



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

05 SEPT 2022

DIVISION MEMORANDUM

No. 552 s. 2022

**ADMINISTRATION OF MULTI-FACTORED ASSESSMENT TOOL (MFAT)
 AND SUBMISSION OF RESULT**

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

1. Pursuant to DepEd Order No. 29, s. 2018, re: Policy on the Implementation of Multi-Factored Assessment Tool, this Office informs the field that Grade One teachers are expected to **administer MFAT to Grade 1 pupils** who may exhibit developmental advancement or delays or have manifestations of learning disability on **September 12-16, 2022**.
2. The Grade One teachers are required to submit the MFAT result to the School Testing Coordinator using the **MFAT Form D**. A sample accomplished form is found in Enclosure No. 1.
3. The School Testing Coordinator shall gather the **MFAT Form D** and consolidate the result using the **MFAT Form E** which is found in Enclosure No. 2.
4. The **MFAT Form E** shall be submitted to the Division Office as the basis for monitoring and extending Technical Assistance. The report shall be submitted on or before September 19, 2022, to Mildred Z. Galleno, EPS-In-Charge of Special Education.
5. The **MFAT Form C** or MFAT Tool which was prepared per child must be in the custody of the Grade One teachers. It shall contain the interventions to be implemented by the teachers. School heads shall monitor and supervise the conduct of the MFAT.
6. The field is also encouraged to effectively use the assessment result, particularly in designing and developing appropriate interventions and learning experiences to address the unique needs of the learners. Suggested interventions are found in Enclosure No 5 for reference.



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7. Attached are the following:
- Enclosure 1 – MFAT Form D-Sample Individual MFAT Result
 - Enclosure 2 – MFAT Form E – Consolidated Result
 - Enclosure 3 – MFAT Form C or MFAT Tool
 - Enclosure 4 - Monitoring Tool for the conduct of the MFAT
 - Enclosure 5 – Suggested Interventions
 - Enclosure 6 - MFAT Administration Handbook
 - Enclosure 7 – DepEd Order No. 29, s. 2018
8. Immediate dissemination of this Memorandum is desired.


NATIVIDAD P. BAYUBAY, CESO VI
Schools Division Superintendent 

Encl:
As stated

Reference:

DepEd Order No. 29, s. 2018

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



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Enclosure No. 1

MFAT- Form D - Sample Individual MFAT Result

Name of Pupil _____

School: _____

COMMUNICATION			COGNITIVE			DAILY LIVING SKILLS			MOTOR SKILLS (FM/GM)			SOCIO EMOTIONAL BEHAVIOR		
Item No.	Yes	No	Item No.	Yes	No	Item No.	Yes	No	Item No.	Yes	No	Item No.	Yes	No
1	/		26	/		51	/		76		/	101		/
2	/		27	/		52	/		77	/		102	/	
3		/	28		/	53	/		78		/	103	/	
4		/	29		/	54	/		79	/		104		
5		/	30		/	55		/	80		/	105	/	
6	/		31	/		56	/		81	/		106	/	
7	/		32	/		57	/		82			107		
8		/	33		/	58		/	83		/	108		/
9	/		34		/	59		/	84		/	109	/	
10		/	35		/	60	/		85	/		110	/	
11	/		36		/	61	/		86		/	111		/
12		/	37		/	62		/	87		/	112	/	
13	/		38		/	63		/	88	/		113	/	
14	/		39		/	64		/	89		/	114		/
15	/		40	/		65	/		90	/		115	/	
16		/	41		/	66		/	91		/	116	/	
17		/	42		/	67		/	92		/	117	/	
18	/		43	/		68	/		93	/		118	/	
19	/		44		/	69		/	94		/	119		/
20	/		45		/	70	/		95		/	120	/	
21		/	46		/	71		/	96		/	121	/	
22		/	47		/	72		/	97		/	122		/
23	/		48	/		73	/		98	/		123	/	
24	/		49	/		74		/	99		/	124		/
25	/		50	/		75	/		100		/	125	/	
TOTAL	15	10		9	16		13	12		8	17		18	7

Prepared by:

Noted:

Signature Over Printed Name
Grade One-Teacher

Signature Over Printed Name
School Head



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Enclosure No. 2

MFAT Consolidated Report

School	Assessor	Number of Pupil Assessed		
		M	F	T

Prepared by:

Noted:

Signature Over Printed Name
School Testing Coordinator

Signature Over Printed Name
School Head

Enclosure No. 4



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Monitoring Tool for the Conduct of the MFAT

Indicators	Observed	Not Observed	Remarks
Preparation Stage:			
1. The school head checked if the post-test result of the ECD Checklist was taken into account when identifying learners to take the test.			
2. The school head informed the teacher about the schedule/conduct of MFAT ahead of time			
3. The school head provides budget allocation for MFAT administration and other interventions, and enhancement activities needed			
4. The MFAT materials per activity are complete. Properly labeled and arranged			
5. Parents were informed of the schedule of MFAT			
Test Proper			
1. The place is quiet, well-lighted, and ventilated			
2. The testing room has a table and chairs to provide comfortable conditions for the respondents and the examiner			
3. The materials can be easily accessed by the assessor but will not distract the learner			
4. Record time started and ended per activity			
5. Record learner's response			
6. The test finished not more than 120 minutes			
7. 100% of learners identified took the test			
Post Examination Stage			
1. Summarize the result for intervention or recommendation			
2. Teachers submitted the summary result of the MFAT to the school head a day before the due date in the division			
3. The school head submitted the narrative report to the division office			

Enclosure No. 5

Suggested Interventions

NOTE: When filling out MFAT Form C, Grade I teachers may select from the suggested interventions mentioned below that they believe are useful in skill development.

Item Number/Difficulty	Suggested Interventions
Difficulty in Hearing Item Numbers 1-4, 15	<ul style="list-style-type: none"> • Administer hearing tests to further check the sense of hearing such as Clap Test, Whisper Test, Name Calling, Ballpen Click Test, and banging on the door. • Use of visual supplements (overheads, chalkboards, charts, vocabulary lists, lecture outlines). • Create a buddy system for notetaking. • Provide extra practice/explanations/directions. • Provide extra time to process information and complete assignments. • Give step-by-step directions. • Employ specialized seating arrangements. • Obtain students' attention prior to speaking. • Reduce visual/auditory distractions. • Enhance speech reading conditions (avoid hands in front of the face, no gum chewing). • Present information in a simple structured and sequential manner. • Clearly enunciate speech. • Repeat or rephrase information when necessary. • Frequently check for understanding. • Modify written assignments (shorten length, adjust evaluation criteria). • Provide supplemental materials to reinforce concepts. • Let the child sit six feet from the teacher.
Item Numbers 5 – 11, 12, 14, 16, 32, 33, 34 to 46	<ul style="list-style-type: none"> • Conduct one-on-one instruction with the child when the learning competencies are taken up in class. • Conduct remediation activities when the learning competencies are not mastered yet. • Extend time, frequent breaks, and unlimited time. • Simplify written directions for keywords and ideas. • Present a small amount of work. • Provide colored strips or bookmarks to follow along while reading. • Use/manipulate varied instructional aids. • Display work samples. • Use flexible work times. • Repeat/simplify/restate directions, then check to see if learners understand. • Use step-by-step instruction (oral and written). • Conduct daily review.

	<ul style="list-style-type: none"> • Use graph paper to help line up numbers and problems. • Use objects such as blocks or base ten sticks to teach math ideas. • Check often to see if the learner understands the work. • Make use of concrete materials and visual representation (objects, pictures, sketches, diagrams) to support verbal explanations. • Provide direct assistance to individual learners.
Item Number 17	<ul style="list-style-type: none"> • Provide opportunities for children to recite nursery rhymes before the start of class or during the transition from one subject to the next.
Item Numbers 27-31	<ul style="list-style-type: none"> • Give activities on sorting and matching
Item Number 44	<ul style="list-style-type: none"> • Provide puzzles to be played by the child with other children during free time.
Item Number 50	<ul style="list-style-type: none"> • Provide books in the classroom and observe if the child has an interest in browsing them.
Item Numbers 51-75	<ul style="list-style-type: none"> • Coordinate with the parents in developing the Daily Living Skills at home and to be followed up in school.
Item Numbers 76-100	<ul style="list-style-type: none"> • Provide activities to develop and monitor the social skills of the child.
Item Numbers 101-111	<ul style="list-style-type: none"> • Provide activities to develop and monitor the development of fine motor skills.
Item Numbers 112-125	<ul style="list-style-type: none"> • Provide activities to develop and monitor the development of gross motor skills.
Observation Checklist	
Difficulty in Seeing	
<p>1. Does the learner hold the materials too close to his/her eyes?</p> <p>2. Does the learner use his/her fingers to maintain place of words/ letters/ lines while reading?</p> <p>3. Does the learner rub eyes in an effort to see better?</p> <p>4. Does the learner blink continuously?</p> <p>5. Does the learner squint, cover or close his/her eyes while performing a given task?</p>	<ul style="list-style-type: none"> • Refer the child to the school nurse to administer vision test to further check the sense of seeing. • Give descriptive verbal instructions to direct the learners inside and outside the classroom. • Allow sighted guide (classmate on rotation) for orientation and mobility. • Give clear, concise and specific directions when giving lectures. • Encourage peer support to help them in their academic activities. • Encourage “buddy” system during recess/lunch break. • Allow them to rest and give them ample time to recover from visual stress and fatigue. • Use tactile materials to present lesson. • Allow them to record the lesson if needed using audio recorder. <p>For Low Vision</p> <ul style="list-style-type: none"> • Observe color contrast. • Read or dictate aloud the test questions. • Allow extended time when taking examinations. • Provide large print version of the texts. • Allow the learner to use symbols to answer questionnaire.

	<ul style="list-style-type: none"> • Use of magnification and illumination devices. • Make use of a thicker and darker pen to provide better contrast. • Maintain a well-ventilated classroom.
Difficulty in Remembering/Recalling/Concentrating Item Numbers Cg-5, Cg 26, Cg-21, B-2	<ul style="list-style-type: none"> • Give simplified instructions which are within the level of the learner. • Provide flexible time/schedule in doing projects/assignments. • Multi-sensory activities should be provided for the learners to remember concepts learned. • Use visual/pictures and mnemonics for improving or strengthening memory. • Brainstorm and offer better choices in doing activities/tasks. • Use chants or songs to recall or review academic concepts in different core subjects.
Difficulty in Communication B-30 Difficulty articulating in expressing his/her thoughts Cg-10 repeat, omit or adds words when she/he answers	<ul style="list-style-type: none"> • Model good speech production in the classroom. • Make every little activity an opportunity for language activity (even in grocery, playtime, mealtime, etc.)
Difficulty in performing Adaptive Skills B-4 difficulty staying on his/her seat B-15 Easily distracted with materials for the activity B-22 Easily get frustrated when s/he has difficulty performing tasks	<ul style="list-style-type: none"> • Let the learner sit near the teacher for easy monitoring but away from the windows and doors. • Clearly label in pictures or written words the areas or things to make it easy for learners to access materials • Incorporate a lot of multisensory techniques and developmentally appropriate activities. • Use materials that are fun and engaging like using colorful activity sheets. • Provide activities that allow for some physical movements (indoor and outdoor activities) • Pair or seat the child near a student role model. • Make eye contact with the learner. • Make signal cues to get the learner engaged and focused on task. • Provide worksheets with fewer questions and problems.



Republic of the Philippines
Department of Education

DepEd ORDER
No. **029** s. 2018

10 JUL 2018

POLICY ON THE IMPLEMENTATION OF MULTI-FACTORED ASSESSMENT TOOL

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public Senior High School Heads
All Others Concerned

1. The Department of Education (DepEd), through the Bureau of Learning Delivery-Student Inclusion Division (BLD-SID), issues the **Policy on the Utilization of Multi-Factored Assessment Tool (MFAT)** to assess Grade 1 learners enrolled in regular schools, who may exhibit developmental advancement or delays or have manifestations of learning disability.
2. The policy aims to:
 - a. identify Learners with Special Educational Needs (LSENs), who may need education services and/or medical/allied services; and
 - b. assist teachers in planning and designing instructions appropriate for LSENs.
3. This MFAT is a classroom activity-based assessment covering the five domains of learning: (a) Cognitive, (b) Communication, (c) Socio-Emotional, (d) Psycho-Motor, and (e) Daily Living Skills. The details of this tool shall be discussed in the Handbook of MFAT Administration.
4. This policy shall take effect immediately upon approval, and should remain in force and in effect for the duration of the program, unless otherwise repealed, amended or rescinded.
5. Immediate dissemination of and strict compliance with this Order is directed.


LEONOR MAGTOLIS BRIONES
Secretary

Encl.: As stated
Reference: DepEd Order No. 43, s. 2013
To be indicated in the Perpetual Index
under the following subjects:

ASSESSMENT
LEARNERS
PROGRAMS

POLICY
TEACHERS

MULTI-FACTORED ASSESSMENT TOOL

POLICY ON THE IMPLEMENTATION OF MULTI-FACTORED ASSESSMENT TOOL (MFAT)

I. Rationale:

The Department of Education (DepEd) through the Bureau of Learning Delivery - Student Inclusion Division ((BLD-SID) envisions an inclusive school where everyone in the classroom is valued, respected and cared for and actively engages in the teaching-learning process. Learners with Special Educational Needs (LSENs) are safe and healthy, have a sense of belonging, and a full range of opportunities to participate meaningfully in the community and reach their full potential.

The assessment tool is intended for use of trained Grade 1 teacher in identifying learners with special educational needs. The Multi-Factored Assessment Tool (MFAT) was developed to assist teachers for instructional planning and educational placement of learners.

II. Scope of the Policy

This policy shall be applicable to both public and private schools except when certain provisions are applicable only to public schools.

III. Definition of Terms

(1) **Cognitive Domain** – refers to the learner's ability to remember, see or hear likenesses and differences and determine its relationship between ideas and things;

(2) **Communication Domain** - signifies the learner's ability to learn a systematic pattern of language developed through listening and speaking and to clearly send and receive a message;

(3) **Socio-Emotional Domain** – refers to the learner's ability to deal with oneself, express and understand feelings and how the child relates to other people;

(4) **Motor Domain**- pertains to the coordinated movements of large muscles (gross motor movements) and small muscles (fine motor movements) of the body through various degrees of eye-hand coordination; and

(5) **Daily Living Skills Domain** – shows the learner's ability to take care of oneself in day-to-day needs such as feeding, hygiene and good grooming.

IV. Policy Statement

The Multi-Factored Assessment Tool (MFAT) is a screening tool intended to gather information on learner's strengths, needs, learning styles, and other educational concerns. It aims to assist teachers for instructional planning and educational placement of learners. It shall be conducted in all schools a month after the beginning of each school year by the trained teacher on the use of MFAT. This is a one-time assessment administered to Grade I learners enrolled in the regular schools who may exhibit developmental advancement or delays or with manifestations of learning disability.

V. Policy Development Procedures

The DepEd Central Office through the Bureau of Learning Delivery- Student Inclusion Division - (BLD-SID) conducted the National Training of Trainer on the use of the tool and download funds for

the Mass Training including the preparation of the materials needed for the training. To ensure that the teachers have the complete set of materials at the school level during the implementation, the schools are advised to use the MOOE funds for the reproduction of materials.

The MFAT is an activity-based assessment covering the five domains (cognitive, communication, socio-emotional, motor and daily living skills) of learning. Each domain is a strong gauge to measure the child's capabilities and /or needs.

Only the Grade 1 trained teacher will conduct the assessment, enhancement and intervention. The data gathered from the result of MFAT provides immediate and appropriate intervention program. The result of the MFAT does not in any way, affect the performance of the learner, teacher, school, division nor the region. If the intervention made in the school did not make improvement and /or in academic functioning of the learner the school may refer the learner to allied medical specialist for further assessment.

VI. Role and Responsibilities of the people involved in the implementation of the MFAT shall:

Regional Focal Supervisor

1. Provide technical assistance to the divisions to ensure full implementation of MFAT.
2. Makes sure that all divisions have the complete set of materials.
3. Monitors the implementation to gather information and support the divisions' need in the conduct of MFAT.

Schools Division Supervisor and Public Schools District Supervisor:

1. Assist the School Heads in orienting teachers on the administration of the screening tool.
2. Provide technical assistance to school heads and teachers during the enhancement and intervention process.
3. Monitor the implementation of MFAT to ensure the smooth delivery of enhancement and intervention programs.

Principal:

1. Provides area/room for the conduct of the MFAT assessment.
2. Provides budget allocation for MFAT administration and other intervention, enhancement activities needed.
3. Monitors the smooth delivery of enhancement and intervention programs.

Teacher-Adviser:

1. Identifies the learners enrolled in his/her class who may exhibit developmental advancement or delays or with manifestations of learning disability a month after the beginning of each school year;
2. Administers MFAT to identified learner and provide the immediate and appropriate intervention program;
3. Validates the responses of the learner through the observation checklist, interview with the parents, classmates, and caregivers;
4. Ensures that materials per activity are complete, properly labelled and arranged; and
5. Organizes the room or space where the assessment activity will take place.
6. Summarizes the result for intervention or recommendation.
7. Packs properly the materials used and keep in the designated place.

Table of Specification

The Table of Specification shows the indicators per domain. It contains the number of items for each domain. The different skills are coded for analysis of the results. Assessment items of the different activities are grouped per domain.

Table 1. MFAT Table of Specifications and Coding of Items

MFAT Table of Specification per Item									
Cognitive		Communication		Daily Living Skills		Motor (Fine/Gross)	Skill	Socio-Emotional Behavior	
COG		COM		DLS		MS(F&G)		SEB	
Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items
Numeracy (NU)	8	Audition (AU)	3	Feeding (FE)	9	Gross Motor (GM)	14	Emotional Skills (ES)	9
Simple Analytic (SA)	6	Speech (SP)	3	Dressing (DR)	6	Fine Motor (FM)	11	Social Skills (SS)	16
Reasoning (RE)	6	Voicing (VO)	3	Grooming and Hygiene (GH)	5				
Classification (CL)	2	Receptive Language (RL)	6	Toileting (TL)	3				
Retention (RT)	1	Expressive Language (EL)	10	Health and Safety (HS)	2				
Reading (RD)	2								
Total per Domain	25		25		25		25		25
Overall Total					125				

Time Allotment

The Table 2. below shows the activities with suggested time allotment.

Table 2. Activity with suggested time allotment

Activity	Time
Activity 1 - Let's Talk	10 minutes
Break	3 minutes
Activity 2 - Treasure Box	30 minutes
Break	3 minutes
Activity 3 - My Daily Routine	20 minutes
Break	5 minutes
Activity 4 - Whether Weather	10 minutes
Break	2 minutes
Activity 5 – Work of Hands	15 minutes
Break	2 minutes
Activity 6 - Let's Get Physical!	20 minutes
TOTAL	120 minutes or 2 hours

After each activity, an observation checklist has been included to record specific behaviour of learners during assessment. This will help validate the results at the end of the MFAT administration.

MFAT Materials

The materials are essential for the successful implementations of the MFAT Test. Table 3 below shows the materials needed to be prepared for each activity.

Table 3. List of MFAT Materials

ACTIVITY	MATERIALS for MFAT
Let's Talk!	<p>any objects from the treasure box</p> <ul style="list-style-type: none"> - letter cards <ul style="list-style-type: none"> o Card size 3" x 3" o Font Style: Century Gothic o Font Size: 150, bold - flashcards with the following words: <ul style="list-style-type: none"> o ask, act, and o pat, mat, bat o Ana, Aga, Eva o Card size 3" x 5" o Font Style: Century Gothic o Font Size: 150, bold - flashcards with the following words: <ul style="list-style-type: none"> o is, are, has, for, give, his o Card size 3" x 5" o Font Style: Century Gothic o Font Size: 150, bold
Treasure Box	<p>Treasure Box</p> <ul style="list-style-type: none"> - plastic storage box 8" height, 14" length, 12" width - Cut out Pictures of the following: <ul style="list-style-type: none"> o red donut (small) 2" diameter o blue big tire (6" diameter) o yellow round clock (medium) 4" diameter o red bunting (medium) 4" o blue cone (big) 6" o yellow triangle ruler 2" o red big box 6" o blue handkerchief 2" o yellow medium-sized mirror 4" o red big book 6" o blue eraser 2" o yellow envelope 4" - big letters of the alphabet 3" x 5", Century Gothic, bold, 150 font - 5 Big letters with corresponding small letters 3" x 5", Century Gothic, bold, 150 font - number cards with numbers 1-20 (3" x 5", century gothic, bold, 150 font) - popsicle sticks (20pcs) - real money: p20 peso bill, p10, p5, p1 coins placed in a medium zip lock - paper clock, 6" x 8" - pictures of (half crosswise of a 8.5 x 13 bond paper) - child waking up - child raising the right hand and reciting the "Panunumpa sa Watawat ng Pilipinas" - children inside the classroom - children playing - child sleeping - body parts puzzle, size: 8.5 x 11

ACTIVITY	MATERIALS for MFAT
	<ul style="list-style-type: none"> - 2 Pictures of a child (1 with one shoe missing and the other with complete pair of shoes, (half crosswise of a 8.5 x 13 bond paper) - 2 Story books (Araw sa Palengke, Chenelyn, Chenelyn), size: 8" x 11"
My Daily Routine	<ul style="list-style-type: none"> - bath soap, shampoo, towel (face), pail (1.5 l) and dipper (small) - toothbrush (small), toothpaste (small) - polo shirt/blouse (with button) and shorts/skirt/pants (with zipper) - shoes with shoelace - comb/hairbrush - handkerchief/ tissue paper - basin (small) with water - plate, glass, spoon and fork, placemat - bread/pan de sal, sandwich spread, bread knife - bottles/jars/food containers - sandwich wrapper/table napkin - bowl, serving spoon, cup - flashcards with danger signs and symbols (slippery when wet, road under construction, toxic/poisonous, flammable, falling debris) size: 4" x 4" - pictures of broken glasses, high places, streets, sharp and pointed objects Size: 4" x 4"
Whether Weather	<ul style="list-style-type: none"> -Cut-out faces of emotions: 4" x 4" <ul style="list-style-type: none"> o happy o sad o scared o angry -Picture of a mother hanging clothes, cooking, sweeping and gardening, stick figure, pencil pictures of the following (for interview) <ul style="list-style-type: none"> o at home – mother cooking o school – teacher writing on the board o playground – boy dribbling a ball o market – mother buying vegetables
Work of Hands	<ul style="list-style-type: none"> - sheets of bond paper (size: 8.5 x 13) - pictures of a glass and a ball with broken lines (half crosswise of a 8.5 x 13 bond paper) - pair of scissors, 4", kiddie scissor maped brand - pencil - crayons (8 colors), crayola
Let's Get Physical!	<ul style="list-style-type: none"> - masking tape 2" - 3 chairs - rubber ball, 6" diameter - wooden model stairs with handrail, 3 steps, measurement of 8" height, 10" width, 18" length (measurement of each step) materials: marine plywood ¾", 1 x 2 lumber
Common materials	<ul style="list-style-type: none"> - printer and ink (black /colored) - laminating machine and sheet - photo paper - plastic envelop for the specific activity

Assessment Procedure:

a. Assessment Protocols

To ensure the confidentiality of the assessment, assessors are expected to safeguard assessment tools, corresponding materials and results. The MFAT Tool should be kept or deposited in the guidance/principal's office.

b. Preparations before the Assessment Administration

Prior to the administration of the assessment, the following should be prepared:

1. Identify learners who may exhibit developmental advancement or delays or with manifestations of learning disability and the Post test result of Early Childhood Development (ECD) Checklist should be considered.
2. Ensure that materials per activity are complete, properly labelled and arranged; and,
3. Organize the room or space where the assessment activity will take place.

c. During the Assessment Administration

During the administration of the test, assessors should:

1. Ensure that materials can be easily accessed by the assessor but will not distract the learner;
2. Use English, Filipino or mother tongue depending on the preferred language of the learner;
3. Record time started and ended per activity;
4. Make sure that the learner is comfortable before every activity;
5. Explain instructions properly per activity/task;
6. Give instructions twice only;
7. Record learner's response;
8. Use in between breaks for proper transition to the next activity;
9. Continue the assessment the following day if the learner is no longer attentive; and
10. Thank the learner at the end of the assessment.

