



DEPED-TAY-DM-CID-19- 176

**TO : CHIEF EDUCATION SUPERVISORS
EDUCATION PROGRAM SUPERVISORS
HEADS, PUBLIC AND PRIVATE ELEMENTARY SCHOOLS
ALL OTHERS CONCERNED**

FOR : CATHERINE P. TALAVERA, CESO VI
Schools Division Superintendent

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**SUBJECT : GUIDELINES ON THE ADMINISTRATION OF MULTI-
FACTORED ASSESSMENT TOOL (MFAT) AND SUBMISSION
OF RESULT**

DATE : JUNE 25, 2019

1. Pursuant to DepEd Order No. 29, s. 2018 entitled Policy on the Implementation of Multi-Factored Assessment Tool, the following schools shall administer MFAT to assess Grade 1 learners enrolled in regular schools, who may exhibit developmental advancement or delays or have manifestations of learning disability based on the result of the ECD Checklist.

- East Palale Elementary School
- Froilan E. Lopez Elementary School
- Katigan Elementary School
- Lakawan Elementary School
- Lalo Elementary School
- Lawigue Elementary School
- Masin Elementary School
- Potol Elementary School
- South Palale Elementary School
- Tayabas East Central School Bldg. I
- Tayabas West Central School II
- Tayabas West Central School III
- Tayabas West Central School IV
- Wakas Elementary



2. Concern kindergarten teachers shall provide list of learners with developmental advancement or delays or have manifestation of learning disability based on the result of the ECD Checklist to Grade 1 teachers as their basis for the conduct of MFAT. Concern school heads shall supervise the conduct of the MFAT and submit narrative report to mildred.galleno@deped.gov.ph 1 week after the administration of the test.

3. Attached are the following:

- * Enclosure 1 – MFAT materials
- * Enclosure 2 - MFAT Administration Handbook
- * Enclosure 3 – List of schools based on the Summary Result of the ECD Checklist
- * Enclosure 4 – Schedule of administration and submission of narrative report
- * Enclosure 5 – Monitoring Tool for the conduct of the MFAT

4. Immediate dissemination of this memorandum is desired.

Enclosure 1 – MFAT Materials

Enclosure 2 – MFAT Administration Handbook

Enclosure 3:

List of schools based on the Summary Result of the ECD Checklist

SCHOOL	SD		SLD		TOTAL		TOTAL
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
East Palale Elementary School	1	1	0	0	1	1	2
Froilan E. Lopez Elem. Sch.	1	0	0	0	1	0	1
Katigan- Alupay Elem. School	NO ENCODED REPORT						
Lakawan Elementary School	0	0	2	0	2	0	2
Lalo Elementary School	3	0	0	0	3	0	3
Lawigue Elementary School	1	0	0	0	1	0	1
Masin Elementary School	NO ENCODED REPORT						
Potol Elementary School	1	1	0	0	1	1	2
South Palale Elementary School	1	0	0	0	1	0	1
Tayabas East Central School I	0	1	0	0	0	1	1
Tayabas West Central School II	2	0	0	0	2	0	2
Tayabas West Central School III	3	1	5	4	8	5	13
Tayabas West Central School IV	2	0	0	0	2	0	2
Wakas Elementary School	3	0	3	1	6	1	7
LEGEND:							
SD - Significant Delay							
SLD - Slightly Delay							



Enclosure 4

Schedule of Administration and Submission of Results

School		
	Administration	Submission
Lakawan, Lawigue, East Palale & South Palale	July 1 to 5, 2019	July 5, 2019
TECS Bldg. 1, Wakas and TWCS II	July 8 to 12, 2019	July 12, 2019
TWCS III & IV and Lalo	July 15 to 19, 2019	July 19, 2019
FELES, Pitol, Masin & Katigan	July 22 to 26, 2019	July 26, 2019

Enclosure 5

MONITORING TOOL FOR THE CONDUCT OF MFAT

Indicators	Observed	Not Observed	Remarks
Preparation Stage:			
1. The school head checked if the Post test result of ECD Checklist considered in 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 intervention and enhancement activities needed			
4. The MFAT materials per activity are complete. Properly labelled and arranged			
5. Parents were informed in the schedule of MFAT			
Test Proper			
1. The place is quiet, well lighted and ventilated			
2. The testing room have a table and chairs to provide comfortable conditions for the respondents and 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 school head a day before the due date in the division			
3. The school head submitted narrative report to division office			
4. Teachers pack properly the materials used and keep in the designated place.			



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MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

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.

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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 (LSENs) 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				

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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 - letter cards - o Card size 3" x 3" - o Font Style: Century Gothic - o Font Size: 150, bold - flashcards with the following words: - 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

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ACTIVITY	MATERIALS for MFAT
	- flashcards with the following words: - o is, are, has, for, give, his - Card size 3" x 5" - o Font Style: Century Gothic - o Font Size: 150, bold
Treasure Box	Treasure Box - plastic storage box 8" height, 14" length, 12" width Cut out Pictures of the following: - 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	- 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

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ACTIVITY	MATERIALS for MFAT
	- 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	Cut-out faces of emotions: 4" x 4" - happy - sad - scared - angry Picture of a mother hanging clothes, cooking, sweeping and gardening, stick figure, pencil pictures of the following (for interview) - at home – mother cooking - school – teacher writing on the board - playground – boy dribbling a ball - market – mother buying vegetables
Work of Hands	- 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!	- 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	- 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

1. Start with greetings <i>"Good morning/afternoon (name of the learner)! How are you today?" (Be sure that the learner feels at ease and relaxed as he/she gives his/her response).</i> 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> 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>
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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

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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.

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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:

- | | | |
|----------------------------------|--|---------------------------------------|
| ☐ Tagalog | ☐ Kapampangan | ☐ Pangasinense |
| ☐ Iloko | ☐ Bikol | ☐ Chabacano |
| ☐ Cebuano | ☐ Hiligaynon | ☐ Waray |
| ☐ Tausug | ☐ Maguindanaoan | ☐ 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		

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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
	Time Started: _____			INTERVENTION/S
COM-AU-1	Hello, good morning/good afternoon! Note: The teacher drops a bunch of keys on the floor to produce sounds. 1. Turns head to source when sound is heard Note: First, the teacher introduces her/himself. What is your name? 2. Tells one's name / identifies oneself			
COM-EL-2	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-3	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	Note: Observed in item 5 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	Note: The teacher gets three (3) objects from the box one at a time. (ball, pencil and book) 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	INTERVENTION/S
COM-RL-12	Note: Place the letters and number cards on the table. (a, b, w, r, s, t, 1, 2, 3, 4, 5) Pick up the letters. 12. Picks up the letters.			
COM-SP-13	What is the sound of a motorcycle? 13. Makes random non-speech sounds (e.g. wooh, wooh, etc.)			
COM-RL-14	Note: The teacher reads the words and let the child answer the following questions: 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. 14. Discriminates initial, medial and final sounds			
COM-EL-15	Repeat what I will say, "My Teacher, My Hero". Indicator: Repeats the words/phrases 15. Imitates words/phrases and/or local TV/radio commercial			
COM-RL-16	Note: Let the child read the words. Read the following words: is, are, has, for, give and his. 16. Recognizes pre-primer and primer sight words			

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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	Note: To be observed during the conversation 18. Prefers talking rather than using gestures and physical communication				
COM-EL-19	Note: To be observed during the conversation 19. Answers in complete sentence when asked				
COM-EL-20	Note: To be observed during the conversation 20. Expresses thoughts or ideas correctly				
COM-SP-21	Note: To be observed during the conversation 21. Speaks in an articulated manner in (e.g. without stuttering)				
COM-VO-22	Note: To be observed during the conversation 22. Controls volume of voice when in conversation				
COM-VO-23	Note: To be observed during the conversation 23. Speaks with voice quality when in conversation (e.g. pitch)				
COM-VO-24	Note: To be observed during the conversation 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	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	INTERVENTION/S
	Time Started: _____ Note: Teacher gets 3 objects from the treasure box and places them on the table.			
COG NU-26	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	INTERVENTION/S
COG-SA-27	Note: Teacher gets cut-out pictures from the box and lays them down on the table. Here are cut-out pictures of different objects. Group them according to shapes. (triangle, rectangle, square, and circle) 27. Sorts objects based on shapes			
COG-SA-28	Arrange the cut-out pictures of objects from smallest to biggest. 28. Arranges objects according to size from smallest to biggest			
COG-SA-29	I have here a picture, get another picture on the table that is of the same size with the one I am holding. 29. Matches objects according to size			
COG-SA-30	Put together cut-out pictures that are red. Put together cut-out pictures that are small. 30. Sorts objects based on 2 attributes (e.g. color & size)			
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			

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Activity 2 Title: TREASURE BOX				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	INTERVENTION/S
COG-SA-33	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 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			
COG-NU-36	Note: Place the number cards on the table. (2,5,7) Get the popsicle sticks from the treasure box. Show the number of popsicle sticks that matches the number on the card. 36. Associates numbers 1 to 10 with objects			
COG-NU-37	Using popsicle sticks, add the following: 1) $8 + 2 =$ ____ 2) $5 + 5 =$ ____ 3) $1 + 9 =$ ____ 37. Adds objects to get a sum of 10			

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Activity 2 Title: TREASURE BOX				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	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	Note: Follow the same instruction for the P10, P5, and P1 coins. 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, $\underline{\quad}$, 4, 5, $\underline{\quad}$ 2, 4, 6, $\underline{\quad}$, 10, 12... 3, 6, $\underline{\quad}$, ... 5, $\underline{\quad}$, 15...) 40. Follows number patterns			
COG-NU-41	Note: Teacher sets the time at 3:00, 7:00, and 9:00. 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			

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

Activity 2 Title: TREASURE BOX				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	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	Note: In case the learner was not able to do the puzzle, the teacher shows the guide picture. 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.			

