



Republic of the Philippines  
**Department of Education**  
REGION IV- A CALABARZON  
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

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05 December 2025

DIVISION MEMORANDUM  
No. 858 s. 2025

**REVISED GUIDELINES ON THE ADMINISTRATION OF THE  
DIVISION UNIFIED NUMERACY TEST (DUNT)**


To: Assistant Schools Division Superintendent  
Chief Education Supervisors  
Heads, Public Elementary and Secondary Schools  
Heads, Unit/Section  
All Others Concerned

1. This Office, through the Curriculum Implementation Division, shall conduct the administration of the **Division Unified Numeracy Test (DUNT)** from **December 1-12, 2025**.
2. School Numeracy Reports shall be forwarded to the Division Office by December 19, 2025.
3. The results of the numeracy test across grade levels shall be the basis of appropriate remediation. Details and instructions on how to utilize the tool are provided in this issuance.
4. Attached hereto are the guidelines in the conduct of the Division Unified Numeracy Test.
5. Immediate dissemination of and strict compliance with this Memorandum is desired.

For:

**CELEDONIO B. BALDERAS JR.**  
Schools Division Superintendent

By:

  
**EDWIN R. RODRIGUEZ**  
Chief Education Supervisor – CID  
Officer-in-Charge

Encl.: As stated

Reference: None

To be indicated in the Perpetual Index  
under the following subjects:

NUMERACY

DIVISION UNIFIED NUMERACY TEST

CID – revised guidelines on the administration of the division unified numeracy test (dunt)  
CIDGB3KP-002443/December 05, 2025



Enclosure 1:

**Revised Guidelines on the Administration of the  
Division Unified Numeracy Test (DUNT)**

**Rationale**

A learned society is a numerate society. To fully participate in nation building and development, learners should be able to acquire sound mathematical knowledge, skills, and understanding which is essential in making informed decisions and solving problems in various contexts significant to their daily lives and experiences (DepEd, 2023).

One of the main goals of the mathematics curriculum is to develop learners who are mathematically proficient and critical problem solvers (DepEd, 2023). This needs to be emphasized in the development of curriculum, deployment of teaching and learning, and shaping of assessment in the mathematics classroom.

Being mathematically proficient is being numerate. To be numerate, learners need to acquire essential skills which serve as the foundation towards mathematical excellence. To participate in various activities, being numerate is key. Numeracy should be appreciated as fundamental skills embedded in the daily endeavors of the learners. According to Steen (1990), numeracy is so vital that it should be a habit of mind (Steen, 1990). In the Division of Tayabas City, numeracy is defined as the appreciation and application of numbers.

DepEd (2013) claims that being a significant ancillary to problem solving, numeracy relates to a high proportion of the mathematics content in the basic curriculum. Specifically, learners become increasingly numerate as they develop the confidence and ability to choose and use mathematics effectively in its application to situations that arise in their lives; and to be able to communicate their mathematical thinking.

As foundational skills, numeracy should be given emphasis and great attention in the classroom. Recent years have seen a decline in the numeracy skills of the learners (RMA, 2025; SEA-PLM, 2018). To address this concern, school leaders and teachers should be able to appropriately assess learners. As an initiative of the City Schools Division of Tayabas City, through the Curriculum Implementation Division, the Division Unified Numeracy Test shall be administered to all learners to determine the numeracy levels of the learners.

**Description of the Division Unified Numeracy Test**

The Division Unified Numeracy Test (DUNT), a test to determine the numeracy levels of the learners, is a 40-item test consisting of four subtests. Each subtest consists of 10 questions focusing on each of the four fundamental operations. For grade 1 learners, only subtests 1 and 2 shall be given.

**Time Duration**

The test shall be administered to all learners with different time duration for each key stage (see Table 1).



Table 1. Time duration for administration.

| Key Stage | Time Duration        |
|-----------|----------------------|
| 1         | Grade 1 – 20 minutes |
|           | Grade 2 – 40 minutes |
|           | Grade 3 – 40 minutes |
| 2         | 30 minutes           |
| 3         | 20 minutes           |
| 4         | 20 minutes           |

### Interpretation of Results

To interpret the results of the DUNT, the following should be done.

- Check the answers of the learners.
- Indicate the score of each subtest.
- Record each subtest score.
- Interpret the proficiency level (PL) for each subtest. See Table 2.
- Use the electronic sheet Class Numeracy Level Template (Enclosure A). See illustrative example 1.

