

MATHEMATICS PERFORMANCE OF GRADE 1 ADVANCED LEARNERS BASED ON THE YEAR-END ASSESSMENT: BASIS FOR A PROPOSED ENRICHMENT PROGRAM

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ABSTRACT

This study examined the mathematics performance of Grade One advanced learners in the Division of Makati City amid increasing expectations for high academic achievement. Although these learners were identified as advanced based on consistent academic performance and teacher recommendations, assessment results indicated that not all learners consistently achieved the target mastery benchmark of 82 percent, particularly in higher-order skills. (Assessment Practices of Teachers Implementing the Philippines and Singapore Elementary Mathematics Curriculum, 2024, pp. 46-60) Using a descriptive–developmental–evaluative research design, the study analyzed learners’ performance using a school-based Year-End Mathematics Assessment aligned with Grade One curriculum standards. Descriptive statistical tools, including frequency counts, percentages, and mean scores, were employed to examine performance across selected mathematics competencies. Findings revealed strong proficiency in basic numeracy skills such as counting, addition, and subtraction; however, lower performance was observed in problem-solving and mathematical reasoning tasks. (Caberte et al., 2023, pp. 1-9) Based on these findings, a Mathematics Enrichment Program for Grade One advanced learners was proposed to address learning gaps, enhance conceptual understanding, and sustain learners’ academic growth. The study emphasizes the importance of assessment-driven enrichment and differentiated instruction in early mathematics education.

Keywords: *mathematics performance, Grade One advanced learners, descriptive research, Mathematics Enrichment Program, Makati City*

INTRODUCTION

In a globalized and technology-driven society, education prepares individuals to meet rapid social, economic, and technological change. In the Philippines and across ASEAN, national development and global competitiveness rely on quality education and strong foundational learning in the early years. As technology shapes modern life, mathematics is a key discipline that supports reasoning, problem-solving, and decision-making.

Mathematics is the foundation of technological progress and supports cognitive development from the start. In the primary years, it builds the basic concepts, skills, and attitudes needed for future learning in science, technology, engineering, and mathematics (STEM). Research shows that early mathematical

foundations are vital for later success and for tackling increasingly complex topics (NCTM, 2014; DepEd, 2016).

Some elementary learners show advanced math skills, including early mastery, fast understanding, and ongoing interest in math and problem-solving. Regular classes may not challenge them enough, leading to boredom or underachievement (*Reis & Renzulli, 2010*). Differentiated instruction and planned enrichment help address their needs and nurture mathematical talent (*Tomlinson, 2017*).

In the Philippine basic education system, learners' performance in the early grades is primarily measured through school-based assessments aligned with the K to 12 curriculum. Among these, the year-end evaluation plays a crucial role in evaluating learners' mastery of prescribed competencies and in providing data that guide instructional planning, remediation, and enrichment initiatives (DepEd, 2015; DepEd, 2020). Assessment results offer valuable insights into both learners' strengths and areas requiring further development. (D. & M., 2023)

Using year-end assessment results, the study examined the math performance of Grade One advanced learners in Makati City cream sections. By reviewing their performance in key competencies, the study identified strengths and gaps, especially in higher-order thinking. (Philippines, 2025) The findings led to a proposed enrichment program to improve learning, deepen understanding, and support continued growth in math for advanced Grade One learners.

Conceptual Framework of the Study

This study uses an Input–Process–Output (IPO) model to analyze learner traits and assessment results, identifying strengths and gaps that form the basis for a Mathematics Enrichment Program for advanced Grade One learners.

