



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

04 September 2024

DIVISION MEMORANDUM

No. 582 s. 2024

**ADMINISTRATION OF THE MULTI-FACTORED
ASSESSMENT TOOL (MFAT) TO GRADE I LEARNERS**

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

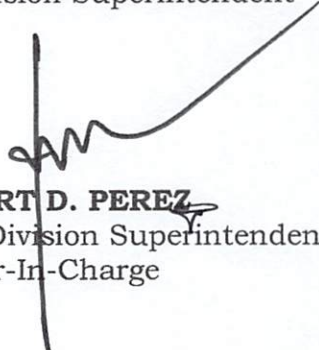
1. Pursuant to **Regional Memorandum No. 596, s. 2024, re: Administration of Multi-Factored Assessment Tool (MFAT) to Grade I Learners and DepEd Order No. 009, s. 2024, re: Implementing Guidelines on the School Calendar and Activities for the School Year 2024-205**, this Office, through the Curriculum Implementation Division (CID) informs the field on the administration of the Multi-Factored Assessment Tool (MFAT) to grade I learners a month after the opening of classes as provided in DepEd Order No. 29, s. 2018, re: Policy on the Implementation of MFAT.
2. In order to plan for possible intervention, Grade I teachers are required to submit the MFAT result using the MFAT Forms A and B to Cluster SNED Coordinator found in Enclosure 6. A sample MFAT Form is found in Enclosure No.1 and 2.
3. The Cluster SNED Coordinators shall gather the MFAT Forms A and B of the schools in the cluster and consolidate the result using the MFAT Form C (Enclosure No. 3) to be submitted to the Division SNED Supervisor/Coordinator on or before **Sept. 13, 2024**.
4. The Division SNED Supervisor/Coordinator shall submit the consolidated MFAT Form D (Enclosure No. 4) to the Regional SNED Supervisor as a basis for monitoring and extending Technical Assistance. The said report shall be submitted on or before **September 16, 2024**, to [SNED SDO Reports 2024](#) using the attached template.
5. The MFAT Form C or MFAT Tool which was prepared per child must be in the custody of the Grade One teachers. The results shall be used as basis for instructional planning, designing, and developing appropriate interventions and learning experiences to address the unique needs of the learners. It shall contain the interventions to be implemented. Suggested interventions are found in Enclosure No. 5 for reference.

6. MFAT Materials and MFAT Forms can be downloaded through this link:
<https://tinyurl.com/FORMSMFAT2024>.
7. For more details concerning this activity, please contact Mildred Z. Galleno EPS- Kindergarten, SNED and ALS, on **(042) 785-9615** - local **(107)**.
8. Immediate dissemination of this Memorandum is desired.

For:

CELEDONIO B. BALDERAS JR.
Schools Division Superintendent

By:


HERBERT D. PEREZ
Assistant Schools Division Superintendent
Officer-In-Charge

Encl: None

Reference: None

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

ASSESSMENT
SPECIAL NEEDS EDUCATION
LEARNERS
TEACHERS

CID – administration of the Multi-Factored Assessment Tool (MFAT) to grade I learners
CIDEDHCO-001016/September 4, 2024

Enclosure 1

FORM A. SAMPLE INDIVIDUAL MFAT RESULT
 (Template shall be used by the Grade 1 Teacher/ Assessor)

Name of School: _____ Grade 1 Learner: _____

Direction: Check the column for YES if the learner met the indicator and NO if not.

| Communication (COM) | | | Cognitive (COG) | | | Daily Living Skills (DLS) | | | Socio Emotional Behavior (SEB) | | | Motor Skills (MSF/MSG) | | |
|---------------------|-----------|-----------|-----------------|-----------|-----------|---------------------------|-----------|-----------|--------------------------------|-----------|-----------|------------------------|-----------|-----------|
| 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 | 14 | 11 | | 13 | 12 | | 13 | 12 | | 13 | 12 | | 13 | 12 |

Prepared by:

NOTED:

 Grade I Teacher

 School Head

Enclosure 2

FORM B. MFAT RESULTS PER LEARNER

(Template shall be used by the Grade 1 Teacher/Assessor)

Division: _____ **School:** _____

Name of Assessor: _____

| DOMAIN/S | ITEM CODE | ASSESSMENT ACTIVITY (From) | LEARNER'S RESPONSES/ASSESSOR'S OBSERVATIONS | RECOMMENDATIONS (To) |
|----------|-----------|-------------------------------|--|-------------------------|
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Instructions: (Use additional sheets)

Domain: refers to the learning domain tested

Code: refers to the code of the learning domain

Assessment Activity: Activity given or done in assessing the child as reflected in the assessment tool

Observations: How did the learner respond? What difficulties/inconveniences did you encounter in doing the activity? What made the activity inappropriate? What should be done/changed?