Illustrative Example 1. Sample Class Numeracy Level

| No. | Learners | Addition |    | Subtraction |     | Multiplication |     | Division |     | Numeracy Level |
|-----|----------|----------|----|-------------|-----|----------------|-----|----------|-----|----------------|
|     |          | Score    | PL | Score       | PL  | Score          | PL  | Score    | PL  |                |
| 1   | AAAAA    | 10       | HP | 9           | HP  | 9              | HP  | 9        | HP  | N              |
| 2   | BBBBB    | 9        | HP | 8           | P   | 7              | P   | 6        | NeP | N              |
| 3   | CCCCC    | 10       | HP | 8           | P   | 5              | NeP | 4        | LP  | NN             |
| 4   | DDDDD    | 10       | HP | 6           | NeP | 4              | LP  | 4        | LP  | NN             |

- If a learner achieved HP or P or NeP in the proficiency level in all subtests, then the numeracy level (NL) of the learner is N which means numerate. If a learner achieved at least one LP or NoP in the proficiency level in any subtests, then the numeracy level of the learner is NN (non-numerate). See Tables 2 and 3 and illustrative example 2.

Table 2. Interpretation of the DUNT.

| Score Range                                       | Proficiency Level |
|---|-------------------|
| At Grade Level<br>( <b>HP</b> -Highly Proficient) | 9-10              |
| Transitioning<br>( <b>P</b> -Proficient)          | 7-8               |
| Developing<br>( <b>NeP</b> -Nearly Proficient)    | 5-6               |
| Emerging<br>( <b>LP</b> -Low Proficient)          | 3-4               |
| Emerging<br>( <b>NoP</b> -Not Proficient)         | 0-2               |



Table 3. Identifying numeracy level.

| Grade  | Proficiency Level             | Numeracy Level |
|--------|-------------------------------|----------------|
| 1      | At least one HP or P or NeP   | Numerate (N)   |
| 2 – 6  | At least two HP or P or NeP   | Numerate (N)   |
| 7 – 10 | At least three HP or P or NeP | Numerate (N)   |
| 11 -12 | At least four HP or P or NeP  | Numerate (N)   |

Illustrative Example 2. Sample Learner Performance.

| Grade  | Addition      | Subtraction   | Multiplication | Division      | Numeracy Level |
|--------|---------------|---------------|----------------|---------------|----------------|
| 1      | H or P or NeP | LP or NoP     |                |               | Numerate (N)   |
| 2 – 3  | H or P or NeP | H or P or NeP | LP or NoP      | LP or NoP     | Numerate (N)   |
| 4 - 6  | H or P or NeP | H or P or NeP | H or P or NeP  | LP or NoP     | Numerate (N)   |
| 7 - 10 | H or P or NeP | H or P or NeP | H or P or NeP  | LP or NoP     | Numerate (N)   |
| 11 -12 | H or P or NeP | H or P or NeP | H or P or NeP  | H or P or NeP | Numerate (N)   |

- If a learner achieved all HP in all subtests, then the school action is for enhancement.
- If a learner achieved at least one P or NeP, and no LP or NoP , then the school action is for consolidation.
- If a learner achieved at least one LP or NoP, then the action is I for intervention.
- Use the School Summary Per Level to consolidate results of grade levels with more than one section.
- School Heads/DUNT Coordinators shall collect all class numeracy results (Enclosure A), submit the School Numeracy Report (Enclosure B) to the Division Office, and encode the consolidated results in the prescribed link provided by SDO Tayabas City.
- The proficiency levels of the learners in each subtest shall be addressed using the Project NUMERO learning resource package. Soft copies of the package will be downloaded to the schools for printing and distribution. Hard copies will be given to the learners. In no way shall the soft copies be shared to learners.

### Schedule

The administration of the Division Unified Numeracy Test shall be administered starting school year 2024-2025 to all learners in all grade levels from key stages 1 to 4.

For SY 2025-2026, the administration of the DUNT shall be from December 1 to December 12, 2025. School Numeracy Report (Enclosure B) shall be forwarded to the Division Office by December 19, 2025. If a link for the report is provided, then it must be accomplished on or before the said date.



### Administration of the Test

- Administer the Division Unified Numeracy Test to all learners.
- Be mindful of the time duration for each grade level.
- For grade1, the test must be teacher-assisted. Only the first two subtests shall be given to the learners. If the learners cannot respond to the first three items, then the test ends.
- Learners are not allowed to use calculators, cellphones, or any other gadgets to assist them during the test.
- Request the learners to prepare their writing materials (pen/pencil) and working/scratch papers.