Figure 1. Conceptual Framework of the Study – IPO Model

INPUT	PROCESS	OUTPUT
- Grade One Advanced Learners (Cream Sections) - Learner readiness and abilities - Prior mathematics knowledge - K to 12 Mathematics Curriculum Standards - School-Based Year-End Mathematics Assessment	- Analysis of year-end assessment results - Identification of strengths and learning gaps - Focus on numeracy, problem-solving, and reasoning - Interpretation using research-based approaches - Basis for enrichment planning	- Proposed Mathematics Enrichment Program - Higher-order thinking and problem-solving activities - Learner-centered and hands-on strategies - Enhanced conceptual understanding - Improved mastery level ($\geq 82\%$)

The framework is based on established theories and research. The Input uses constructivist learning theory, focusing on prior knowledge and readiness (Piaget, 1972; Vygotsky, 1978). The Process is shaped by assessment-driven and differentiated instruction (Tomlinson, 2017; DepEd, 2015). The Output draws from enrichment and talent development models, including the Schoolwide Enrichment Model, which supports meaningful challenges for advanced learners (Reis & Renzulli, 2010).

The inputs are Grade One advanced learners in cream sections, curriculum standards, and year-end assessment results. The process includes systematic analysis of numeracy, problem-solving, and reasoning. The output is a Math Enrichment Program to strengthen conceptual understanding and help learners achieve at least 82% mastery. (DepEd releases guidelines for School Year 2022-2023, 2022)

Statement of the Problem

Some Grade One advanced learners in Makati City cream sections do not consistently achieve the expected mathematics performance as measured by year-end assessments. This gap highlights the need to review their achievement in core math skills and provide suitable instructional support for ongoing growth.

This study examined mathematics results for advanced Grade One learners from school-based year-end assessments and used these results to propose a mathematics enrichment program. It specifically sought to answer these research questions:

- What is the level of mathematics performance of Grade One advanced learners in the following competency areas based on the year-end assessment:
 - 1.1 Whole Numbers;
 - 1.2 Fundamental Operations;
 - 1.3 Time;
 - 1.4 Measurement;

1.5 Fractions; and
1.6 Problem Solving?

2. What is the overall mathematics performance of Grade One advanced learners as revealed by the year-end assessment?
3. What are the strengths and areas for improvement of Grade One advanced learners in mathematics based on their performance across the identified competency areas?
4. What mathematics enrichment program can be proposed based on the results of the year-end assessment to address the identified learning needs of Grade One advanced learners?
5. How do Grade One mathematics teachers evaluate the proposed enrichment program in terms of:
 - 5.1 alignment with learning competencies;
 - 5.2 adequacy of enrichment activities;
 - 5.3 suitability of the activities to the ability level of advanced learners; and
 - 5.4 organization and sequencing of competencies and learning activities?

Significance of the Study

This study's findings aim to help those involved in early math instruction and enrichment for advanced learners. In a time of rapid change, this research supports strong instructional practices and promotes learner diversity in primary grades.

Grade One Advanced Learners. The proposed enrichment program aims to give Grade One advanced learners challenging and engaging math activities beyond the regular curriculum. By improving higher-order thinking, problem-solving, and reasoning, the program supports continued academic growth, fosters interest in math, and builds independence and confidence.

Teachers. For teachers, the study can guide the creation and use of differentiated strategies and enrichment activities for advanced learners. The program and its components may also serve as additional materials that help shift from routine drills to more concept-rich, student-focused math instruction.

School Administrators. School administrators may benefit from the findings by using the results as a basis for developing and strengthening school-level programs and policies that recognize learner diversity and promote excellence in early mathematics education. The study may also provide evidence to support decision-making related to instructional supervision, teacher support, and enrichment program implementation.

Curriculum Planners. Curriculum planners may gain insights into the effectiveness of existing curriculum standards and assessment practices in addressing the needs of advanced learners in the early grades. The study may inform the development of curriculum enhancements and enrichment programs that are aligned with learner performance data, developmental appropriateness, and national educational goals.

Parents. Parents may benefit from the proposed enrichment program by gaining a better understanding of contemporary mathematics learning and the academic needs of advanced learners. Increased awareness may encourage parents to support their children's learning at home actively and to engage more meaningfully in their children's mathematical development.

