REGIONAL MEMORANDUM
No. 0145 , s. 2025

To: Schools Division Superintendents
Principals, Public Elementary and Junior High Schools
All Others Concerned

UTILIZATION OF THE TEST OF FUNDAMENTAL ACADEMIC SKILLS (TOFAS) PRE-TEST RESULTS AND PREPARATION FOR THE POST-TEST ADMINISTRATION

1. The Department of Education (DepEd) Region XIII – Caraga, in partnership with Sprix Education and Technology (SPRIX), successfully administered the Test of Fundamental Academic Skills (TOFAS) Pre-Test to 7,346 teachers from October 17–25, 2024, and 321,051 Grade 4 – 10 learners from November 4 to December 6, 2024. This assessment provides critical insights into both teacher competencies and student learning gaps in fundamental mathematical skills.

2. This initiative aims to systematically analyze the Pre-Test results to identify areas of strengths and weaknesses, implement targeted interventions, and prepare learners for the Post-Test scheduled for March 2025. The program supports evidence-based decision-making in instruction, policy development, and resource allocation to enhance learning outcomes.

3. To maximize the utilization of TOFAS Pre-Test results and enhance learning outcomes, all Schools Division Offices (SDOs) and schools shall implement a **Three-Phase Approach: Analysis, Intervention, and Monitoring.**

a. **Analysis Phase (Deadline: February 17, 2025)**
- SDOs, through the Math Education Program Supervisor, in partnership with SPRIX, shall interpret disaggregated data at the division level.
- Schools shall analyze individual, class performance, and school level, identifying learning gaps and strengths to inform instructional planning and intervention programs.
- SDOs shall consolidate school-level reports and submit a division-wide analysis report to the Regional Office (RO) using Part II of the template in Enclosure 4.

b. **Implementation Phase (February 17 – March 15, 2025)**
- Schools shall implement evidence-based instructional strategies, differentiated instruction, and remedial programs following the intervention strategies in Enclosure 3.
- SDOs shall monitor intervention implementation, provide technical assistance, and facilitate best practice sharing among schools.

c. **Monitoring and Evaluation Phase (February 17 – March 22, 2025)**
   - Schools shall conduct formative assessments and progress tracking aligned with TOFAS indicators to measure student improvement.
   - SDOs shall review intervention effectiveness, consolidate school reports, and submit a Regional Evaluation Report using the prescribed format in Parts II and IV of Enclosure 4.
   - Regular stakeholder feedback sessions shall be conducted to refine instructional strategies before the TOFAS Post-Test.

4. Enclosures to this memorandum provide comprehensive details and guidelines for effective TOFAS data utilization:
   - *Enclosure 1: TOFAS Pre-Test Results Performance Summary Analysis and Interpretation*
   - *Enclosure 2: Regional Implementing Guidelines on the Utilization of TOFAS Pre-Test Results*
   - *Enclosure 3: Enhancing Mathematics Instruction: Key TOFAS Findings, Curriculum Alignment, and Suggested Intervention Strategies*
   - *Enclosure 4: TOFAS Implementation Reporting Templates for SDOs*

5. By **February 17, 2025**, all Schools Division Offices (SDOs) must have submitted their **Division-Wide Analysis Report** to the Regional Office (RO) using the prescribed format in **Enclosure 4 (Part II)**. Similarly, by **March 22, 2025**, SDOs must submit their **Regional Evaluation Report (Enclosure 4: Parts III – V)**, summarizing the results of interventions and the progress of student learning.

6. The CID Chief, Division Math Education Program Supervisor, Division Testing Coordinator, Division IT Officer, and Division Planning Officer have been granted access to the TOFAS Pre-Test data via SharePoint, with credentials sent via email on January 30, 2025.

7. For inquiries, please contact Ms. Rhea J. Yparraguirre, Education Program Supervisor (Mathematics), Curriculum and Learning Management Division, at rhea.yparraguirre@deped.gov.ph.

8. Immediate dissemination and strict compliance with this Memorandum are directed.

MARIA INES C. ASUNCION
Director IV
Regional Director

Encl.: As stated.
Reference: None
To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT	LEARNERS	LEARNING AREA, MATHEMATICS
PROGRAMS	TEACHERS	TESTS