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

Activity 2 Title: TREASURE BOX				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	INTERVENTION/S
COG-RD-50	Note: Observe the reaction of the learner and ask the learner which of the two books he likes most?			
	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?			

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

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
	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	Note: Teacher gives a polo shirt/blouse and shorts/skirt/pants and ask the learner to stand and wear it.			

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

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. <i>(If the learner does not button the clothes, the teacher may instruct the learner to do the instruction below.)</i>				
DLS-DR-54	Show me how to button your polo shirt/blouse. Then show me how you unbutton your shirt/blouse. 54. Buttons and unbuttons clothes Note: Let the learner stand and demonstrate how to zip and unzip pants/skirts/shorts.				
DLS-DR-55	Show me how to zip and unzip your pants/skirts/shorts. 55. Zips and unzips pants Show me how you take off your clothes. 56. Takes off clothes				
DLS-DR-56	Show me how you put on your shoes. 57. Puts on shoes Note: If the learner is already wearing shoes with lace, ask the child to untie first, then tie.				
DLS-DR-57	Show me how you tie your shoe lace. Then untie your shoe lace. 58. Ties and Unties shoe lace				

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-GH-59	Note: Teacher will let the child demonstrate. Show me how to comb or brush your hair.				
DLS-GH-60	59. Combs or brushes hair Note: Give the learner a handkerchief or a tissue paper. Show me how you wipe or blow your nose using the tissue paper or handkerchief.				
DLS-GH-61	60. Wipes / blows nose properly Note: Bring the child to the washroom. If there is none, provide a pail of water, dipper, basin, soap, and towel. Wash your hands, then dry them.				
DLS-FE-62	61. Washes and dries hands Note: Provide the learner with plate, spoon, fork, glass, and placemat. Show me how to set the table.				
DLS-FE-63	62. Sets the table Note: Provide the learner with bread, sandwich spread in a bottle, and spoon. 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. 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	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. 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				
DLS-FE-65	Note: The assessor will provide the table napkin/sandwich wrapper to the learner. Wrap your <u>sandwich</u>. Now, you're ready to eat your <u>sandwich</u>. Unwrap it. 65. Wraps /Unwraps				
DLS-FE-66	Note: The assessor will verify this with the parent through observation Do you consume the food on plate? 66. Consumes food on one's plate Note: Validate through interview with the parent.				
DLS-FE-67	Can you serve yourself from a serving plate? Show me how. 67. Serves self from serving plate Note: The assessor will provide the eating utensils to be used. Let the learner pretend using eating utensils.				
DLS-FE-68	Do you know how to use your eating utensils properly? Show me how.				

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

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 Note: Validate through interview with the parents.				
DLS-FE-70	Do you clear your own place after eating at the table? Show me how. 70. Clears own place (at table) after eating Note: Compare answer with Activity 1 item no. 25. This may be observed during the duration of the assessment.				
DLS-TL-71	Do you tell your teacher if you need to go to the toilet/CR? 71. Expresses the need to go to the toilet Note: Validate through interview with the parents. This may be observed during the duration of the assessment.				
DLS-TL-72	Do you flush the toilet after using it? 72. Flushes toilet after use Note: Validate through interview with the parents. This may be observed during the duration of the assessment.				
DLS-TL-73	After using the toilet, do you wash your hands? 73. Cleans self after toileting Note: Show 6 danger signs/symbols: • slippery when wet • high voltage • poisonous/toxic				
DLS-HS-74					

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	- flammable - road under construction - falling debris Are you familiar with these symbols? What does this symbol mean? When you see this, what should you do?				
	74. Identifies danger signs and symbols				
DIS-HS-75	Here are pictures of broken glasses, high places, streets or sharp and pointed objects. What will you do if you see these? Why? 75. Keeps out of danger, broken glass/high places, streets or sharp and pointed objects				
	Time Ended: _____				

OBSERVATION CHECKLIST				Remarks	
ITEM CODE		YES	NO		
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	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	Note: Interview the teacher adviser if the learner can follow rules during games. 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	Note: Interview the teacher adviser. 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	Note: Let the learner name at least three friends. 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	INTERVENTION/S
	82. Imitates adult activities			
SEB-ES-83	Do you have personal belongings? Name some of them.			
	83. Identifies personal belongings. Note: Free hand drawing.			
SEB-ES-84	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 Note: The teacher observes the behavior of the learner while doing the activity number 9.			
SEB-ES-85	85. Shows initiative to work on tasks Note: The teacher gives constructive criticisms on the drawing. Refer to Item number 9.			
SEB-ES-86	86. Accepts criticisms positively Note: Based on the reaction of the learner on item number 11.			
SEB-ES-87	87. Shows self-control Note: Prior knowledge of the teacher on the learner should be noted.			
SEB-ES-88	88. Engages in communication with others Note: The courteous expressions used by the learner.			
SEB-SS-89	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	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	Note: This can be observed during the administration. Does the learner pay attention to someone who is talking?			
	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	Prior knowledge of the teacher on the learner should be noted.			
	93. Waits for one's turn			
SEB-SS 94	Note: If not observed during the assessment, validate from the teacher.			
	94. Displays sense of humor			
SEB-SS 95	Prior knowledge of the teacher on the learner should be noted.			
	95. Leads a group activity			
SEB-SS 96	Prior knowledge of the teacher on the learner should be noted.			
	96. Asks permission to use things owned by others			
SEB-SS 97	Prior knowledge of the teacher on the learner should be noted.			

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

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				
	Note: The teacher should act as one of the characters in the role playing.				
SEB-SS 99	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				
	Note: Validate with the teacher.				
SEB-ES-100	If one of your classmates has no "baon", what should you do? 100. Displays sensitivity to the feelings of others				
	Time Ended: _____				

OBSERVATION CHECKLIST				Remarks	
ITEM CODE		YES	NO		
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		Remarks	
			YES	NO
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	LEARNER'S RESPONSE		INTERVENTION/S
		YES	NO	
	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	Note: Observe whether the learner can hold a pencil/drawing tool using a tripod grip while				

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

Activity 5A Title: WORK OF HANDS				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	INTERVENTION/S
	drawing a house.			
	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: _____			

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?				

MULTI-FACTORED ASSESSMENT TOOL (MFAT) ADMINISTRATION HANDBOOK

Activity 5B Title: LET'S GET PHYSICAL!				
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	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	Walk forward on the straight line. 116. Walks in a straight line with correct stepping pattern, Note: Bring the learner to the area where the straight line marking is.			
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	INTERVENTION/S
MSG-118	Hop in place three times. 118. Hops in place			
MSG-119	Note: Teacher points where to start. 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	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) 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	Note: Stand at least 3 meters away from the			

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
	learner. Catch the ball and throw it back to me. 123. Throws and catches a ball				
MSG-124	Click the ball forward. This time, kick the ball sideward (R/L). 124. Kicks forward and sideward <i>Note: Bring the learner to the stairs.</i>				
MSG-125	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: _____				

OBSERVATION CHECKLIST				Remarks	
ITEM CODE		YES	NO		
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									