Future Researchers.

Finally, future researchers may use this study as a reference for further investigations on early mathematics performance, school-based assessment practices, differentiated instruction, and enrichment program development. The findings may serve as a foundation for related studies that seek to improve mathematics teaching and learning in the primary grades.

Scope and Delimitation of the Study

This study focused on the mathematics performance of Grade One advanced learners in a selected public elementary school in Makati City. The participants were limited to learners identified as advanced based on consistent academic performance and teacher recommendations. The study used data from a school-based year-end mathematics assessment.

The scope of the study was confined to selected Grade One mathematics competencies, specifically whole numbers, fundamental operations, time, measurement, fractions, and problem solving. These competencies were aligned with the Grade One Mathematics curriculum and served as the basis for analyzing learners' performance and identifying strengths and areas for improvement. The skills reflected in the Philippine Elementary Learning Competencies (PELC) and the school's Budget of Work were used as references, with appropriate enrichment and modification to address the learning needs of advanced learners.

This study was delimited to mathematics instruction and did not include other subject areas such as English, Science, or Values Education. Additionally, the study focused on performance analysis and enrichment program development based on assessment results and did not attempt to measure the long-term effects or classroom implementation outcomes of the proposed enrichment program. The enrichment program was developed as an output of the study rather than as an intervention subjected to experimental testing.

Furthermore, the number and distribution of enrichment activities were determined by the frequency of errors and performance gaps identified in the year-end assessment. The findings and conclusions of the

study are therefore limited to the specific group of Grade One advanced learners, the selected school context, and the assessment tools utilized, and may not be generalized to other grade levels or learner populations.

METHODOLOGY

Research Design

This study employed a descriptive–developmental–evaluative research design to examine the mathematics performance of Grade One advanced learners and to serve as the basis for developing a Mathematics Enrichment Program for these learners. The descriptive component analyzed learners’ performance across selected mathematics competencies using results from a school-based year-end assessment. The developmental component guided the design of the enrichment program based on identified learning needs. In contrast, the evaluative component assessed the adaptability and appropriateness of the proposed program through expert and teacher evaluation.

This integrated methodological approach ensured systematic data collection, logical identification of priority skills, and evidence-based development of enrichment activities for Elementary Mathematics One.

Participants

The participants in the study were Grade 1 learners identified as advanced at a selected elementary school. Identification of advanced learners was based on consistent high academic performance in mathematics during the school year and teacher recommendations. These learners demonstrated mastery of basic competencies beyond grade-level expectations and were therefore deemed appropriate participants for enrichment-focused assessment.

In addition, Grade 1 mathematics teachers and school mathematics coordinators served as respondents in the evaluation of the proposed enrichment program. Their professional expertise provided critical feedback on the content, organization, sequence, and adaptability of the enrichment materials.

Research Instruments

The primary research instrument used in this study was the school-based Year-End Mathematics Assessment, which was aligned with Grade 1 curriculum standards. The assessment measured learners’ competencies in the following areas:

- Number sense
- Basic operations (addition and subtraction)
- Patterns and relationships
- Geometry
- Measurement
- Problem-solving and mathematical reasoning

An achievement test was constructed to identify areas of strength and weakness, as well as indices of difficulty and discrimination across the different mathematics skills. The results of this test were used to

determine the number and type of exercises needed for each competency area in the proposed enrichment program.

Two sets of questionnaires were also utilized:

1. The first questionnaire identified priority skills requiring enrichment based on curriculum standards.
2. The second questionnaire evaluated the proposed enrichment program based on its objectives, content, organization, sequence, and overall suitability.

Data Collection Procedure

Prior to data collection, permission was secured from the appropriate school authorities. Classroom teachers administered the Year-End Mathematics Assessment in accordance with standard testing procedures to ensure consistency, fairness, and reliability of results. The researcher closely coordinated with the mathematics teachers to retrieve completed assessment data without disrupting regular classroom instruction.