CLMD/rjy
02/07/2025

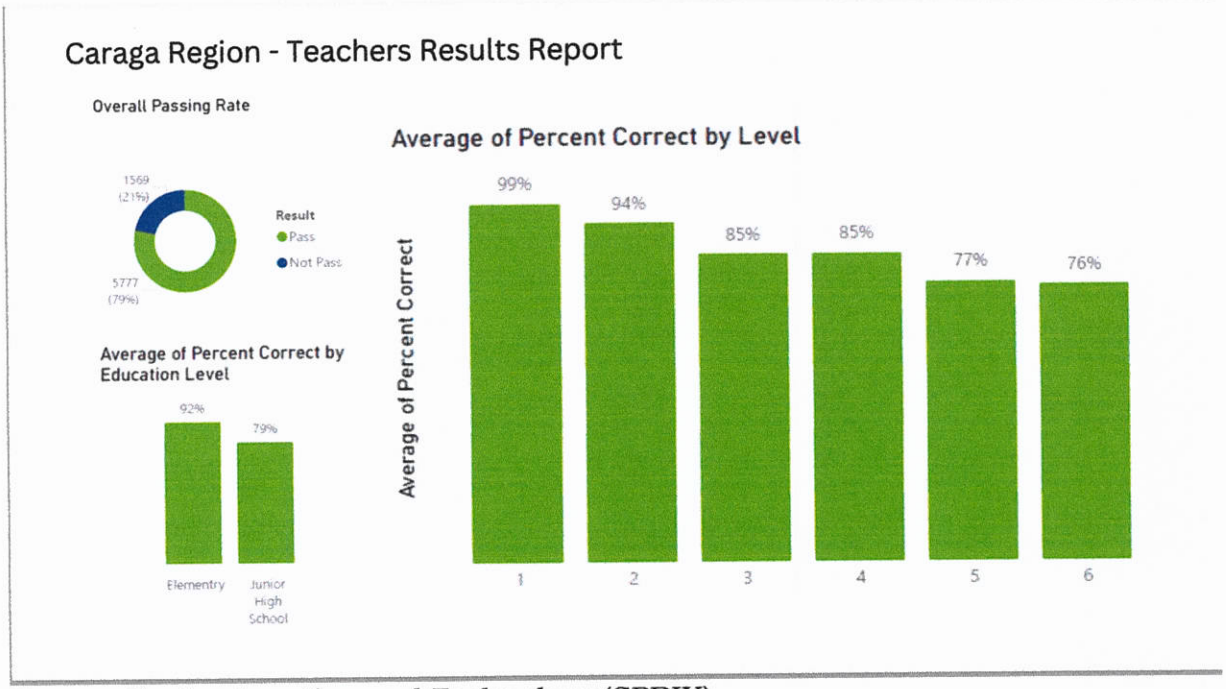
Enclosure 1 to Regional Memorandum No. 0145, s. 2025

TOFAS PRE-TEST RESULTS PERFORMANCE SUMMARY ANALYSIS AND INTERPRETATION

Part I. Teachers' TOFAS Pre-Test Results Analysis

A total of 7,346 teachers from 12 divisions in the Caraga Region participated in the pre-test assessment. This large-scale evaluation aimed to measure their proficiency across various mathematical competencies, spanning elementary to high school levels. The assessment provides valuable insights into strengths and areas requiring further improvement.

Figure 1. Teachers TOFAS Pre-Test Performance Summary



Source: Sprix education and Technology (SPRIX)

The overall passing rate shows that 5,777 teachers (79%) passed the exam, while 1,569 teachers (21%) did not meet the required 80% passing score. This high pass rate suggests that a significant majority of teachers demonstrated proficiency in the assessed competencies. However, the 21% failure rate remains a concern, highlighting the need for targeted interventions to support those who struggled to meet the passing benchmark.

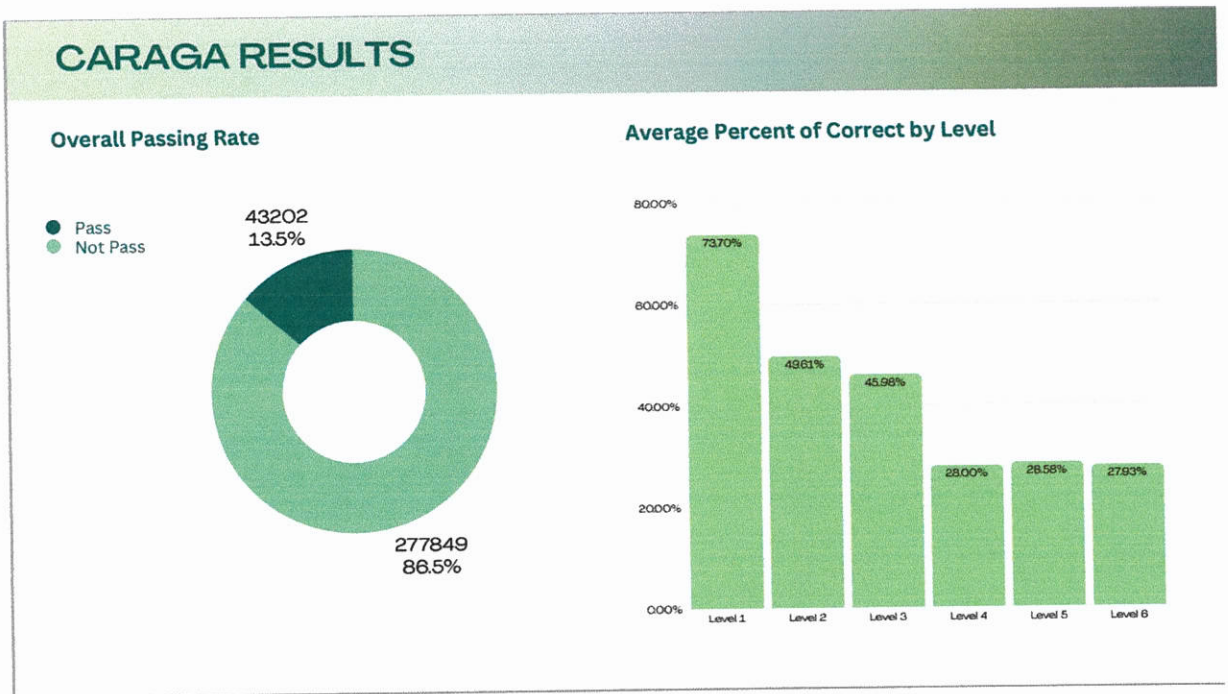
The average percentage of correct answers by level reveals a slight decline in performance as the test difficulty increases. Teachers excelled at the lower levels, with Level 1 (99%) and Level 2 (94%), reflecting strong foundational knowledge. Performance remained commendable at Levels 3 and 4 (85%), though slightly lower. However, a more noticeable drop is seen at Levels 5 (77%) and 6 (76%). This pattern suggests that while teachers are highly proficient in basic concepts, they may face