Enclosure 1 - MFAT materials

Sight Words

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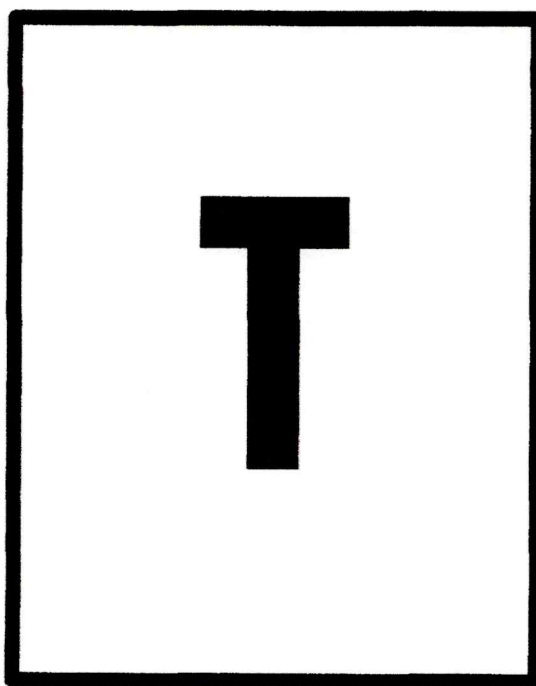
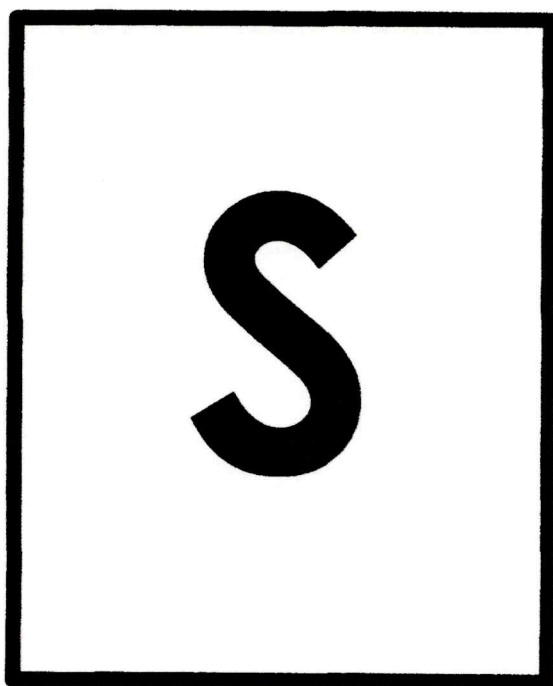
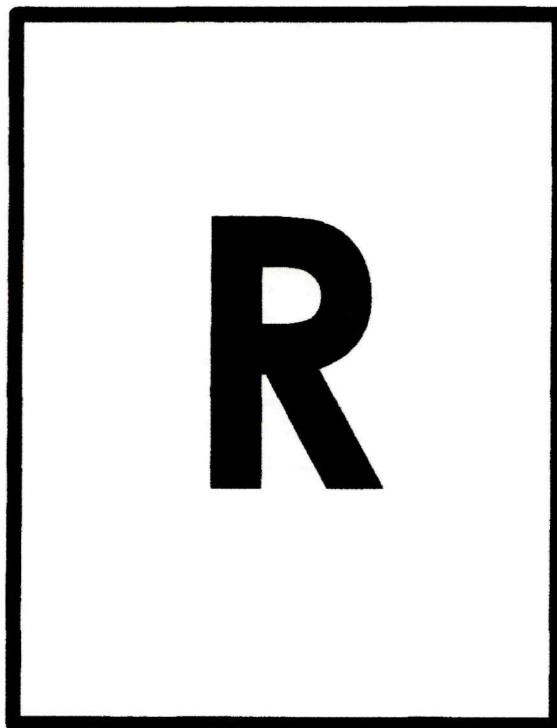
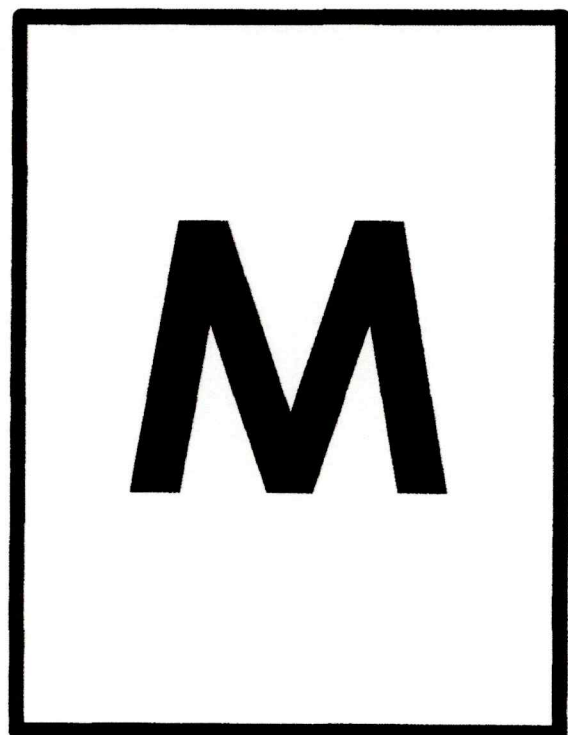
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Activity 2 - TREASURE BOX - Big and Small Letters



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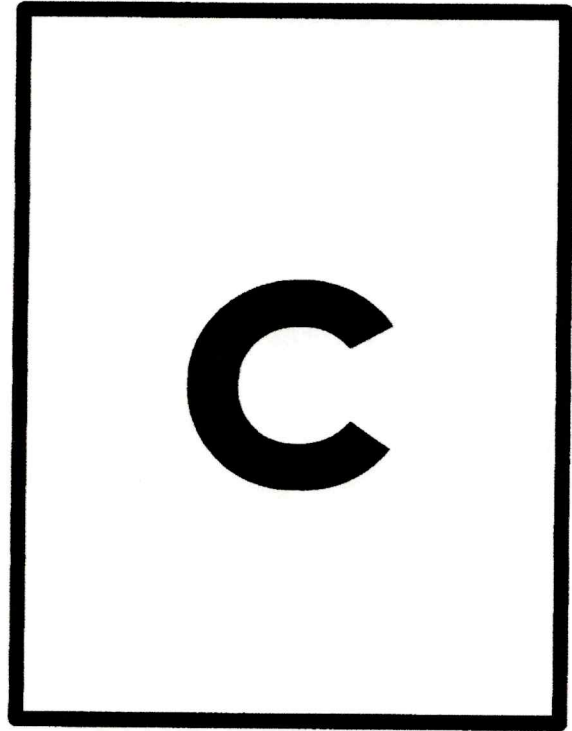
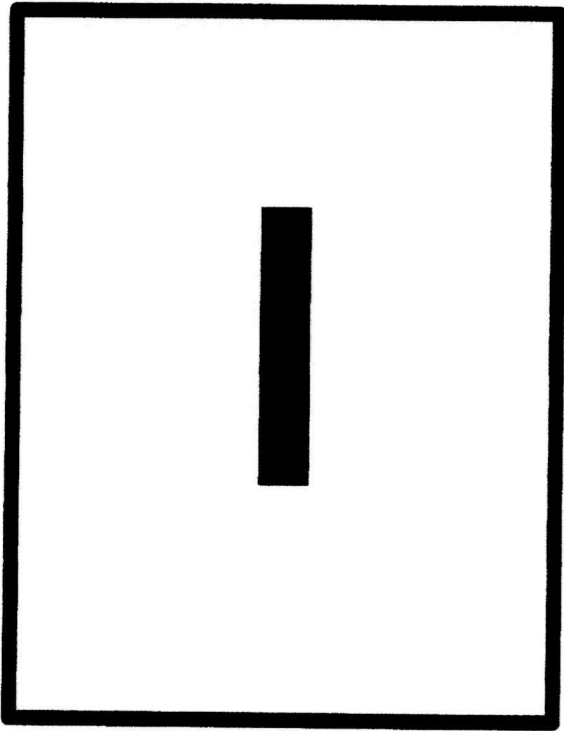
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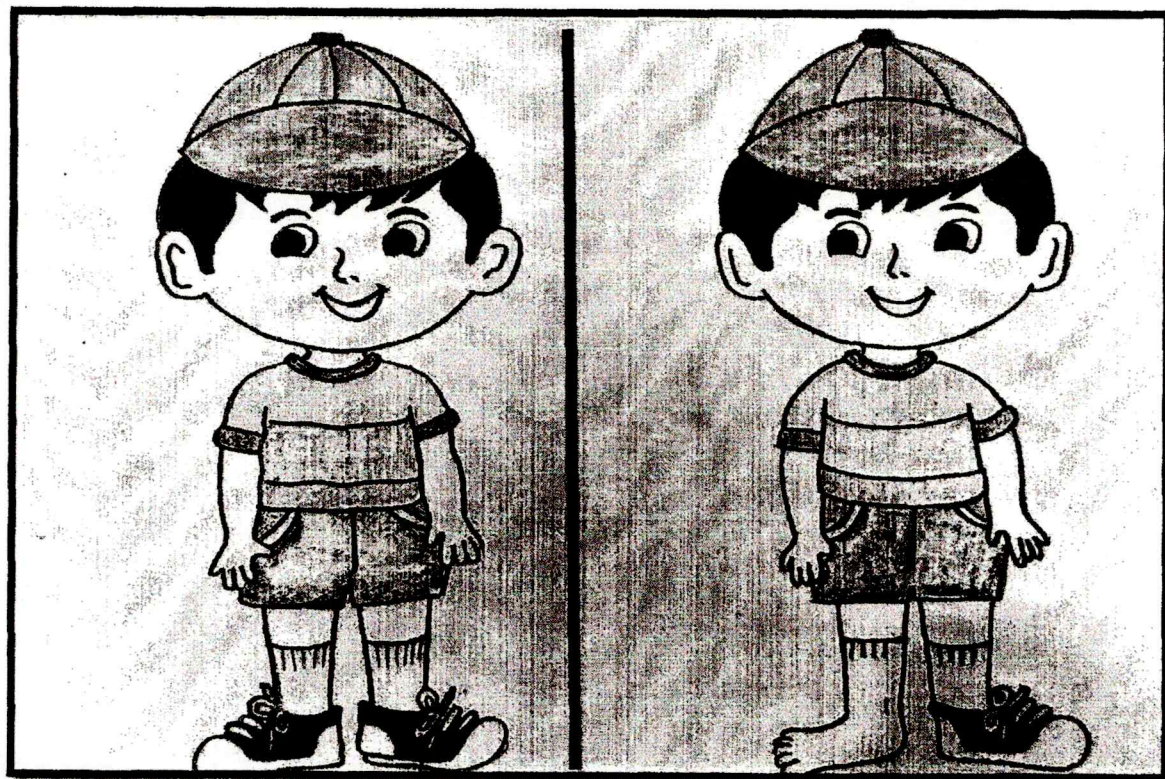
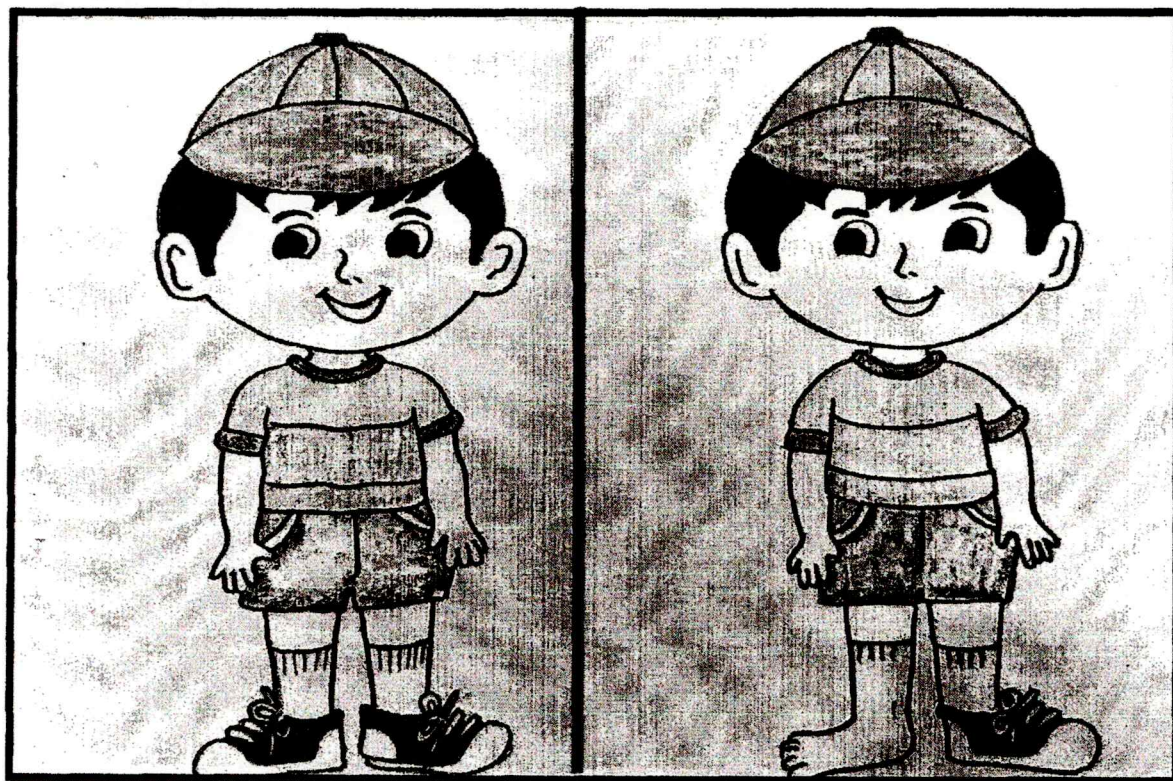
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Body Puzzle