The achievement test underwent content and language validation by subject-matter experts to ensure alignment with Grade One curriculum standards and learner comprehension. A pre-test was subsequently administered to Grade Two learners who had completed Grade One mathematics to establish the instrument's reliability and validity. In addition, evaluation questionnaires were distributed to Grade One mathematics teachers and mathematics coordinators to gather professional feedback on the proposed enrichment program. All questionnaires were retrieved in full to support comprehensive program evaluation.

Data Analysis

The collected data were systematically organized, tallied, and analyzed using descriptive statistical techniques. The following measures were employed:

1. **Frequency counts and percentages** to determine mastery levels and error rates across mathematics competency areas.
2. **Mean scores** to describe overall and area-specific mathematics performance
3. **Percentage of learning mastery** to identify strengths and weaknesses
4. **Percentage of errors** to determine competencies requiring enrichment

Competency areas with higher error rates were identified as priority areas for enrichment, while those demonstrating acceptable mastery levels were excluded from enrichment activities. These analyses provided a sound empirical basis for developing and refining the proposed Mathematics Enrichment Program for advanced learners in Grade One.

Development and Evaluation of the Enrichment Program

Based on the results of the descriptive analysis, enrichment activities were developed and arranged hierarchically according to skill complexity and cognitive demand. Draft activities were reviewed, revised, and finalized based on tryout results and expert feedback. Teacher-respondents and mathematics coordinators then evaluated the completed enrichment program to assess its content validity, instructional value, organization, sequencing, and adaptability for advanced learners in Grade One.

RESULTS

This section presents the results of the analysis of the mathematics performance of Grade One advanced learners based on the school-based Year-End Mathematics Assessment. Descriptive statistical measures were used to summarize learners' performance across six mathematics competency areas, determine overall achievement levels, and identify strengths and areas requiring enrichment. The findings are organized and presented in Tables 1 to 3 to provide a clear and systematic overview of learners' mastery levels, performance distribution, and error patterns that served as the basis for the proposed Mathematics Enrichment Program.

Table 1

Summary of the Mathematics Performance of Grade One Learners Across Six Learning Areas

Areas	Mean of Correct Responses	Percentage of Learning Mastery	Descriptive Rating
Whole Numbers	179.63	91.65	Outstanding
Fundamental Operations	155.77	79.47	Above Average
Time	152.28	77.69	Above Average
Measurement	141.54	72.22	Above Average
Fractions	189.34	96.60	Above Average
Problem Solving	139.70	71.28	Above Average
Overall Mean	159.71	81.48	Above Average

Note. Learning mastery percentages were interpreted using the school's descriptive rating scale. An overall mastery level of 82% or higher indicates target performance for Grade One advanced learners.

Table 1 presents the summary of the mathematics performance of Grade One learners across the six learning areas (see Table 1). Results indicate a high overall level of performance, with an overall mean mastery percentage classified as Above Average. Among the areas assessed, Whole Numbers obtained

the highest descriptive rating (Outstanding), reflecting strong mastery of basic numeracy skills. The remaining areas—Fundamental Operations, Time, Measurement, Fractions, and Problem Solving—were rated Above Average, suggesting that while learners performed well, certain competencies may benefit from targeted enrichment. (K to 12 Basic Education Curriculum: Mathematics Grade 1, 2016)

Table 2
Overall Mathematics Performance of Grade One Learners

Score Range	Frequency	Percentage	Descriptive Rating
25–30	27	13.78	Outstanding
19–24	132	67.35	Above Average
13–18	29	14.79	Average
7–12	6	3.06	Fairly Satisfactory
0–6	2	1.02	Poor
Total	196	100.00	

Note. Scores were based on the school-based Year-End Mathematics Assessment. Descriptive ratings reflect institutional performance benchmarks.

