.

Hoping for your positive response on this matter. Thank you very much and more power.

Very truly yours,


WILSON C. SUSON
Researcher

Noted by:


DIONISIO S. REYES, DPA
Research Adviser

Recommending Approval:


MELCHOR S. JULIANES, EdD, PhD, DPA
Dean, Graduate School

Email address: wilson.suson@deped.gov.ph
Contact Number: 0992 918 4155



UNIVERSITY OF CALOOCAN CITY
GRADUATE SCHOOL
Tulip St., Area A, Camarin, Caloocan City



INFORMED CONSENT FORM

Dear Participant,

The purpose of this survey questionnaire is to collect data for the study called **“Teachers’, Utilization of Rapid Mathematics Assessment (RMA) and Learner’s Numeracy Proficiency”**. The aim of this study is to ascertain the degree to which educators employ the Rapid Mathematics Assessment (RMA) and to investigate its correlation with students’ numeracy proficiency. The results will offer significant insights into the impact of RMA practices on instructional decision-making, remediation, and numeracy outcomes within the basic education context.

The questionnaire's main goal is to:

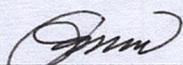
Determine the demographics of teacher-respondents about gender, years of teaching experience, grade level taught, and participation in RMA-related training or seminars;

Evaluate the instructors' proficiency and application of the RMA in critical areas, including comprehension of the process, administration and scoring, data analysis, instructional implementation, and oversight and reporting.

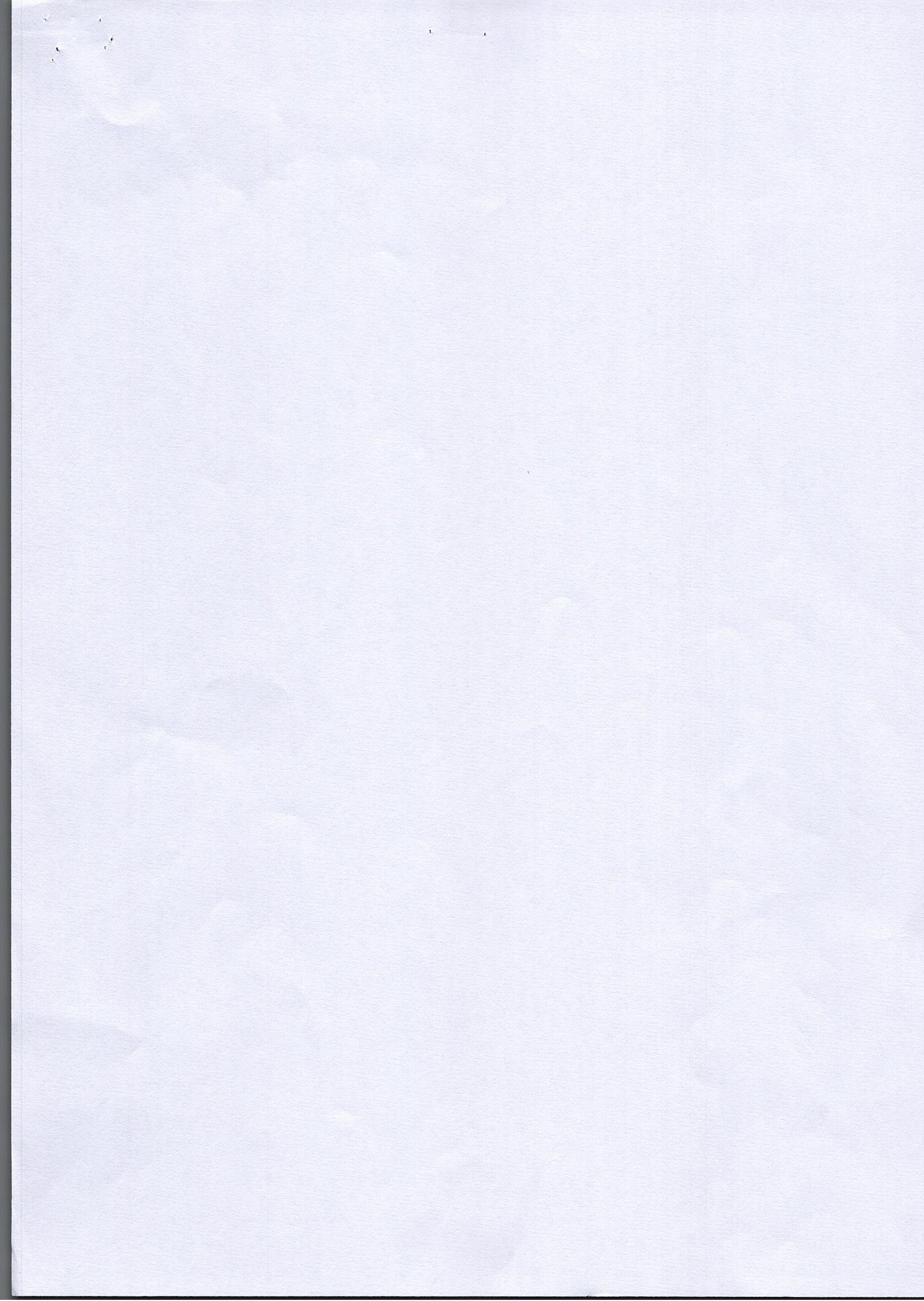
Find out what problems and issues teachers face when they use RMA; and Connect the use of RMA to how good the students are at basic operations, numerical awareness, problem solving, and applying what they learn.