The MFAT has script within each activity for easy referral and use of assessors. The Table 4 below shows the sample script and recommended sequence.

Table 4. Sample script and sequence

<p>1. Start with greetings <i>"Good morning/afternoon (<u>name of the learner</u>)! How are you today?" (Be sure that the learner feels at ease and relaxed as he/she gives his/her response).</i></p> <p>2. Introduce the activity <i>"Today, we are going to play. We will do some activities. Don't worry. These are just simple activities and the result of these will not affect your grade. In fact, it will help you improve your performance in class. Do not be shy to ask questions in case you do not understand my instruction. I will be here to help you."</i></p> <p>3. Ask the learner if she/he has some questions or concerns <i>"Do you have questions before we start? (Wait for the response of the learner. If the learner says "none", proceed to the assessment session. If the learner says "yes", ask what the concern is and provide appropriate answers. Only if there are no more questions to answer you can proceed with the activity.)"</i></p> <p>4. Ensure that the learner is ready to start <i>"Are you ready? (Do not start until the learner is ready or has shown any sign of approval.)"</i></p> <p>5. Read the instruction/s as stated in each activity.</p>

6. **Record time per activity**
Ensure that you have a timer/watch to guide you with the time allotment per activity. Record time started and ended per activity on the space provided.
7. **Record learner's responses**
 - a. Check (✓) YES if the learner performed the task, or the item indicated was observed. If not, check NO and write in the LEARNER'S ACTUAL RESPONSE column the learner's response or reaction towards the given task/activity.
 - b. Observe the learner's behavior during the activity.
8. **Use in between breaks for proper transition to the next activity**
"We are going to take a short break. Are you still comfortable? Do you need to go to the comfort room or do you need anything?"
 - a. Give a few minutes for the learner to rest; go to the comfort room (as needed) and, get ready for the next activity.
 - b. Use this time to pack materials you will no longer use.
 - c. Prepare the next set of assessment tools and materials you need for the succeeding activity.
 - d. Ask the learner if s/he is ready to continue.
9. **Thank the learner at the end of the assessment**
"Good job! We finished the activity. Thank you for being cooperative and I hope you had fun."

d. Pre-, During and Post- Assessment Forms

The DepEd Central Office through the Bureau of Learning Delivery - Student Inclusion Division (BLD-SID) will provide the assessment tool and materials needed for the Assessment administration.

The assessor should ensure that there are enough forms prior to the administration of the assessment. The Table 5 below shows the materials / forms for the Assessment

Table 5. MFAT Forms

Stages of Assessment	FORM		Content
Pre-Assessment	A	Learner's Profile	1. Important data 2. Mother tongue 3. Learner's Reference Number (LRN)
	B	School Profile	1. Basic school information 2. Number of learners and teachers per grade level
During Assessment	C	MFAT	1. Time Record (Time started and ended) 2. Items organized per assessment activity 3. Script for the assessor 4. Columns for learner's response (Yes, No, Response) 5. Observation checklist
Post Assessment	D	Summary of Results	Consolidated result per domain

e. After the Assessment Administration:

After the assessment, assessors are expected to:

1. Summarize the result for intervention or recommendation.
2. Pack properly the materials used and keep in the designated place.

VI. Monitoring and Evaluation

The Bureau of Learning Delivery - Student Inclusion Division (BLD-SID), will conduct the random and structured monitoring to ensure the support system related to the implementation and management of the Multi-Factored Assessment Program during the first five years of implementation. Likewise, the School Division Offices will conduct monitoring and evaluation at the school level on how the teacher addresses the difficulties of the learners based on **Form D** (Summary of Results). The trained teachers will document the effective interventions used and shall write the effective activities done to improve the skills in the space provided in **Form C** (MFAT). The Regional Offices shall consolidate **Form C** for policy review and evaluation once a year every last quarter of the school year. Results of which shall be submitted to the SID-BLD Division, 4/ F Bonifacio Building, Meralco Avenue, Pasig City or contact at telephone no.: (02) 631-9993 or at e-mail address bld.sid@deped.gov.ph.

VII. Effectivity

This policy shall take effect starting SY 2018-2019 and the succeeding year immediately upon publication of the DepEd Order in the DepEd website and issuance at the Regional Offices and shall remain in force and effect unless sooner repealed, amended or rescinded.

VIII. References

Kindergarten and Grade I Curriculum (K to 12 Curriculum)
Early Childhood Development (ECD) Checklist

Appendix I - MFAT FORMS FOR THE ASSESSMENT TOOL

For the Assessor: The purpose of this survey is to gather information about the assessor, learner and the school. Your answers to this survey will be used in the improvement of the MFAT. This will enable the Department of Education to enhance the said instrument and the assessment practices for our learners' welfare.

FORM A. LEARNERS' PROFILE

Learners Code: ____ - ____ - ____ LRN: _____

Date of Assessment (Month/Day/Year): ____ / ____ / ____

Date of Birth (Month/Day/Year): ____ / ____ / ____

Order of Birth (1st, 2nd, etc.): _____

Mother Tongue:

- | | | |
|----------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Tagalog | <input type="checkbox"/> Kapampangan | <input type="checkbox"/> Pangasinense |
| <input type="checkbox"/> Iloko | <input type="checkbox"/> Bikol | <input type="checkbox"/> Chabacano |
| <input type="checkbox"/> Cebuano | <input type="checkbox"/> Hiligaynon | <input type="checkbox"/> Waray |
| <input type="checkbox"/> Tausug | <input type="checkbox"/> Maguindanaoan | <input type="checkbox"/> Maranao |

FORM B. SCHOOL PROFILE

Division: _____ District: _____ School ID: _____

School Name: _____ Name of School Head: _____

School Address: _____

Contact Number of School: _____

Type of School:

- ☐ Central
☐ Non- Central
 ☐ Multi-Grade
 ☐ Mono Grade

Number of Teachers and Learners:

Level	Number of Learners	Number of Teachers
Grade I		
Total		

FORM D. SUMMARY OF MFAT RESULTS

Communication		Cognitive		Daily Living Skills		Motor Skills		Socio-Emotional Behavior	
1		26		51		76		101	
2		27		52		77		102	
3		28		53		78		103	
4		29		54		79		104	
5		30		55		80		105	
6		31		56		81		106	
7		32		57		82		107	
8		33		58		83		108	
9		34		59		84		109	
10		35		60		85		100	
11		36		61		86		111	
12		37		62		87		112	
13		38		63		88		113	
14		39		64		89		114	
15		40		65		90		115	
16		41		66		91		116	
17		42		67		92		117	
18		43		68		93		118	
19		44		69		94		119	
20		45		70		95		120	
21		46		71		96		121	
22		47		72		97		122	
23		48		73		98		123	
24		49		74		99		124	
25		50		75		100		125	
TOTAL									

Form C- MFAT

Learner's Code	LRN
DIRECTIONS: Check (✓) YES if the learner performed the task, or the item indicated was observed. If not, check NO and write in the learner's response column the behavior manifested by the learner towards the given task/activity. Also write down the intervention/s made in the column provided.	

TIME STARTED: _____

TIME ENDED: _____

Activity 1 Title: LET'S TALK				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE
	Time Started: _____			
	Hello, good morning/good afternoon!			
COM-AU-1	Note: The teacher drops a bunch of keys on the floor to produce sounds.			
	1. Turns head to source when sound is heard			
COM-EL-2	Note: First, the teacher introduces her/himself. What is your name?			
	2. Tells one's name / identifies oneself			
COM-AU-3	Note: The teacher taps the table. Do you hear the tapping sound on the table?			
	3. Responds to questions or nods head appropriately when spoken to			
COM-AU-4	Repeat it.			
	4. Repeats table tapping patterns correctly			

Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-RL-5	Do the following: Stand; Turn around; Sit down. 5. Recognizes two to three word instructions.				
COM-RL-6	<i>Note: Observed in item 5</i> 6. Responds to two-word combination				
COM-EL-7	Who are the members of your family? What are their names? 7. Calls family members by name				
COM-EL-8	Tell me about your family. 8. Tells stories to peers/class and teacher coherently				
COM-EL-9	Answer the following questions: a. What do you do before going to school? b. What are the things you see in school? c. Who are in school? d. What do you do in school? 9. Answers wh- questions <i>Note: The teacher gets three (3) objects from the box one at a time. (ball, pencil and book)</i>				
COM-RL-10	What is this? 10. Identifies familiar objects when presented				

Activity 1 Title: LET'S TALK				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	INTERVENTION/S
COM-EL-11	<p>Describe it. (<i>ball, pencil and book</i>)</p> <p>11. Describes simple and familiar objects</p>			
COM-RL-12	<p>Note: Place the letters and number cards on the table. (a, b, w, r, s, t, 1, 2, 3, 4, 5)</p> <p>Pick up the letters.</p> <p>12. Picks up the letters</p>			
COM-SP-13	<p>What is the sound of a motorcycle?</p> <p>13. Makes random non-speech sounds (e.g. wooh, wooh, etc.)</p>			
COM-RL-14	<p><i>Note: The teacher reads the words and let the child answer the following questions:</i></p> <p>Identify the initial sound of the words: ask, act and ant. Identify the medial sound of the words: pat, mat and bat. Identify the final sound of the words: Ana, Aga and Eva.</p> <p>14. Discriminates initial, medial and final sounds.</p>			
COM-EL-15	<p>Repeat what I will say, "My Teacher, My Hero".</p> <p>Indicator: Repeats the words/phrases</p> <p>15. Imitates words/phrases and/or local TV/radio commercial.</p>			

Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-RL-16	<p><i>Note: Let the child read the words.</i></p> <p>Read the following words: is, are, has, for, give and his.</p> <p>16. Recognizes pre-primer and primer sight words.</p>				
COM-EL-17	<p>Recite/sing any nursery rhyme that you know.</p> <p>17. Recites common nursery rhymes</p>				
COM-SP-18	<p><i>Note: To be observed during the conversation</i></p> <p>18. Prefers talking rather than using gestures and physical communication.</p>				
COM-EL-19	<p><i>Note: To be observed during the conversation</i></p> <p>19. Answers in complete sentence when asked.</p>				
COM-EL-20	<p><i>Note: To be observed during the conversation</i></p> <p>20. Expresses thoughts or ideas correctly</p>				
COM-SP-21	<p><i>Note: To be observed during the conversation</i></p> <p>21. Speaks in an articulated manner in (e.g. without stuttering)</p>				

Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-VO-22	<p><i>Note: To be observed during the conversation</i></p> <p>22. Controls volume of voice when in conversation</p>				
COM-VO-23	<p><i>Note: To be observed during the conversation</i></p> <p>23. Speaks with voice quality when in conversation (e.g. pitch)</p>				
COM-VO-24	<p><i>Note: To be observed during the conversation</i></p> <p>24. Speaks with uninterrupted flow of sounds, words, syllables, and phrases</p>				
COM-EL-25	<p>Do you feel tired? hungry? thirsty? need to go to the toilet? What do you want to do?</p> <p>25. Expresses basic needs and/or wants (verbal, gestural, sign)</p>				
Time Ended: _____					

Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
Directions: For Observation Checklist check (✓) YES if observed and NO if not. Write in the 'Remarks' column, significant observations during the conduct of the activity.					
ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks	
CM-34	1. Does the learner have difficulty expressing needs orally?				
H-6	2. Does the learner have difficulty listening when spoken to?				
H-19	3. Does the learner have difficulty recognizing commands?				
H-25	4. Does the learner turns or tilts head to use one eye only in performing tasks?				

Activity 2 Title: TREASURE BOX				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE
	Time Started: _____			
	<i>Note: Teacher gets 3 objects from the treasure box and places them on the table.</i>			
COG-NU-26	From your left, which object is in the middle? last? first?			
	26. Recognizes position of objects-first/middle/last			
	<i>Note: Teacher gets cut-out pictures from the box and lays them down on the table.</i>			
COG-SA-27	Here are cut-out pictures of different objects. Group them according to shapes. (triangle, rectangle, square, and circle)			
	27. Sorts objects based on shapes			
	Arrange the cut-out pictures of objects from smallest to biggest.			
COG-SA-28	28. Arranges objects according to size from smallest to biggest			
	I have here a picture, get another picture on the table that is of the same size with the one I am holding.			
COG-SA-29	29. Matches objects according to size			
	Put together cut-out pictures that are red.			
	Put together cut-out pictures that are small.			
COG-SA-30	30. Sorts objects based on 2 attributes (e.g. color & size)			

Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-SA-31	Get three shapes with the same color. 31. Matches 2 – 3 colors				
COG-RD-32	Name the letters of the alphabet. 32. Names the letters of the alphabet				
COG-SA-33	<i>Note: Teacher places letters M, R, S, T, A, and P on the table and prepares the matching small letters with two distractor letters.</i> I have here 6 big letters of the alphabet. Get the small letters on the table and match them with the big letters. 33. Matches big with small letters				
COG-NU-34	Count from one to twenty. 34. Rote counts 1 to 20				
COG-NU-35	Get three number cards from the treasure box one at a time and tell me what number it is. 35. Identifies numbers from 1 to 20				

Activity 2 Title: TREASURE BOX				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE
COG-NU-36	<p><i>Note: Place the number cards on the table. (2,5,7)</i></p> <p>Get the popsicle sticks from the treasure box.</p> <p>Show the number of popsicle sticks that matches the number on the card.</p> <p>36. Associates numbers 1 to 10 with objects</p> <p>Using popsicle sticks, add the following:</p>			
COG-NU-37	<p>1) $8 + 2 = \underline{\quad}$</p> <p>2) $5 + 5 = \underline{\quad}$</p> <p>3) $1 + 9 = \underline{\quad}$</p> <p>37. Adds objects to get a sum of 10</p> <p>Using popsicle sticks, subtract the following:</p>			
COG-NU-38	<p>1) $11 - 1 = \underline{\quad}$</p> <p>2) $12 - 2 = \underline{\quad}$</p> <p>3) $13 - 3 = \underline{\quad}$</p> <p>38. Subtracts objects to get a difference of 10.</p> <p><i>Note: Follow the same instruction for the P10, P5, and P1 coins.</i></p>			
COG-NU-39	<p>Get a 20-peso bill from the treasure box.</p> <p>39. Identifies Philippine Peso Bills and Coins</p>			
COG-RE-40	<p>What is/are the missing number/s?</p> <p>(1, 2, <u> </u>, 4, 5, <u> </u></p> <p>2, 4, 6, <u> </u>, 10, 12...</p> <p>3, 6, <u> </u>, ...</p> <p>5, <u> </u>, 15...)</p> <p>40. Follows number patterns</p>			

Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-NU-41	<p><i>Note: Teacher sets the time at 3:00, 7:00, and 9:00.</i></p> <p>Look at the clock I am holding. Tell me what time it is.</p> <p>41. Identifies time by the hour</p>				
COG-RE-42	<p>Identify the events in the pictures. Which do you think comes first? last? Arrange the pictures.</p> <p>42. Sequences picture story of 4 to 6 events</p>				
COG-RE-43	<p>Look at the pictures again. Tell me which event happened in the morning? afternoon? night?</p> <p>43. Identifies time concept of the day (morning, afternoon, night)</p>				
COG-RE-44	<p>Arrange the puzzle to complete the picture.</p> <p>44. Completes simple puzzles</p>				
COG-CL-45	<p><i>Note: In case the learner was not able to do the puzzle, the teacher shows the guide picture.</i></p> <p>Point the head, neck, shoulder, hands, fingers, legs, knees and toes.</p> <p>45. Identifies body parts</p>				

Activity 2 Title: TREASURE BOX				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE
COG-CL-46	Which part of the body is for seeing? hearing? tasting? feeling? smelling? 46. Identifies five senses			
COG-RE-47	Look at these two pictures. What are the differences between these pictures? 47. Identifies what is different in the picture			
COG-RE-48	What is missing in the picture? 48. Identifies what is missing in the picture			
COG-RT-49	Who are the members of your family? 49. Name members of the family.			
COG-RD-50	<i>Note: Observe the reaction of the learner and ask the learner which of the two books he likes most?</i> Get 2 books from the treasure box. 50. Exhibits interest in books			
Time Ended: _____				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
V	1. Does the learner hold the materials too close to his/her eyes?			
V	2. Does the learner use his/her fingers to maintain place of words/letters/lines while reading?			
V	3. Does the learner rub eyes in an effort to see better?			
V	4. Does the learner blink continuously?			
V	5. Does the learner squint, cover or close his/her eyes while performing a given task?			
Cog	6. Does the learner have difficulty associate numbers with symbols?			
Com	7. Does the learner have difficulty remembering things heard?			
Com	8. Does the learner have difficulty giving appropriate response to questions?			
Cog	9. Does the learner have difficulty following a series of directions?			
Cog-26	10. Does the learner have difficulty recalling information in the past?			
Cog-31	11. Does the learner have difficulty giving appropriate response to interview questions?			
Cog-9	12. Does the learner have difficulty responding orally in identifying one-word objects?			

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Cg-10	13. Does the learner repeat, omit or adds words when she/he answers?			
Cg-9	14. Does the learner have difficulty responding orally in identifying one-word objects?			
Cg-10	15. Does the learner repeat, omit or adds words when s/he answers?			
Cg-21	16. Does the learner have difficulty remembering names of body parts and senses?			

Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started:				
	Suppose you are taking a bath. Show me how you do it.				
DLS-GH-51	51. Takes a bath				
	Show me how you brush your teeth.				
DLS-GH-52	52. Brushes own teeth				
DLS-DR-53	<p><i>Note: Teacher gives a polo shirt/blouse and shorts/skirt/pants and ask the learner to stand and wear it.</i></p> <p>Show me how you put on your clothes.</p> <p>53. Puts on clothes.</p>				

Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	<i>(If the learner does not button the clothes, the teacher may instruct the learner to do the instruction below.)</i>				
DLS-DR-54	<p>Show me how to button your polo shirt/blouse.</p> <p>Then show me how you unbutton your shirt/blouse.</p> <p>54. Buttons and unbuttons clothes</p> <p><i>Note: Let the learner stand and demonstrate how to zip and unzip pants/skirts/shorts.</i></p>				
DLS-DR-55	<p>Show me how to zip and unzip your pants/skirts/shorts.</p> <p>55. Zips and unzips pants</p>				
DLS-DR-56	<p>Show me how you take off your clothes.</p> <p>56. Takes off clothes</p>				
DLS-DR-57	<p>Show me how you put on your shoes.</p> <p>57. Puts on shoes</p>				
DLS-DR-58	<p><i>Note: If the learner is already wearing shoes with lace, ask the child to untie first, then tie.</i></p> <p>Show me how you tie your shoe lace.</p> <p>Then untie your shoe lace.</p> <p>58. Ties and Unties shoe lace</p>				

Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
DLS-GH-59	<p><i>Note: Teacher will let the child demonstrate.</i></p> <p>Show me how to comb or brush your hair.</p> <p>59. Combs or brushes hair</p>				
DLS-GH-60	<p><i>Note: Give the learner a handkerchief or a tissue paper.</i></p> <p>Show me how you wipe or blow your nose using the tissue paper or handkerchief.</p> <p>60. Wipes / blows nose properly</p>				
DLS-GH-61	<p><i>Note: Bring the child to the washroom.</i></p> <p><i>If there is none, provide a pail of water, dipper, basin, soap, and towel.</i></p> <p>Wash your hands, then dry them.</p> <p>61. Washes and dries hands</p> <p><i>Note: Provide the learner with plate, spoon, fork, glass, and placemat.</i></p>				
DLS-FE-62	<p>Show me how to set the table.</p> <p>62. Sets the table</p>				
DLS-FE-63	<p><i>Note: Provide the learner with bread, sandwich spread in a bottle, and spoon.</i></p> <p><i>If the child is not exposed to preparing a sandwich, he/she may be interviewed on other meals that he/she has prepared like cooking egg/camote, etc.</i></p> <p>Show me how to prepare a sandwich.</p> <p>63. Prepares a 2-3 step meal</p>				

Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	<i>Note: The assessor will provide any container that the learner will open and close. This may be observed while the child is preparing the meal.</i>				
DLS-FE-64	Show me how to open bottles/ jars and other food containers, then close them. 64. Opens and closes bottles/jars/and food containers boxes/ food <i>Note: The assessor will provide the table napkin/sandwich wrapper to the learner.</i>				
DLS-FE-65	Wrap your sandwich. Now, you're ready to eat your sandwich. Unwrap it. 65. Wraps /Unwraps <i>Note: The assessor will verify this with the parent through observation</i>				
DLS-FE-66	Do you consume the food on plate? 66. Consumes food on one's plate <i>Note: Validate through interview with the parent.</i>				
DLS-FE-67	Can you serve yourself from a serving plate? Show me how. 67. Serves self from serving plate <i>Note: The assessor will provide the eating utensils to be used. Let the learner pretend using eating utensils.</i>				
DLS-FE-68	Do you know how to use your eating utensils properly? Show me how. 68. Uses eating utensils properly				

Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
DLS-FE-69	<p>Show me how you drink from a cup/glass/bottle.</p> <p>69. Drinks from a cup/glass/ bottle</p>				
DLS-FE-70	<p><i>Note: Validate through interview with the parents.</i></p> <p>Do you clear your own place after eating at the table? Show me how.</p> <p>70. Clears own place (at table) after eating</p>				
DLS-TL-71	<p><i>Note: Compare answer with Activity 1 item no. 25. This may be observed during the duration of the assessment.</i></p> <p>Do you tell your teacher if you need to go to the toilet/CR?</p> <p>71. Expresses the need to go to the toilet</p>				
DLS-TL-72	<p><i>Note: Validate through interview with the parents. This may be observed during the duration of the assessment.</i></p> <p>Do you flush the toilet after using it?</p> <p>72. Flushes toilet after use</p>				
DLS-TL-73	<p><i>Note: Validate through interview with the parents. This may be observed during the duration of the assessment.</i></p> <p>After using the toilet, do you wash your hands?</p> <p>73. Cleans self after toileting</p>				

Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	<p><i>Note: Show 6 danger signs/symbols:</i></p> <ul style="list-style-type: none"> • slippery when wet • high voltage • poisonous/toxic • flammable • road under construction • falling debris <p>Are you familiar with these symbols?</p> <p>What does this symbol mean? When you see this, what should you do?</p>				
DLS-HS-74	<p>74. Identifies danger signs and symbols</p> <p>Here are pictures of broken glasses, high places, streets or sharp and pointed objects. What will you do if you see these? Why?</p>				
DLS-HS-75	<p>75. Keeps out of danger, broken glass/high places, streets or sharp and pointed objects</p> <p>Time Ended: _____</p>				
ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks	
Motor	1. Does the learner have difficulty in dressing?				
Motor	2. Does the learner have difficulty going to the toilet independently?				
Motor	3. Does the learner have difficulty accomplishing tasks using his/her fine motor skills (e.g. unwrapping, shoe lacing, opening of bottle, etc.)				