challenges with higher-order thinking, advanced problem-solving, and complex application of knowledge. The decline in scores at higher levels could be attributed to the increasing difficulty of test items, which require greater analytical reasoning, pedagogical adaptation, or subject specialization.

Given that 79% of teachers passed, the overall competency level is relatively strong. However, the 21% failure rate still indicates a need for improvement. To support those who did not meet the passing score, professional development programs should focus on strengthening their understanding of complex concepts, improving instructional strategies, and enhancing problem-solving skills. Additionally, junior high school teachers, who performed slightly lower on average, may benefit from subject-specific refresher courses or targeted training sessions to address knowledge gaps. The decline in performance at higher levels suggests a need to develop teachers' ability to handle more advanced instructional challenges, critical thinking exercises, and pedagogical applications.

Part II. LEARNERS' TOFAS PRE-TEST RESULTS ANALYSIS

Figure 2. Grade 4 to 10 Learners TOFAS Pre-Test Performance Summary



Source: Sprix education and Technology (SPRIX)

A total of 321,051 learners from the Caraga Region participated in the assessment, which evaluated their proficiency across multiple academic levels. The donut chart on the left presents the overall passing rate, revealing that only 43,202 examinees (13.5%) met the required passing score of 80%, while a significant 277,849 examinees (86.5%) did not. The bar chart on the right illustrates the average percentage of correct answers across six assessment levels, showing a downward trend as test difficulty increases: Level 1 (Grade 4): 73.70%; Level 2 (grade 5): 49.61%;

Level 3 (Grade 6): 45.98%; Level 4 (Grade 7): 28.00%; Level 5 (Grade 8): 28.58%; Level 6 (Grades 9 & 10): 27.93%.

A key observation is the sharp drop in performance from Level 1 (73.70%) to Level 2 (49.61%), suggesting that while students may perform well on basic questions, their ability to handle more complex tasks diminishes significantly. The consistent low scores in Levels 4, 5, and 6 (below 30%) indicate significant struggles with higher-order thinking skills, advanced concepts, or more challenging test formats.

Enclosure 2 to Regional Memorandum No. 0145, s. 2025

REGIONAL IMPLEMENTING GUIDELINES ON THE UTILIZATION OF TOFAS PRE-TEST RESULTS

I. Rationale

A. Brief Background and Problem. The Philippine education system continues to face significant challenges in mathematics proficiency, as reflected in both national and international assessments. The 2018 Programme for International Student Assessment (PISA) reported that over 80% of Filipino learners performed below the basic proficiency level in mathematics, highlighting widespread struggles with fundamental concepts (World Bank Group, PISA 2018 Country Report: Philippines). Additionally, national assessments indicate that fewer than 25% of learners achieve minimum proficiency levels in mathematics, with public schools experiencing persistent difficulties in fostering mathematical competency. Despite efforts to improve learning outcomes, these challenges have remained largely unaddressed over the past two decades, underscoring the urgent need for strategic interventions and evidence-based instructional reforms.

The Test of Fundamental Academic Skills (TOFAS) pre-test results in the Caraga region further substantiate these concerns, revealing significant learning gaps across different grade levels. Specifically:

- **Grade 4:** Strong addition skills (82.81%) but struggles in subtraction (68.94%) and multiplication (69.35%).
- **Grade 5:** Challenges in decimals (39.36%) and order of operations (32.55%), with fraction and decimal operations showing a complex relationship (0.64 correlation).
- **Grade 6:** Improvement in decimal operations (54.13%) but continued struggles in fraction operations (36.47%) and order of operations (48.09%).
- **Grade 7:** Weaknesses in adding and subtracting fractions (27.49%) and basic equations (21.69%).
- **Grade 8:** Struggles with algebraic equations (24.39%) and systems of equations (25.18%).
- **Grades 9-10:** Difficulties in polynomial equations (25.50%), quadratic equations (25.56%), and equation calculations (28.09%).