Mean: 23.78 **Standard Deviation:** 3.43 **Quality Mastery:** 87.98%

Table 2 shows the overall mathematics performance of Grade One learners based on score distribution (see Table 2). The majority of learners (67.35%) fell within the Above Average performance range, with a computed mean score of 23.78 and a mastery level of 87.98%. Only a small proportion of learners fell under the fairly satisfactory and poor categories, indicating generally strong mathematical achievement. (2022–2023 Grade Results in Mathematics from Grade 1–6, n.d.)

Table 3

Areas	Total Errors	Expected Total Correct Responses	Percent of Errors	Evaluation	Assessment
Whole Numbers	133	1,568	8.48	Strength	Some competencies need enrichment
Fundamental Operations	81	392	20.66	Weakness	Need enrichment exercises
Time	88	392	22.25	Weakness	Need enrichment exercises
Measurement	109	392	21.81	Weakness	Need enrichment exercises
Fractions	7	196	3.57	Strength	No enrichment exercises
Problem Solving	112	392	28.82	Weakness	Need enrichment exercises

Summary of Strengths and Weaknesses in Mathematics One Based on Error Analysis

Note. The error rate was used to identify priority areas for enrichment. Higher error rates indicate competencies requiring targeted instructional support.

Table 3 summarizes the strengths and weaknesses of learners in Mathematics One based on error analysis (see Table 3). Results indicate that learners demonstrated strengths in Whole Numbers and Fractions, as reflected by low error rates. However, higher error rates were observed in Fundamental Operations, Time, Measurement, and Problem Solving, identifying these areas as priorities for enrichment intervention. (Tallud & Caballes, 2023)

DISCUSSION

The findings indicate that Grade One advanced learners demonstrated high overall performance in mathematics, particularly in basic numeracy skills such as counting and fundamental operations. This confirms that advanced learners possess strong foundational competencies and can master routine mathematical tasks at an early age. However, consistent with Krutetskii's (1976) assertion that advanced mathematical ability extends beyond computational accuracy, learners' comparatively lower performance in problem-solving and reasoning suggests that higher-order thinking skills require intentional instructional support.

The observed weaknesses in problem-solving and reasoning align with previous studies indicating that advanced learners may underperform when instruction does not sufficiently challenge their cognitive abilities (Reis & Renzulli, 2010). Without appropriate enrichment, learners have limited opportunities to

analyze complex situations, apply concepts flexibly, and engage in non-routine mathematical tasks. (Reis & Renzulli, 2022, pp. 215-227) This supports the view that mastery of basic skills does not automatically translate into advanced-level reasoning.

The results further reinforce the importance of enrichment and differentiated instruction in the early grades. Effective enrichment programs move beyond acceleration and emphasize deeper conceptual understanding and higher-order thinking (VanTassel-Baska & Brown, 2007). Enrichment strategies such as problem-based learning, exploratory activities, and open-ended mathematical tasks have been shown to enhance analytical skills and learner engagement (Maker & Schiever, 2010). (Sullivan & Lilburn, 2024). These findings are also consistent with Gagné's Differentiated Model of Giftedness and Talent, which emphasizes the systematic development of natural abilities through appropriate instructional experiences (Gagné, 2015). In this context, the proposed Mathematics Enrichment Program serves as a developmental mechanism that transforms learners' mathematical potential into sustained achievement.

The use of year-end assessment data as the basis for program development is supported by policy and standards-based literature. (Council & RCTQ, 2022) The Department of Education (DepEd, 2015) underscores the importance of assessment-driven instructional planning, while the National Council of Teachers of Mathematics (NCTM, 2014) advocates teaching practices that promote reasoning, problem-solving, and productive struggle. Overall, the findings highlight the need for early, assessment-based enrichment programs that intentionally cultivate reasoning, problem-solving, and conceptual understanding among advanced learners in Grade One.