Distinguishing Differences



Number Cards

1

2

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Number Patterns

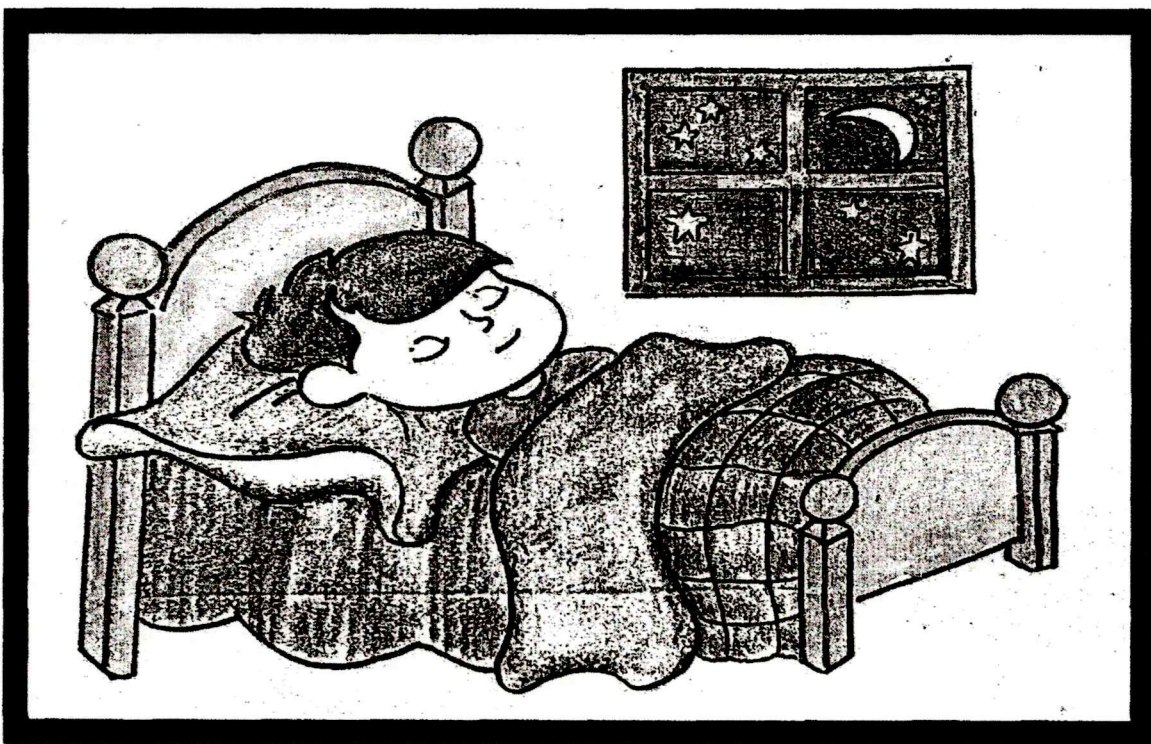
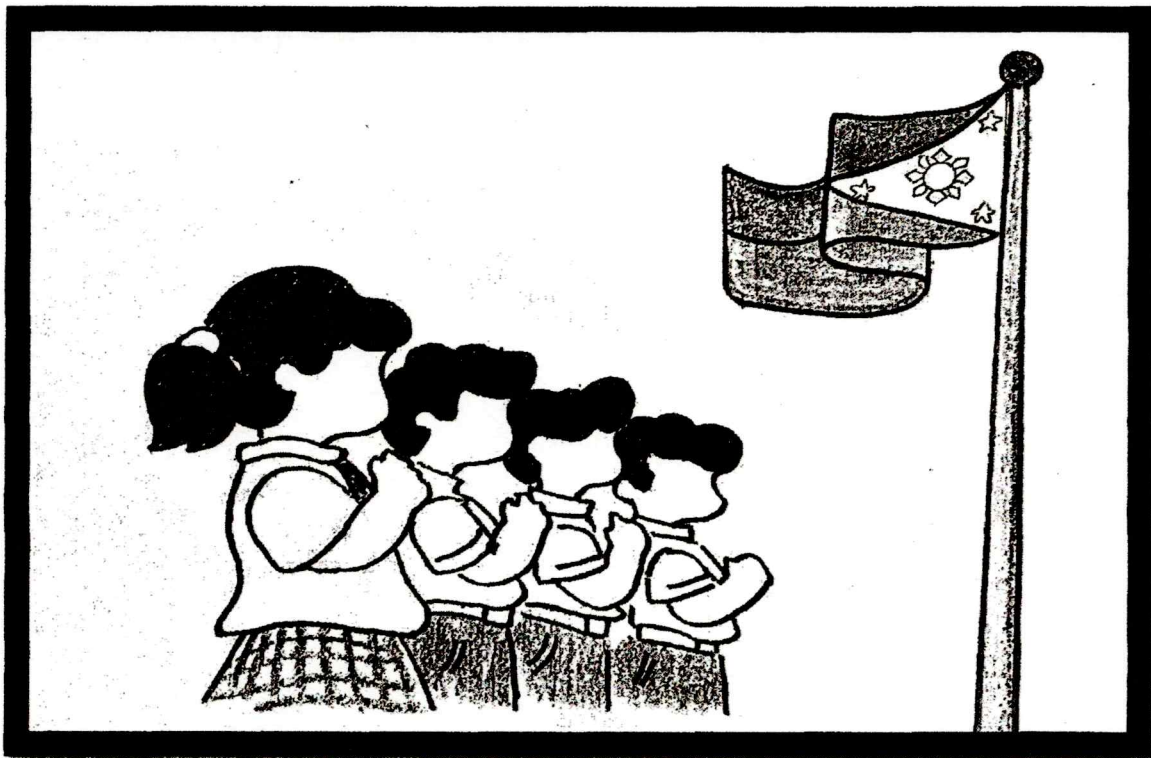
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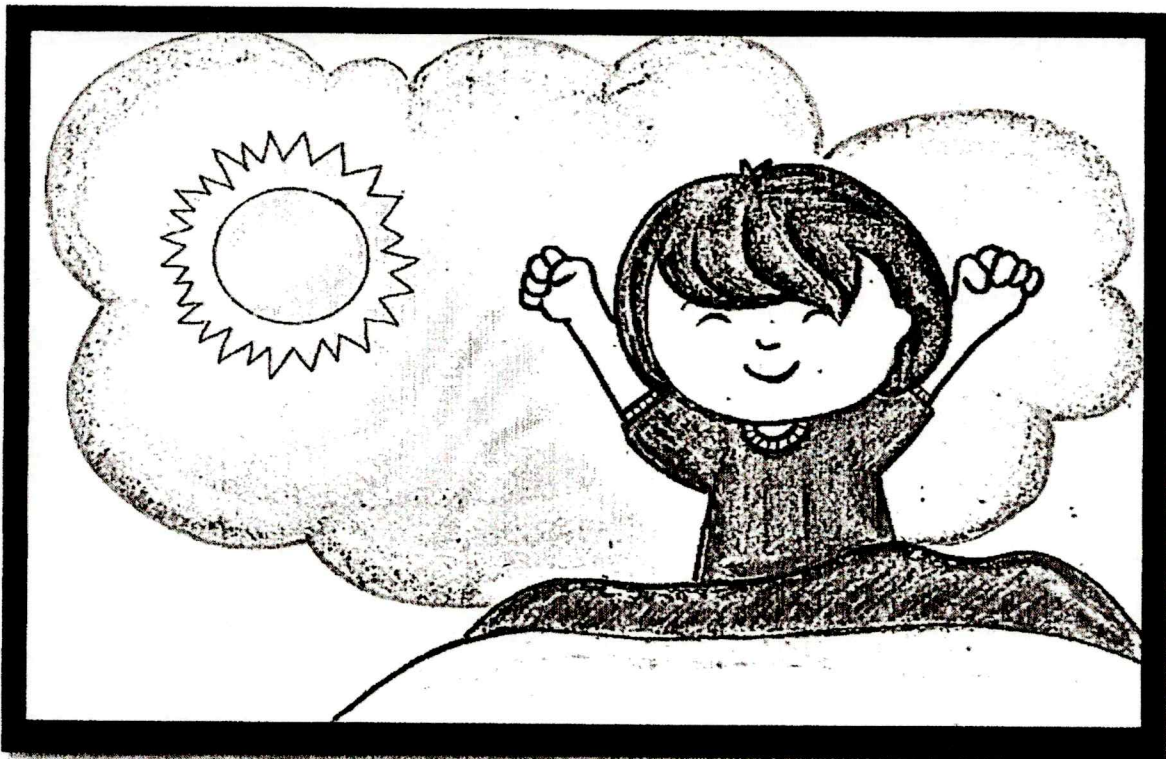
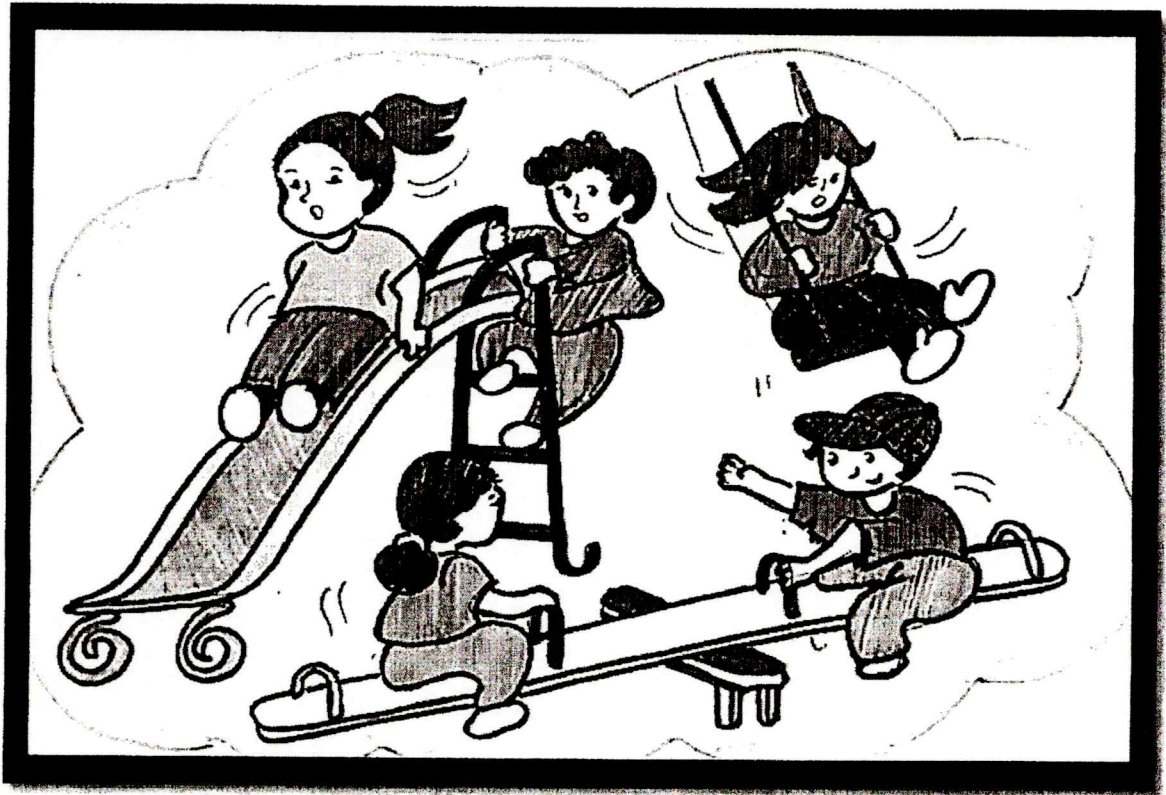
2, 4, 6, __, 10