These findings indicate the necessity of a structured, data-driven intervention framework to strengthen foundational skills, facilitate a seamless progression to higher-level mathematics, and foster long-term competency development.

To address these challenges systematically, the Department of Education (DepEd) Caraga Region shall implement a data-driven approach to utilizing TOFAS results for improving learning outcomes. This approach will focus on:

a. Identifying specific areas of difficulty using TOFAS data,
b. Developing targeted interventions to address learning gaps,

c. Monitoring student progress with regular assessments.

In line with DepEd's commitment to evidence-based decision-making and the goals outlined in the Basic Education Development Plan 2030, this initiative aims to strengthen fundamental mathematical skills through systematic analysis of assessment data and the implementation of targeted interventions. The recent TOFAS implementation in the Caraga Region has provided valuable insights into specific areas requiring immediate attention and intervention.

B. Reason behind the Creation of Regional Implementing Guidelines. The TOFAS assessment results underscore critical mathematical learning gaps across grade levels, necessitating the creation of regional implementing guidelines to enhance instructional strategies and intervention programs. Early foundational skills, particularly in basic arithmetic operations, significantly influence later mathematical proficiency, with strong correlations observed between addition and subtraction (0.70) and between multiplication and division (0.68). While addition skills remain strong at the elementary level (82.81%), proficiency in subtraction (68.94%) and multiplication (69.35%) suggests a need for reinforced instruction. Similarly, persistent challenges in fractions (27.49% in Grade 7) and algebraic equations (21.69%) indicate weak conceptual transitions, requiring targeted curriculum adjustments and scaffolded learning experiences.

To address these systemic learning gaps, the regional guidelines shall implement a structured, data-driven intervention framework emphasizing progressive skill-building and interdisciplinary integration. Strengthening fundamental operations at early levels will be prioritized to ensure seamless transitions to complex mathematical concepts in higher grades, particularly in quadratic equations (25.56%) and systems of equations (30.66%). Additionally, instructional methodologies will incorporate technology-assisted learning, real-world applications, and peer collaboration to enhance conceptual understanding. These guidelines shall serve as the foundation for improving instructional quality, fostering mathematical competence, and ensuring equitable learning outcomes for all students in the region.

C. Purpose of the Regional Implementing Guidelines. First, these guidelines serve as a framework for education officials, school heads, and teachers in utilizing TOFAS data to enhance student learning outcomes. Second, they guide the development and implementation of targeted interventions based on assessment results. Third, they establish monitoring and evaluation mechanisms to ensure the effectiveness of these interventions.

II. Scope of the Regional Implementing Guidelines

These regional implementing guidelines provide guidance to DepEd operating units, including the Regional Offices (ROs), Schools Division Offices (SDOs), and public schools, on the systematic utilization of TOFAS pre-test results to improve mathematics education outcomes.

Address: J.P. Rosales Avenue, Butuan City
Trunkline No: (082) 225-1151
Telefax No: (085) 342-5959
Email: caraga@deped.gov.ph
Website: caraga.deped.gov.ph

III. Definition of Terms

For the purpose of this Guideline, the following terms are defined as follows:

- **TOFAS (Test of Fundamental Academic Skills):** An online assessment test that evaluates fundamental academic skills in mathematics.
- **Pre-test Results:** Initial assessment data showing student performance across various mathematical concepts.
- **Learning Gaps:** Identified areas where student performance falls below expected proficiency levels.
- **Intervention Strategies:** Targeted approaches and methods designed to address identified learning gaps.
- **Progress Monitoring:** A systematic process of assessing student growth and intervention effectiveness.
- **Data-Driven Decision-Making:** The process of using assessment data to inform educational practices and policies.

IV. Regional Implementing Guidelines Statement

The Department of Education Caraga Region aims to maximize the utilization of TOFAS pre-test results to improve mathematics education outcomes. This shall be achieved through systematic data analysis, targeted interventions, and regular monitoring of student progress. All officials and personnel, from the **regional to the school levels**, are encouraged to actively participate in this data-driven approach to educational improvement.

V. Procedures, Roles, and Responsibilities

4.1. Governance Level Roles and Responsibilities

Regional Office (RO). The Curriculum and Learning Management Division (CLMD) through the Mathematics Education Program Supervisor shall:

- Provide technical assistance in data analysis and interpretation.
- Develop intervention frameworks based on TOFAS results.
- Monitor the region-wide implementation of interventions.
- Provide technical assistance to SDOs.
- Evaluate program effectiveness.

Schools Division Office (SDO). The Curriculum Implementation Division (CID) through the Mathematics Education Program Supervisor shall:

A. Guide schools in data interpretation.
B. Support intervention implementation.
C. Monitor school-level progress.
D. Evaluate division-wide effectiveness.
E. Submit required reports to the RO.