Recommendation: How should the activity be done? What should be used? Write the suggested Assessment Activity.

Prepared by:

NOTED:

Signature Over Printed Name
Grade I Teacher/Assessor

Signature Over Printed Name
School Head

Enclosure 3

FORM C: Report on the Number of Learners Assessed, Number of Learners with Developmental Delay by Domain

(Template shall be used by the Cluster SNED Coordinators)

[illegible]

Prepared by:

NOTED:

Signature Over Printed Name
Cluster SNED Coordinator

Signature Over Printed Name
Cluster Supervisor

Enclosure 4

FORM D: Report on the Number of Learners Assessed, Number of Learners with Developmental Delay by Domain

(Template shall be used by the SNED Supervisor)

| School | # of Learners Assessed | Number of Learners with Developmental Delays by Domain | | | | | Remarks |
|--------|------------------------|--|---------------|-----------------|-------|---------------------|---------|
| | | Cognitive | Communication | Socio-Emotional | Motor | Daily Living Skills | |
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Prepared by:

NOTED:

Signature Over Printed Name
Division SNED Supervisor

Signature Ove Printed Name
Schools Division Superintendent

Enclosure 5

Suggested Interventions

NOTE: When filling out MFAT Form C, Grade 1 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 Number 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 (overhead, chalkboards, charts, vocabulary lists, lecture outlines). • Create a buddy system for notetaking. • 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 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. |

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|----------------------|---|
| | <ul style="list-style-type: none"> • 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. • Use graph paper to help 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 Number 51-75 | <ul style="list-style-type: none"> • Coordinate with 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 <ol style="list-style-type: none"> 1. Does the learner hold the materials too close to his/her eyes? 2. Does the learner use his/her fingers to maintain the place of words/letters/lines while reading? 3. Does the learner rub eye to see better? 4. Does the learner blink continuously? 5. Does the learner squint, cover or close his/her eyes while performing a given task? | <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 lessons. • Allow them to record the lesson if needed using an audio recorder. For Low Vision <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. • Use of magnification and illumination devices. • Make use of a thicker and darker pen to provide better contrast. |
| 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. |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Use chants or songs to recall or review academic concepts in different core subjects. |
| <p>Difficulty in Communication B-30 Difficulty articulating in expressing his/her thoughts.</p> <p>Cg-10, repeat, omit or adds words when he/she answers</p> | <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.) |
| <p>Difficulty in Performing Adaptive Skills B – 4 difficulties staying on his/her seat</p> <p>B – 15 Easily distracted with materials for the activity</p> <p>B – 22 easily get frustrated when he/she has difficulty performing tasks</p> | <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. |

Enclosure 6

LIST OF CLUSTERS SNED COORDINATOR

| CLUSTER SCHOOL | CLUSTER SUPERVISOR | CLUSTER SNED COORDINATOR |
|-----------------------|---|---------------------------------|
| EFIS | Louie L. Fulleo | Lyka R. Nañez |
| ILASAN IS | | |
| MATE IS | | |
| MAYUWI CS | | |
| BUSAL IS | Michael Leonard D. Lubiano | Maria Catsharel A. Dela Peña |
| DAPDAP IS | | |
| PANDAKAKI IS | Mikael Sandino T. Andrey | Cara Kaye G. Millar |
| ALSAM IS | | |
| VALENCIA ES | | |
| KATIGAN ES | | |
| TALOLONG IS | | |
| DOMOIT ES | Mildred Z. Galleno | Pamela Joyce P. Jardiniano |
| MASIN ES | | |
| TWCS II | | |
| NPES | Luzviminda Cynthia Richelle F. Quintero | Kenneth V. Rosaldo |
| SPES | | |
| WPES | | |
| TWCS IV | | |
| LAKAWAN ES | Christian J. Bables | Cherrie Joy T. Villanueva |
| LAWIGUE ES | | |
| TECS | | |
| WAKAS ES | | |
| EPES | | |
| IPILAN-ALITAO ES | Sherwin C. Quesea | Alyssa S. Malto |
| POTOL ES | | |
| TWCS I | | |
| MALAOA-CALANTAS ES | | |
| TWCS III | Joseph Jay U. Aureada | Mary Grace T. Delmo |
| FELES | | |
| KALUMPANG ES | | |