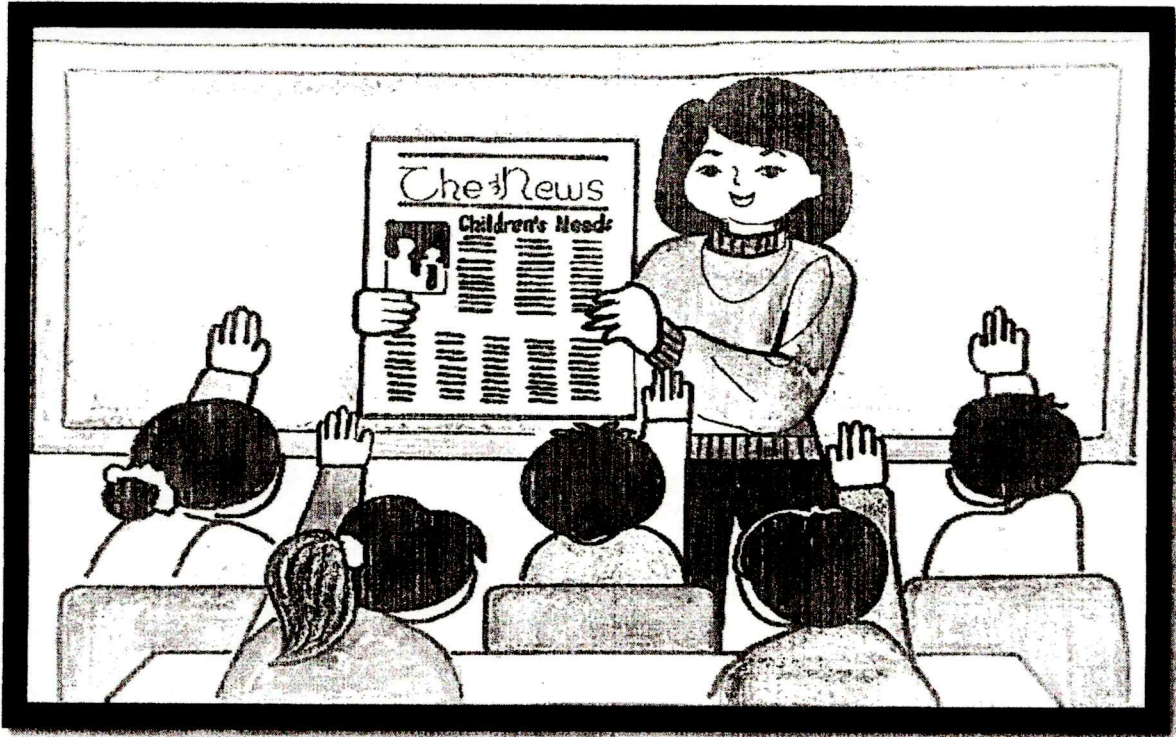
3, 6, __, 12, 15

5, __, 15, 20, 25

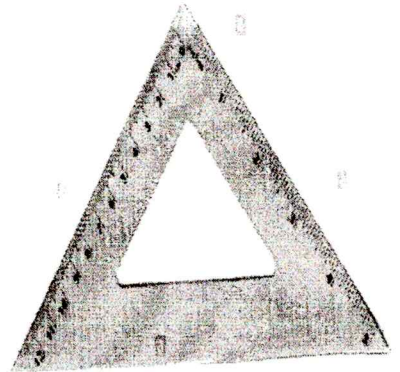
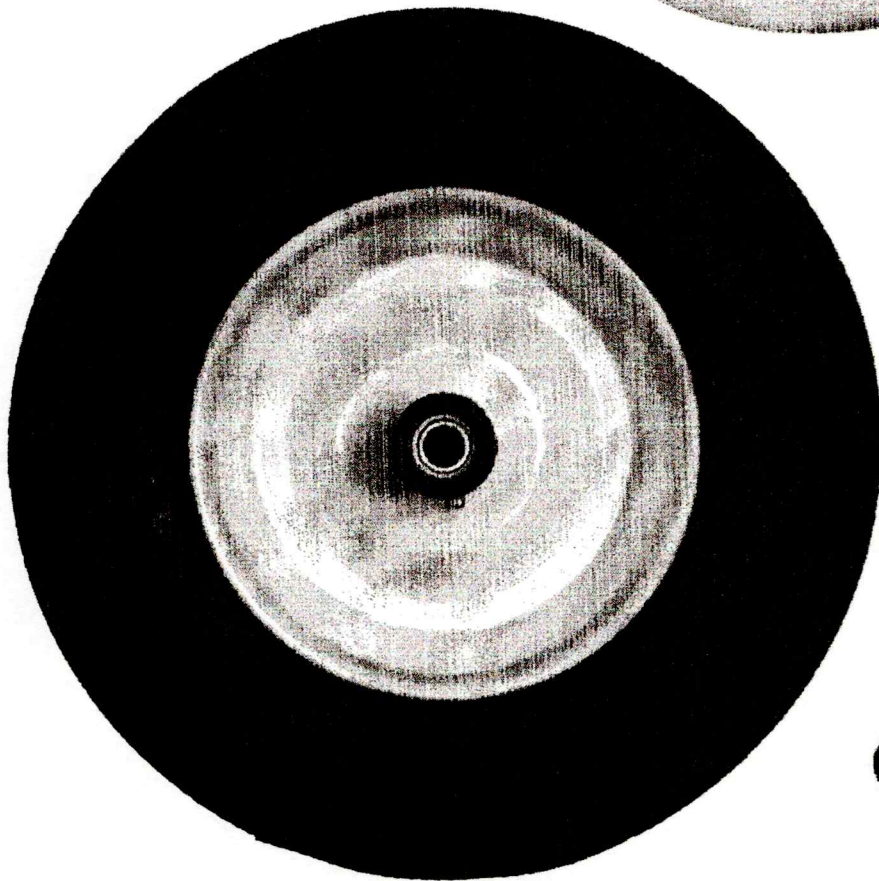
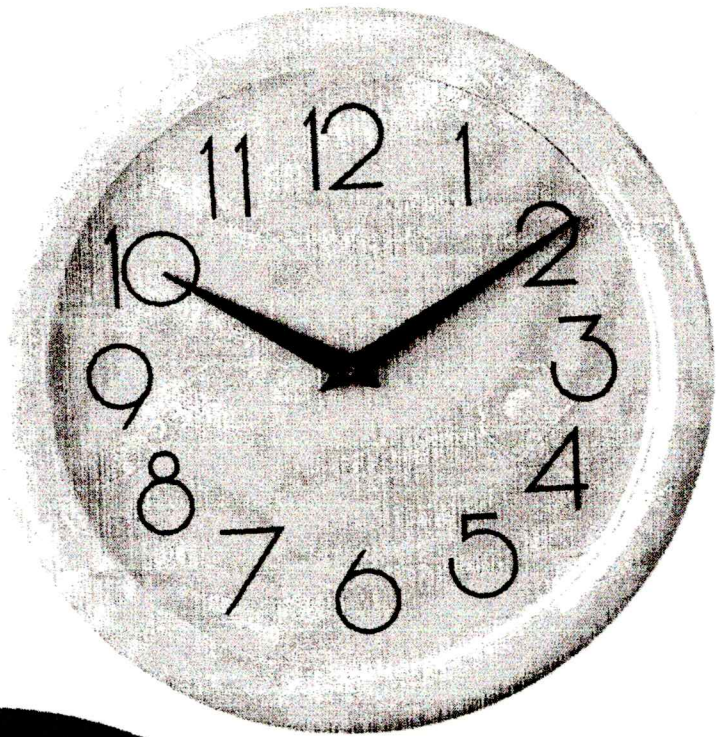
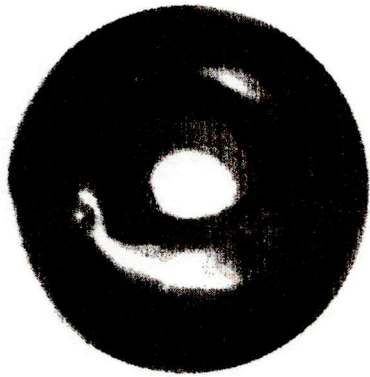
Sequencing Activity