### Terms of Reference

| Personnel                                       | Roles  |
|---|--|
| Chief Education Supervisor                      | <ul style="list-style-type: none"> <li>• Reviews guidelines on the administration of the Division Unified Numeracy Test.</li> <li>• Monitors the conduct of the administration of the test.</li> </ul>   |
| EPS, Mathematics                                | <ul style="list-style-type: none"> <li>• Conducts orientation to all concerned on the administration of the DUNT.</li> <li>• Leads in the administration of the numeracy test.</li> <li>• Consolidates the results as reported by school heads.</li> </ul>   |
| EPS/<br>Cluster In-Charge                       | <ul style="list-style-type: none"> <li>• Lead in the administration of the DUNT.</li> <li>• Conduct an orientation to school heads and teachers in their respective cluster.</li> <li>• Ensure and safeguard the confidentiality of the test.</li> <li>• Observe guidelines in the administration of the test.</li> <li>• Use the Script on the Administration of the Test to ensure consistency and uniformity of administration.</li> <li>• Retrieve all test materials.</li> <li>• Secure the School Numeracy Level report from the School Head on the same day of administration.</li> </ul> |
| EPS, LRMDs and Team                             | <ul style="list-style-type: none"> <li>• Lead in the layout and design of the test.</li> <li>• Lead in the reproduction and sorting of the test.</li> <li>• Assist the EPS in the conduct of the administration of the test.</li> </ul>  |
| School Head, Head Teacher, and DUNT Coordinator | <ul style="list-style-type: none"> <li>• Assist the EPS/Cluster In-Charge in the administration of the test.</li> <li>• Prepare the venue.</li> <li>• Determine the schedule of the test.</li> <li>• Oversee the checking of the test and the recording of the results.</li> <li>• Prepare the School Numeracy Reports.</li> <li>• Submit Enclosures A and B to the EPS in-charge.</li> <li>• Ensure that the school action indicated in the report is addressed.</li> </ul>   |
| Mathematics Teachers                            | <ul style="list-style-type: none"> <li>• Assist the EPS/Cluster In-Charge/School Heads in the administration of the test.</li> <li>• Since the test is teacher-assisted for Grade 1, ensure that the test is safe and secure.</li> <li>• Inform the learners to bring their writing pen/pencil and working/scratch papers.</li> </ul>  |

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|  | <ul style="list-style-type: none"><li>• If there is a common venue for the test, ensure that the learners are in line and accompany them.</li><li>• Assist the EPS/Cluster In-Charge/School Heads in checking and marking the papers.</li><li>• Record the results of the test.</li><li>• Submit reports to the school head/DUNT Coordinator.</li><li>• Ensure that the action is addressed.</li></ul> |
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Enclosure 2:

**Class Numeracy Level**

| No. | Learners | Addition |    | Subtraction |    | Multiplication |    | Division |    | Numeracy Level | Remarks |
|-----|----------|----------|----|-------------|----|----------------|----|----------|----|----------------|---------|
|     |          | Score    | PL | Score       | PL | Score          | PL | Score    | PL |                |         |
| 1   |          |          |    |             |    |                |    |          |    |                |         |
| 2   |          |          |    |             |    |                |    |          |    |                |         |
| 3   |          |          |    |             |    |                |    |          |    |                |         |
| 4   |          |          |    |             |    |                |    |          |    |                |         |
| 5   |          |          |    |             |    |                |    |          |    |                |         |
| 6   |          |          |    |             |    |                |    |          |    |                |         |
| 7   |          |          |    |             |    |                |    |          |    |                |         |
| 8   |          |          |    |             |    |                |    |          |    |                |         |
| 9   |          |          |    |             |    |                |    |          |    |                |         |
| 10  |          |          |    |             |    |                |    |          |    |                |         |

\*PL-Proficiency Level



Enclosure 3:

