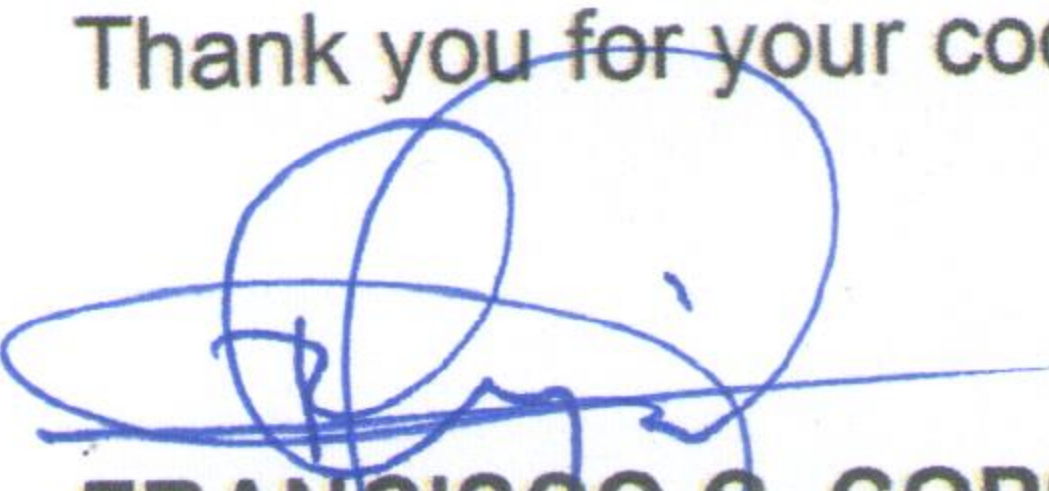**TO: ALL ELEMENTARY SCHOOL HEADS**

As a mandate of the Curriculum Implementation Division, its major role is to assist school heads and teachers in the implementation of the K to 12 curriculum   in all learning areas by the Education Program Supervisors in their respective discipline for better teaching   and learning process.

In this connection, a questionnaire will   be administered to Grade 2 Math teachers to determine their particular needs in the curriculum implementation to enhance their competencies or skills in teaching mathematics.

After which, may I request the school heads to submit a consolidated result of the survey questionnaire to the EPS – Math, Mr. Francisco C. Copsiyan at the Division Office on or before September 9, 2016.

Thank you for your cooperation and support.

FRANCISCO C. COPSIYAN
EPS – Mathematics

Noted/Approved:

RACHEL M. BUGTONG, Ed. D
Chief – Curriculum Implementation Division

Questionnaire for Grade 2 math teachers

School _____

Please answer the following honestly.

For each teacher, check the corresponding column on the level of your knowledge using the key below.

A (Advanced) indicates mastery; I need virtually no review of the skill or concept.

P (Proficient) indicates that I need minimal review of the skill or concept.

B (Basic) indicates that I need substantial review of the skill or concept.

BB (Below Basic) indicates that I need to be re-taught on the skill or concept.

Standards/Indicators	Advanced A	Proficient P	Basic B	Below Basic BB
1. Numbers, Number Systems and Number Relationships				
A. Use concrete objects (a set) into equal parts using terms whole, half, third and quarter.				
B. Represent equivalent forms of a whole number using concrete objects, drawings and word names				
C. Use drawings, diagrams or models to show the concept of fraction as part of a whole (1/3, ¼).				
D. Identify and explain pattern (number or figure/shape)				
E. Others, pls. specify				
2. Computation				
A. Determine the sum of 2 addends to 20 by using manipulatives, drawing pictures, and writing.				
B. Determine the difference of any two numbers to 20 by using manipulatives, drawing pictures, and writing .				
C. Orally or in writing explain and describe the computation process in addition and subtraction.				
D. others, pls. specify				
3. Measurement				
A. Compare measurable characteristics of different objects on the same dimensions (length, and weight).				
B. Compare objects using terms same, longer, shorter, heavier, lighter, wider and narrower				
C. Use concrete objects to determine perimeter.				
D. Others, pls specify				
4. Mathematical Reasoning and Connections				
A. Verify predictions about quantity, size, and shape of objects by drawing pictures.				
B. Others, pls. specify				
5. Mathematical Problem Solving				
A. Use appropriate problem solving strategies (e.g., pictures, guess and check) to solve problem				
B. Describe what information is needed to solve a problem through the use of pictures and manipulatives.				
C. Select and use an appropriate method, materials, and strategy to solve problems using concrete objects or mental math.				
D. Others, pls specify				
6. Statistics and Data Analysis				
A. Gather, organize, and display real life data on a graph using the terms most, same, highest, lowest, more than, and fewer than.				
B. Describe data on a given graph.				
C. Use a chart or table that displays data over time and predict what will occur.				
D. Others, pls. specify				

7. Algebra				
A. Identify, describe, and extend patterns based on shape, size, color or sound using concrete objects.				
B. Use concrete objects and symbols (+, -, =) to create number sentences.				
C. Use manipulatives to determine a missing addend in a number sentence in which the sum is 20 or less.				
D. Create and solve story problems using number sentences and pictures.				
E. Use concrete objects to show the concepts of variable and inequalities.				
F. Others, pls. specify				
8. Geometry				
A. Explain and give concrete examples of shapes (e.g circle, square, traingle and rectangle)				
B. Identify and label two-dimensional shapes.				
C. Construct or draw a two-dimensional shape.				
D. Combine shapes to create new shapes by using concrete objects or drawings.				
E. Others, pls. specify				
9. Test Question Construction				
A. Construct questions with table of specification, degree of difficult, correct math vocabulary and instructions are easily followed.				

Kindly list down all the strategies you use in teaching mathematics excluding lecture method

TOPICS	STRATEGIES

FC