Your answers will be very helpful in making suggestions for how to improve the usage of RMA and make math teaching better. You can be sure that all of the information you give will be kept private and only used for research and academic reasons. You don't have to take this survey, and there are no right or incorrect answers. What matters is that you tell the truth about your experiences and thoughts as a teacher.

Please read each sentence carefully and answer based on what you really do and how you feel. We really appreciate your help, and your input will be very important in making math tests and lessons better in our schools.



WILSON C. SUSON
Signature Over Printed Name
Researcher





**UNIVERSITY OF CALOOCAN CITY GRADUATE
SCHOOL**
Tulip St., Area A, Camarin, Caloocan City



SURVEY QUESTIONNAIRE FOR TEACHERS

The undersigned is presently conducting research for her dissertation titled **"Teachers', Utilization of Rapid Mathematics Assessment (RMA) and Learner's Numeracy Proficiency"**. Kindly answer all items sincerely and honestly. Rest assured that all your answer will be treated with utmost confidentiality.

Thank you very much.

WILSON C. SUSON
Researcher

Name: (Optional) _____

School: (Optional) _____

Part I: Profile of Teacher-Respondents

1. **Gender:**

- Male
- Female
- Prefer not to say

2. **Years of Mathematics Teaching Experience:**

- Less than 1 year
- 1–5 years
- 6–10 years
- 11–15 years
- 16–20 years
- More than 20 years

3. **Grade Level(s) Handled in Mathematics**

(Please check all that apply)

Secondary / High School:

- Grade 7
- Grade 8
- Grade 9
- Grade 10

4. **Kind of RMA Seminar / Training Attended**

(Check all that apply)

- Division-led RMA Orientation / Training
- School-Based RMA Training (INSET / LAC Session)

- District-Level RMA Seminar
- Regional RMA Training / Workshop
- RMA Webinar / Online Training (DepEd / Partner-led)
- RMA Training Integrated in INSET
- RMA Capacity-Building Workshop
- RMA Data Analysis and Interpretation Seminar
- RMA Test Administration and Scoring Training
- RMA Remediation and Intervention Planning Seminar
- Peer Coaching / Mentoring on RMA
- Self-Learning Module (SLM) / Self-Directed RMA Training
- None

Part II: Teachers' Competence in Utilizing the Rapid Mathematics Assessment (RMA)

Instructions:

Please check (✓) the number that best describes your level of competence in performing each task related to the RMA.

Your responses will be treated with **strict confidentiality** and will be used for **research purposes only**.

Scale: 1 – Not Competent 2 – Slightly Competent 3 – Moderately Competent 4 – Competent
5 – Highly Competent

A. Understanding of the RMA Process

Indicators	HC 5	C 4	MC 3	SC 2	NC 1
1. I understand the main purpose of the Rapid Mathematics Assessment (RMA).	<input type="checkbox"/>				
2. I know the basic parts and content of the RMA.	<input type="checkbox"/>				
3. I understand how the RMA supports the numeracy skills expected by DepEd.	<input type="checkbox"/>				
4. I know when the RMA should be given to learners.	<input type="checkbox"/>				
5. I understand that the RMA helps identify learners who need numeracy support.	<input type="checkbox"/>				
6. I know the different numeracy areas included in the RMA.	<input type="checkbox"/>				
7. I understand how RMA results can help me plan lessons and remediation.	<input type="checkbox"/>				
8. I keep all RMA papers and results safe and confidential.	<input type="checkbox"/>				
9. I am familiar with DepEd/Division guidelines for conducting the RMA.	<input type="checkbox"/>				
10. I understand that the RMA is meant to guide teaching, not for grading.	<input type="checkbox"/>				