Activity 4 Title: WHETHER WEATHER				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE
	Time Started:			
SEB-SS-76	Do you play with your friends? What games do you play? 76. Plays with peers			
SEB-SS-77	<i>Note: Interview the teacher adviser if the learner can follow rules during games.</i> 77. Follows rules and regulations.			
SEB-SS-78	When is the best time to play with friends? Why? 78. Participates in the conversation			
SEB-SS-79	<i>Note: Interview the teacher adviser.</i> What do you do if you lose/win? Why? 79. Shows sportsmanship			
SEB-SS-80	I have here pictures of different faces. Which of these shows the feeling when you win? lose? 80. Expresses appropriate emotions			
SEB-SS-81	<i>Note: Let the learner name at least three friends.</i> How many friends do you have? Name them. 81. Makes friends easily			

Activity 4 Title: WHETHER WEATHER					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
SEB-SS-82	What activities does your mother/father do at home? Show me how. 82. Imitates adult activities				
SEB-ES-83	Do you have personal belongings? Name some of them. 83. Identifies personal belongings.				
SEB-ES-84	<i>Note: Free hand drawing.</i> How many are you in the family? Draw the members of your family. Encircle where you are. (Items number 9 and 10)				
SEB-ES-85	84. Identifies self as a member of a family/cultural group <i>Note: The teacher observes the behavior of the learner while doing the activity number 9.</i> 85. Shows initiative to work on tasks				
SEB-ES-86	<i>Note: The teacher gives constructive criticisms on the drawing. Refer to Item number 9.</i> 86. Accepts criticisms positively				
SEB-ES-87	<i>Note: Based on the reaction of the learner on item number 11.</i> 87. Shows self-control				

Activity 4 Title: WHETHER WEATHER					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
SEB-ES-88	<p><i>Note: Prior knowledge of the teacher on the learner should be noted.</i></p> <p>88. Engages in communication with others</p>				
SEB-SS-89	<p><i>Note: The courteous expressions used by the learner.</i></p> <p>How do you greet your teacher in the: a) morning? b) afternoon?</p> <p>When you receive a gift, what will you say?</p> <p>89. Uses courteous expressions appropriately</p> <p>If you accidentally bump somebody, what will you say?</p> <p>90. Apologizes when necessary.</p>				
SEB-SS 90					
SEB-SS 91	<p><i>Note: This can be observed during the administration. Does the learner pay attention to someone who is talking?</i></p> <p>91. Pays attention to someone talking</p>				
SEB-SS 92	<p><i>If you have a difficult homework, what will you do?</i></p> <p>92. Seeks or accepts help when he/she needs it.</p>				

Activity 4 Title: WHETHER WEATHER					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
SEB-SS 93	<p>Prior knowledge of the teacher on the learner should be noted.</p> <p>93. Waits for one's turn</p>				
SEB-SS 94	<p><i>Note: If not observed during the assessment, validate from the teacher.</i></p> <p>94. Displays sense of humor</p>				
SEB-SS 95	<p>Prior knowledge of the teacher on the learner should be noted.</p> <p>95. Leads a group activity</p>				
SEB-SS 96	<p>Prior knowledge of the teacher on the learner should be noted.</p> <p>96. Asks permission to use things owned by others</p>				
SEB-SS 97	<p>Prior knowledge of the teacher on the learner should be noted.</p> <p>97. Seeks older friends</p>				

Activity 4 Title: WHETHER WEATHER				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE
SEB-SS 98	<p><i>Prior knowledge of the teacher on the learner should be noted.</i></p> <p>98. Prefers working alone</p>			
SEB-SS 99	<p><i>Note: The teacher should act as one of the characters in the role playing.</i></p> <p>I have four pictures here. Pick one and let's act it out.</p> <p>a. At Home – mother cooking</p> <p>b. School – teacher writing on the board</p> <p>c. Playground – boy dribbling a ball</p> <p>d. Market – mother buying vegetables</p> <p>99. Participates in role play</p> <p><i>Note: Validate with the teacher.</i></p>			
SEB-ES-100	<p>If one of your classmates has no “baon”, what should you do?</p> <p>100. Displays sensitivity to the feelings of others</p>			
Time Ended: _____				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Behaviour	1. Does the learner have difficulty concentrating on given tasks?			
Behaviour	2. Does the learner have difficulty staying on his/her seat during the activity?			
Behaviour	3. Does the learner have short attention span?			
Behaviour	4. Is the learner easily distracted with materials for the activity?			
Behaviour	5. Does the learner easily get frustrated when s/he has difficulty performing tasks?			
Behaviour	6. Does the learner have difficulty identifying things used for personal hygiene?			
Behaviour	7. Does the learner have difficulty giving appropriate response to questions about his/her feelings in given situations?			
Behaviour	8. Does the learner have difficulty displaying interest in activities related with people, friends and play?			
Behaviour	9. Does the learner have difficulty articulating in expressing his/her thoughts?			
Behaviour	10. Does the learner have difficulty giving appropriate response to questions about his/her feelings in given situations?			
Behaviour	11. Does the learner shout during the activity?			

Activity 5A Title: WORK OF HANDS					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
MSF-101	I have here a whole sheet of bond paper. Fold it once in any direction. 101. Folds paper into a shape				
MSF-102	Then, tear the paper following the fold you made. 102. Tears papers in simple shapes				
MSF-103	Here are pictures of a ball and a glass. Trace the broken, straight, and curve lines. <i>(For item 17-18)</i> 103. Traces broken-straight and curved lines				
MSF-104	104. Traces continuous- straight and curved lines				
MSF-105	Color them. 105. Colors objects				

Activity 5A Title: WORK OF HANDS					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
MSF-106	Cut the lines of the glass you traced and colored. (Items 20-22) 106. Cuts paper in straight direction				
MSF-107	107. Cuts paper in curved direction				
MSF-108	108. Cuts pictures within a given line				
MSF-109	Draw a house using different shapes. 109. Draws a combination of shapes				
MSF-110	<i>Note: Observe whether the learner can hold a pencil/drawing tool using a tripod grip while drawing a house.</i> 110. Holds pencil and a drawing tool using a tripod grip				
MSF-111	Copy these letters (B, G and R) on your paper. 111. Copies letters				
Time Ended: _____					

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Motor	1. Does the learner display poor eye-hand coordination?			
Motor	2. Does the learner have difficulty coloring within the lines?			
Motor	3. Does the learner drool excessively? / Does saliva come out of the learner's mouth?			
Motor	4. Does the learner have difficulty in tracing activities?			
	5. Does the learner have difficulty in holding the scissors?			

Activity SB Title: LET'S GET PHYSICAL!				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE
	Time Started: _____			
MSG-112	Stand properly for 5 seconds. 112. Stands with normal stance			
MSG-113	Stand on one foot without support with your eyes closed for 10 seconds. 113. Stands on one foot without support for 10 seconds with eyes closed			
MSG-114	Stand on one foot, then tip toe. 114. Stands on one foot and on tiptoe			

Activity 5B Title: LET'S GET PHYSICAL!					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
MSG-115	Now, march in place for five seconds. 115. Marches in place				
MSG-116	<i>Note: Bring the learner to the area where the straight line marking is.</i> Walk forward on the straight line. 116. Walks in a straight line with correct stepping pattern,				
MSG-117	Now, step backward. Then take three steps sideward (R/L). 117. Walks sideward and backwards with correct stepping pattern				
MSG-118	Hop in place three times. 118. Hops in place				
MSG-119	<i>Note: Teacher points where to start.</i> Skip three times following the line. 119. Skips within a given path				

Activity 5B Title: LET'S GET PHYSICAL!					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
MSG-120	Gallop five steps sideward (R/L). 120. Gallops sideward				
MSG-121	Show me your highest jump. How about your longest jump? 121. Jumps for distance and for a height				
MSG-122	<i>Note: Arrange the 3 chairs 1 meter away from each other. Place the ball on the floor 1 meter away from the last chair. Tell the learner to run passing through the chairs without tumbling and ask him/her to pick up the ball and back to the starting point going through the same obstacle. Remind the learner to be careful. (Items 11-12)</i> Run passing the three chairs in zigzag manner, get the ball and run back in the same way. Be careful. 122. Runs at a given distance and picks up a ball in an obstacle course.				
MSG-123	<i>Note: Stand at least 3 meters away from the learner.</i> Catch the ball and throw it back to me. 123. Throws and catches a ball				

Activity 5B Title: LET'S GET PHYSICAL!					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
MSG-124	Kick the ball forward. This time, kick the ball sideward (R/L). 124. Kicks forward and sideward				
MSG-125	<i>Note: Bring the learner to the stairs.</i> Go upstairs with one hand holding the rail, then go down. This time, go up and down the stairs without holding the rail. 125. Climbs upstairs and goes downstairs with one hand holding the rail and without holding the rail				
	Time Ended: _____				
ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks	
Motor	1. Does the learner have difficulty in balancing?				
Motor	2. Does the learner have difficulty following instructions in performing motor activities?				

Appendix II- Activity 1 - LET'S TALK – Letter

o

p

w

r

s

t

Number Cards

1

2

3

4

5

Sight Words

is

has

give

his

are

for

Words

ask

act

ant

pat

mat

bat

Anda

Agda

Eva

Activity 2 - TREASURE BOX - Big and Small Letters

M

R

S

T

A

P

m

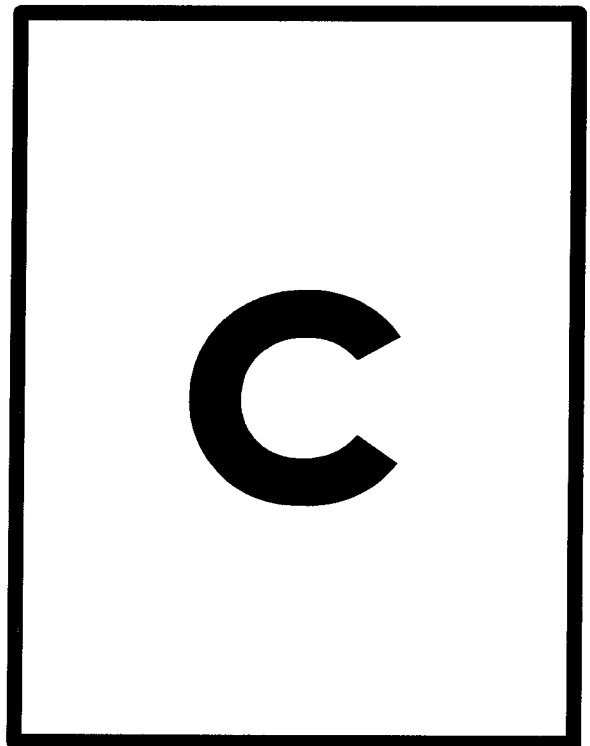
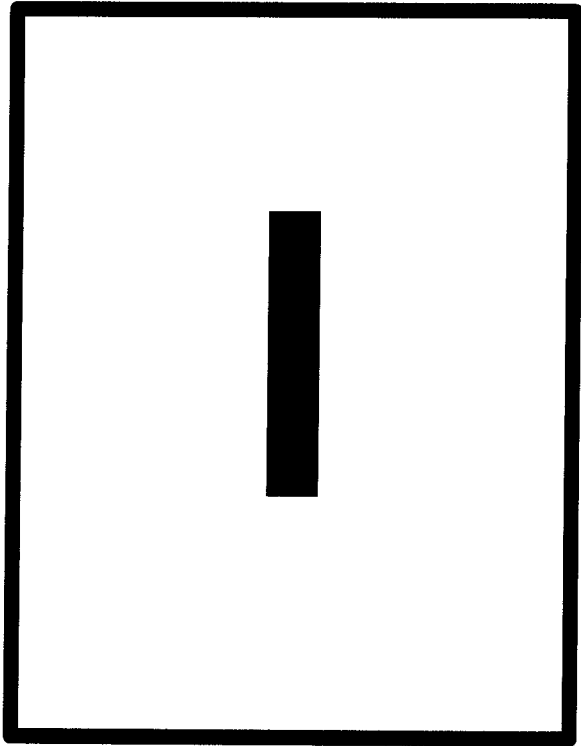
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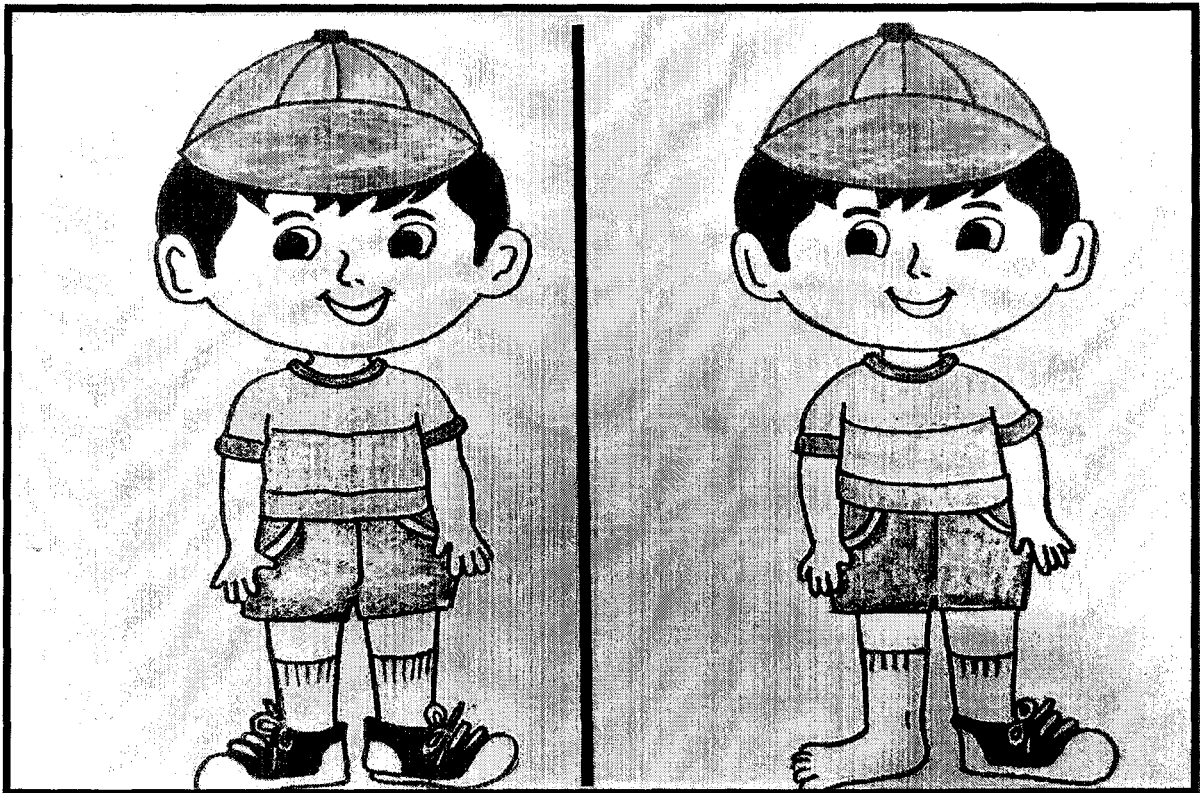
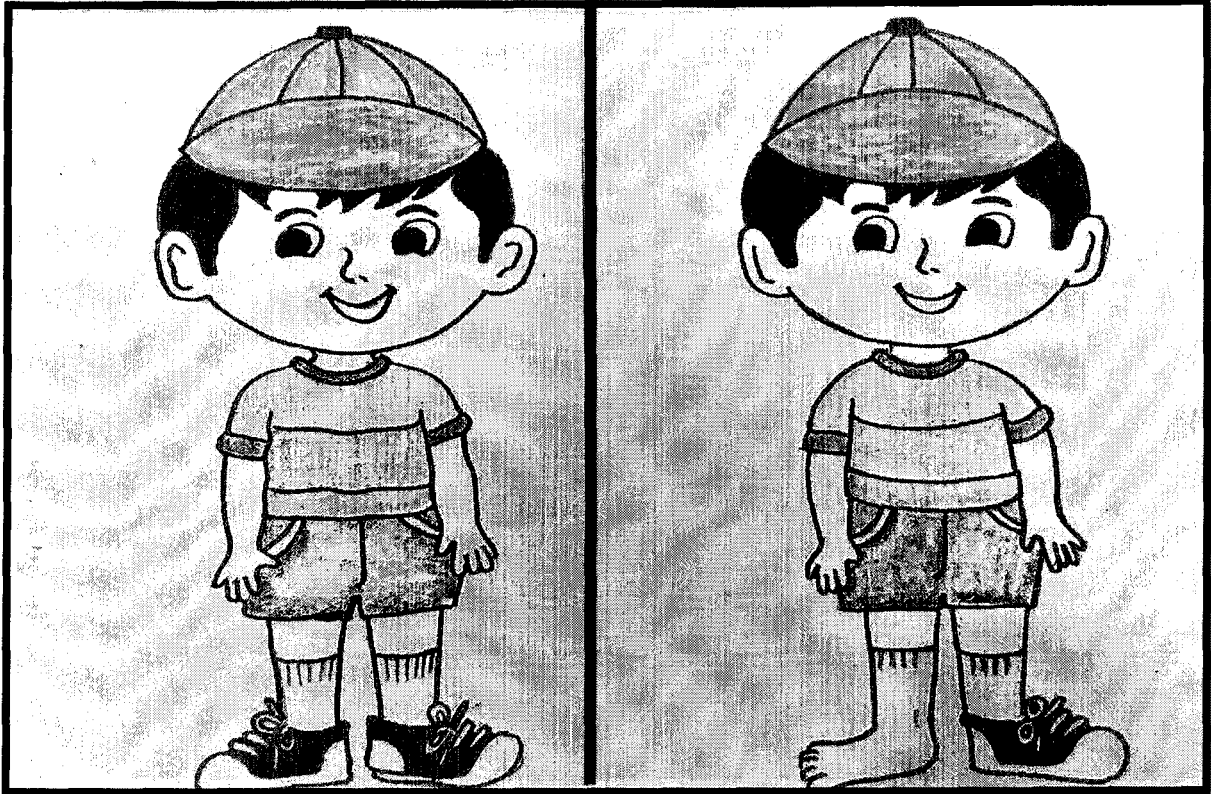
p



Body Puzzle



Distinguishing Differences



Number Cards

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

Number Patterns

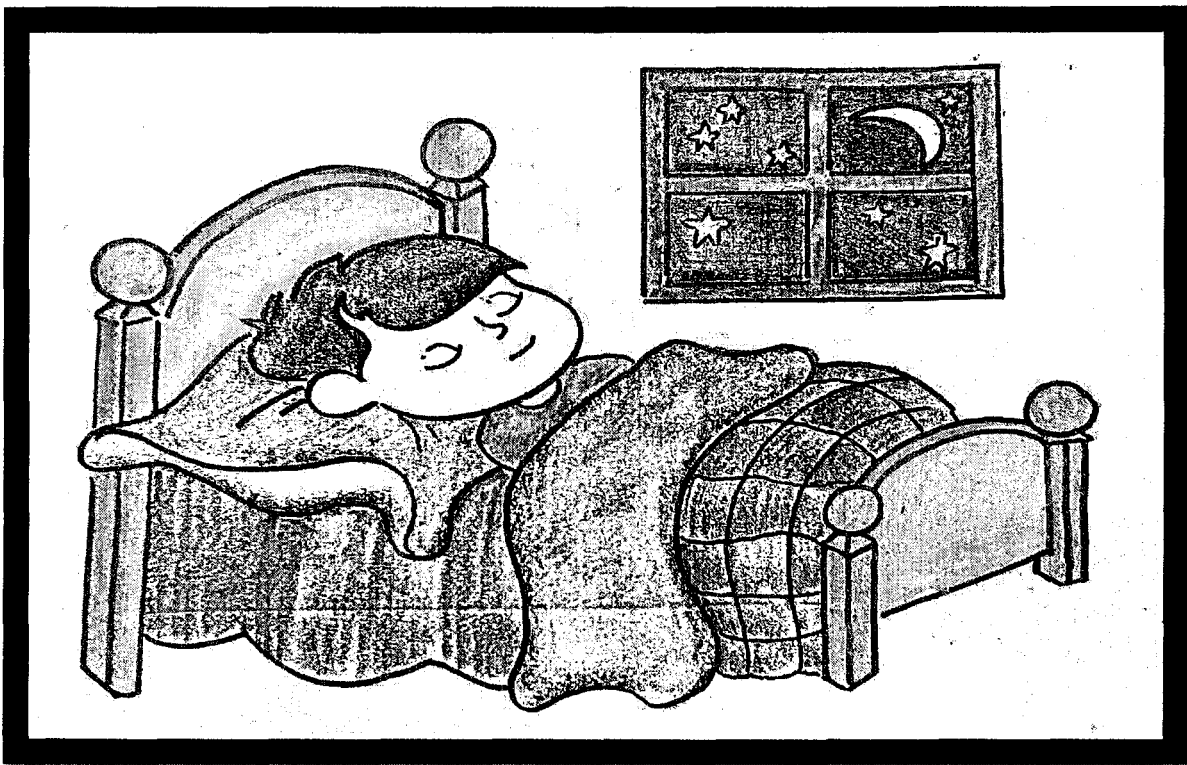
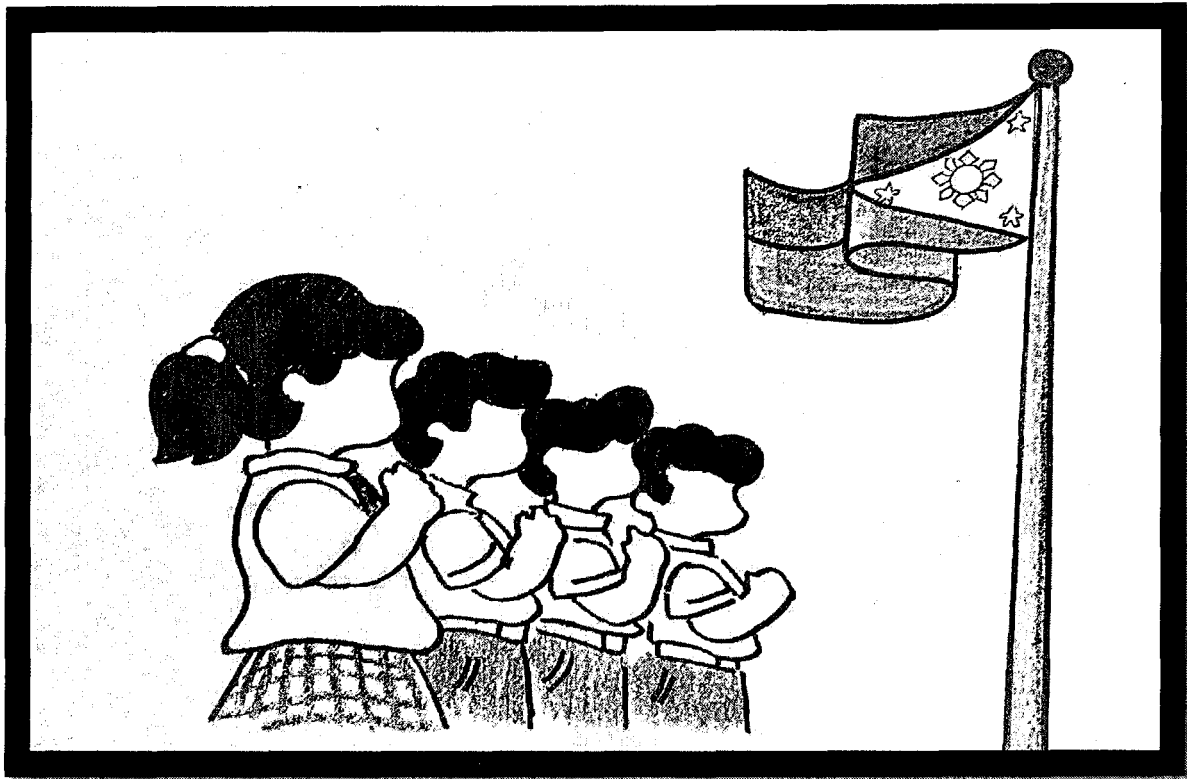
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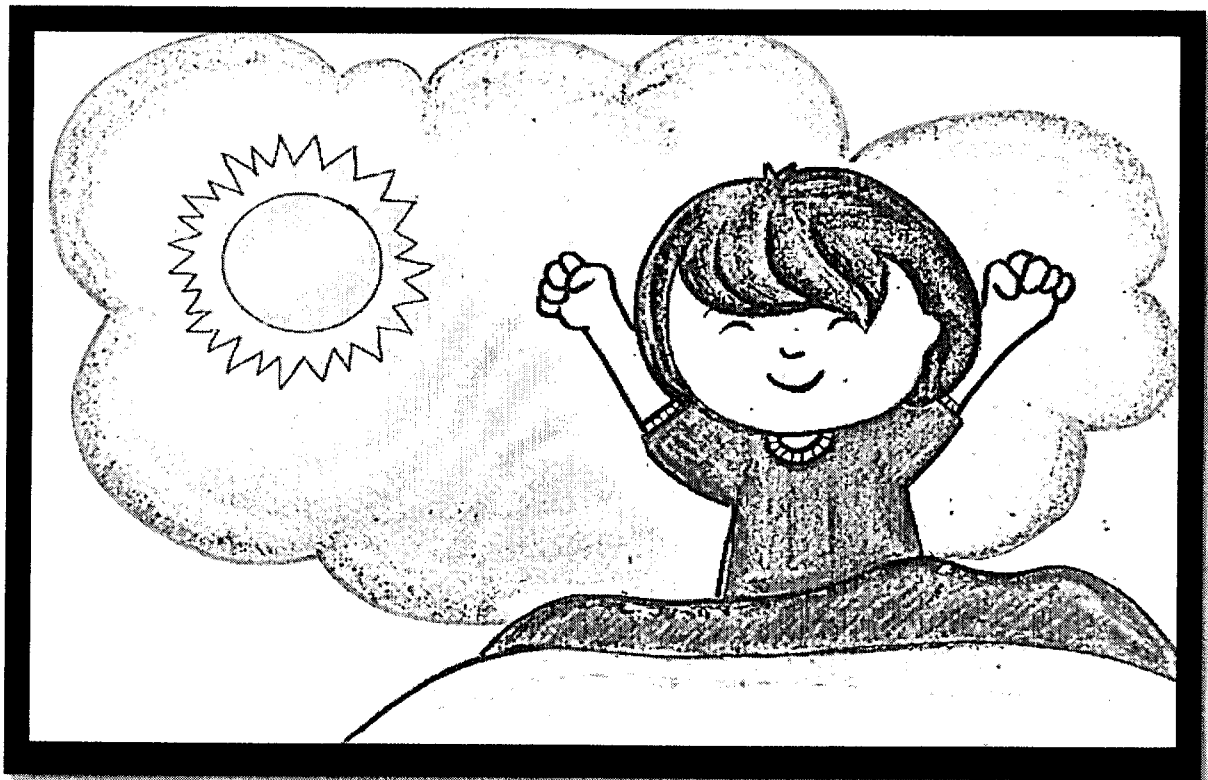
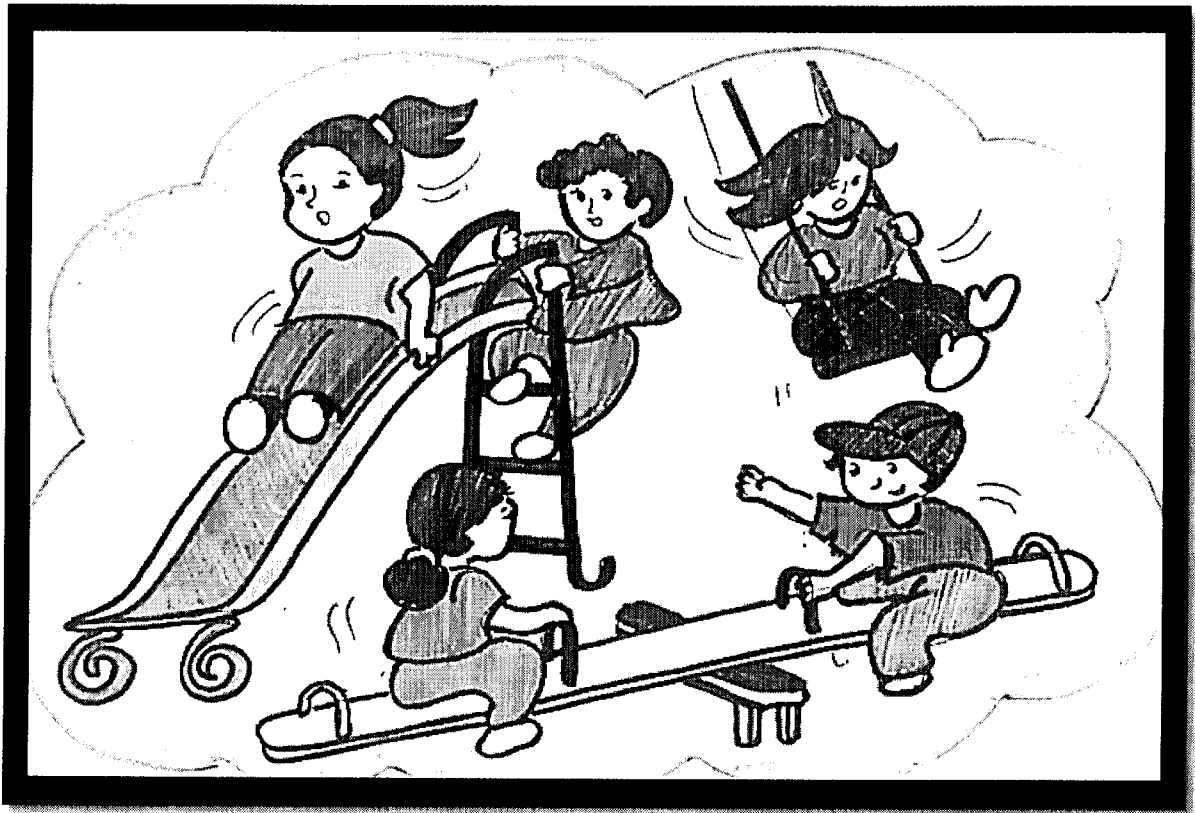
2, 4, 6, __, 10