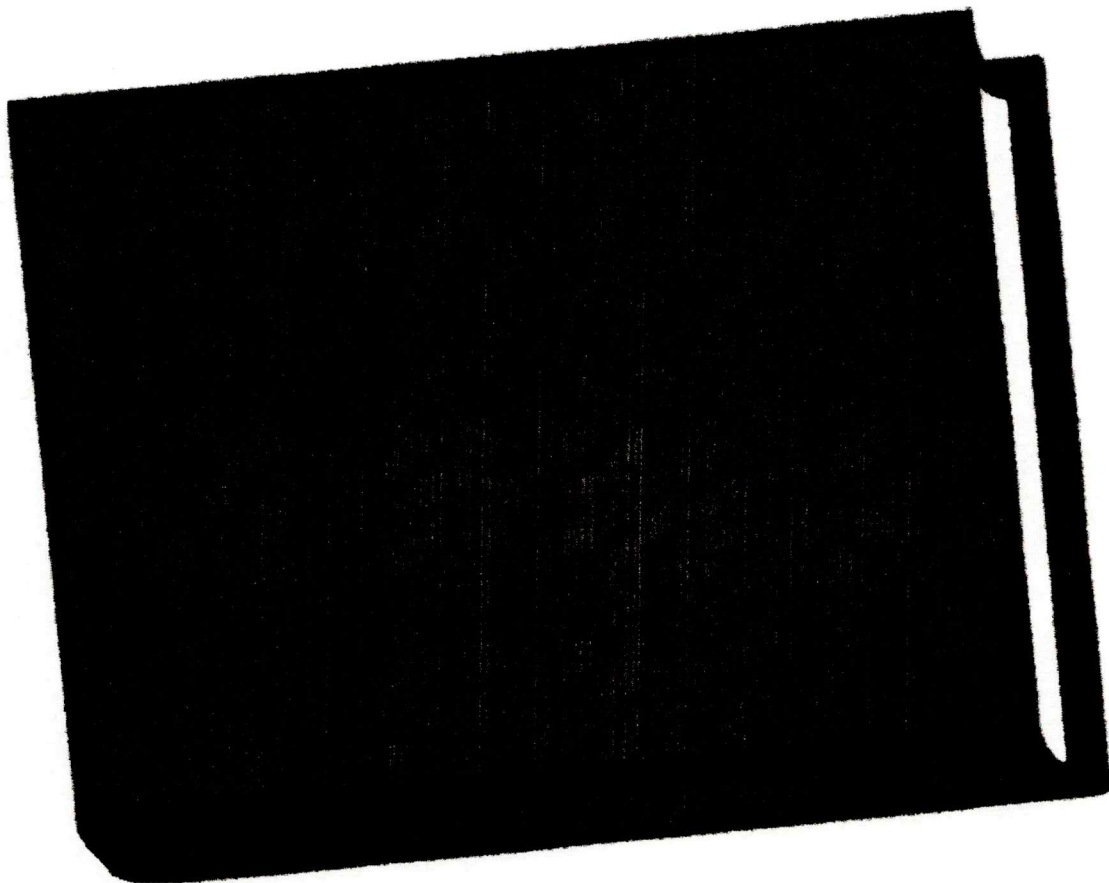
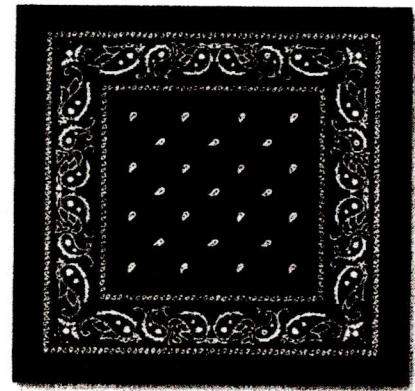
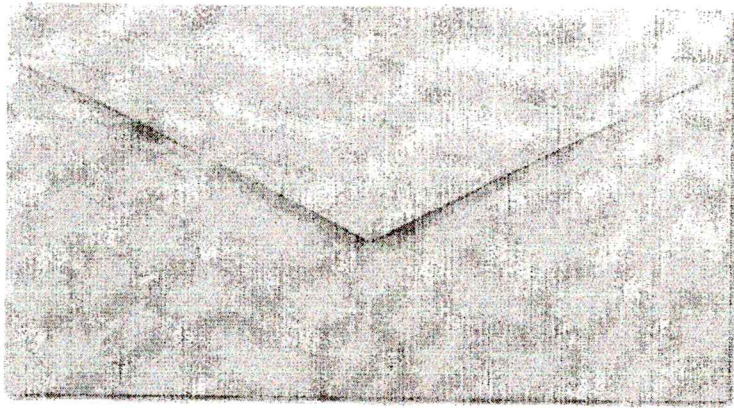


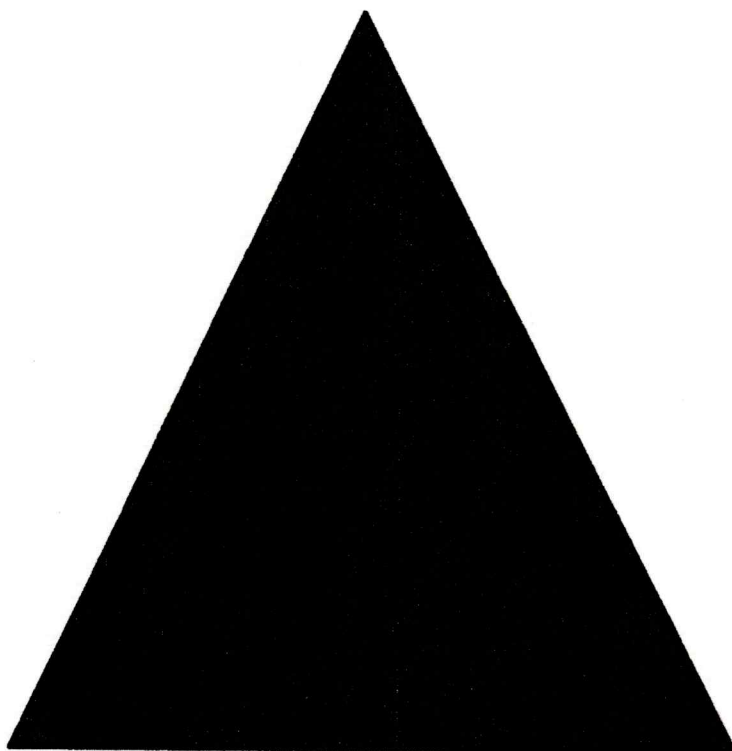
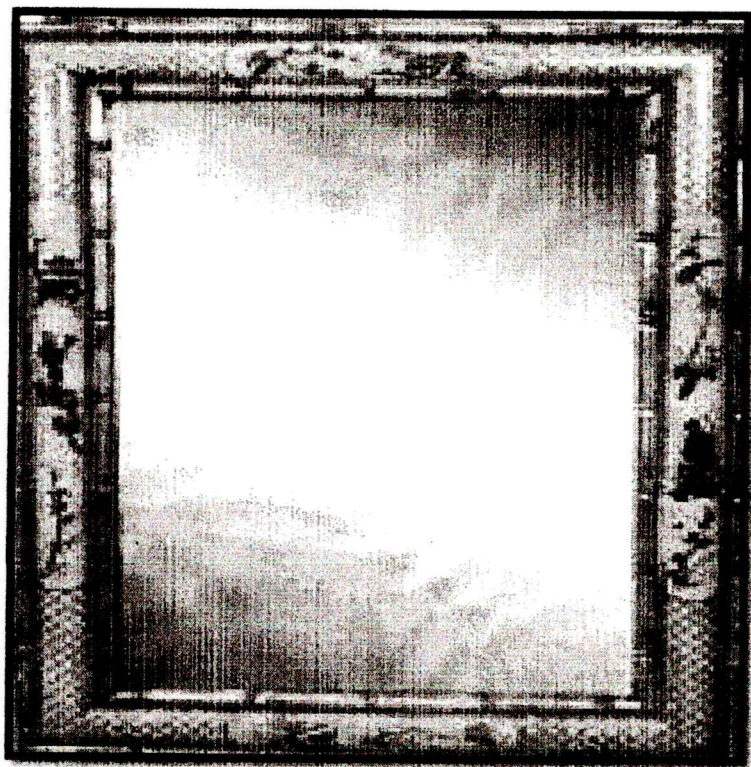