B. Administration and Scoring

Indicators	HC 5	C 4	MC 3	SC 2	NC 1
1. I can follow the instructions and steps when administering the RMA.	<input type="checkbox"/>				
2. I can check and record learners' answers correctly based on the scoring guide.	<input type="checkbox"/>				
3. I make sure the testing area is quiet and comfortable for the learners.	<input type="checkbox"/>				
4. I can manage the time well when giving the RMA to different classes.	<input type="checkbox"/>				
5. I can manage minor issues during the test, like missing papers or unclear instructions.	<input type="checkbox"/>				
6. I make sure learners know what to do before they start the test.	<input type="checkbox"/>				
7. I double-check the scores before writing or submitting the results.	<input type="checkbox"/>				
8. I keep all RMA papers and results safe and confidential.	<input type="checkbox"/>				
9. I can finish scoring and checking within a reasonable time after administering the test.	<input type="checkbox"/>				
10. I follow the schedule given for administering and submitting RMA results.	<input type="checkbox"/>				

C. Data Interpretation

Indicators	HC 5	C 4	MC 3	SC 2	NC 1
1. I can interpret RMA results to see which skills learners need to improve.	<input type="checkbox"/>				
2. I can identify the strengths and weaknesses of my learners based on their scores.	<input type="checkbox"/>				
3. I can compare results between different classes to find patterns or trends.	<input type="checkbox"/>				
4. I understand what the performance levels (beginning, developing, proficient, advanced) mean.	<input type="checkbox"/>				
5. I can summarize RMA results for reports and meetings.	<input type="checkbox"/>				
6. I can use RMA data to track learners' progress over time.	<input type="checkbox"/>				
7. I can identify which numeracy skills need more teaching or follow-up.	<input type="checkbox"/>				
8. I can explain RMA results clearly to co-teachers and school heads.	<input type="checkbox"/>				
9. I can use the results to plan small group activities or extra support for learners.	<input type="checkbox"/>				
10. I can make simple charts or visual aids to show learners' RMA performance.	<input type="checkbox"/>				

D. Application of Results in Instruction

Indicators	HC 5	C 4	MC 3	SC 2	NC 1
1. I adjust my lesson plans based on the results of the RMA.	<input type="checkbox"/>				
2. I create remedial or enrichment activities that fit learners' needs.	<input type="checkbox"/>				
3. I group learners according to their RMA results for better instruction.	<input type="checkbox"/>				
4. I give clear feedback to learners about their numeracy performance.	<input type="checkbox"/>				
5. I explain RMA results to parents in a clear and positive way.	<input type="checkbox"/>				
6. I use RMA results to set class goals for improving numeracy skills.	<input type="checkbox"/>				
7. I use RMA findings to guide my review lessons and interventions.	<input type="checkbox"/>				
8. I monitor learners' improvement using the results of the next RMA.	<input type="checkbox"/>				
9. I adjust teaching strategies if many learners struggle in certain areas.	<input type="checkbox"/>				
10. I plan classroom activities that help learners apply skills identified in the RMA.	<input type="checkbox"/>				

E. Utilization of RMA Results for Teaching

Indicators	HC 5	C 4	MC 3	SC 2	NC 1
1. I use RMA results when planning daily lessons.	<input type="checkbox"/>				
2. I design remediation activities based on learners' weaknesses.	<input type="checkbox"/>				
3. I adjust my teaching strategies based on class performance.	<input type="checkbox"/>				
4. I give additional support to learners who scored low in the RMA.	<input type="checkbox"/>				
5. I create enrichment activities for learners who scored high.	<input type="checkbox"/>				
6. I use RMA data during class grouping or differentiation.	<input type="checkbox"/>				
7. I share RMA insights with colleagues during planning sessions.	<input type="checkbox"/>				
8. I use RMA findings in preparing classroom interventions.	<input type="checkbox"/>				
9. I consider RMA results when updating learners' progress reports.	<input type="checkbox"/>				
10. I use RMA outcomes when helping the school develop numeracy programs.	<input type="checkbox"/>				

Part III: Teachers' Assessment of Learners' Numeracy Proficiency (Based on RMA Domains)

Instructions:

Please rate your learners' level of proficiency in each skill area based on your classroom observation and their Rapid Mathematics Assessment (RMA) results.