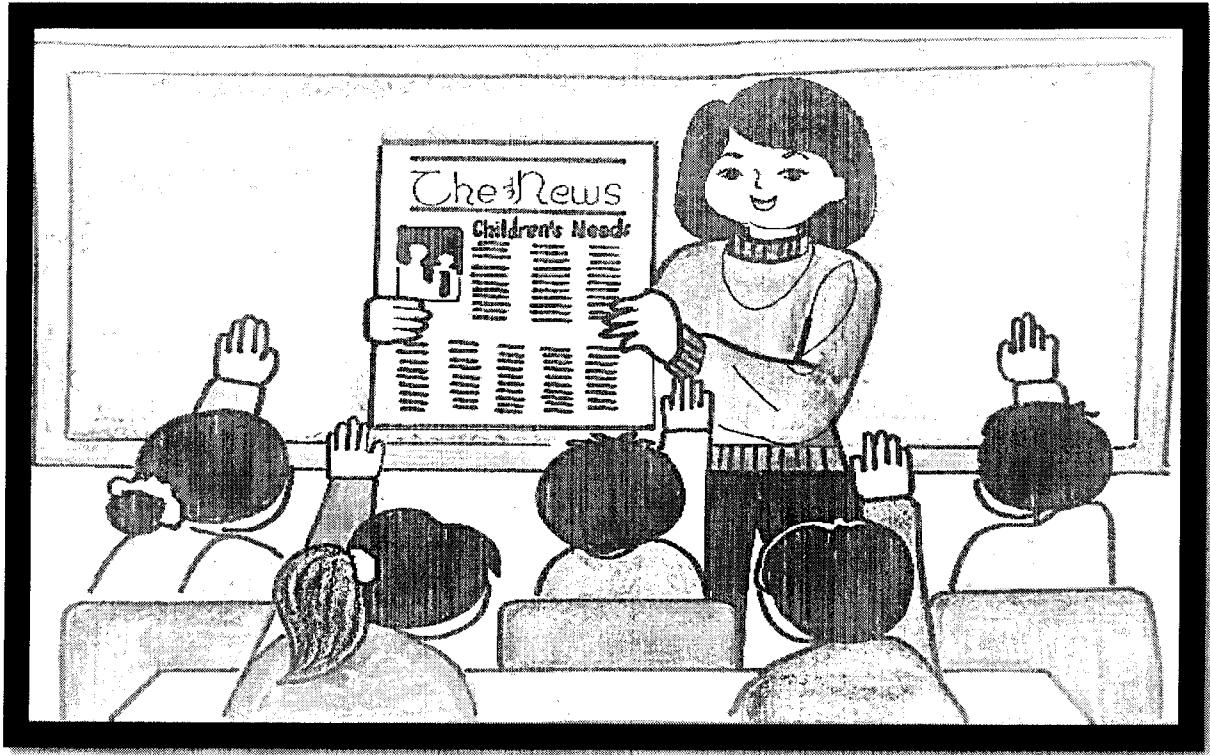
3, 6, __, 12, 15

5, __, 15, 20, 25

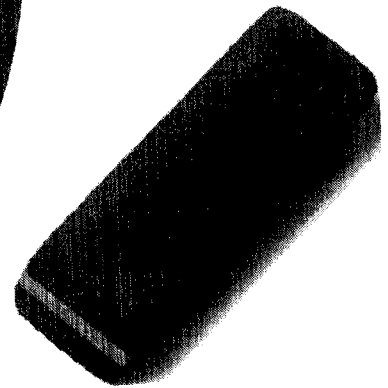
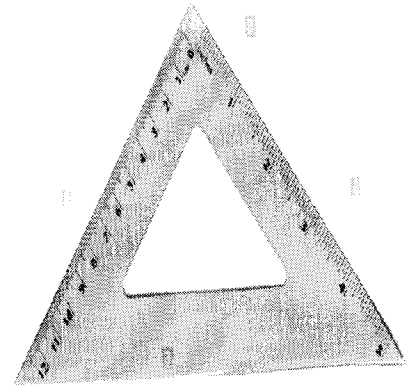
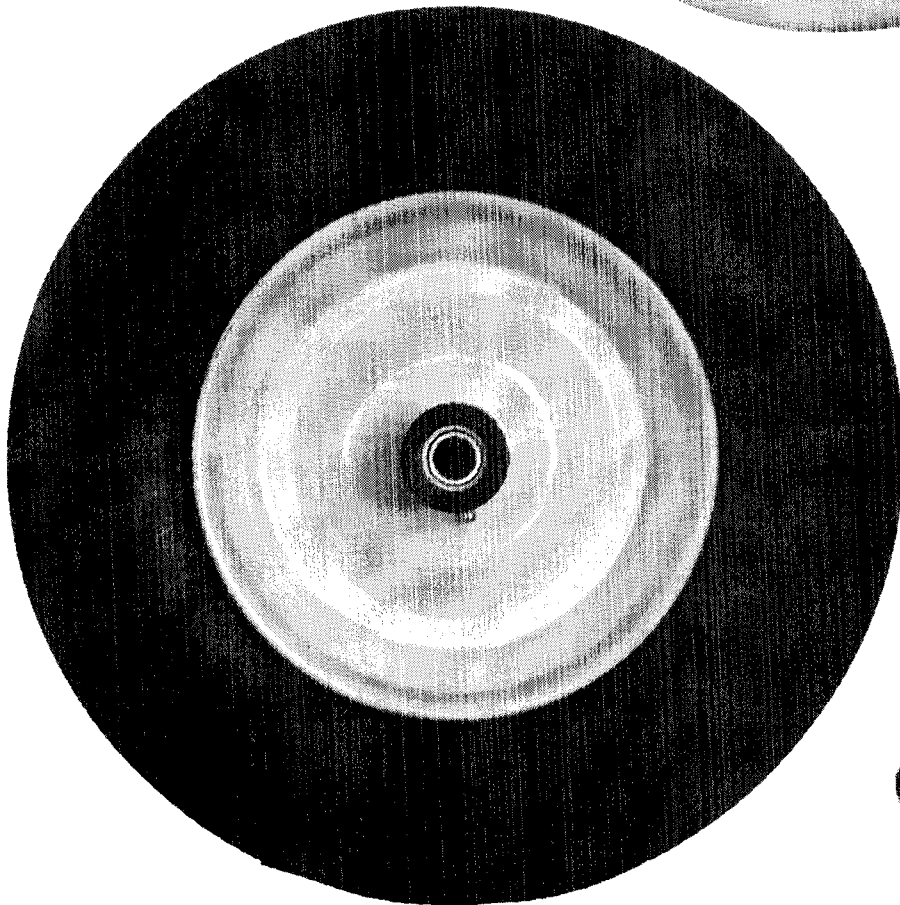
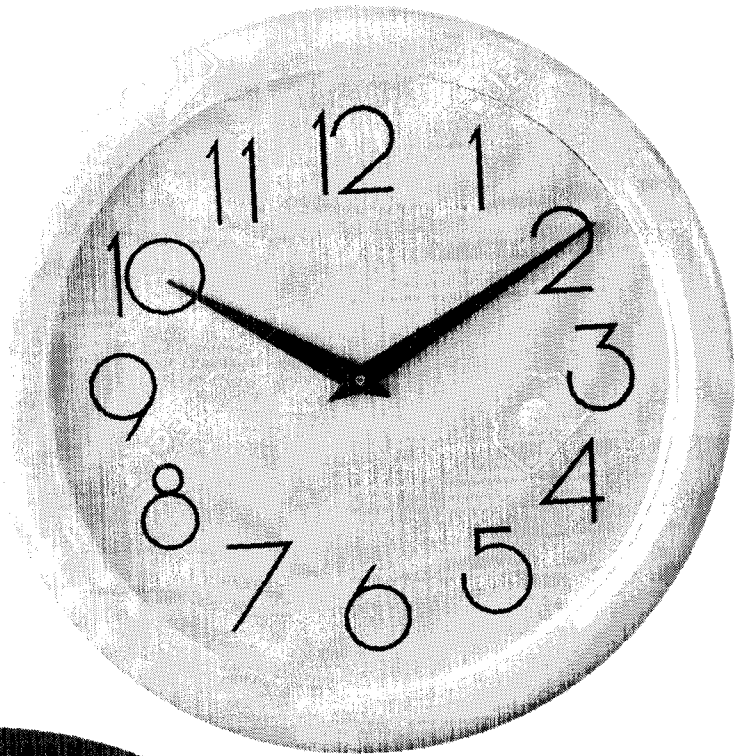
Sequencing Activity

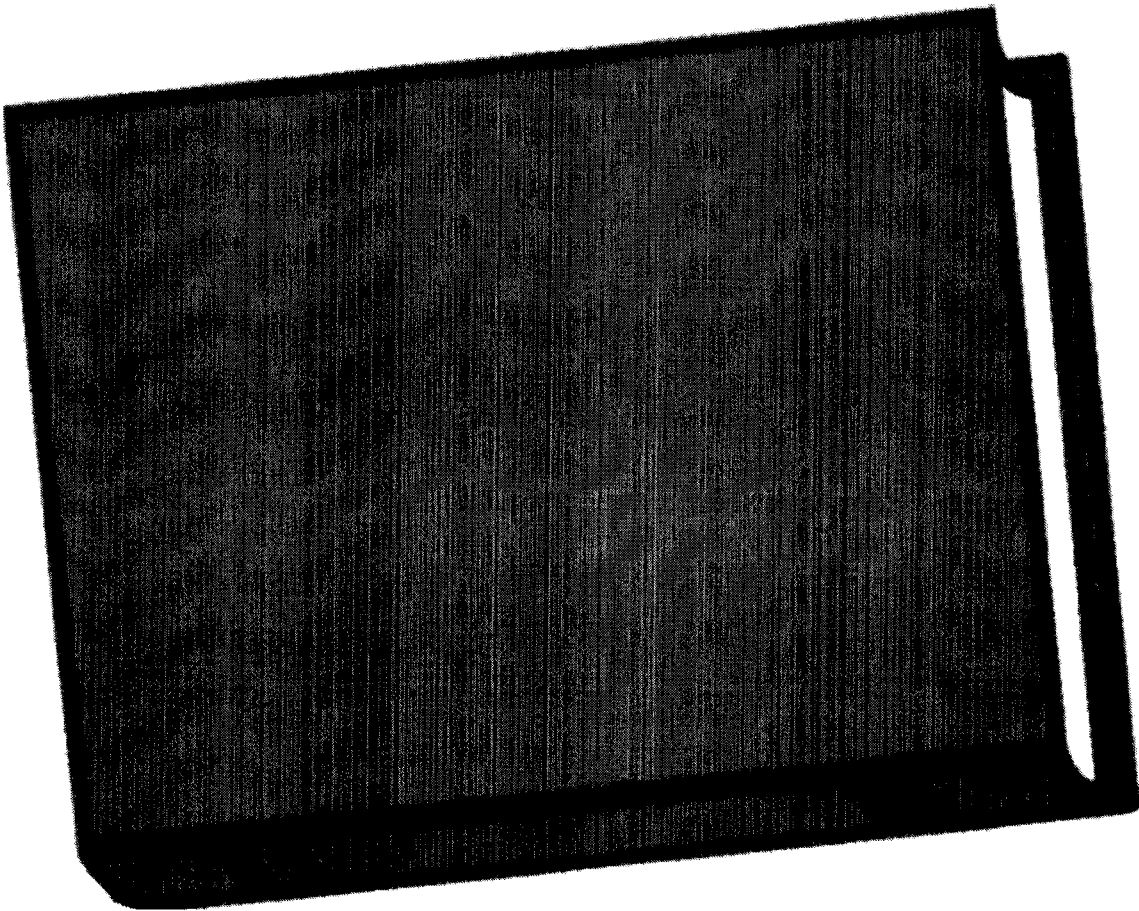
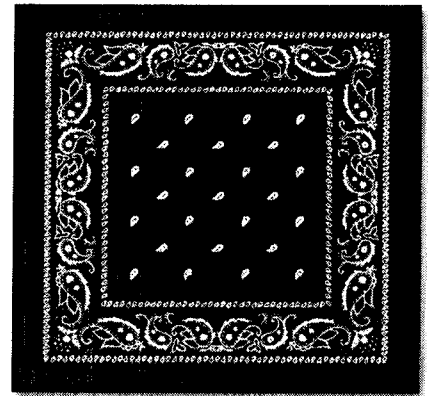
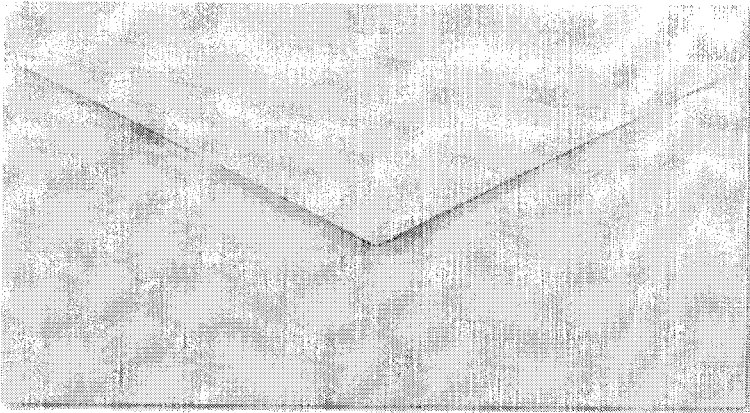


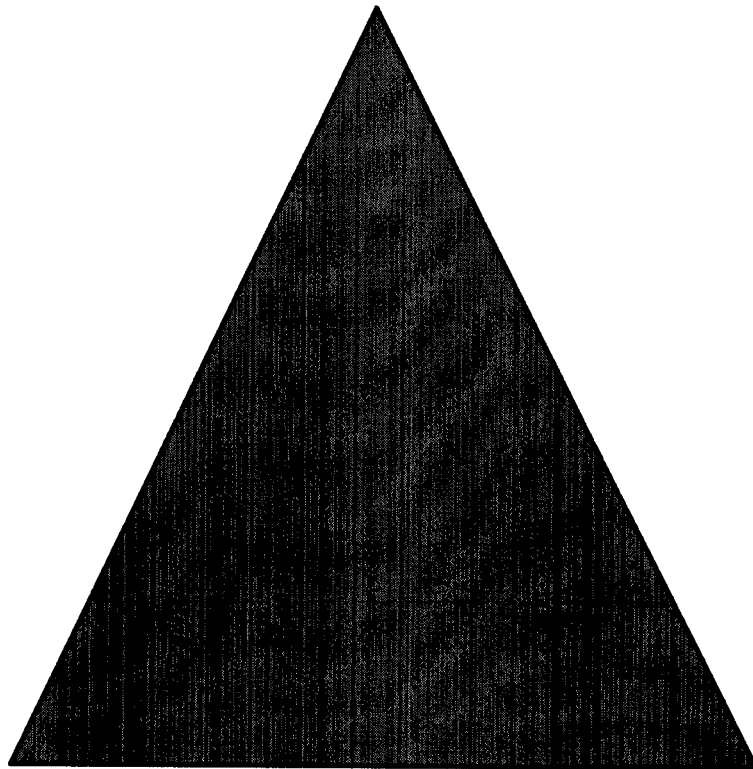
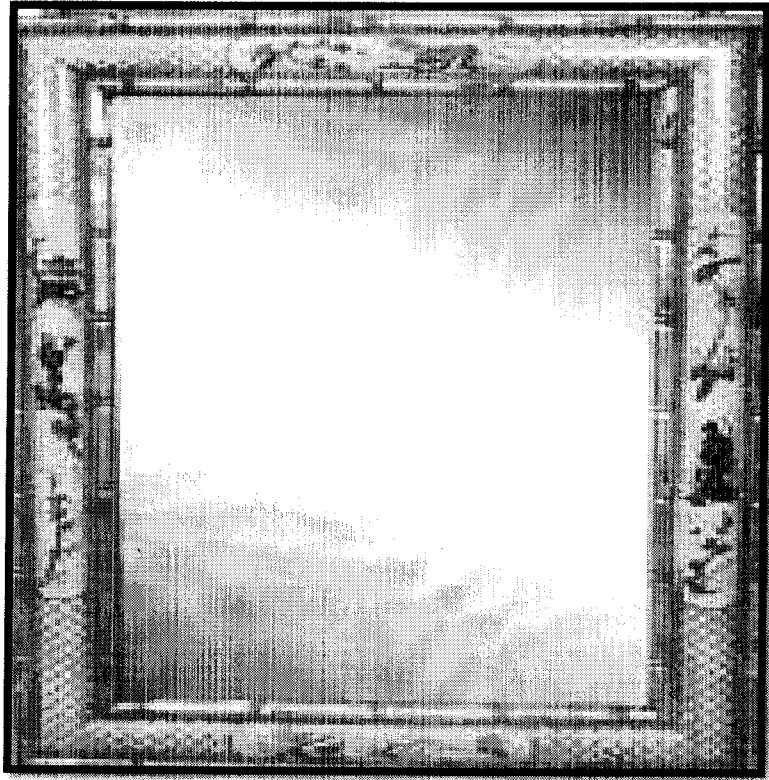