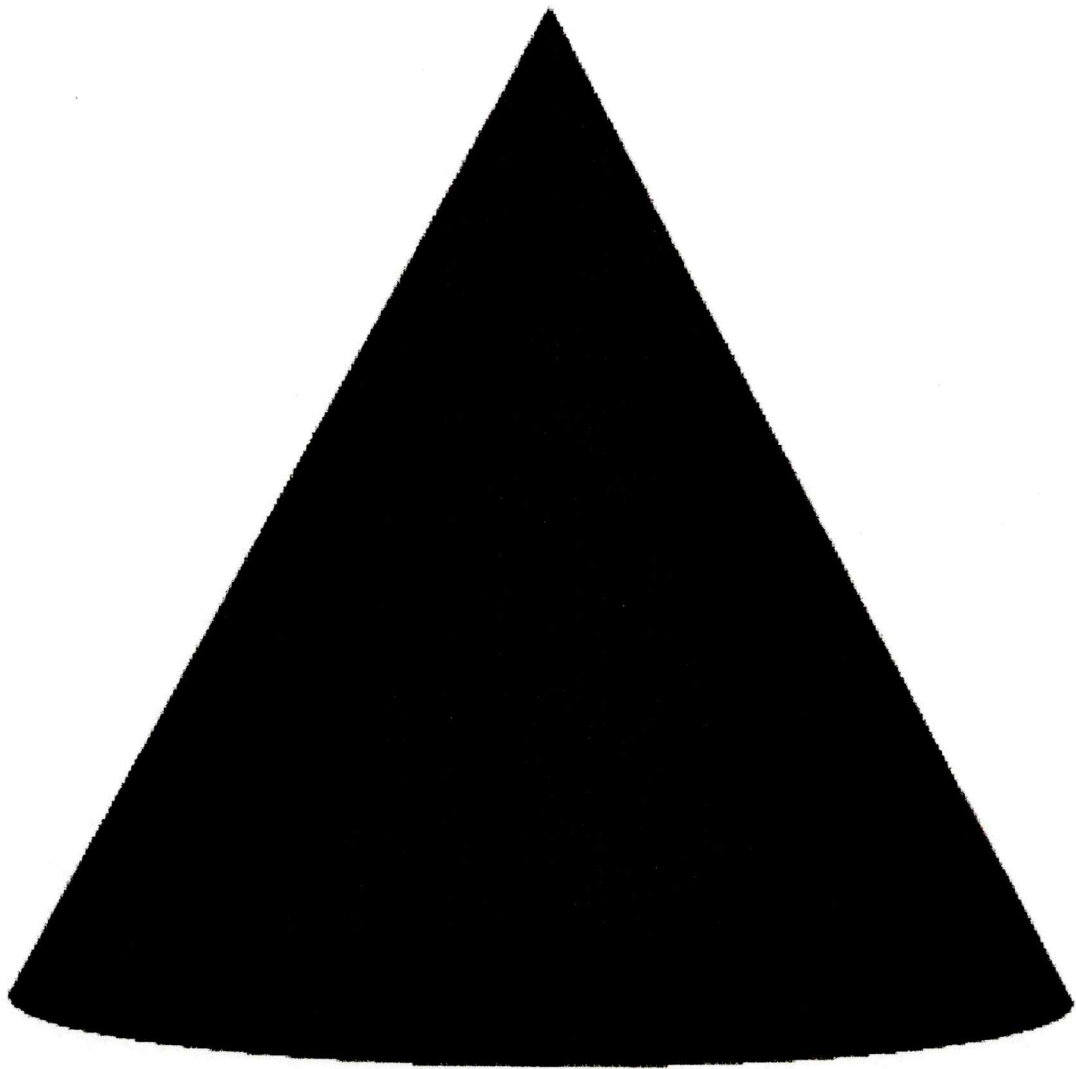


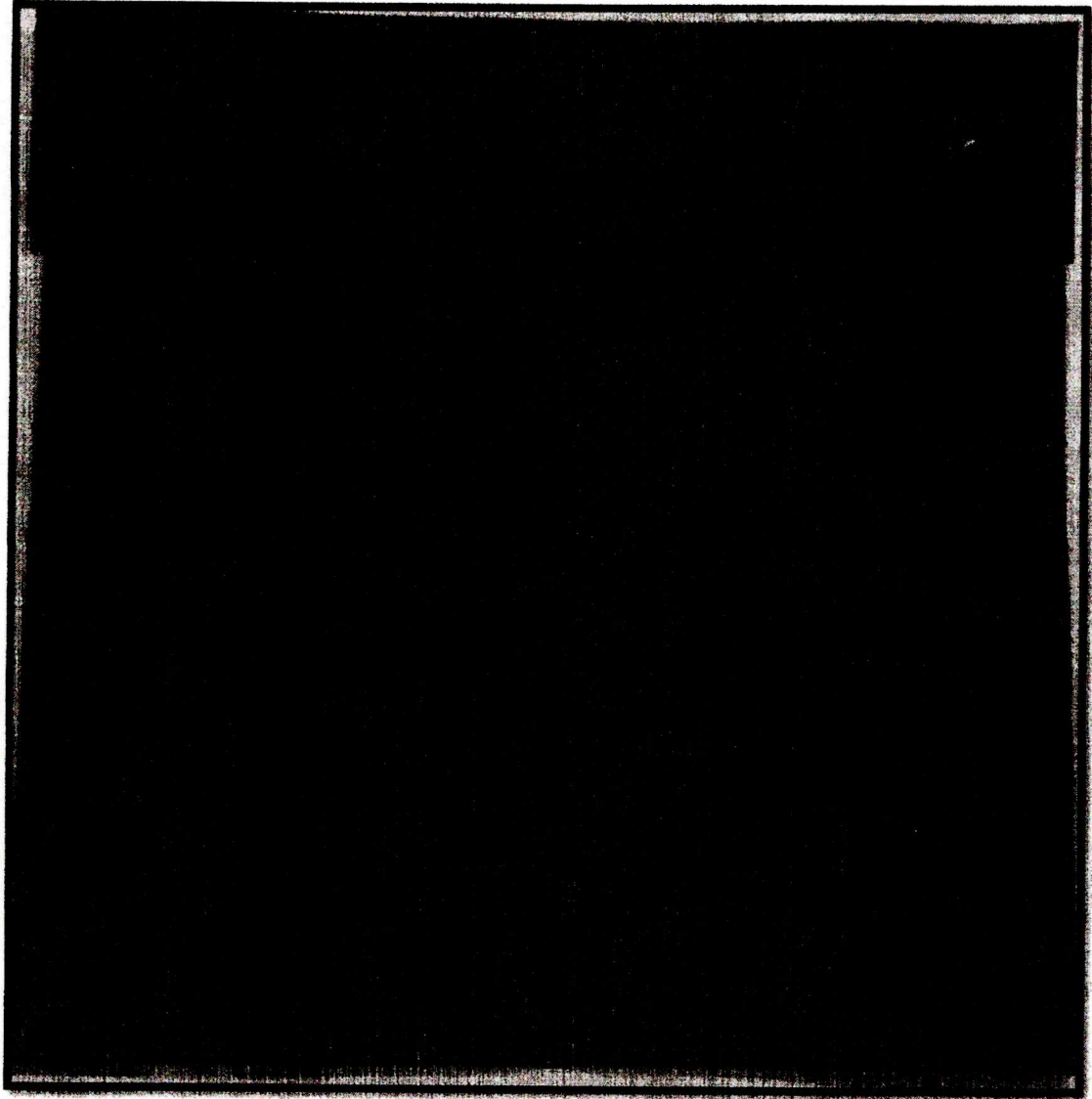
Shapes & Colors



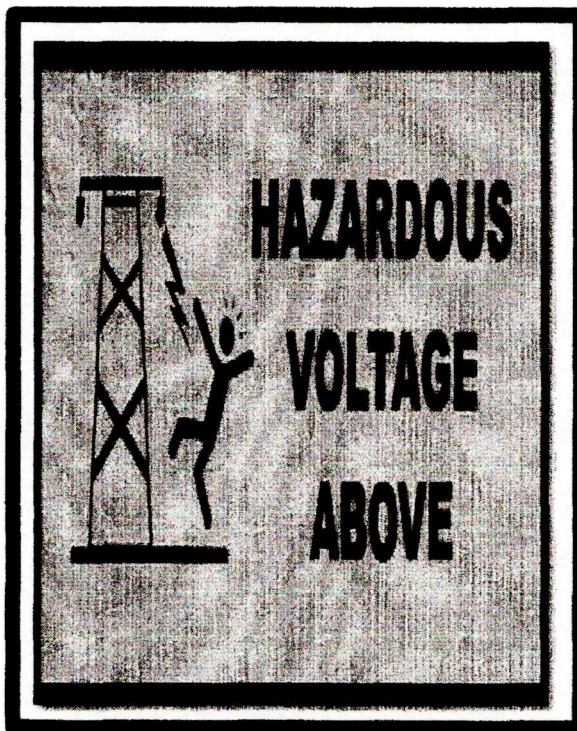








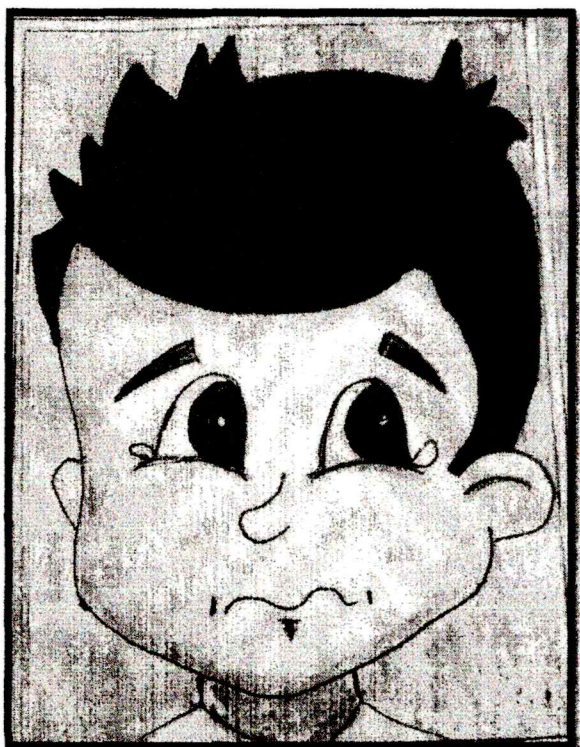
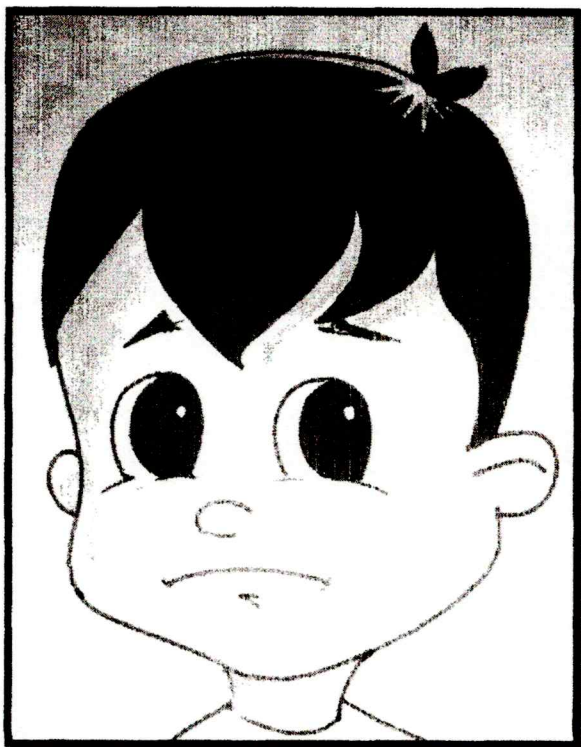