Scale:

1 – Very Low Proficiency 2 – Low Proficiency 3 – Moderate Proficiency 4 – High Proficiency 5 – Very High Proficiency

A. Basic Operations

Indicators	VHP 5	HP 4	MP 3	LP 2	VLP 1
1. Learners can accurately perform addition and subtraction with whole numbers.	<input type="checkbox"/>				
2. Learners can multiply and divide correctly without relying on calculators.	<input type="checkbox"/>				
3. Learners can perform operations involving fractions and decimals accurately.	<input type="checkbox"/>				
4. Learners can solve multi-step problems.	<input type="checkbox"/>				
5. Learners understand the relationship between the four basic operations.	<input type="checkbox"/>				
6. Learners check their work accurately.	<input type="checkbox"/>				
7. Learners can apply basic operations in simple word problems.	<input type="checkbox"/>				
8. Learners solve computations quickly and correctly.	<input type="checkbox"/>				
9. Learners explain their solution steps clearly.	<input type="checkbox"/>				
10. Learners spot and fix their own errors.	<input type="checkbox"/>				

B. Number Sense

Indicators	VHP 5	HP 4	MP 3	LP 2	VLP 1
1. Learners understand place value and digit positions.	<input type="checkbox"/>				
2. Learners read, write, and interpret numbers correctly.	<input type="checkbox"/>				
3. Learners compare and order numbers, fractions, and decimals.	<input type="checkbox"/>				
4. Learners convert fractions and decimals easily.	<input type="checkbox"/>				
5. Learners estimate and round numbers appropriately.	<input type="checkbox"/>				
6. Learners understand percentages, fractions, and decimals.	<input type="checkbox"/>				
7. Learners recognize number patterns and relationships.	<input type="checkbox"/>				
8. Learners explain number concepts in their own words.	<input type="checkbox"/>				
9. Learners use number skills to solve real-life problems.	<input type="checkbox"/>				
10. Learners work confidently with numbers in various forms.	<input type="checkbox"/>				

C. Problem Solving

Indicators	VHP 5	HP 4	MP 3	LP 2	VLP 1
1. Learners can identify what a math problem is asking for.	<input type="checkbox"/>				
2. Learners can choose the correct operation or strategy to solve a problem.	<input type="checkbox"/>				
3. Learners can show step-by-step solutions clearly and logically.	<input type="checkbox"/>				
4. Learners can explain how they arrived at their answers.	<input type="checkbox"/>				
5. Learners can check the reasonableness of their answers.	<input type="checkbox"/>				
6. Learners can solve both routine and non-routine word problems.	<input type="checkbox"/>				
7. Learners can connect the problem to real-life situations.	<input type="checkbox"/>				
8. Learners demonstrate persistence and confidence when solving challenging problems.	<input type="checkbox"/>				
9. Learners can adapt strategies when their first solution does not work.	<input type="checkbox"/>				
10. Learners can reflect on their problem-solving process to improve future attempts.	<input type="checkbox"/>				

D. Application of Mathematical Knowledge

Indicators	VHP 5	HP 4	MP 3	LP 2	VLP 1
1. Learners apply math to real-life situations.	<input type="checkbox"/>				
2. Learners interpret and analyze data from graphs and tables.	<input type="checkbox"/>				
3. Learners make reasonable estimates in daily problems.	<input type="checkbox"/>				
4. Learners explain how math relates to everyday life.	<input type="checkbox"/>				
5. Learners use math reasoning in decision-making.	<input type="checkbox"/>				
6. Learners measure and convert accurately in real contexts.	<input type="checkbox"/>				
7. Learners handle real-world math problems confidently.	<input type="checkbox"/>				
8. Learners draw conclusions from mathematical information.	<input type="checkbox"/>				
9. Learners choose the right methods or formulas for practical problems.	<input type="checkbox"/>				
10. Learners reflect on and explain their solutions.	<input type="checkbox"/>				

Part IV: Challenges and Difficulties Encountered by Teachers in the Implementation of the Rapid Mathematics Assessment (RMA)

Instructions:

Please indicate the extent to which you experience each of the following challenges in implementing the Rapid Mathematics Assessment (RMA).

Place a check mark (✓) inside the box that best describes your experience.