School Level. School Heads and Teachers shall:

- Analyze individual and class-level data.
- Implement targeted interventions.
- Monitor student progress.

- Document intervention effectiveness.
- Submit required reports to the SDO.

4.2. Stakeholder-Specific Roles and Responsibilities

4.2.1. Teachers

A. Data Analysis

In accordance with the **Philippine Professional Standards for Teachers (PPST) Domain 5 on Assessment and Reporting** (*DepEd Order No. 42, s. 2017*), teachers shall:

Individual Results Analysis

1. Conduct an in-depth review of each student's TOFAS performance metrics.
2. Identify specific mathematical concepts and competencies requiring targeted intervention.
3. Document individual learning gaps and strengths to inform instructional adjustments.
4. Develop personalized learning profiles for each student to guide remediation and enrichment activities.

Class Performance Analysis

1. Calculate and interpret class-wide performance indicators, including mean scores and proficiency rates.
2. Identify common learning challenges that emerge from data trends.
3. Group students according to proficiency levels using evidence-based clustering methods.
4. Design and implement targeted intervention strategies tailored to specific student needs.

Documentation and Planning

1. Maintain comprehensive records of student performance, progress, and intervention outcomes.
2. Develop data-driven intervention plans aligned with curriculum standards under the K to 12 Basic Education Program.
3. Create progress monitoring tools to systematically track student improvement.
4. Design assessment strategies integrating formative and summative evaluation methods.

B. Instructional Strategies

Following **PPST Domain 5 on Assessment and Reporting**, teachers shall implement evidence-based pedagogical approaches.

Differentiated Instruction

- Develop varied teaching methodologies tailored to students' diverse learning needs.

- Create leveled learning materials to support individualized learning pathways.
- Implement flexible grouping strategies to enhance collaborative learning.
- Design differentiated assessment methods providing multiple avenues for student success.

Active Learning Approaches

- Facilitate student-centered learning experiences that foster critical thinking and problem-solving skills.
- Utilize collaborative problem-solving tasks that promote cooperative learning.
- Integrate hands-on mathematical experiences to deepen conceptual understanding.
- Design interactive learning opportunities incorporating technology and real-world applications.

Support Systems

- Provide additional assistance and remedial instruction to struggling learners.
- Design enrichment activities for advanced students to sustain high achievement levels.
- Implement peer tutoring programs to encourage student collaboration and mentorship.
- Develop structured remedial instruction plans aligned with intervention goals.

C. Progress Monitoring

Aligned with PPST Domain 5 on Assessment and Reporting, teachers shall:

Student Progress Tracking

- Conduct regular formative and summative assessments to monitor learning progress.
- Document individual student growth and analyze trends in performance data.
- Adjust intervention strategies based on ongoing assessment results.
- Maintain systematic progress records to support decision-making and accountability.

Communication

- Provide regular updates to school administration on student learning outcomes.
- Implement parent communication protocols to involve families in their children's learning journey.
- Establish student feedback mechanisms to incorporate learner perspectives in instructional planning.
- Engage stakeholders, including school heads and education supervisors, in continuous improvement discussions.

4.2. 2. School Heads

A. Leadership Responsibilities

In accordance with the **Philippine Professional Standards for School Heads (PPSH)** (*DepEd Order No. 24, s. 2020*), under **Domain 1: Leading Strategically**, school heads shall:

1. Data Management

- Oversee school-wide data collection, ensuring systematic and accurate reporting.
- Guide teachers and staff in data analysis processes to improve instructional effectiveness.
- Ensure data security and privacy in compliance with the Data Privacy Act of 2012 (R.A. 10173).
- Facilitate data-driven decision-making to enhance student learning outcomes and intervention strategies.

2. Intervention Planning

- Lead the development of evidence-based school intervention plans focused on student achievement and well-being.
- Coordinate with teachers, instructional coaches, and other stakeholders to implement intervention strategies effectively.
- Monitor the effectiveness of intervention programs through performance indicators and evaluation mechanisms.
- Guide necessary program adjustments based on continuous assessment and stakeholder feedback.

B. Resource Management

Following **PPSH** under **Domain 2: Managing School Operations and Resources**, school heads shall:

1. Resource Allocation

- Assess intervention resource requirements, including financial, instructional, and technological needs.
- Allocate budget and resources for instructional materials, professional development, and learning support programs.
- Manage time and space resources efficiently to optimize teaching and learning environments.
- Monitor resource utilization to ensure alignment with school improvement goals and sustainability.

2. Support Systems

- Establish structured intervention schedules to maximize student learning time.
- Coordinate professional development programs for teachers and staff to enhance instructional effectiveness.
- Manage intervention materials and ensure equitable access for all students.
- Facilitate stakeholder collaboration, including parents, community partners, and local education agencies, to strengthen support systems and interventions.