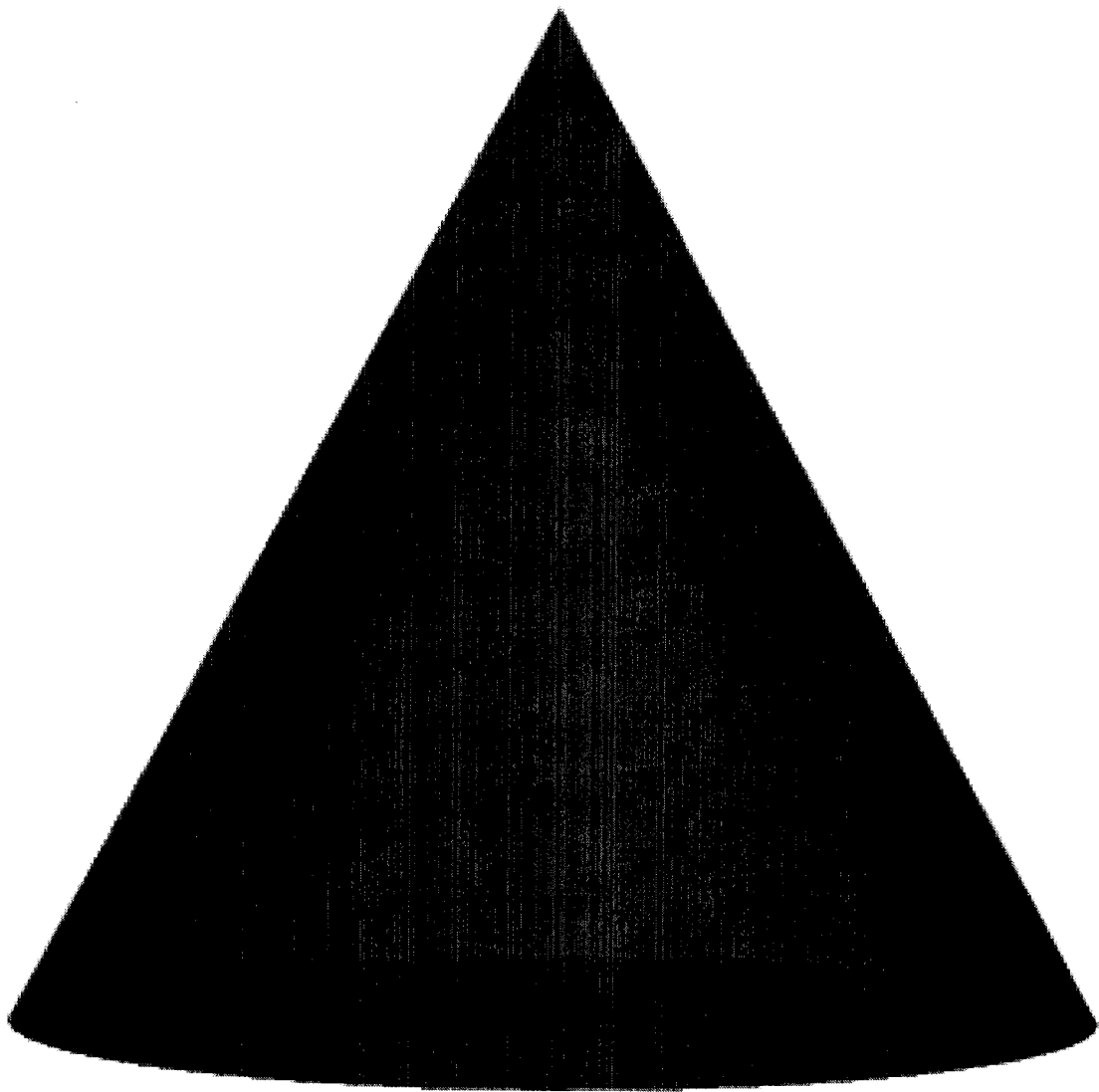


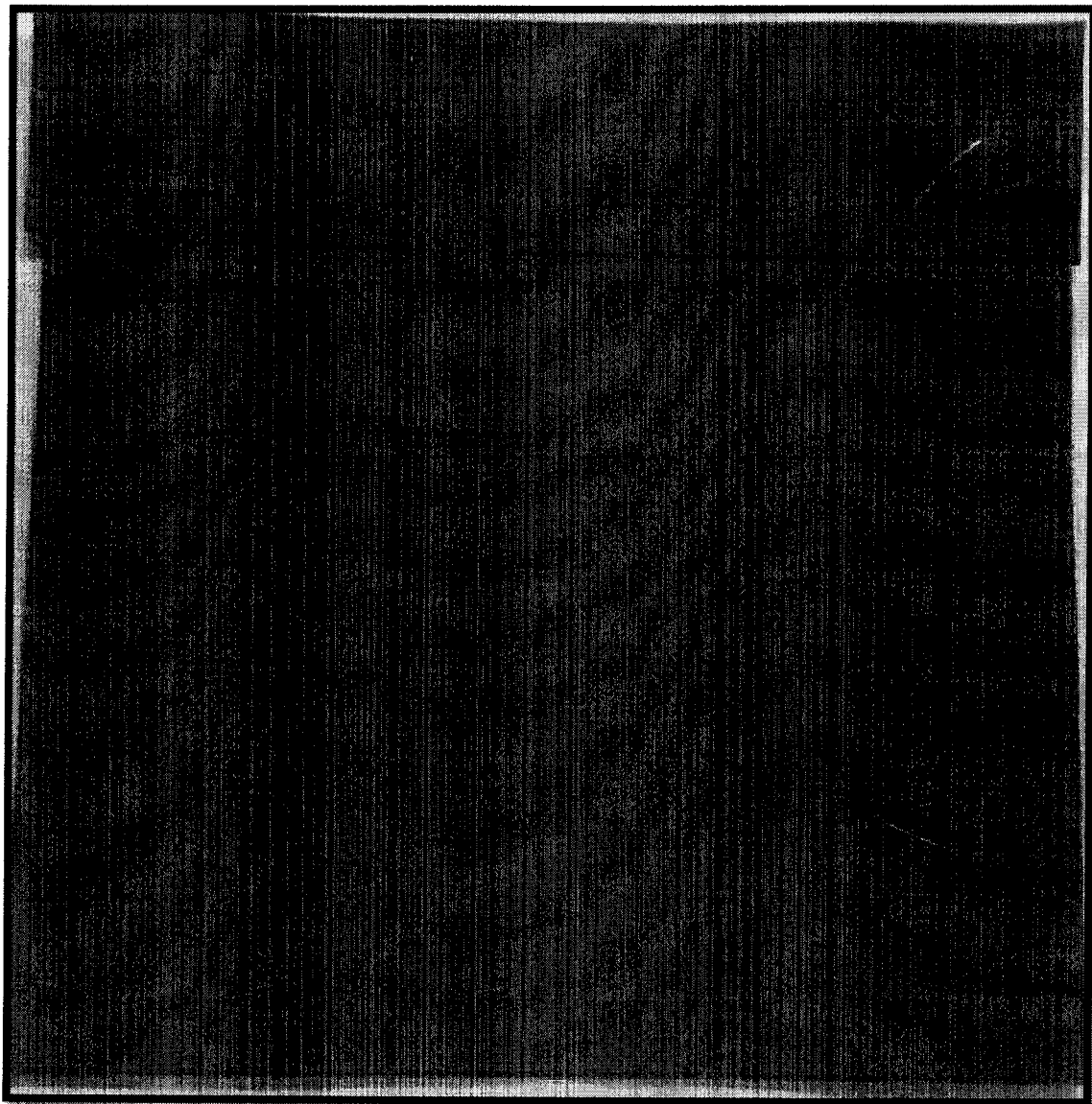
Shapes & Colors



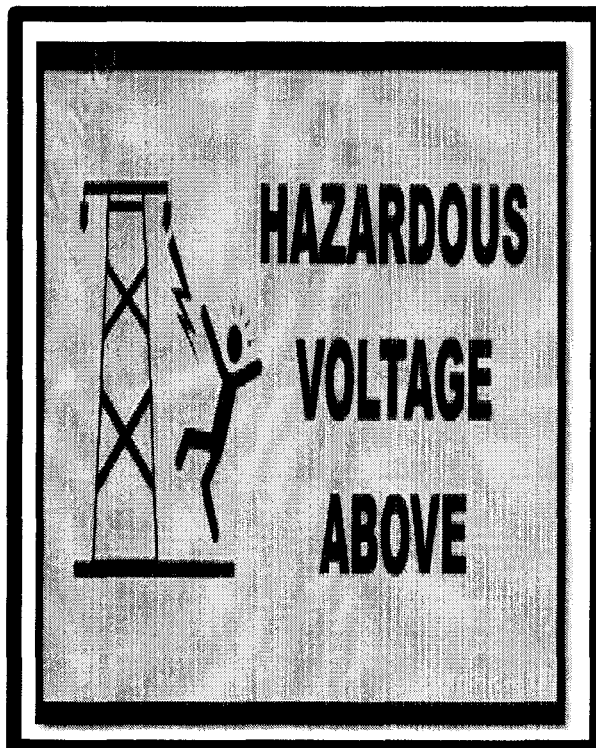
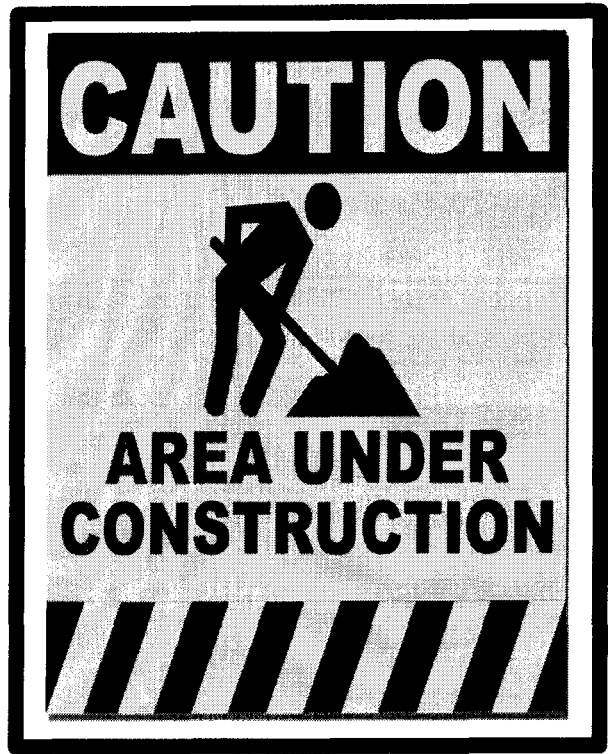


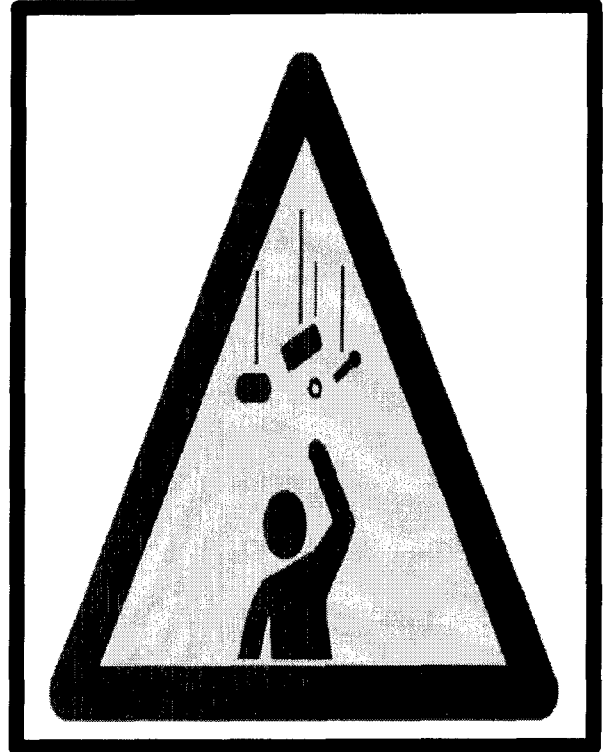


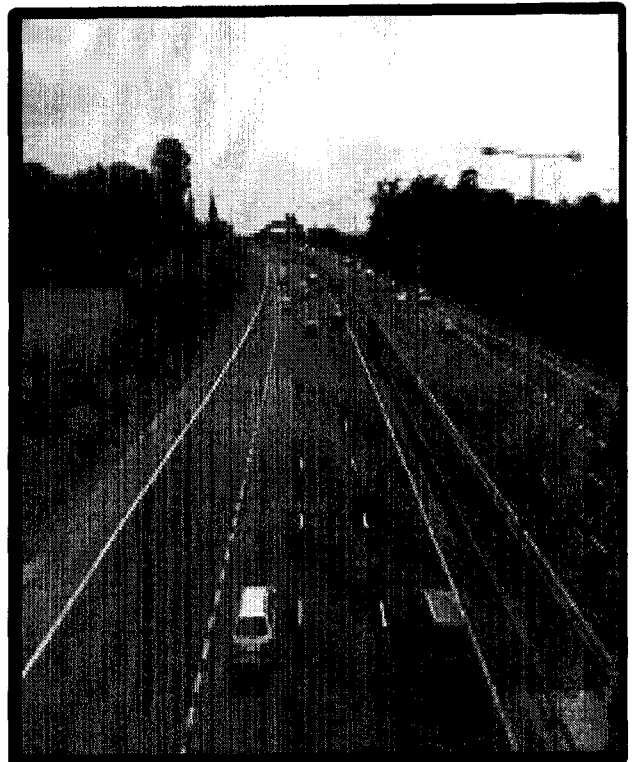




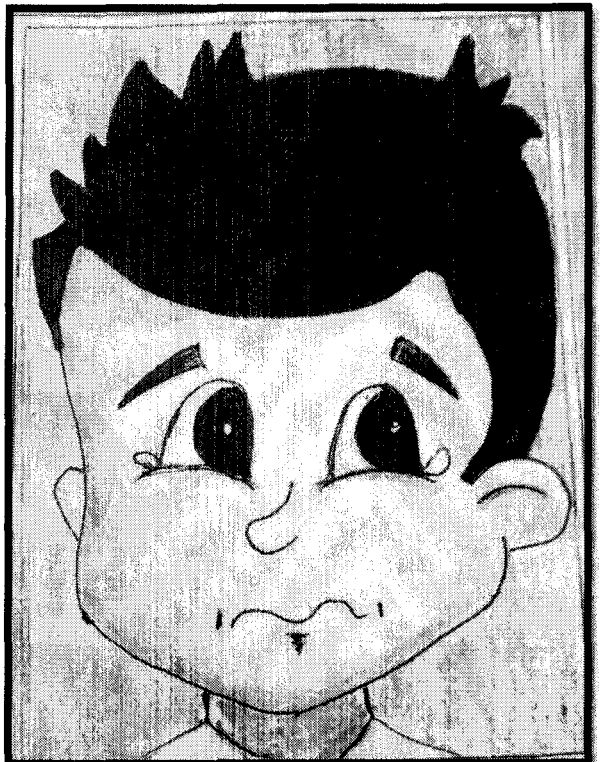
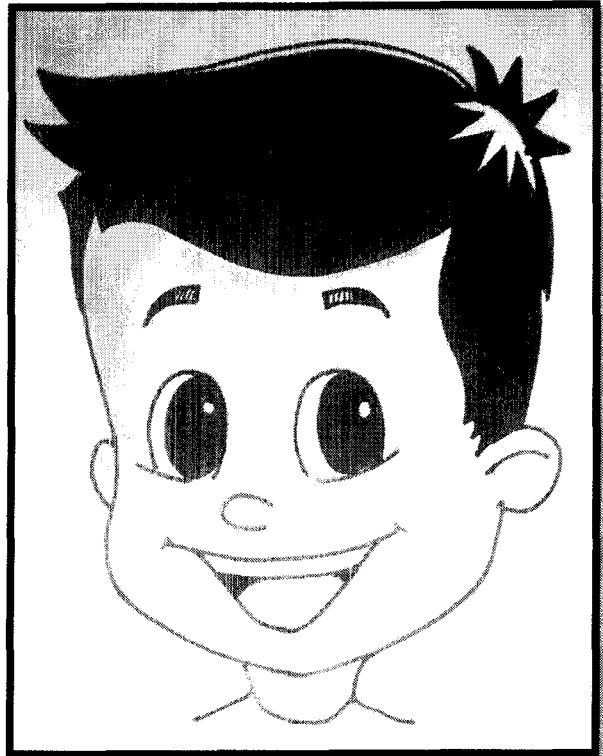
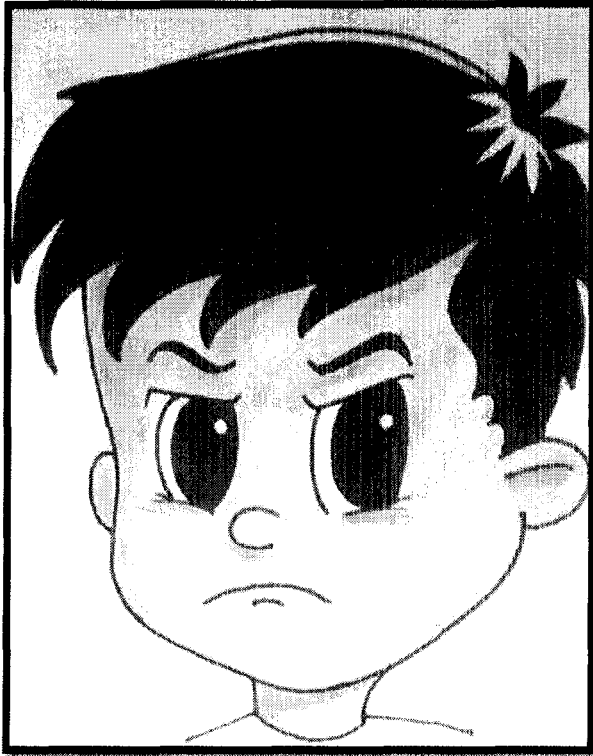
Activity 3 My Daily Routine – Signs and Symbols







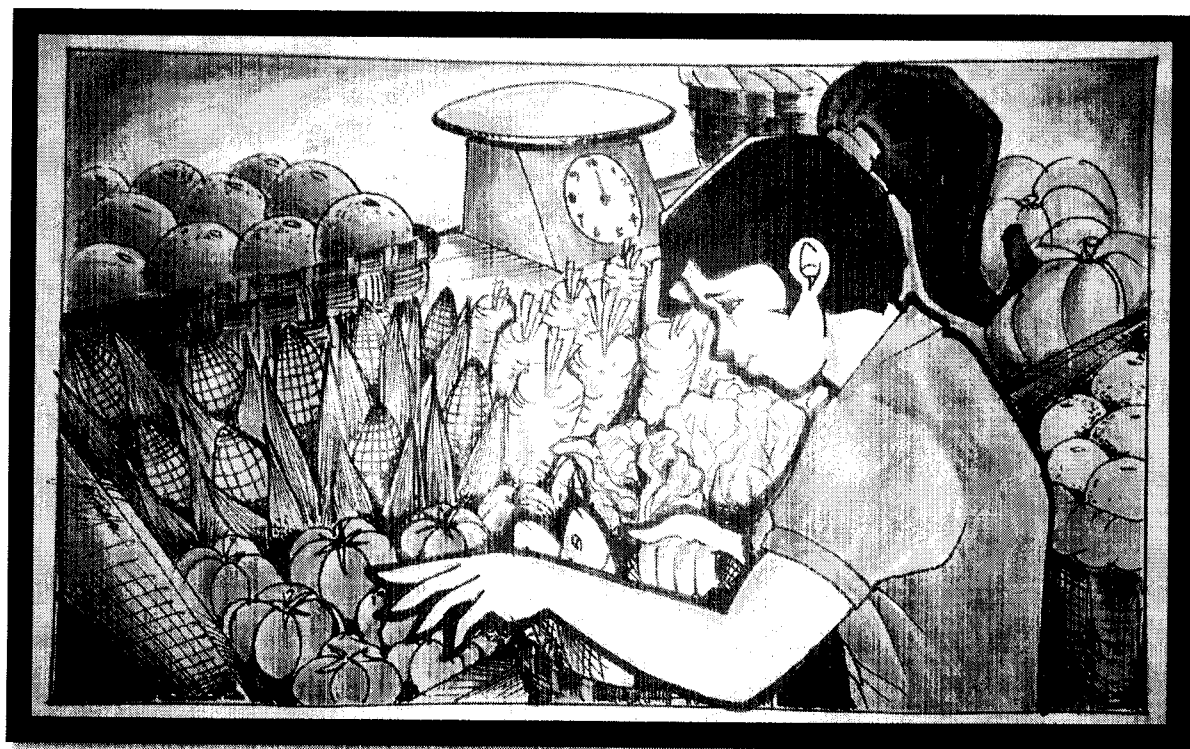
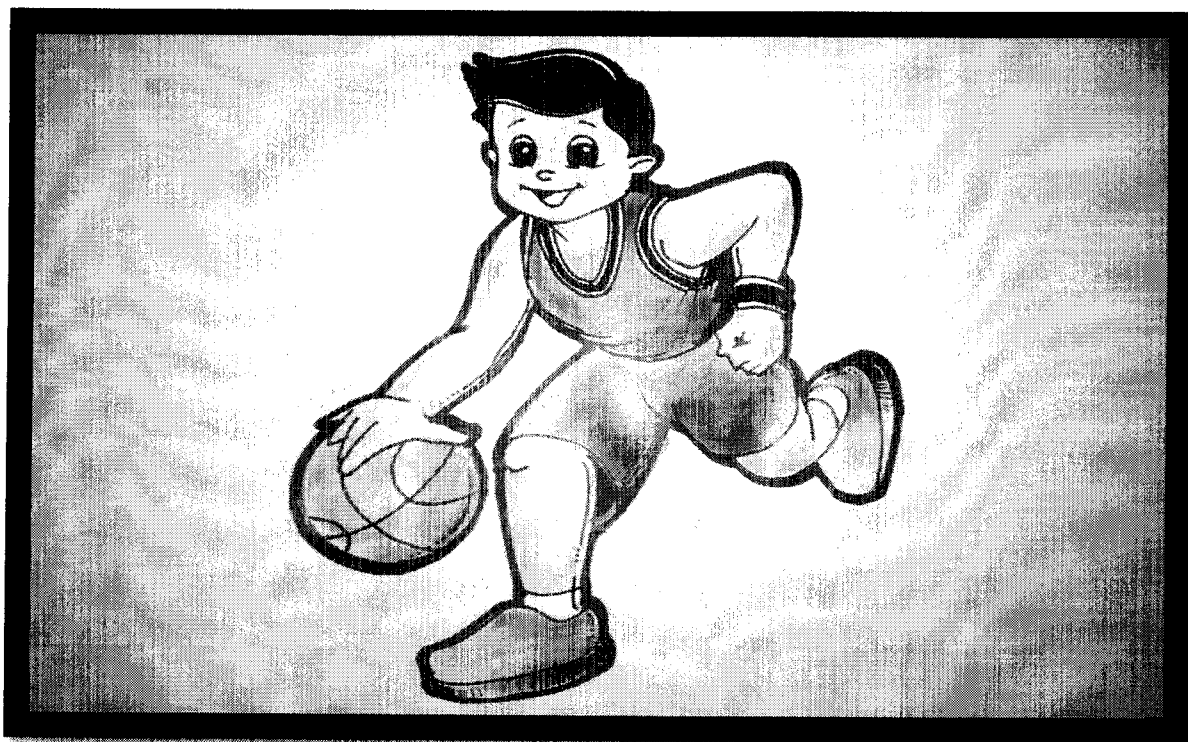
Activity 4 WHETHER WEATHER – Different Emotions (Boy)