### School Numeracy Report

| Grade Level | Enrollment |        |       | Addition              |                       |                          |                          |                | Subtraction           |                       |                          |                          |                | Multiplication        |                       |                          |                          |                | Division              |                       |                          |                          |                | NO. OF NUMERATES |        |       |               |        |       |
|-------------|------------|--------|-------|-----------------------|-----------------------|--------------------------|--------------------------|----------------|-----------------------|-----------------------|--------------------------|--------------------------|----------------|-----------------------|-----------------------|--------------------------|--------------------------|----------------|-----------------------|-----------------------|--------------------------|--------------------------|----------------|------------------|--------|-------|---------------|--------|-------|
|             |            |        |       | Emerging              | Emerging              | Developing               | Transitions              | at Grade Level | Emerging              | Emerging              | Developing               | Transitions              | at Grade Level | Emerging              | Emerging              | Developing               | Transitions              | at Grade Level | Emerging              | Emerging              | Developing               | Transitions              | at Grade Level | Numerates        |        |       | Non-Numerates |        |       |
|             | Male       | Female | Total | Not Proficient<br>0-2 | Low Proficient<br>3-4 | Nearly Proficient<br>5-6 | Highly Proficient<br>7-8 | 9-10           | Not Proficient<br>0-2 | Low Proficient<br>3-4 | Nearly Proficient<br>5-6 | Highly Proficient<br>7-8 | 9-10           | Not Proficient<br>0-2 | Low Proficient<br>3-4 | Nearly Proficient<br>5-6 | Highly Proficient<br>7-8 | 9-10           | Not Proficient<br>0-2 | Low Proficient<br>3-4 | Nearly Proficient<br>5-6 | Highly Proficient<br>7-8 | 9-10           | Male             | Female | Total | Male          | Female | Total |
| 1           |            |        |       |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                  |        |       |               |        |       |
| 2           |            |        |       |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                  |        |       |               |        |       |
| 3           |            |        |       |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                  |        |       |               |        |       |
| 4           |            |        |       |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                  |        |       |               |        |       |
| 5           |            |        |       |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                  |        |       |               |        |       |
| 6           |            |        |       |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                  |        |       |               |        |       |
| 7           |            |        |       |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                  |        |       |               |        |       |
| 8           |            |        |       |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                  |        |       |               |        |       |
| 9           |            |        |       |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                  |        |       |               |        |       |
| 10          |            |        |       |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                  |        |       |               |        |       |
| 11          |            |        |       |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                  |        |       |               |        |       |
| 12          |            |        |       |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                       |                       |                          |                          |                |                  |        |       |               |        |       |
| TOTAL       | 0          | 0      | 0     | 0                     | 0                     | 0                        | 0                        | 0              | 0                     | 0                     | 0                        | 0                        | 0              | 0                     | 0                     | 0                        | 0                        | 0              | 0                     | 0                     | 0                        | 0                        | 0              | 0                | 0      | 0     | 0             | 0      | 0     |

\*to be forwarded to the Division Office on or before 19 December 2025.

Enclosure 4:

**Script on the Administration of the DUNT**

- To start say:  
**Hi good morning/good afternoon. I am Mr./Mrs./Ms. \_\_\_\_\_**  
**(please state your name). I am here to administer the Division Unified Numeracy Test. This is a test to determine your numeracy levels.**

**Your score in this test will not, in any way, affect your grades in mathematics. We would just like to know how you are doing with numeracy so we can improve our program.**

**I hope everyone is seated comfortably. Do you have your pens or pencils with you? Do you also bring your working or scratch papers in case you need them?**

**Since you are in grade \_\_\_\_, you are going to take the test in \_\_\_\_ minutes. I will inform you when to begin and end the test. We will do it altogether.**

(Please refer to the table for time duration)

Table 1. Time duration for administration.

| Key Stage | Time Duration        |
|-----------|----------------------|
| 1         | Grade 1 – 20 minutes |
|           | Grade 2 – 40 minutes |
|           | Grade 3 – 40 minutes |
| 2         | 30 minutes           |
| 3         | 20 minutes           |
| 4         | 20 minutes           |

- Distribute the test materials. Ensure that both sides of the paper are used for the test. If not, replace the paper. Ask the learners:

**Please see if both sides of your test sheet are printed. If not, raise your hand so I can replace your paper.**

- See if any hands are raised. Proceed as follows.

**Please write your name, the date today, the name of your mathematics teacher, and your grade and section on the space provided.**

- Give them time to do this. After this, ask the learners:

**Do you have any questions? If none, then you may start now. You have \_\_\_\_ minutes.**

- After \_\_\_\_ minutes, you may say:  
**Time is up. You may stop writing now. Pass your paper forward.**
- Collect the sheets of paper from each learner in front. After counting all papers, say:

**Thank you for your cooperation. You may go back to your classes now.**



- Forward all the papers to the checkers. Ensure that the teachers correctly record the scores of the learners.
- Retrieve all papers for further analysis.