4.2.3. Education Program Supervisors

A. Technical Support

In alignment with the Philippine Professional Standards for Supervisors (PPSS) (*DepEd Order No. 25, s. 2020*), particularly Domain 2: Learning Environment and Outcomes, Education Program Supervisors shall:

1. School Support

- Provide technical guidance on data analysis to inform curriculum implementation and instructional improvement.
- Support intervention planning, ensuring alignment with DepEd standards and learning competencies.
- Monitor the implementation of intervention programs, ensuring adherence to curriculum standards and instructional best practices.
- Facilitate resource sharing across schools, optimizing the use of instructional materials, technology, and assessment tools.

2. Quality Assurance

- Review intervention strategies, ensuring their alignment with national curriculum standards and learner needs.
- Evaluate program effectiveness using both formative and summative assessment data.
- Guide continuous improvement efforts through professional development, collaborative learning, and research-based practices.
- Ensure compliance with DepEd standards, policies, and assessment protocols to maintain high-quality educational outcomes.

4.3. Intervention Strategies

Given that the TOFAS Pre-Test for learners was conducted from November 4 to December 6, 2024, and the Post-Test will be administered in March 2025, the following interventions aim to maximize the utilization of Pre-Test results and ensure targeted remediation based on SDO-disaggregated data and individualized learner reports.

A. Data-Driven Critical Gap Remediation

Aligned with **DepEd's Learning Action Cell (LAC) Guidelines** (*DepEd Order No. 35, s. 2016*) and **DepEd Order No. 8, s. 2015** (*Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*), schools shall:

- Analyze SDO raw data results (disaggregated per unit) to identify priority learners requiring intervention.
- Conduct structured tutorials on key topics where students scored below the regional average, focusing on high-priority learning gaps identified in TOFAS results.

- Implement small-group interventions, grouping students by proficiency levels and using differentiated instructional approaches.
- Monitor progress weekly using quick formative assessments aligned with the TOFAS test structure.
- Utilize peer tutoring and remedial teaching models to reinforce learning in identified weak areas, including polynomial equations, quadratic equations, and square roots, based on performance trends in Level 6 (Grades 9 & 10) TOFAS results.

B. Focused Instructional Adjustments

To optimize instructional impact before the Post-Test, teachers shall:

- Refine lesson delivery based on the most commonly missed skills in the TOFAS Pre-Test per student profile.
- Administer topic-specific mini-assessments to track individual progress and adjust teaching approaches accordingly.
- Integrate problem-solving and real-world applications in equations, algebraic expressions, and computation to strengthen conceptual understanding.
- Reinforce test-taking strategies through guided practice sessions simulating the Post-Test format.
- Enhance structured review sessions, using evidence-based remediation techniques aligned with DepEd's assessment policies.

C. Stakeholder Engagement for Learning Support

To strengthen collaborative support mechanisms, SDOs and schools shall:

- Conduct targeted parent-teacher conferences to provide guardians with individualized student reports and suggested home-based intervention strategies.
- Coordinate with school heads and supervisors to align remediation efforts with division-wide instructional improvement goals.
- Provide teachers with access to division-level and school-level analysis reports, ensuring data-informed decisions in intervention planning.
- Encourage peer learning groups and mentorship initiatives within schools to support struggling learners.

VI. Monitoring and Evaluation

To ensure the effectiveness of interventions, the following monitoring mechanisms will be in place:

- Weekly progress tracking using classroom-based formative assessments aligned with TOFAS indicators.
- Mid-term review (last week of February to 1st week of March 2025) to evaluate improvement trends and make necessary instructional adjustments.
- Stakeholder consultations with teachers and school leaders to refine intervention strategies based on real-time progress data.

VII. References

- DepEd Order No. 42, s. 2017 (National Adoption and Implementation of the Philippine Professional Standards for Teachers)
- DepEd Order No. 24, s. 2020 (National Adoption and Implementation of the Philippine Professional Standards for School Heads)
- DepEd Order No. 25, s. 2020 (National Adoption and Implementation of the Philippine Professional Standards for Supervisors)
- DepEd Order No. 24, s. 2022 (Adoption of the Basic Education Development Plan 2030)
- DepEd Caraga-SPRIX Memorandum of Agreement (MOA)
- K to 12 Mathematics Curriculum Guide
- MATATAG K to 10 Mathematics Curriculum of the K to 12 Program
- RA 10533 (Enhanced Basic Education Act of 2013)
- Pre-Test TOFAS Report for Caraga Mathematics Teachers (2025). Sprix Education and Technology.
- Pre-Test TOFAS Report for Caraga Grades 4-10 Learners (2025). Sprix Education and Technology.
- World Bank Group, "PISA 2018 Country Report: Philippines," June 2020, https://documents1.worldbank.org/curated/en/165171593329067948/pdf/Report-Presentation-Final.pdf.