Scale:

- 5 – To a Very Great Extent
- 4 – To a Great Extent
- 3 – To a Moderate Extent
- 2 – To a Slight Extent
- 1 – Not at All

A. Availability of Resources

Indicators	VGE 5	GE 4	ME 3	SE 2	NA 1
1. Lack of printed or digital copies of RMA test materials.	<input type="checkbox"/>				
2. Insufficient supply of tools (e.g., paper, printers, computers) for RMA administration.	<input type="checkbox"/>				
3. Limited budget or funds for reproducing RMA and related materials.	<input type="checkbox"/>				
4. Difficulty accessing updated or official versions of RMA tools online.	<input type="checkbox"/>				
5. Lack of reliable internet connection or devices for implementing RMA.	<input type="checkbox"/>				
6. Limited classroom or testing space for assessments.	<input type="checkbox"/>				
7. Inadequate access to reference materials or teachers' manuals.	<input type="checkbox"/>				
8. Dependence on personal funds to reproduce or print RMA materials.	<input type="checkbox"/>				
9. Difficulty coordinating with the school administration for sufficient resources.	<input type="checkbox"/>				
10. Limited availability of teaching aids or manipulatives to support RMA tasks.	<input type="checkbox"/>				

B. Time Management and Workload

Indicators	VGE 5	GE 4	ME 3	SE 2	NA 1
1. Limited time to administer the RMA due to a packed teaching schedule.	<input type="checkbox"/>				
2. Difficulty balancing regular lesson plans with RMA preparation and scoring.	<input type="checkbox"/>				
3. Limited time to prepare materials and set up the testing environment.	<input type="checkbox"/>				
4. Limited time for scoring and recording results accurately.	<input type="checkbox"/>				
5. Pressure to complete the assessment process within a short period.	<input type="checkbox"/>				
6. Difficulty managing multiple classes while conducting the RMA.	<input type="checkbox"/>				

Indicators	VGE 5	GE 4	ME 3	SE 2	NA 1
7. Additional workload for summarizing and reporting results.	<input type="checkbox"/>				
8. Challenges in allocating time for follow-up or remedial activities after RMA.	<input type="checkbox"/>				
9. Conflicts with other school activities or events during RMA administration.	<input type="checkbox"/>				
10. Difficulty keeping up with administrative deadlines for RMA results.	<input type="checkbox"/>				

C. Learner-Related Challenges

Indicators	VGE 5	GE 4	ME 3	SE 2	NA 1
1. Learners' lack of readiness or understanding of RMA tasks.	<input type="checkbox"/>				
2. Learners' varying numeracy skills make uniform assessment difficult.	<input type="checkbox"/>				
3. Difficulty managing large class sizes during assessment.	<input type="checkbox"/>				
4. Learners' limited motivation or engagement during the test.	<input type="checkbox"/>				
5. Learners' absenteeism affecting the administration schedule.	<input type="checkbox"/>				
6. Learners' behavioral issues or distractions during testing.	<input type="checkbox"/>				
7. Difficulty ensuring all learners follow instructions accurately.	<input type="checkbox"/>				
8. Learners' reading or comprehension difficulties affecting performance.	<input type="checkbox"/>				
9. Learners' stress or anxiety affecting test results.	<input type="checkbox"/>				
10. Varied home support or resources impacting learners' preparation.	<input type="checkbox"/>				

D. Administration

Indicators	VGE 5	GE 4	ME 3	SE 2	NA 1
1. Lack of sufficient training or seminars on RMA administration.	<input type="checkbox"/>				
2. Difficulty understanding the scoring or interpretation guidelines.	<input type="checkbox"/>				
3. Limited confidence in using RMA results to plan interventions.	<input type="checkbox"/>				
4. Difficulty keeping updated with DepEd or Division RMA policies.	<input type="checkbox"/>				
5. Lack of support from colleagues or school administration in using RMA.	<input type="checkbox"/>				
6. Feeling unprepared to handle unexpected problems during RMA administration.	<input type="checkbox"/>				
7. Limited knowledge of using digital tools or software for scoring and recording.	<input type="checkbox"/>				
8. Difficulty in aligning RMA results with lesson planning or curriculum.	<input type="checkbox"/>				
9. Limited time to attend RMA-related professional development activities.	<input type="checkbox"/>				
10. Lack of confidence in interpreting results accurately for instructional decisions.	<input type="checkbox"/>				