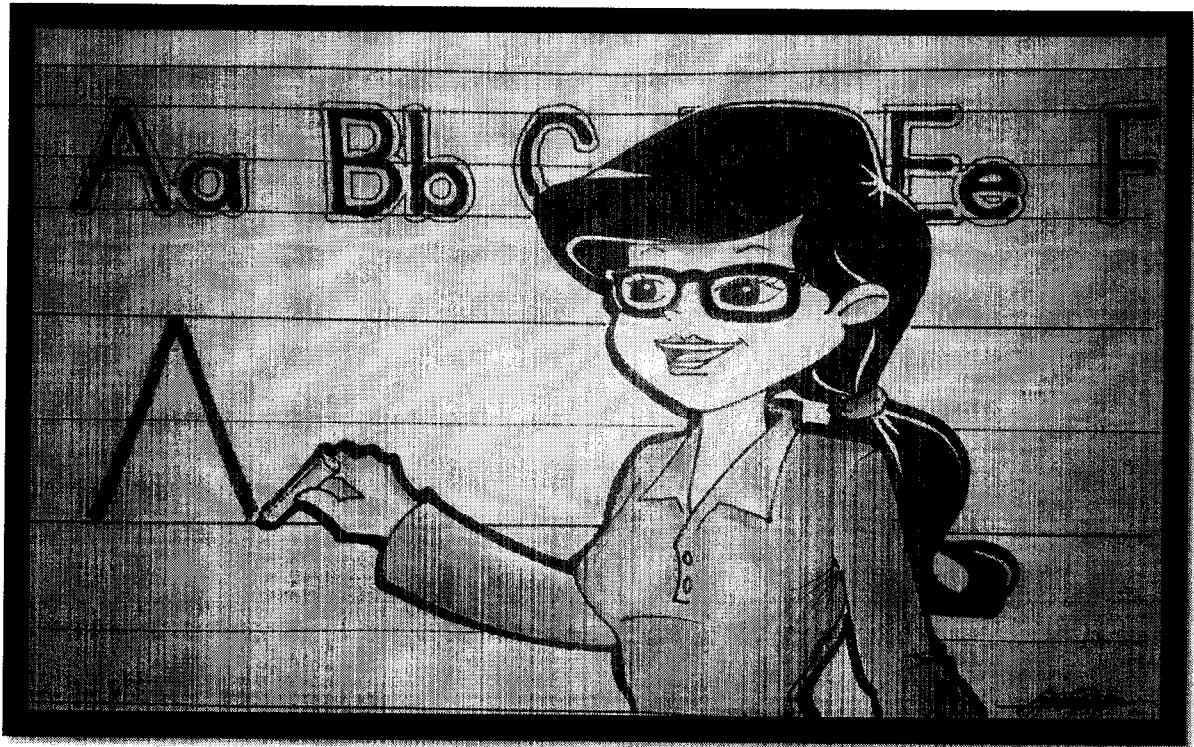


Different Emotions (Girl)



Role Playing





Activity 5 WORK OF HANDS – Copying

B

G

R

Tracing

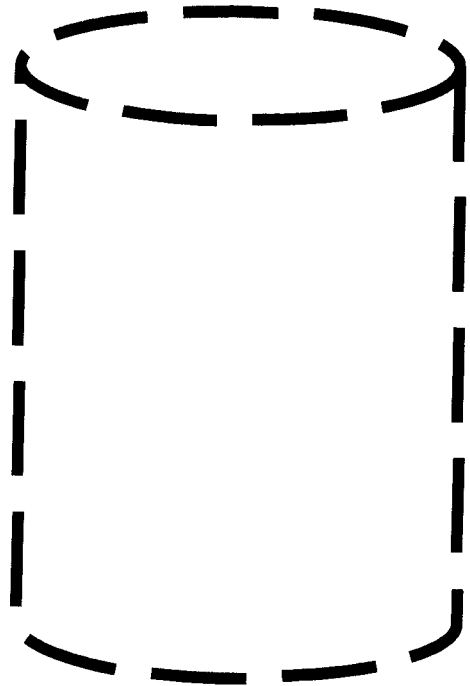
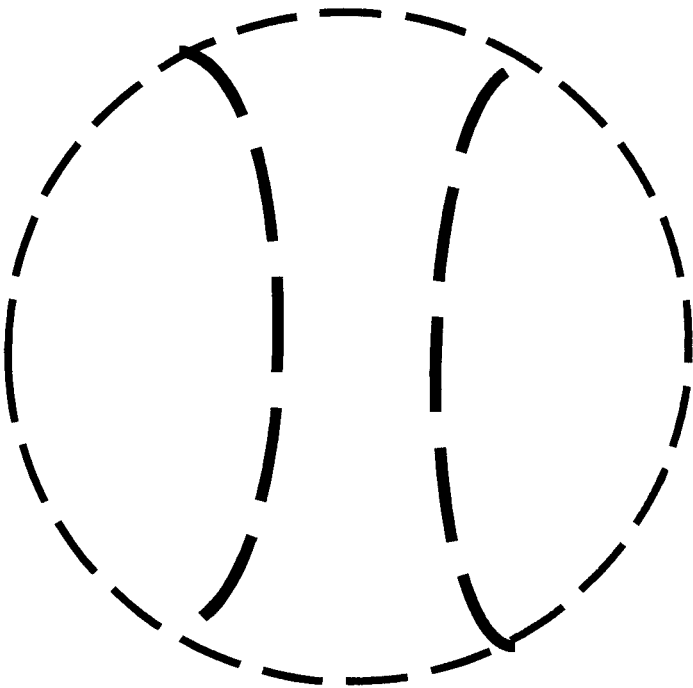
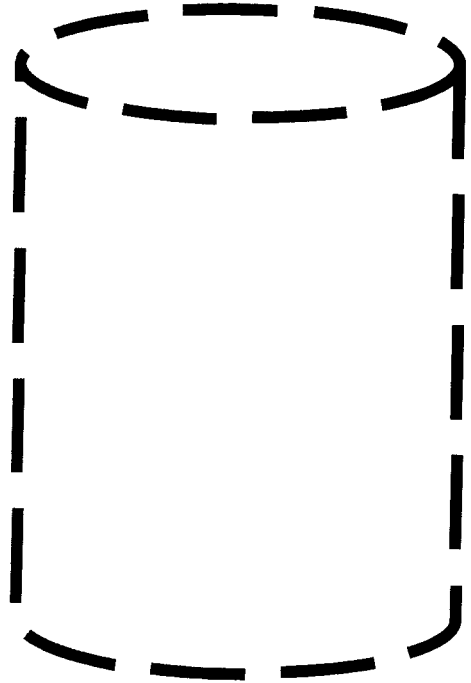
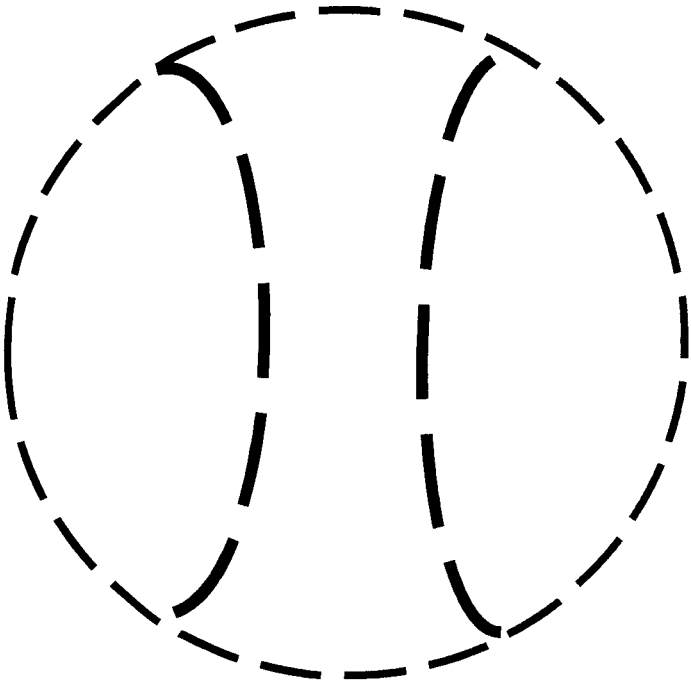


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I. Introduction

The Multi-Factored Assessment Tool (MFAT) is a screening tool intended to gather information on learner's strengths, needs, learning styles, and other educational concerns. It shall be conducted in all schools a month after the beginning of each school year. This is a one-time assessment administered to Grade I learners enrolled in the regular schools who may exhibit developmental advancement or delays or with manifestations of learning disability. It is an activity-based assessment covering the five domains of learning namely:

(1) **COGNITIVE DOMAIN** – refers to the learner's ability to remember, see or hear likenesses and differences and determine its relationship between ideas and things;

(2) **COMMUNICATION DOMAIN** - signifies the learner's ability to learn a systematic pattern of language developed through listening and speaking and to clearly send and receive a message;

(3) **SOCIO-EMOTIONAL DOMAIN** – refers to the learner's ability to deal with oneself, express and understand feelings and how the child relates to other people;

(4) **MOTOR DOMAIN**- pertains to the coordinated movements of large muscles (gross motor movements) and small muscles (fine motor movements) of the body through various degrees of eye-hand coordination; and

(5) **DAILY LIVING SKILLS DOMAIN** – shows the learner's ability to take care of oneself in day-to-day needs such as feeding, hygiene and good grooming.

Each domain is a strong gauge to measure the child's capabilities and/or needs. The data gathered from MFAT result provides immediate and appropriate intervention programs or referral for further assessment to identified learners in the schools.

II. Goals and Objectives

The MFAT aims to identify the strengths and weaknesses of learners in Grade 1 which would require appropriate intervention/s and proper placement. It will also assist teachers for instructional planning and educational placement of learners. The result of the MFAT does not in any way, affect the performance of the learner, teacher, school, division nor the region.

The main goal of MFAT is to identify Learners with Special Educational Needs (LSEs) who would need education services and/or medical/allied services.

III. Table of Specification

The Table of Specification shows the indicators per domain. It contains the number of items for each domain. The different skills are coded for analysis and interpretation of results. Assessment items of the different activities are grouped per domain.

Table 1. MFAT Table of Specifications and Coding of Items

MFAT Table of Specification per Item									
Cognitive		Communication		Daily Living Skills		Motor Skill (Fine/Gross)		Socio-Emotional Behavior	
COG		COM		DLS		MS(F&G)		SEB	
Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items
Numeracy (NU)	8	Audition (AU)	3	Feeding (FE)	9	Gross Motor (GM)	14	Emotional Skills (ES)	9
Simple Analytic (SA)	6	Speech (SP)	3	Dressing (DR)	6	Fine Motor (FM)	11	Social Skills (SS)	16
Reasoning (RE)	6	Voicing (VO)	3	Grooming and Hygiene (GH)	5				
Classification (CL)	2	Receptive Language (RL)	6	Toileting (TL)	3				
Retention (RT)	1	Expressive Language (EL)	10	Health and Safety (HS)	2				
Reading(RD)	2								
Total per Domain	25		25		25		25		25
Overall Total					125				

IV. Time Allotment

The Table 2. below shows the activities with suggested time allotment.

Table 2. Activity with suggested time allotment

Activity	Time
Activity 1 - Let's Talk	10 minutes
Break	3 minutes
Activity 2 - Treasure Box	30 minutes
Break	3 minutes
Activity 3 - My Daily Routine	20 minutes
Break	5 minutes
Activity 4 - Whether Weather	10 minutes
Break	2 minutes
Activity 5 – Work of Hands	15 minutes
Break	2 minutes
Activity 6 - Let's Get Physical!	20 minutes
TOTAL	120 minutes or 2 hours

After each activity, an observation checklist has been included to record specific behaviour of learners during assessment. This will help validate results at the end of the MFAT administration.

V. MFAT Materials

Materials are essential for the successful implementations of the MFAT Test. Below are the materials needed to be prepared for each assessment activity.

Below is Table 3 on materials per assessment activity.

Table 3. List of MFAT Materials

ACTIVITY	MATERIALS for MFAT
Let's Talk!	any objects from the treasure box <ul style="list-style-type: none"> - letter cards <ul style="list-style-type: none"> o Card size 3" x 3" o Font Style: Century Gothic o Font Size: 150, bold - flashcards with the following words: <ul style="list-style-type: none"> o ask, act, and o pat, mat, bat o Ana, Aga, Eva o Card size 3" x 5" o Font Style: Century Gothic o Font Size: 150, bold

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

ACTIVITY	MATERIALS for MFAT
	<ul style="list-style-type: none"> - flashcards with the following words: <ul style="list-style-type: none"> o is, are, has, for, give, his <p>Card size 3" x 5"</p> <ul style="list-style-type: none"> o Font Style: Century Gothic o Font Size: 150, bold
Treasure Box	<p>Treasure Box</p> <ul style="list-style-type: none"> - plastic storage box 8" height, 14" length, 12" width <p>Cut out Pictures of the following:</p> <ul style="list-style-type: none"> - red donut (small) 2" diameter - blue big tire (6" diameter) - yellow round clock (medium) 4" diameter - red bunting (medium) 4" - blue cone (big) 6" - yellow triangle ruler 2" - red big box 6" - blue handkerchief 2" - yellow medium-sized mirror 4" - red big book 6" - blue eraser 2" - yellow envelope 4" - big letters of the alphabet 3" x 5", Century Gothic, bold, 150 font - 5 Big letters with corresponding small letters 3" x 5", Century Gothic, bold, 150 font - number cards with numbers 1-20 (3" x 5", century gothic, bold, 150 font) - popsicle sticks (20pcs) - real money: p20 peso bill, p10, p5, p1 coins placed in a medium zip lock - paper clock, 6" x 8" - pictures of (half crosswise of a 8.5 x 13 bond paper) - child waking up - child raising the right hand and reciting the "Panunumpa sa Watawat ng Pilipinas" - children inside the classroom - children playing - child sleeping - body parts puzzle, size: 8.5 x 11 - 2 Pictures of a child (1 with one shoe missing and the other with complete pair of shoes, (half crosswise of a 8.5 x 13 bond paper) - 2 Story books (Araw sa Palengke, Chenelyn, Chenelyn), size: 8" x 11"
My Daily Routine	<ul style="list-style-type: none"> - bath soap, shampoo, towel (face), pail (1.5 l) and dipper (small) - toothbrush (small), toothpaste (small) - polo shirt/blouse (with button) and shorts/skirt/pants (with zipper) - shoes with shoelace - comb/hairbrush - handkerchief/ tissue paper

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

ACTIVITY	MATERIALS for MFAT
	<ul style="list-style-type: none"> - basin (small) with water - plate, glass, spoon and fork, placemat - bread/pan de sal, sandwich spread, bread knife - bottles/jars/food containers - sandwich wrapper/table napkin - bowl, serving spoon, cup - flashcards with danger signs and symbols (slippery when wet, road under construction, toxic/poisonous, flammable, falling debris) size: 4" x 4" - pictures of broken glasses, high places, streets, sharp and pointed objects Size: 4" x 4"
Whether Weather	<p>Cut-out faces of emotions: 4" x 4"</p> <ul style="list-style-type: none"> - happy - sad - scared - angry <p>Picture of a mother hanging clothes, cooking, sweeping and gardening, stick figure, pencil</p> <p>pictures of the following (for interview)</p> <ul style="list-style-type: none"> - at home – mother cooking - school – teacher writing on the board - playground – boy dribbling a ball - market – mother buying vegetables
Work of Hands	<ul style="list-style-type: none"> - sheets of bond paper (size: 8.5 x 13) - pictures of a glass and a ball with broken lines (half crosswise of a 8.5 x 13 bond paper) - pair of scissors, 4", kiddie scissor mapped brand - pencil - crayons (8 colors), crayola
Let's Get Physical!	<ul style="list-style-type: none"> - masking tape 2" - 3 chairs - rubber ball, 6" diameter - wooden model stairs with handrail, 3 steps, measurement of 8" height, 10" width, 18" length (measurement of each step) <p>materials: marine plywood ¾", 1 x 2 lumber</p>
Common materials	<ul style="list-style-type: none"> - printer and ink (black /colored) - laminating machine and sheet - photo paper - plastic envelop for the specific activity

VI. Test Procedure:

a. Test Protocols

To ensure the confidentiality of the assessment, assessors are expected to safeguard assessment tools, corresponding materials and results. The MFAT Tool should be kept or deposited in the guidance/principal's office.

b. Preparations before the Test Administration

Prior to the administration of the test, the following should be prepared:

1. Identify learners who may exhibit developmental advancement or delays or with manifestations of learning disability and the Post test result of Early Childhood Development (ECD) Checklist should be considered.
2. Ensure that materials per activity are complete, properly labelled and arranged; and,
3. Organize the room or space where the assessment activity will take place.

c. During the Test Administration

During the administration of the test, assessors should:

1. Ensure that materials can be easily accessed by the assessor but will not distract the learner;
2. Use English, Filipino or mother tongue depending on the preferred language of the learner;
3. Record time started and ended per activity;
4. Make sure that the child is comfortable before every activity;
5. Explain instructions properly per activity/task;
6. Give instructions twice only;
7. Record learner's response;
8. Use in between breaks for proper transition to the next activity;
9. Continue the assessment the following day if the child is no longer attentive; and
10. Thank the learner at the end of the assessment.

The MFAT has script within each activity for easy referral and use of assessors. The Table 4 below shows the sample script and recommended sequence.

Table 4. Sample script and sequence

<p>1. Start with greetings <i>"Good morning/afternoon (<u>name of the learner</u>)! How are you today?" (Be sure that the learner feels at ease and relaxed as he/she gives his/her response).</i></p> <p>2. Introduce the activity <i>"Today, we are going to play. We will do some activities. Don't worry. These are just simple activities and the result of these will not affect your grade. In fact, it will help you improve your performance in class. Do not be shy to ask questions in case you do not understand my instruction. I will be here to help you."</i></p> <p>3. Ask the learner if she/he has some questions or concerns <i>"Do you have questions before we start? (Wait for the response of the learner. If the learner says "none", proceed to the assessment session. If the learner says "yes", ask what the concern is and provide appropriate answers. Only if there are no more</i></p>

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questions to answer you can proceed with the activity.)

4. Ensure that the learner is ready to start

"Are you ready? (Do not start until the learner is ready or has shown any sign of approval.)

5. Read the instruction/s as stated in each activity.

6. Record time per activity

Ensure that you have a timer/watch to guide you with the time allotment per activity. Record time started and ended per activity on the space provided.

7. Record learner's responses

a. Check (✓) YES if the learner performed the task, or the item indicated was observed. If not, check NO and write in the LEARNER'S ACTUAL RESPONSE column the learner's response or reaction towards the given task/activity.

b. Observe the learner's behavior during the activity.

8. Use in between breaks for proper transition to the next activity

"We are going to take a short break. Are you still comfortable? Do you need to go to the comfort room or do you need anything?"

a. Give a few minutes for the learner to rest; go to the comfort room (as needed) and, get ready for the next activity.

b. Use this time to pack materials you will no longer use.

c. Prepare the next set of assessment tools and materials you need for the succeeding activity.

d. Ask the learner if s/he is ready to continue.

9. Thank the learner at the end of the assessment

"Good job! We finished the activity. Thank you for being cooperative and I hope you had fun."

d. Pre-, During and Post- Test Forms

The DepEd Central Office through the Student Inclusion Division - Bureau of Learning Delivery (BLD-SID) will provide the assessment tool and materials needed for the test administration.

The assessor should ensure that there are enough forms prior to the administration of the assessment. The Table 5 below shows the materials / forms for the test.

Table 5. MFAT Forms

Stages of Assessment	FORM		Content
Pre-Assessment	A	Learner's Profile	1. Important data 2. Mother tongue 3. Learner's Reference Number (LRN)
	B	School Profile	1. Basic school information 2. Number of learners and teachers per grade level
During Assessment	C	MFAT	1. Time Record (Time started and ended) 2. Items organized per assessment activity 3. Script for the assessor 4. Columns for learner's response (Yes, No, Response) 5. Observation checklist
Post Assessment	D	Summary of Results	Consolidated result per domain

e. After the Test Administration:

After the assessment, assessors are expected to:

1. Summarize the result for intervention or recommendation.
2. Properly pack the materials used and keep in the designated place.

VII. Appendix

MFAT FORMS FOR THE ASSESSMENT TOOL

For the Assessor: The purpose of this survey is to gather information about the assessor, learner and the school. Your answers to this survey will be used in the improvement of the MFAT. This will enable the Department of Education to enhance the said instrument and the assessment practices for our learners' welfare.

FORM A. LEARNERS' PROFILE

Learners Code: ____ - ____ - G-____ LRN: _____

Date of Assessment (Month/Day/Year): ____/____/____

Date of Birth (Month/Day/Year): ____/____/____

Order of Birth (1st, 2nd, etc.): _____

Mother Tongue:

<input type="checkbox"/> Tagalog	<input type="checkbox"/> Kapampangan	<input type="checkbox"/> Pangasinense
<input type="checkbox"/> Iloko	<input type="checkbox"/> Bikol	<input type="checkbox"/> Chabacano
<input type="checkbox"/> Cebuano	<input type="checkbox"/> Hiligaynon	<input type="checkbox"/> Waray
<input type="checkbox"/> Tausug	<input type="checkbox"/> Maguindanaoan	<input type="checkbox"/> Maranao

FORM B. SCHOOL PROFILE

Division: _____ District: _____ School ID: _____

School Name: _____ Name of School Head: _____

School Address: _____

Contact Number of School: _____

Type of School:

<input type="checkbox"/> Central
<input type="checkbox"/> Non- Central
<input type="checkbox"/> Multi-Grade
<input type="checkbox"/> Mono Grade

Number of Teachers and Learners:

Level	Number of Learners	Number of Teachers
Grade I		
Total		

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Learner's Code		LRN	
DIRECTIONS: Check (✓) YES if the learner performed the task, or the item indicated was observed. If not, check NO and write in the learner's response column the behavior manifested by the learner towards the given task/activity. Also write down the intervention/s made in the column provided.			

TIME STARTED: _____

TIME ENDED: _____

Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
COM-AU-1	Hello, good morning/good afternoon! <i>Note: The teacher drops a bunch of keys on the floor to produce sounds.</i> 1. Turns head to source when sound is heard				
COM-EL-2	<i>Note: First, the teacher introduces her/himself.</i> What is your name? 2. Tells one's name / identifies oneself				
COM-AU-3	<i>Note: The teacher taps the table.</i> Do you hear the tapping sound on the table? 3. Responds to questions or nods head appropriately when spoken to				
COM-AU-4	Repeat it. 4. Repeats table tapping patterns correctly				

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Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-RL-5	Do the following: Stand; Turn around; Sit down. 5. Recognizes two to three word instructions				
COM-RL-6	<i>Note: Observed in item 5</i> 6. Responds to two-word combination				
COM-EL-7	Who are the members of your family? What are their names? 7. Calls family members by name				
COM-EL-8	Tell me about your family. 8. Tells stories to peers/class and teacher coherently				
COM-EL-9	Answer the following questions: a. What do you do before going to school? b. What are the things you see in school? c. Who are in school? d. What do you do in school? 9. Answers wh- questions				
COM-RL-10	<i>Note: The teacher gets three (3) objects from the box one at a time. (ball, pencil and book)</i> What is this? 10. Identifies familiar objects when presented				
COM-EL-11	Describe it. (ball, pencil and book) 11. Describes simple and familiar objects				

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Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-RL-12	<p>Note: Place the letters and number cards on the table. (a, b, w, r, s, t, 1, 2, 3, 4, 5)</p> <p>Pick up the letters.</p> <p>12. Picks up the letters.</p>				
COM-SP-13	<p>What is the sound of a motorcycle?</p> <p>13. Makes random non-speech sounds (e.g. wooh, wooh, etc.)</p>				
COM-RL-14	<p><i>Note: The teacher reads the words and let the child answer the following questions:</i></p> <p>Identify the initial sound of the words: ask, act and ant. Identify the medial sound of the words: pat, mat and bat. Identify the final sound of the words: Ana, Aga and Eva.</p> <p>14. Discriminates initial, medial and final sounds</p>				
COM-EL-15	<p>Repeat what I will say, "My Teacher, My Hero".</p> <p>Indicator: Repeats the words/phrases</p> <p>15. Imitates words/phrases and/or local TV/radio commercial</p>				
COM-RL-16	<p><i>Note: Let the child read the words.</i></p> <p>Read the following words: is, are, has, for, give and his.</p> <p>16. Recognizes pre-primer and primer sight words</p>				

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Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-EL-17	Recite/sing any nursery rhyme that you know. 17. Recites common nursery rhymes				
COM-SP-18	<i>Note: To be observed during the conversation</i> 18. Prefers talking rather than using gestures and physical communication				
COM-EL-19	<i>Note: To be observed during the conversation</i> 19. Answers in complete sentence when asked				
COM-EL-20	<i>Note: To be observed during the conversation</i> 20. Expresses thoughts or ideas correctly				
COM-SP-21	<i>Note: To be observed during the conversation</i> 21. Speaks in an articulated manner in (e.g. without stuttering)				
COM-VO-22	<i>Note: To be observed during the conversation</i> 22. Controls volume of voice when in conversation				
COM-VO-23	<i>Note: To be observed during the conversation</i> 23. Speaks with voice quality when in conversation (e.g. pitch)				
COM-VO-24	<i>Note: To be observed during the conversation</i> 24. Speaks with uninterrupted flow of sounds, words, syllables, and phrases				

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Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-EL-25	<p>Do you feel tired? hungry? thirsty? need to go to the toilet? What do you want to do?</p> <p>25. Expresses basic needs and/or wants (verbal, gestural, sign)</p>				
	Time Ended: _____				

Directions: For **Observation Checklist** check (✓) **YES** if observed and **NO** if not. Write in the 'Remarks' column, significant observations during the conduct of the activity.