CONCLUSION

This study concluded that Grade 1 advanced learners demonstrated high levels of performance in mathematics on the school-based year-end assessment, particularly in foundational numeracy skills such as counting and basic operations. These findings indicate that advanced learners have successfully acquired essential mathematical competencies expected at their grade level.

However, the study also identified specific areas requiring enrichment, notably in problem-solving and mathematical reasoning. Although learners performed above average in these areas, their relatively lower achievement suggests the need for instructional experiences that go beyond routine practice and emphasize higher-order thinking skills. Consistent with the findings of Reis and Renzulli (2010), the results highlight the importance of early and purposeful enrichment interventions to nurture advanced learners' cognitive potential and prevent underachievement.

The assessment results provided a sound empirical basis for developing a mathematics enrichment program tailored to the learning needs of advanced Grade 1 learners. (K to 12 Curriculum Guide: Mathematics (Grade 1 to Grade 10), 2013) Grounded in learners' performance data, the proposed program aligns with the existing curriculum standards and assessment frameworks set by the Department of Education (DepEd, 2015) and the National Council of Teachers of Mathematics (NCTM, 2014). By focusing on conceptual understanding, reasoning, and problem-solving, the enrichment program offers a

targeted approach to sustaining advanced learners' mathematical growth and promoting excellence in early mathematics education.

Overall, this study underscores the value of assessment-driven enrichment to support learner diversity and advance quality mathematics instruction in the primary grades.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. **Implementation of the Proposed Mathematics Enrichment Program** - Schools are encouraged to implement the proposed mathematics enrichment program for advanced learners in Grade 1. The program should focus on strengthening problem-solving, reasoning, and higher-order thinking skills while sustaining learners' strong performance in basic numeracy. Enrichment activities should include problem-based learning, exploratory tasks, and open-ended questions that challenge learners cognitively.
2. **Differentiated Instruction for Advanced Learners** - Teachers should adopt differentiated instructional strategies that provide appropriate levels of challenge for advanced learners. Instruction should move beyond routine practice and incorporate tasks that promote conceptual understanding, mathematical reasoning, and application of skills in real-life contexts.
3. **Use of Assessment Data for Instructional Planning** - School administrators and teachers should consistently use year-end assessment results and other formative assessment data to identify learners' strengths and areas for improvement. Assessment-driven decision-making should guide the design of enrichment activities, instructional adjustments, and learner support programs.
4. **Professional Development for Teachers** - Schools and educational leaders should provide professional development opportunities for teachers on enrichment strategies, differentiated instruction, and teaching mathematics to advanced learners. Training may focus on designing higher-order tasks, facilitating mathematical discourse, and implementing enrichment programs effectively in the primary grades.
5. **Support from School Administrators and Curriculum Planners** - School administrators and curriculum planners should develop policies and guidelines that support enrichment initiatives for advanced learners. This includes allocating time, resources, and instructional materials that promote excellence in early mathematics education and learner diversity.
6. **Parental Involvement and Support** - Parents should be encouraged to support enrichment activities at home by engaging learners in meaningful mathematical tasks, games, and problem-

solving activities. Increased parental awareness of enrichment strategies may help reinforce learning and sustain learners' interest in mathematics.

7. **Future Research** - Future studies may explore the effectiveness of the proposed enrichment program through experimental or quasi-experimental designs. Researchers may also examine the long-term impact of early enrichment on learners' mathematics achievement, motivation, and higher-order thinking skills, and replicate the study in other grade levels or school contexts.

PROPOSED ENRICHMENT PROGRAM IN ELEMENTARY MATHEMATICS ONE

I. Introduction

Based on the study's findings, a Mathematics Enrichment Program for Grade 1 Advanced Learners is proposed to help pupils achieve and exceed the target performance level of 82 percent mastery in Elementary Mathematics One. While regular classroom instruction addresses general learning needs, advanced learners require additional, developmentally appropriate, and learner-centered strategies that challenge their thinking, deepen conceptual understanding, and sustain interest in mathematics. The proposed program is designed to enhance higher-order thinking skills, promote deeper conceptual understanding, and maintain learner engagement through structured, enriched learning experiences that complement the regular curriculum. Anchored on the principle of "Learning by Doing," the program incorporates problem-based learning, mathematical games, hands-on and exploratory tasks, and collaborative activities to foster reasoning, creativity, and active participation.