Enclosure 3 to Regional Memorandum No. 0145, s. 2025

ENHANCING MATHEMATICS INSTRUCTION: KEY TOFAS FINDINGS, CURRICULUM ALIGNMENT, AND SUGGESTED INTERVENTION STRATEGIES

Grade 4 (TOFAS Level 1): Strengthening Basic Arithmetic and Number Sense

- **Key TOFAS Insights:** Strong addition skills (82.81%) but weaker subtraction and multiplication skills (69.35%).
- **Curriculum Alignment:** Strengthen addition and subtraction fluency; reinforce multiplication tables and division concepts.
- **Suggested Interventions:**
  - Daily fluency drills for multiplication and subtraction.
  - Hands-on learning (e.g., manipulatives, real-life applications).
  - Interactive games to reinforce number sense.
  - Use of problem-solving tasks integrating addition, subtraction, and multiplication.

Grade 5 (TOFAS Level 2): Enhancing Fraction and Decimal Understanding

- **Key TOFAS Insights:** Difficulty in addition and subtraction of fractions(43.67%), addition and subtraction of decimals (39.36%), and weak conceptual understanding of order of operations (32.55%) and division concepts (50.98%).
- **Curriculum Alignment:** Focus on fraction and decimals addition/subtraction, division concepts, and multi-step problem-solving.
- **Suggested Interventions:**
  - Visual models (fraction bars, number lines) to improve fraction comprehension.
  - Multi-step problem-solving activities using real-world scenarios.
  - Reinforce MDAS (order of operations) through step-by-step guided practice.
  - Gamification for engaging fraction learning (fraction puzzles, interactive digital tools).
  - Hands-on activities with decimal grids and base-ten blocks to strengthen decimal understanding.
  - Step-by-step guided exercises for decimal addition and subtraction.
  - Digital practice tools for reinforcing decimal place value concepts.

Grade 6 (TOFAS Level 3): Bridging Arithmetic to Algebra

- **Key TOFAS Insights:** Weak performance in adding and subtracting fractions (36.47%), adding and subtracting decimals (54.13%), multiplication and division concepts (61.98%), multiplying and dividing fractions (30.13%), multiplying and dividing decimals (45.09%), and order of operations (48.09%).
- **Curriculum Alignment:** Strengthen decimal computation, fraction operations, multiplication and division, and order of operations to support algebra readiness.
- **Suggested Interventions:**
  - Step-by-step instruction on adding, subtracting, multiplying, and dividing decimals using both procedural and conceptual approaches with real-world applications.

- Interactive fraction exercises using visual models (fraction bars, number lines) and number decomposition to enhance conceptual understanding.
- Intensive practice on multiplication and division of fractions using contextualized word problems and real-life applications.
- Reinforced structured practice for order of operations, focusing on multi-step expressions with brackets, exponents, and decimals.
- Error analysis activities where students identify and correct mistakes in fraction and decimal computations to deepen understanding.
- Application-based learning involving real-world problems integrating decimals, fractions, and multi-step operations across disciplines.
- Collaborative learning activities that involve peer discussions, hands-on manipulatives, and small group explorations to solidify number sense and algebra readiness.

Grade 7(TOFAS Level 4): Developing Algebraic Thinking and Ratios

- **Key TOFAS Insights:** Weak performance in adding and subtracting fractions (27.49%), algebraic equations (25.00%), equations (21.69%), multiplying and dividing fractions (33.18%), and positive and negative numbers (32.62%).
- **Curriculum Alignment:** Strengthen fraction operations, algebraic equations, integer operations, and equation-solving skills.
- **Suggested Interventions:**
  - Interactive exercises for adding and subtracting fractions with real-world applications.
  - Step-by-step guided practice on solving algebraic equations and simplifying expressions.
  - Reinforcement of integer operations using number line visualizations and practical applications.
  - Problem-solving tasks focusing on equation applications in various contexts.
  - Digital learning tools for engaging algebraic concept reinforcement.

Grade 8 (TOFAS Level 5): Strengthening Algebra Foundations

- **Key TOFAS Insights:** Weak performance in algebraic equations (24.39%), equations (27.76%), equation calculations (27.59%), positive and negative numbers (37.98%), and systems of equations (25.18%).
- **Curriculum Alignment:** Strengthen algebraic manipulation, equation-solving strategies, integer operations, and understanding of systems of equations.
- **Suggested Interventions:**
  - Step-by-step guided instruction on solving algebraic equations and simplifying expressions.
  - Reinforcement of integer operations and conceptual understanding of positive and negative numbers.
  - Problem-based learning focusing on systems of equations in real-world applications.
  - Interactive digital tools and algebra games to engage learners.
  - Collaborative exercises emphasizing connections between different algebraic concepts.

Grade 9 (TOFAS Level 6) : Enhancing Quadratic Understanding and Graphing

- **Key TOFAS Insights:** Weak performance in quadratic equations (25.56%), polynomial equations (25.50%), square roots (29.84%), systems of equations (30.66%), and equation calculations (28.09%).
- **Curriculum Alignment:** Reinforce quadratic functions, polynomials, graphical analysis, and algebraic manipulations related to equations.
- **Suggested Interventions:**
    - Step-by-step guided instruction on solving quadratic and polynomial equations.
    - Visual demonstrations and interactive graphing of quadratic functions.
    - Strengthening conceptual understanding of square roots and their applications.
    - Real-world applications of quadratic equations in physics and finance.
    - Integration of digital tools like *GeoGebra* and *Desmos* for interactive learning.