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
CM-34	1. Does the learner have difficulty expressing needs orally?			
H-6	2. Does the learner have difficulty listening when spoken to?			
H-19	3. Does the learner have difficulty recognizing commands?			
H-25	4. Does the learner turns or tilts head to use one eye only in performing tasks?			

Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
COG NU-26	<p><i>Note: Teacher gets 3 objects from the treasure box and places them on the table.</i></p> <p>From your left, which object is in the middle? last? first?</p> <p>26. Recognizes position of objects-first/middle/last</p>				

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Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-SA- 27	<p><i>Note: Teacher gets cut-out pictures from the box and lays them down on the table.</i></p> <p>Here are cut-out pictures of different objects. Group them according to shapes. (triangle, rectangle, square, and circle)</p> <p>27. Sorts objects based on shapes</p>				
COG-SA-28	<p>Arrange the cut-out pictures of objects from smallest to biggest.</p> <p>28. Arranges objects according to size from smallest to biggest</p>				
COG-SA-29	<p>I have here a picture, get another picture on the table that is of the same size with the one I am holding.</p> <p>29. Matches objects according to size</p>				
COG-SA-30	<p>Put together cut-out pictures that are red.</p> <p>Put together cut-out pictures that are small.</p> <p>30. Sorts objects based on 2 attributes (e.g. color & size)</p>				
COG-SA-31	<p>Get three shapes with the same color.</p> <p>31. Matches 2 – 3 colors</p>				
COG-RD-32	<p>Name the letters of the alphabet.</p> <p>32. Names the letters of the alphabet</p>				

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Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-SA-33	<p><i>Note: Teacher places letters M, R, S, T, A, and P on the table and prepares the matching small letters with two distractor letters.</i></p> <p>I have here 6 big letters of the alphabet. Get the small letters on the table and match them with the big letters.</p> <p>33. Matches big with small letters</p>				
COG-NU-34	<p>Count from one to twenty.</p> <p>34. Rote counts 1 to 20</p>				
COG-NU-35	<p>Get three number cards from the treasure box one at a time and tell me what number it is.</p> <p>35. Identifies numbers from 1 to 20</p>				
COG-NU-36	<p><i>Note: Place the number cards on the table. (2,5,7)</i></p> <p>Get the popsicle sticks from the treasure box.</p> <p>Show the number of popsicle sticks that matches the number on the card.</p> <p>36. Associates numbers 1 to 10 with objects</p>				
COG-NU-37	<p>Using popsicle sticks, add the following:</p> <p>1) $8 + 2 = \underline{\quad}$ 2) $5 + 5 = \underline{\quad}$ 3) $1 + 9 = \underline{\quad}$</p> <p>37. Adds objects to get a sum of 10</p>				

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Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-NU-38	<p>Using popsicle sticks, subtract the following:</p> <p>1) $11 - 1 = \underline{\quad}$ 2) $12 - 2 = \underline{\quad}$ 3) $13 - 3 = \underline{\quad}$</p> <p>38. Subtracts objects to get a difference of 10.</p>				
COG-NU-39	<p><i>Note: Follow the same instruction for the P10, P5, and P1 coins.</i></p> <p>Get a 20-peso bill from the treasure box.</p> <p>39. Identifies Philippine Peso Bills and Coins</p>				
COG-RE-40	<p>What is/are the missing number/s? (1, 2, <u> </u>, 4, 5, <u> </u> 2, 4, 6, <u> </u>, 10, 12... 3, 6, <u> </u>, ... 5, <u> </u>, 15...)</p> <p>40. Follows number patterns</p>				
COG- NU-41	<p><i>Note: Teacher sets the time at 3:00, 7:00, and 9:00.</i></p> <p>Look at the clock I am holding. Tell me what time it is.</p> <p>41. Identifies time by the hour</p>				
COG-RE-42	<p>Identify the events in the pictures. Which do you think comes first? last? Arrange the pictures.</p> <p>42. Sequences picture story of 4 to 6 events</p>				

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Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-RE-43	Look at the pictures again. Tell me which event happened in the morning? afternoon? night? 43. Identifies time concept of the day (morning, afternoon, night)				
COG-RE-44	Arrange the puzzle to complete the picture. 44. Completes simple puzzles				
COG-CL-45	<i>Note: In case the learner was not able to do the puzzle, the teacher shows the guide picture.</i> Point the head, neck, shoulder, hands, fingers, legs, knees and toes. 45. Identifies body parts				
COG-CL-46	Which part of the body is for seeing? hearing? tasting? feeling? smelling? 46. Identifies five senses				
COG-RE-47	Look at these two pictures. What are the differences between these pictures? 47. Identifies what is different in the picture				
COG-RE-48	What is missing in the picture? 48. Identifies what is missing in the picture				
COG-RT-49	Who are the members of your family? 49. Name members of the family.				

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Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-RD-50	<i>Note: Observe the reaction of the learner and ask the learner which of the two books he likes most?</i>				
	Get 2 books from the treasure box.				
	50. Exhibits interest in books				
	Time Ended: _____				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
V	1. Does the learner hold the materials too close to his/her eyes?			
V	2. Does the learner use his/her fingers to maintain place of words/letters/lines while reading?			
V	3. Does the learner rub eyes in an effort to see better?			
V	4. Does the learner blink continuously?			
V	5. Does the learner squint, cover or close his/her eyes while performing a given task?			
Cog	6. Does the learner have difficulty associate numbers with symbols?			
Com	7. Does the learner have difficulty remembering things heard?			
Com	8. Does the learner have difficulty giving appropriate response to questions?			
Cg	9. Does the learner have difficulty following a series of directions?			

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ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Cg-26	10. Does the learner have difficulty recalling information in the past?			
Cg-31	11. Does the learner have difficulty giving appropriate response to interview questions?			
Cg-9	12. Does the learner have difficulty responding orally in identifying one -word objects?			
Cg-10	13. Does the learner repeat, omit or adds words when she/he answers?			
Cg-9	14. Does the learner have difficulty responding orally in identifying one -word objects?			
Cg-10	15. Does the learner repeat, omit or adds words when s/he answers?			
Cg-21	16. Does the learner have difficulty remembering names of body parts and senses?			

Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
DLS-GH-51	Suppose you are taking a bath. Show me how you do it. 51. Takes a bath				
DLS-GH-52	Show me how you brush your teeth. 52. Brushes own teeth				
DLS-DR-53	<i>Note: Teacher gives a polo shirt/blouse and shorts/skirt/pants and ask the learner to stand and wear it.</i>				

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Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Show me how you put on your clothes. 53. Puts on clothes.				
DLS-DR-54	<i>(If the learner does not button the clothes, the teacher may instruct the learner to do the instruction below.)</i> Show me how to button your polo shirt/blouse. Then show me how you unbutton your shirt/blouse. 54. Buttons and unbuttons clothes				
DLS-DR-55	<i>Note: Let the learner stand and demonstrate how to zip and unzip pants/skirts/shorts.</i> Show me how to zip and unzip your pants/skirts/shorts. 55. Zips and unzips pants				
DLS-DR-56	Show me how you take off your clothes. 56. Takes off clothes				
DLS-DR-57	Show me how you put on your shoes. 57. Puts on shoes				
DLS-DR-58	<i>Note: If the learner is already wearing shoes with lace, ask the child to untie first, then tie.</i> Show me how you tie your shoe lace. Then untie your shoe lace. 58. Ties and Unties shoe lace				

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Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
DLS-GH-59	<i>Note: Teacher will let the child demonstrate.</i> Show me how to comb or brush your hair. 59. Combs or brushes hair				
DLS-GH-60	<i>Note: Give the learner a handkerchief or a tissue paper.</i> Show me how you wipe or blow your nose using the tissue paper or handkerchief. 60. Wipes / blows nose properly				
DLS-GH-61	<i>Note: Bring the child to the washroom. If there is none, provide a pail of water, dipper, basin, soap, and towel.</i> Wash your hands, then dry them. 61. Washes and dries hands				
DLS-FE-62	<i>Note: Provide the learner with plate, spoon, fork, glass, and placemat.</i> Show me how to set the table. 62. Sets the table				
DLS-FE-63	<i>Note: Provide the learner with bread, sandwich spread in a bottle, and spoon.</i> <i>If the child is not exposed to preparing a sandwich, he/she may be interviewed on other meals that he/she has prepared like cooking egg/camote, etc.</i> Show me how to prepare a sandwich. 63. Prepares a 2-3 step meal				

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Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
DLS-FE-64	<p><i>Note: The assessor will provide any container that the learner will open and close. This may be observed while the child is preparing the meal.</i></p> <p>Show me how to open bottles/ jars and other food containers, then close them.</p> <p>64.Opens and closes bottles/jars/and food containers boxes/ food</p>				
DLS-FE-65	<p><i>Note: The assessor will provide the table napkin/sandwich wrapper to the learner.</i></p> <p>Wrap your <u>sandwich</u>.</p> <p>Now, you're ready to eat your <u>sandwich</u>. Unwrap it.</p> <p>65.Wraps /Unwraps</p>				
DLS-FE-66	<p><i>Note: The assessor will verify this with the parent through observation</i></p> <p>Do you consume the food on plate?</p> <p>66.Consumes food on one's plate</p>				
DLS-FE-67	<p><i>Note: Validate through interview with the parent.</i></p> <p>Can you serve yourself from a serving plate? Show me how.</p> <p>67. Serves self from serving plate</p>				
DLS-FE-68	<p><i>Note: The assessor will provide the eating utensils to be used. Let the learner pretend using eating utensils.</i></p> <p>Do you know how to use your eating utensils properly? Show me how.</p>				

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Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	68. Uses eating utensils properly				
DLS-FE-69	Show me how you drink from a cup/glass/bottle. 69. Drinks from a cup/glass/ bottle				
DLS-FE-70	<i>Note: Validate through interview with the parents.</i> Do you clear your own place after eating at the table? Show me how. 70. Clears own place (at table) after eating				
DLS-TL-71	<i>Note: Compare answer with Activity 1 item no. 25. This may be observed during the duration of the assessment.</i> Do you tell your teacher if you need to go to the toilet/CR? 71. Expresses the need to go to the toilet				
DLS-TL-72	<i>Note: Validate through interview with the parents. This may be observed during the duration of the assessment.</i> Do you flush the toilet after using it? 72. Flushes toilet after use				
DLS-TL-73	<i>Note: Validate through interview with the parents. This may be observed during the duration of the assessment.</i> After using the toilet, do you wash your hands? 73. Cleans self after toileting				
DLS-HS-74	<i>Note: Show 6 danger signs/symbols:</i> <ul style="list-style-type: none"> • slippery when wet • high voltage • poisonous/toxic 				

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Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	<ul style="list-style-type: none"> • flammable • road under construction • falling debris <p>Are you familiar with these symbols?</p> <p>What does this symbol mean? When you see this, what should you do?</p> <p>74. Identifies danger signs and symbols</p>				
DLS-HS-75	<p>Here are pictures of broken glasses, high places, streets or sharp and pointed objects. What will you do if you see these? Why?</p> <p>75. Keeps out of danger, broken glass/high places, streets or sharp and pointed objects</p>				
	Time Ended: _____				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Motor	1. Does the learner have difficulty in dressing?			
Motor	2. Does the learner have difficulty going to the toilet independently?			
Motor	3. Does the learner have difficulty accomplishing tasks using his/her fine motor skills (e.g. unwrapping, shoe lacing, opening of bottle, etc.)			

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Activity 4 Title: WHETHER WEATHER					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
SEB-SS-76	Do you play with your friends? What games do you play? 76. Plays with peers				
SEB-SS-77	<i>Note: Interview the teacher adviser if the learner can follow rules during games.</i> 77. Follows rules and regulations.				
SEB-SS-78	When is the best time to play with friends? Why? 78. Participates in the conversation				
SEB-SS-79	<i>Note: Interview the teacher adviser.</i> What do you do if you lose/win? Why? 79. Shows sportsmanship				
SEB-SS-80	I have here pictures of different faces. Which of these shows the feeling when you win? lose? 80. Expresses appropriate emotions				
SEB-SS-81	<i>Note: Let the learner name at least three friends.</i> How many friends do you have? Name them. 81. Makes friends easily				
SEB-SS-82	What activities does your mother/father do at home? Show me how.				

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Activity 4 Title: WHETHER WEATHER					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	82. Imitates adult activities				
SEB-ES-83	Do you have personal belongings? Name some of them. 83. Identifies personal belongings.				
SEB-ES-84	<i>Note: Free hand drawing.</i> How many are you in the family? Draw the members of your family. Encircle where you are. (Items number 9 and 10) 84. Identifies self as a member of a family/cultural group				
SEB-ES-85	<i>Note: The teacher observes the behavior of the learner while doing the activity number 9.</i> 85. Shows initiative to work on tasks				
SEB-ES-86	<i>Note: The teacher gives constructive criticisms on the drawing. Refer to Item number 9.</i> 86. Accepts criticisms positively				
SEB-ES-87	<i>Note: Based on the reaction of the learner on item number 11.</i> 87. Shows self-control				
SEB-ES-88	<i>Note: Prior knowledge of the teacher on the learner should be noted.</i> 88. Engages in communication with others				
SEB-SS-89	<i>Note: The courteous expressions used by the learner.</i> How do you greet your teacher in the: a) morning? b) afternoon?				

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

Activity 4 Title: WHETHER WEATHER					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	When you receive a gift, what will you say? 89. Uses courteous expressions appropriately				
SEB-SS 90	If you accidentally bump somebody, what will you say? 90. Apologizes when necessary.				
SEB-SS 91	<i>Note: This can be observed during the administration. Does the learner pay attention to someone who is talking?</i> 91. Pays attention to someone talking				
SEB-SS 92	If you have a difficult homework, what will you do? 92. Seeks or accepts help when he/she needs it.				
SEB-SS 93	<i>Prior knowledge of the teacher on the learner should be noted.</i> 93. Waits for one's turn				
SEB-SS 94	<i>Note: If not observed during the assessment, validate from the teacher.</i> 94. Displays sense of humor				
SEB-SS 95	<i>Prior knowledge of the teacher on the learner should be noted.</i> 95. Leads a group activity				
SEB-SS 96	<i>Prior knowledge of the teacher on the learner should be noted.</i> 96. Asks permission to use things owned by others				
SEB-SS 97	<i>Prior knowledge of the teacher on the learner should be noted.</i>				

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Activity 4 Title: WHETHER WEATHER					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	97. Seeks older friends				
SEB-SS 98	Prior knowledge of the teacher on the learner should be noted. 98. Prefers working alone				
SEB-SS 99	Note: The teacher should act as one of the characters in the role playing. I have four pictures here. Pick one and let's act it out. a. At Home – mother cooking b. School – teacher writing on the board c. Playground - boy dribbling a ball d. Market - mother buying vegetables 99. Participates in role play				
SEB-ES-100	Note: Validate with the teacher. If one of your classmates has no “baon”, what should you do? 100. Displays sensitivity to the feelings of others				
	Time Ended: _____				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Behaviour	1. Does the learner have difficulty concentrating on given tasks?			
Behaviour	2. Does the learner have difficulty staying on his/her seat during the activity?			
Behaviour	3. Does the learner have short attention span?			

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ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Behaviour	4. Is the learner easily distracted with materials for the activity?			
Behaviour	5. Does the learner easily get frustrated when s/he has difficulty performing tasks?			
Behaviour	6. Does the learner have difficulty identifying things used for personal hygiene?			
Behaviour	7. Does the learner have difficulty giving appropriate response to questions about his/her feelings in given situations?			
Behaviour	8. Does the learner have difficulty displaying interest in activities related with people, friends and play?			
Behaviour	9. Does the learner have difficulty articulating in expressing his/her thoughts?			
Behaviour	10. Does the learner have difficulty giving appropriate response to questions about his/her feelings in given situations?			
Behaviour	11. Does the learner shout during the activity?			

Activity 5A Title: WORK OF HANDS					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
MSF-101	I have here a whole sheet of bond paper. Fold it once in any direction. 101. Folds paper into a shape				

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Activity 5A Title: WORK OF HANDS					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
MSF-102	Then, tear the paper following the fold you made. 102. Tears papers in simple shapes				
MSF-103	Here are pictures of a ball and a glass. Trace the broken, straight, and curve lines. (For item 17-18) 103.Traces broken-straight and curved lines				
MSF-104	104.Traces continuous- straight and curved lines				
MSF-105	Color them. 105. Colors objects				
MSF-106	Cut the lines of the glass you traced and colored. (Items 20-22) 106.Cuts paper in straight direction				
MSF-107	107.Cuts paper in curved direction				
MSF-108	108. Cuts pictures within a given line				
MSF-109	Draw a house using different shapes. 109.Draws a combination of shapes				
MSF-110	<i>Note: Observe whether the learner can hold a pencil/drawing tool using a tripod grip while</i>				

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Activity 5A Title: WORK OF HANDS					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	<i>drawing a house.</i> 110. Holds pencil and a drawing tool using a tripod grip				
MSF-111	Copy these letters (B, G and R) on your paper. 111. Copies letters				
	Time Ended: _____				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Motor	1. Does the learner display poor eye-hand coordination?			
Motor	2. Does the learner have difficulty coloring within the lines?			
Motor	3. Does the learner drool excessively?/ Does saliva come out of the learner's mouth?			
Motor	4. Does the learner have difficulty in tracing activities?			
	5. Does the learner have difficulty in holding the scissors?			

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Activity 5B Title: LET'S GET PHYSICAL!					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
MSG-112	Stand properly for 5 seconds. 112. Stands with normal stance				
MSG-113	Stand on one foot without support with your eyes closed for 10 seconds. 113. Stands on one foot without support for 10 seconds with eyes closed				
MSG-114	Stand on one foot, then tip toe. 114. Stands on one foot and on tiptoe				
MSG-115	Now, march in place for five seconds. 115. Marches in place				
MSG-116	<i>Note: Bring the learner to the area where the straight line marking is.</i> Walk forward on the straight line. 116. Walks in a straight line with correct stepping pattern,				
MSG-117	Now, step backward. Then take three steps sideward (R/L). 117. Walks sideward and backwards with correct stepping pattern				

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Activity 5B Title: LET'S GET PHYSICAL!					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
MSG-118	Hop in place three times. 118. Hops in place				
MSG-119	<i>Note: Teacher points where to start.</i> Skip three times following the line. 119. Skips within a given path				
MSG-120	Gallop five steps sideward (R/L). 120. Gallops sideward				
MSG-121	Show me your highest jump. How about your longest jump? 121. Jumps for distance and for a height				
MSG-122	<i>Note: Arrange the 3 chairs 1 meter away from each other. Place the ball on the floor 1 meter away from the last chair. Tell the learner to run passing through the chairs without tumbling and ask him/her to pick up the ball and back to the starting point going through the same obstacle. Remind the learner to be careful. (Items 11-12)</i> Run passing the three chairs in zigzag manner, get the ball and run back in the same way. Be careful. 122. Runs at a given distance and picks up a ball in an obstacle course.				
MSG-123	<i>Note: Stand at least 3 meters away from the</i>				

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Activity 5B Title: LET'S GET PHYSICAL!					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	<i>learner.</i> Catch the ball and throw it back to me. 123. Throws and catches a ball				
MSG-124	Kick the ball forward. This time, kick the ball sideward (R/L). 124. Kicks forward and sideward				
MSG-125	<i>Note: Bring the learner to the stairs.</i> Go upstairs with one hand holding the rail, then go down. This time, go up and down the stairs without holding the rail. 125. Climbs upstairs and goes downstairs with one hand holding the rail and without holding the rail.				
	Time Ended: _____				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Motor	1. Does the learner have difficulty in balancing?			
Motor	2. Does the learner have difficulty following instructions in performing motor activities?			
Motor	3. Does the learner have difficulty in balancing?			

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FORM D. SUMMARY OF MFAT RESULTS

Communication		Cognitive		Daily Living Skills		Motor Skills		Socio-Emotional Behavior	
1		26		51		76		101	
2		27		52		77		102	
3		28		53		78		103	
4		29		54		79		104	
5		30		55		80		105	
6		31		56		81		106	
7		32		57		82		107	
8		33		58		83		108	
9		34		59		84		109	
10		35		60		85		100	
11		36		61		86		111	
12		37		62		87		112	
13		38		63		88		113	
14		39		64		89		114	
15		40		65		90		115	
16		41		66		91		116	
17		42		67		92		117	
18		43		68		93		118	
19		44		69		94		119	
20		45		70		95		120	
21		46		71		96		121	
22		47		72		97		122	
23		48		73		98		123	
24		49		74		99		124	
25		50		75		100		125	
TOTAL									

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

I. Appendix

MFAT FORMS FOR THE ASSESSMENT TOOL

For the Assessor: The purpose of this survey is to gather information about the assessor, learner and the school. Your answers to this survey will be used in the improvement of the MFAT. This will enable the Department of Education to enhance the said instrument and the assessment practices for our learners' welfare.

FORM A. LEARNERS' PROFILE

Learners Code----- G- _____ LRN: _____

Date of Assessment (Month/Day/Year): ____/____/____

Date of Birth (Month/Day/Year): ____/____/____

Order of Birth (1st, 2nd, etc.): _____

Mother Tongue:

- | | | |
|----------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Tagalog | <input type="checkbox"/> Kapampangan | <input type="checkbox"/> Pangasinense |
| <input type="checkbox"/> Iloko | <input type="checkbox"/> Bikol | <input type="checkbox"/> Chabacano |
| <input type="checkbox"/> Cebuano | <input type="checkbox"/> Hiligaynon | <input type="checkbox"/> Waray |
| <input type="checkbox"/> Tausug | <input type="checkbox"/> Maguindanaoan | <input type="checkbox"/> Maranao |

FORM B. SCHOOL PROFILE

Division: _____ District: _____ School ID: _____

School Name: _____ Name of School Head: _____

School Address: _____

Contact Number of School: _____

Type of School:

- | |
|---------------------------------------|
| <input type="checkbox"/> Central |
| <input type="checkbox"/> Non- Central |
| <input type="checkbox"/> Multi-Grade |
| <input type="checkbox"/> Mono Grade |

Number of Teachers and Learners:

Level	Number of Learners	Number of Teachers
Grade I		
Total		

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FORM D – MFAT TOOL

Learner's Code		LRN	
DIRECTIONS: Check (✓) YES if the learner performed the task, or the item indicated was observed. If not, check NO and write in the learner's response column the behavior manifested by the learner towards the given task/activity. Also write down the intervention/s made in the column provided.			