II. Rationale

The primary years of schooling are critical in building strong mathematical foundations. Without early mastery of basic numeracy and problem-solving skills, learning gaps may widen over time. Although the regular curriculum provides essential competencies, it may not fully meet the needs of advanced learners who benefit from more profound, more challenging experiences. This enrichment program aims to strengthen conceptual understanding, develop higher-order thinking skills, and support academic excellence among advanced learners in Grade 1 through meaningful, engaging, and learner-centered instructional approaches.

III. General Objectives

This enrichment program aims to:

- A. Further enhance the foundational and advanced mathematical skills of Grade 1 pupils in Elementary Mathematics One, particularly in numeracy, operations, measurement, and problem-solving.
- B. Provide teachers with clear instructional direction, strategies, and enrichment activities that are appropriate to the learning abilities of fast and advanced learners.

- C. Promote higher-order thinking skills, deeper conceptual understanding, and sustained interest in mathematics among Grade 1 learners.

IV. Scope and Sequence of Learning Competencies

The scope of the enrichment program covers essential Grade 1 mathematics competencies aligned with the Elementary Mathematics One curriculum. These include comparing numbers, understanding place value, performing addition and subtraction, using the calendar, telling time by the hour, measuring areas, applying standard units of linear measurement, and solving word problems involving addition and subtraction.

Each competency is supported by developmentally appropriate enrichment activities designed to deepen understanding, extend learning, and encourage the application of mathematical concepts beyond routine classroom instruction.

Learning Competencies	Activity Title	Topic
1) Comparing Numbers	How Much Do You Have?	Whole Numbers
2) Determining Place Values	Tell My Place	Place Values
3) Adding Whole Numbers	Chalkboard Addition	Addition of Whole Numbers
4) Subtracting Whole Numbers	Fun with Cards	Subtraction of Whole Numbers
5) Telling Number of Days Using the Calendar	What's the Day Today	Number of Days Using the Calendar
6) Indicating Time	Tell the Time by the Hour	Time
7) Measuring Areas	Shapes and Areas	Areas
8) Measuring Using Standard Units of Linear Measure	Rainbow Fruity Clouds	Standard Units of Linear Measure
9) Analyzing and Solving Word Problems Involving Addition of Whole Numbers	Cows and Chickens Problem	Word Problems Involving Addition of Whole Numbers

G. Analyzing and Solving Word Problems Involving Subtraction of Whole Numbers	My Pet's Problem	Word Problems Involving Subtraction of Whole Numbers
Total 10	10	10

V. Program of Activities

A. Target Participants

- 1 Grade 1 pupils who fail to achieve the 82 percent level of learning mastery, as identified through a diagnostic test administered at the beginning of the school year.
- 2 Grade 1 advanced learners who may benefit from enrichment activities that deepen conceptual understanding and extend learning beyond the regular curriculum.

B. Program Requirements

1. Strict monitoring of participants' attendance and the teacher's active participation to ensure consistent engagement in enrichment activities.
2. Administration of a diagnostic test to identify learners' strengths and learning gaps, and an achievement test covering all targeted competencies requiring further enrichment.
3. Faithful implementation of the proposed program by teachers, with reasonable flexibility to adjust activities based on learners' needs, pacing, and classroom context.

C. Duration

The enrichment program shall run for one month, with five (5) hours of instruction per week. It may be implemented during the first month of the school year and serves as a bridge program between the summer vacation and the new academic year. This timing allows learners to strengthen foundational skills early, thereby supporting smoother transitions and improved academic performance throughout the school year.

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