Grade 10 (TOFAS Level 6): Strengthening Advanced Algebra and Function Applications

- **Key TOFAS Insights:** Weak performance in systems of equations (30.66%), polynomial equations (25.50%), quadratic equations (25.56%), equation calculations (28.09%), and square root operations (29.84%).
- **Curriculum Alignment:** Reinforce algebraic problem-solving, quadratic and polynomial functions, and real-world applications of systems of equations.
- **Suggested Interventions:**
    - Step-by-step instruction on solving systems of equations and their applications.
    - Strengthening algebraic manipulations with polynomials and quadratics.
    - Real-world problem-solving involving algebraic structures.
    - Concept mapping to connect different types of functions and operations.
    - Digital integration of tools like *Wolfram Alpha, Desmos, and GeoGebra* for advanced analysis.

General Recommendations:

1. **Differentiated Instruction:** Implement tiered interventions, such as structured scaffolding for struggling students and advanced problem-solving challenges for high-achievers.
2. **Use of Technology:** Integrate adaptive learning platforms (e.g., *Desmos, GeoGebra, Wolfram Alpha*) to provide personalized skill reinforcement and real-time feedback.
3. **Real-World Math Integration:** Develop interdisciplinary lesson plans that apply mathematical concepts in science, economics, and technology-based problem-solving scenarios.
4. **Teacher Training:** Conduct professional development workshops focused on data-driven instruction, conceptual teaching strategies, and student-centered methodologies.

5. **Peer Tutoring & Collaborative Learning:** Encourage peer-assisted learning through small-group explorations, guided discussions, and structured cooperative problem-solving tasks.
6. **Assessment and Progress Monitoring:** Utilize formative assessments and performance analytics to identify learning gaps and adjust instructional strategies accordingly.
7. **Hands-on and Inquiry-Based Learning:** Incorporate hands-on activities and inquiry-based projects to deepen understanding and enhance critical thinking in mathematical concepts.

Enclosure 4 to Regional Memorandum No. 0145, s. 2025

TOFAS IMPLEMENTATION REPORTING TEMPLATES FOR SCHOOLS DIVISION OFFICES

I. General Information

Division	
TOFAS Focal Person	

II. ANALYSIS PHASE (Deadline: February 17, 2025)

A. TOFAS Pre-Test Performance Summary

Category	Total Participants	Passing Rate (%)- (*80% and above*)	Average Score	Common Strengths	Common Weaknesses
Teachers					
Grade 4 learners (TOFAS Level 1)					
Grade 5 learners (TOFAS Level 2)					
Grade 6 learners (TOFAS Level 3)					
Grade 7 learners (TOFAS Level 4)					
Grade 8 learners (TOFAS Level 5)					
Grade 9 learners (TOFAS Level 6)					
Grade 10 learners (TOFAS Level 6)					

B. Identified Learning Gaps

Key Learning Gaps Observed in Teachers *(E.g., Difficulty in Algebra, Order of Operations, etc.)*	**Key Learning Gaps Observed in Learners** *(E.g., Fractions, Equations, Word Problems, etc.)*	**Additional Observations** *(Any trends or issues noted during data analysis.)*

C. Action Plan Based on Analysis

Learning Gaps	Invention Strategy	Target Group (Teachers/Learners)	Target Date of Implementation	Resources Needed	Expected Outcome

PART III. IMPLEMENTATION PHASE (February 17 – March 15, 2025)

A. Intervention Strategies Implemented

Learning Gaps	Invention Strategy Implemented	Target Group (Teachers/Learners)	No. of Beneficiaries	Date of Implementation	Effectiveness Rating (1-5)	Challenges Encountered

B. Best Practices and Success Stories

Successful intervention approaches *(List strategies that worked well.)*	**Teacher/Student Testimonials** *(Feedback on the impact of interventions.)*	**Collaboration with Stakeholders** *(How parents, LGUs, or private partners supported interventions.)*

PART IV. MONITORING AND EVALUATION PHASE (February 17 – March 22, 2025)

A. Formative Assessment Results

Assessment Type	Date Conducted	Number of Teachers/Learners Assessed	Improvement Rate	Key Insights

B. Evaluation of Interventions

Intervention	Observed Improvements	Challenges Encountered	Recommendations for Sustainability

C. Stakeholder Feedback

Key Takeaways from Teacher and Student Feedback *(What worked? What needs improvement?)*	**Adjustments Planned Before TOFAS Post-Test** *(Modifications to be made before the next assessment.)*

PART V. SUMMARY AND RECOMMENDATIONS

Overall Findings: *(General insights from the three phases.)*

- **Key Recommendations for Future TOFAS Administration:**
- [Recommendation 1]:
- [Recommendation 2]:
- [Recommendation 3]:

Prepared by:

_____
TOFAS Focal Person

Reviewed:

_____
Chief ES, CID

Approved:

_____
Schools Division Superintendent