TIME STARTED: _____

TIME ENDED: _____

Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
COM-AU-1	Hello, good morning/good afternoon! <i>Note: The teacher drops a bunch of keys on the floor to produce sounds.</i> 1. Turns head to source when sound is heard				
COM-EL-2	<i>Note: First, the teacher introduces her/himself.</i> What is your name? 2. Tells one's name / identifies oneself				
COM-AU-3	<i>Note: The teacher taps the table.</i> Do you hear the tapping sound on the table? 3. Responds to questions or nods head appropriately when spoken to				
COM-AU-4	Repeat it. 4. Repeats table tapping patterns correctly				

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Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-RL-5	Do the following: Stand; Turn around; Sit down. 5. Recognizes two to three word instructions				
COM-RL-6	<i>Note: Observed in item 5</i> 6. Responds to two-word combination				
COM-EL-7	Who are the members of your family? What are their names? 7. Calls family members by name				
COM-EL-8	Tell me about your family. 8. Tells stories to peers/class and teacher coherently				
COM-EL-9	Answer the following questions: a. What do you do before going to school? b. What are the things you see in school? c. Who are in school? d. What do you do in school? 9. Answers wh- questions				
COM-RL-10	<i>Note: The teacher gets three (3) objects from the box one at a time. (ball, pencil and book)</i> What is this? 10. Identifies familiar objects when presented				
COM-EL-11	Describe it. (ball, pencil and book) 11. Describes simple and familiar objects				

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Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-RL-12	<p>Note: Place the letters and number cards on the table. (a, b, w, r, s, t, 1, 2, 3, 4, 5)</p> <p>Pick up the letters.</p> <p>12. Picks up the letters.</p>				
COM-SP-13	<p>What is the sound of a motorcycle?</p> <p>13. Makes random non-speech sounds (e.g. wooh, wooh, etc.)</p>				
COM-RL-14	<p><i>Note: The teacher reads the words and let the child answer the following questions:</i></p> <p>Identify the initial sound of the words: ask, act and ant. Identify the medial sound of the words: pat, mat and bat. Identify the final sound of the words: Ana, Aga and Eva.</p> <p>14. Discriminates initial, medial and final sounds</p>				
COM-EL-15	<p>Repeat what I will say, "My Teacher, My Hero".</p> <p>Indicator: Repeats the words/phrases</p> <p>15. Imitates words/phrases and/or local TV/radio commercial</p>				
COM-RL-16	<p><i>Note: Let the child read the words.</i></p> <p>Read the following words: is, are, has, for, give and his.</p> <p>16. Recognizes pre-primer and primer sight words</p>				

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Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-EL-17	Recite/sing any nursery rhyme that you know. 17. Recites common nursery rhymes				
COM-SP-18	<i>Note: To be observed during the conversation</i> 18. Prefers talking rather than using gestures and physical communication				
COM-EL-19	<i>Note: To be observed during the conversation</i> 19. Answers in complete sentence when asked				
COM-EL-20	<i>Note: To be observed during the conversation</i> 20. Expresses thoughts or ideas correctly				
COM-SP-21	<i>Note: To be observed during the conversation</i> 21. Speaks in an articulated manner in (e.g. without stuttering)				
COM-VO-22	<i>Note: To be observed during the conversation</i> 22. Controls volume of voice when in conversation				
COM-VO-23	<i>Note: To be observed during the conversation</i> 23. Speaks with voice quality when in conversation (e.g. pitch)				
COM-VO-24	<i>Note: To be observed during the conversation</i> 24. Speaks with uninterrupted flow of sounds, words, syllables, and phrases				

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Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-EL-25	Do you feel tired? hungry? thirsty? need to go to the toilet? What do you want to do? 25. Expresses basic needs and/or wants (verbal, gestural, sign)				
	Time Ended: _____				
Directions: For Observation Checklist check (✓) YES if observed and NO if not. Write in the „Remarks“ column, significant observations during the conduct of the activity.					
ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks	
CM-34	1. Does the learner have difficulty expressing needs orally?				
H-6	2. Does the learner have difficulty listening when spoken to?				
H-19	3. Does the learner have difficulty recognizing commands?				
H-25	4. Does the learner turns or tilts head to use one eye only in performing tasks?				

Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
COG NU-26	<i>Note: Teacher gets 3 objects from the treasure box and places them on the table.</i> From your left, which object is in the middle? last? first? 26. Recognizes position of objects-first/middle/last				

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Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-SA- 27	<p><i>Note: Teacher gets cut-out pictures from the box and lays them down on the table.</i></p> <p>Here are cut-out pictures of different objects. Group them according to shapes. (triangle, rectangle, square, and circle)</p> <p>27. Sorts objects based on shapes</p>				
COG-SA-28	<p>Arrange the cut-out pictures of objects from smallest to biggest.</p> <p>28. Arranges objects according to size from smallest to biggest</p>				
COG-SA-29	<p>I have here a picture, get another picture on the table that is of the same size with the one I am holding.</p> <p>29. Matches objects according to size</p>				
COG-SA-30	<p>Put together cut-out pictures that are red.</p> <p>Put together cut-out pictures that are small.</p> <p>30. Sorts objects based on 2 attributes (e.g. color & size)</p>				
COG-SA-31	<p>Get three shapes with the same color.</p> <p>31. Matches 2 – 3 colors</p>				
COG-RD-32	<p>Name the letters of the alphabet.</p> <p>32. Names the letters of the alphabet</p>				

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Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-SA-33	<p><i>Note: Teacher places letters M, R, S, T, A, and P on the table and prepares the matching small letters with two distractor letters.</i></p> <p>I have here 6 big letters of the alphabet. Get the small letters on the table and match them with the big letters.</p> <p>33. Matches big with small letters</p>				
COG-NU-34	<p>Count from one to twenty.</p> <p>34. Rote counts 1 to 20</p>				
COG-NU-35	<p>Get three number cards from the treasure box one at a time and tell me what number it is.</p> <p>35. Identifies numbers from 1 to 20</p>				
COG-NU-36	<p><i>Note: Place the number cards on the table. (2,5,7)</i></p> <p>Get the popsicle sticks from the treasure box.</p> <p>Show the number of popsicle sticks that matches the number on the card.</p> <p>36. Associates numbers 1 to 10 with objects</p>				
COG-NU-37	<p>Using popsicle sticks, add the following:</p> <p>1) $8 + 2 = \underline{\quad}$ 2) $5 + 5 = \underline{\quad}$ 3) $1 + 9 = \underline{\quad}$</p> <p>37. Adds objects to get a sum of 10</p>				

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Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-NU-38	Using popsicle sticks, subtract the following: 1) $11 - 1 = \underline{\quad}$ 2) $12 - 2 = \underline{\quad}$ 3) $13 - 3 = \underline{\quad}$ 38. Subtracts objects to get a difference of 10.				
COG-NU-39	<i>Note: Follow the same instruction for the P10, P5, and P1 coins.</i> Get a 20-peso bill from the treasure box. 39. Identifies Philippine Peso Bills and Coins				
COG-RE-40	What is/are the missing number/s? (1, 2, <u> </u>, 4, 5, <u> </u> 2, 4, 6, <u> </u>, 10, 12... 3, 6, <u> </u>, ... 5, <u> </u>, 15...) 40. Follows number patterns				
COG- NU-41	<i>Note: Teacher sets the time at 3:00, 7:00, and 9:00.</i> Look at the clock I am holding. Tell me what time it is. 41. Identifies time by the hour				
COG-RE-42	Identify the events in the pictures. Which do you think comes first? last? Arrange the pictures. 42. Sequences picture story of 4 to 6 events				

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Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-RE-43	Look at the pictures again. Tell me which event happened in the morning? afternoon? night? 43. Identifies time concept of the day (morning, afternoon, night)				
COG-RE-44	Arrange the puzzle to complete the picture. 44. Completes simple puzzles				
COG-CL-45	<i>Note: In case the learner was not able to do the puzzle, the teacher shows the guide picture.</i> Point the head, neck, shoulder, hands, fingers, legs, knees and toes. 45. Identifies body parts				
COG-CL-46	Which part of the body is for seeing? hearing? tasting? feeling? smelling? 46. Identifies five senses				
COG-RE-47	Look at these two pictures. What are the differences between these pictures? 47. Identifies what is different in the picture				
COG-RE-48	What is missing in the picture? 48. Identifies what is missing in the picture				
COG-RT-49	Who are the members of your family? 49. Name members of the family.				

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Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-RD-50	<i>Note: Observe the reaction of the learner and ask the learner which of the two books he likes most?</i> Get 2 books from the treasure box. 50. Exhibits interest in books				
	Time Ended: _____				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
V	1. Does the learner hold the materials too close to his/her eyes?			
V	2. Does the learner use his/her fingers to maintain place of words/letters/lines while reading?			
V	3. Does the learner rub eyes in an effort to see better?			
V	4. Does the learner blink continuously?			
V	5. Does the learner squint, cover or close his/her eyes while performing a given task?			
Cog	6. Does the learner have difficulty associate numbers with symbols?			
Com	7. Does the learner have difficulty remembering things heard?			
Com	8. Does the learner have difficulty giving appropriate response to questions?			
Cg	9. Does the learner have difficulty following a series of directions?			

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ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Cg-26	10. Does the learner have difficulty recalling information in the past?			
Cg-31	11. Does the learner have difficulty giving appropriate response to interview questions?			
Cg-9	12. Does the learner have difficulty responding orally in identifying one -word objects?			
Cg-10	13. Does the learner repeat, omit or adds words when she/he answers?			
Cg-9	14. Does the learner have difficulty responding orally in identifying one -word objects?			
Cg-10	15. Does the learner repeat, omit or adds words when s/he answers?			
Cg-21	16. Does the learner have difficulty remembering names of body parts and senses?			

Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
DLS-GH-51	Suppose you are taking a bath. Show me how you do it. 51. Takes a bath				
DLS-GH-52	Show me how you brush your teeth. 52. Brushes own teeth				
DLS-DR-53	<i>Note: Teacher gives a polo shirt/blouse and shorts/skirt/pants and ask the learner to stand and wear it.</i>				

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Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Show me how you put on your clothes. 53. Puts on clothes.				
DLS-DR-54	<i>(If the learner does not button the clothes, the teacher may instruct the learner to do the instruction below.)</i> Show me how to button your polo shirt/blouse. Then show me how you unbutton your shirt/blouse. 54. Buttons and unbuttons clothes				
DLS-DR-55	<i>Note: Let the learner stand and demonstrate how to zip and unzip pants/skirts/shorts.</i> Show me how to zip and unzip your pants/skirts/shorts. 55. Zips and unzips pants				
DLS-DR-56	Show me how you take off your clothes. 56. Takes off clothes				
DLS-DR-57	Show me how you put on your shoes. 57. Puts on shoes				
DLS-DR-58	<i>Note: If the learner is already wearing shoes with lace, ask the child to untie first, then tie.</i> Show me how you tie your shoe lace. Then untie your shoe lace. 58. Ties and Unties shoe lace				

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Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
DLS-GH-59	<i>Note: Teacher will let the child demonstrate.</i> Show me how to comb or brush your hair. 59. Combs or brushes hair				
DLS-GH-60	<i>Note: Give the learner a handkerchief or a tissue paper.</i> Show me how you wipe or blow your nose using the tissue paper or handkerchief. 60. Wipes / blows nose properly				
DLS-GH-61	<i>Note: Bring the child to the washroom. If there is none, provide a pail of water, dipper, basin, soap, and towel.</i> Wash your hands, then dry them. 61. Washes and dries hands				
DLS-FE-62	<i>Note: Provide the learner with plate, spoon, fork, glass, and placemat.</i> Show me how to set the table. 62. Sets the table				
DLS-FE-63	<i>Note: Provide the learner with bread, sandwich spread in a bottle, and spoon.</i> <i>If the child is not exposed to preparing a sandwich, he/she may be interviewed on other meals that he/she has prepared like cooking egg/camote, etc.</i> Show me how to prepare a sandwich. 63. Prepares a 2-3 step meal				

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
DLS-FE-64	<p><i>Note: The assessor will provide any container that the learner will open and close. This may be observed while the child is preparing the meal.</i></p> <p>Show me how to open bottles/ jars and other food containers, then close them.</p> <p>64. Opens and closes bottles/jars/and food containers boxes/ food</p>				
DLS-FE-65	<p><i>Note: The assessor will provide the table napkin/sandwich wrapper to the learner.</i></p> <p>Wrap your <u>sandwich</u>.</p> <p>Now, you're ready to eat your <u>sandwich</u>. Unwrap it.</p> <p>65. Wraps /Unwraps</p>				
DLS-FE-66	<p><i>Note: The assessor will verify this with the parent through observation</i></p> <p>Do you consume the food on plate?</p> <p>66. Consumes food on one's plate</p>				
DLS-FE-67	<p><i>Note: Validate through interview with the parent.</i></p> <p>Can you serve yourself from a serving plate? Show me how.</p> <p>67. Serves self from serving plate</p>				
DLS-FE-68	<p><i>Note: The assessor will provide the eating utensils to be used. Let the learner pretend using eating utensils.</i></p> <p>Do you know how to use your eating utensils properly? Show me how.</p>				

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Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	68. Uses eating utensils properly				
DLS-FE-69	Show me how you drink from a cup/glass/bottle.				
	69. Drinks from a cup/glass/ bottle				
DLS-FE-70	<i>Note: Validate through interview with the parents.</i> Do you clear your own place after eating at the table? Show me how.				
	70. Clears own place (at table) after eating				
DLS-TL-71	<i>Note: Compare answer with Activity 1 item no. 25. This may be observed during the duration of the assessment.</i> Do you tell your teacher if you need to go to the toilet/CR?				
	71. Expresses the need to go to the toilet				
DLS-TL-72	<i>Note: Validate through interview with the parents. This may be observed during the duration of the assessment.</i> Do you flush the toilet after using it?				
	72. Flushes toilet after use				
DLS-TL-73	<i>Note: Validate through interview with the parents. This may be observed during the duration of the assessment.</i> After using the toilet, do you wash your hands?				
	73. Cleans self after toileting				
DLS-HS-74	<i>Note: Show 6 danger signs/symbols:</i> <ul style="list-style-type: none"> • slippery when wet • high voltage • poisonous/toxic 				

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Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	<ul style="list-style-type: none"> • <i>flammable</i> • <i>road under construction</i> • <i>falling debris</i> <p>Are you familiar with these symbols?</p> <p>What does this symbol mean? When you see this, what should you do?</p> <p>74. Identifies danger signs and symbols</p>				
DLS-HS-75	<p>Here are pictures of broken glasses, high places, streets or sharp and pointed objects. What will you do if you see these? Why?</p> <p>75. Keeps out of danger, broken glass/high places, streets or sharp and pointed objects</p>				
	Time Ended: _____				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Motor	1. Does the learner have difficulty in dressing?			
Motor	2. Does the learner have difficulty going to the toilet independently?			
Motor	3. Does the learner have difficulty accomplishing tasks using his/her fine motor skills (e.g. unwrapping, shoe lacing, opening of bottle, etc.)			

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

Activity 4 Title: WHETHER WEATHER					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
SEB-SS-76	Do you play with your friends? What games do you play? 76. Plays with peers				
SEB-SS-77	<i>Note: Interview the teacher adviser if the learner can follow rules during games.</i> 77. Follows rules and regulations.				
SEB-SS-78	When is the best time to play with friends? Why? 78. Participates in the conversation				
SEB-SS-79	<i>Note: Interview the teacher adviser.</i> What do you do if you lose/win? Why? 79. Shows sportsmanship				
SEB-SS-80	I have here pictures of different faces. Which of these shows the feeling when you win? lose? 80. Expresses appropriate emotions				
SEB-SS-81	<i>Note: Let the learner name at least three friends.</i> How many friends do you have? Name them. 81. Makes friends easily				
SEB-SS-82	What activities does your mother/father do at home? Show me how.				

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

Activity 4 Title: WHETHER WEATHER					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	82. Imitates adult activities				
SEB-ES-83	Do you have personal belongings? Name some of them. 83. Identifies personal belongings.				
SEB-ES-84	<i>Note: Free hand drawing.</i> How many are you in the family? Draw the members of your family. Encircle where you are. (Items number 9 and 10) 84. Identifies self as a member of a family/cultural group				
SEB-ES-85	<i>Note: The teacher observes the behavior of the learner while doing the activity number 9.</i> 85. Shows initiative to work on tasks				
SEB-ES-86	<i>Note: The teacher gives constructive criticisms on the drawing. Refer to Item number 9.</i> 86. Accepts criticisms positively				
SEB-ES-87	<i>Note: Based on the reaction of the learner on item number 11.</i> 87. Shows self-control				
SEB-ES-88	<i>Note: Prior knowledge of the teacher on the learner should be noted.</i> 88. Engages in communication with others				
SEB-SS-89	<i>Note: The courteous expressions used by the learner.</i> How do you greet your teacher in the: a) morning? b) afternoon?				

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

Activity 4 Title: WHETHER WEATHER					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	When you receive a gift, what will you say? 89. Uses courteous expressions appropriately				
SEB-SS 90	If you accidentally bump somebody, what will you say? 90. Apologizes when necessary.				
SEB-SS 91	<i>Note: This can be observed during the administration. Does the learner pay attention to someone who is talking?</i> 91. Pays attention to someone talking				
SEB-SS 92	If you have a difficult homework, what will you do? 92. Seeks or accepts help when he/she needs it.				
SEB-SS 93	<i>Prior knowledge of the teacher on the learner should be noted.</i> 93. Waits for one's turn				
SEB-SS 94	<i>Note: If not observed during the assessment, validate from the teacher.</i> 94. Displays sense of humor				
SEB-SS 95	<i>Prior knowledge of the teacher on the learner should be noted.</i> 95. Leads a group activity				
SEB-SS 96	<i>Prior knowledge of the teacher on the learner should be noted.</i> 96. Asks permission to use things owned by others				
SEB-SS 97	<i>Prior knowledge of the teacher on the learner should be noted.</i>				

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Activity 4 Title: WHETHER WEATHER					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	97. Seeks older friends				
SEB-SS 98	<i>Prior knowledge of the teacher on the learner should be noted.</i> 98. Prefers working alone				
SEB-SS 99	<i>Note: The teacher should act as one of the characters in the role playing.</i> I have four pictures here. Pick one and let's act it out. a. At Home – mother cooking b. School – teacher writing on the board c. Playground - boy dribbling a ball d. Market - mother buying vegetables 99. Participates in role play				
SEB-ES-100	<i>Note: Validate with the teacher.</i> If one of your classmates has no "baon", what should you do? 100. Displays sensitivity to the feelings of others				
	Time Ended:_____				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Behaviour	1. Does the learner have difficulty concentrating on given tasks?			
Behaviour	2. Does the learner have difficulty staying on his/her seat during the activity?			
Behaviour	3. Does the learner have short attention span?			

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Behaviour	4. Is the learner easily distracted with materials for the activity?			
Behaviour	5. Does the learner easily get frustrated when s/he has difficulty performing tasks?			
Behaviour	6. Does the learner have difficulty identifying things used for personal hygiene?			
Behaviour	7. Does the learner have difficulty giving appropriate response to questions about his/her feelings in given situations?			
Behaviour	8. Does the learner have difficulty displaying interest in activities related with people, friends and play?			
Behaviour	9. Does the learner have difficulty articulating in expressing his/her thoughts?			
Behaviour	10. Does the learner have difficulty giving appropriate response to questions about his/her feelings in given situations?			
Behaviour	11. Does the learner shout during the activity?			

Activity 5A Title: WORK OF HANDS					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
MSF-101	I have here a whole sheet of bond paper. Fold it once in any direction. 101. Folds paper into a shape				

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

Activity 5A Title: WORK OF HANDS					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
MSF-102	Then, tear the paper following the fold you made. 102. Tears papers in simple shapes				
MSF-103	Here are pictures of a ball and a glass. Trace the broken, straight, and curve lines. (For item 17-18) 103. Traces broken-straight and curved lines				
MSF-104	104. Traces continuous- straight and curved lines				
MSF-105	Color them. 105. Colors objects				
MSF-106	Cut the lines of the glass you traced and colored. (Items 20-22) 106. Cuts paper in straight direction				
MSF-107	107. Cuts paper in curved direction				
MSF-108	108. Cuts pictures within a given line				
MSF-109	Draw a house using different shapes. 109. Draws a combination of shapes				
MSF-110	<i>Note: Observe whether the learner can hold a pencil/drawing tool using a tripod grip while</i>				

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

Activity 5A Title: WORK OF HANDS					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	<i>drawing a house.</i> 110. Holds pencil and a drawing tool using a tripod grip				
MSF-111	Copy these letters (B, G and R) on your paper. 111. Copies letters				
	Time Ended: _____				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Motor	1. Does the learner display poor eye-hand coordination?			
Motor	2. Does the learner have difficulty coloring within the lines?			
Motor	3. Does the learner drool excessively?/ Does saliva come out of the learner's mouth?			
Motor	4. Does the learner have difficulty in tracing activities?			
	5. Does the learner have difficulty in holding the scissors?			

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Activity 5B Title: LET'S GET PHYSICAL!					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
MSG-112	Stand properly for 5 seconds. 112. Stands with normal stance				
MSG-113	Stand on one foot without support with your eyes closed for 10 seconds. 113. Stands on one foot without support for 10 seconds with eyes closed				
MSG-114	Stand on one foot, then tip toe. 114. Stands on one foot and on tiptoe				
MSG-115	Now, march in place for five seconds. 115. Marches in place				
MSG-116	<i>Note: Bring the learner to the area where the straight line marking is.</i> Walk forward on the straight line. 116. Walks in a straight line with correct stepping pattern,				
MSG-117	Now, step backward. Then take three steps sideward (R/L). 117. Walks sideward and backwards with correct stepping pattern				

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

Activity 5B Title: LET'S GET PHYSICAL!					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
MSG-118	Hop in place three times. 118. Hops in place				
MSG-119	<i>Note: Teacher points where to start.</i> Skip three times following the line. 119. Skips within a given path				
MSG-120	Gallop five steps sideward (R/L). 120. Gallops sideward				
MSG-121	Show me your highest jump. How about your longest jump? 121. Jumps for distance and for a height				
MSG-122	<i>Note: Arrange the 3 chairs 1 meter away from each other. Place the ball on the floor 1 meter away from the last chair. Tell the learner to run passing through the chairs without tumbling and ask him/her to pick up the ball and back to the starting point going through the same obstacle. Remind the learner to be careful. (Items 11-12)</i> Run passing the three chairs in zigzag manner, get the ball and run back in the same way. Be careful. 122. Runs at a given distance and picks up a ball in an obstacle course.				
MSG-123	<i>Note: Stand at least 3 meters away from the</i>				

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Activity 5B Title: LET'S GET PHYSICAL!					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	<i>learner.</i> Catch the ball and throw it back to me. 123. Throws and catches a ball				
MSG-124	Kick the ball forward. This time, kick the ball sideward (R/L). 124. Kicks forward and sideward				
MSG-125	<i>Note: Bring the learner to the stairs.</i> Go upstairs with one hand holding the rail, then go down. This time, go up and down the stairs without holding the rail. 125. Climbs upstairs and goes downstairs with one hand holding the rail and without holding the rail.				
	Time Ended: _____				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Motor	1. Does the learner have difficulty in balancing?			
Motor	2. Does the learner have difficulty following instructions in performing motor activities?			
Motor	3. Does the learner have difficulty in balancing?			

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

FORM D. SUMMARY OF MFAT RESULTS

Communication		Cognitive		Daily Living Skills		Motor Skills		Socio-Emotional Behavior	
1		26		51		76		101	
2		27		52		77		102	
3		28		53		78		103	
4		29		54		79		104	
5		30		55		80		105	
6		31		56		81		106	
7		32		57		82		107	
8		33		58		83		108	
9		34		59		84		109	
10		35		60		85		100	
11		36		61		86		111	
12		37		62		87		112	
13		38		63		88		113	
14		39		64		89		114	
15		40		65		90		115	
16		41		66		91		116	
17		42		67		92		117	
18		43		68		93		118	
19		44		69		94		119	
20		45		70		95		120	
21		46		71		96		121	
22		47		72		97		122	
23		48		73		98		123	
24		49		74		99		124	
25		50		75		100		125	
TOTAL									