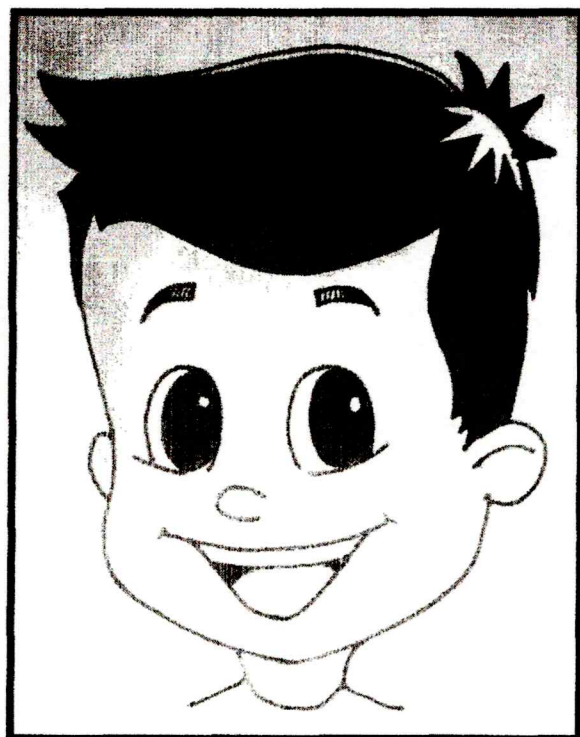
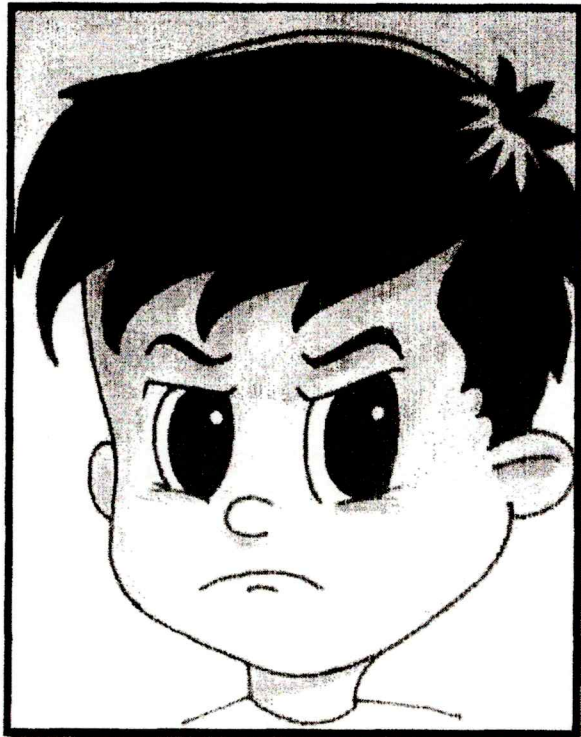
Activity 3 My Daily Routine – Signs and Symbols



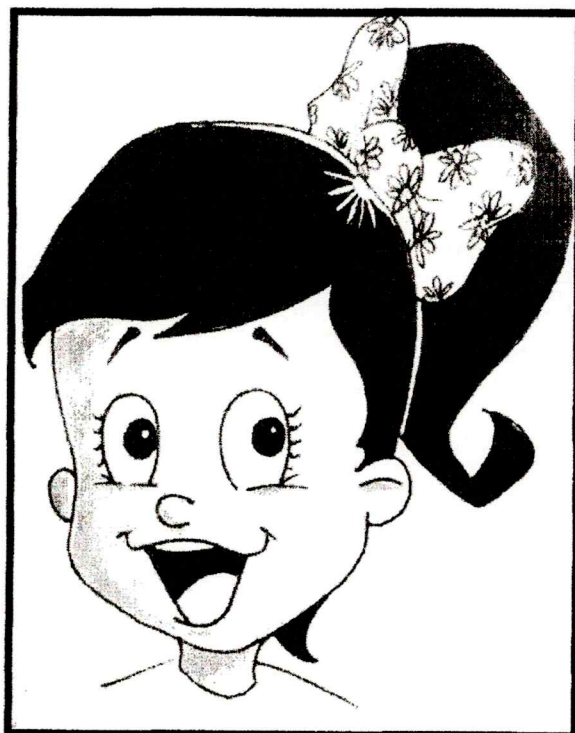




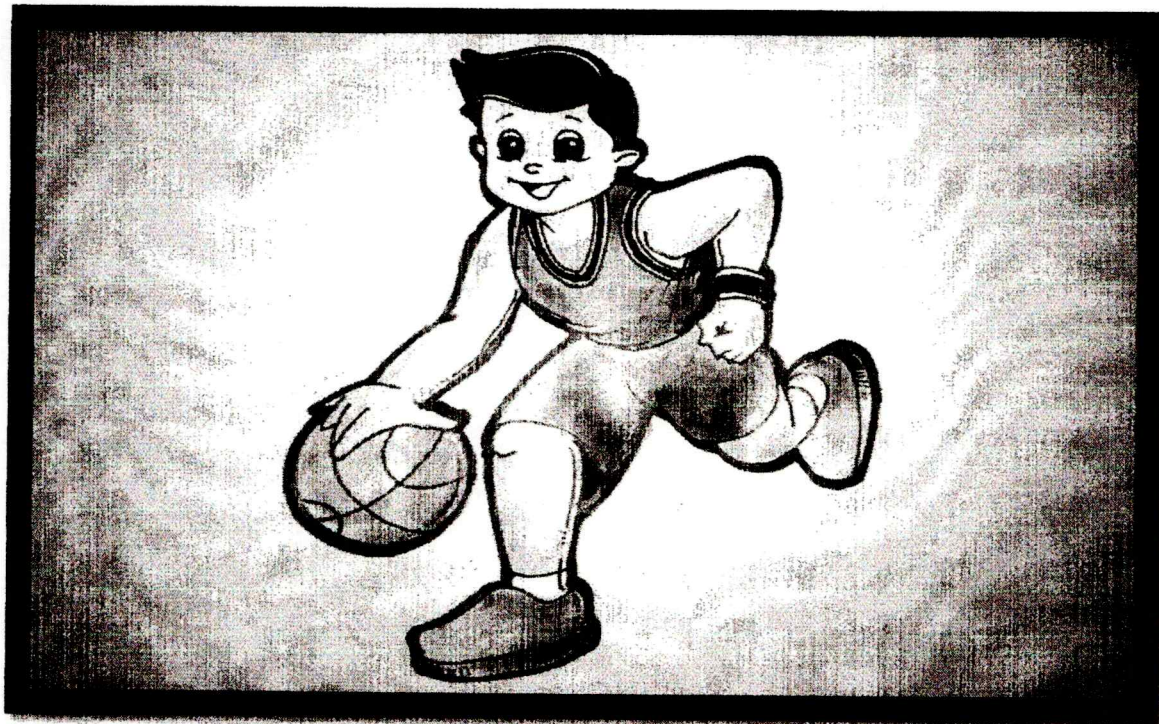
Activity 4 WHETHER WEATHER – Different Emotions (Boy)

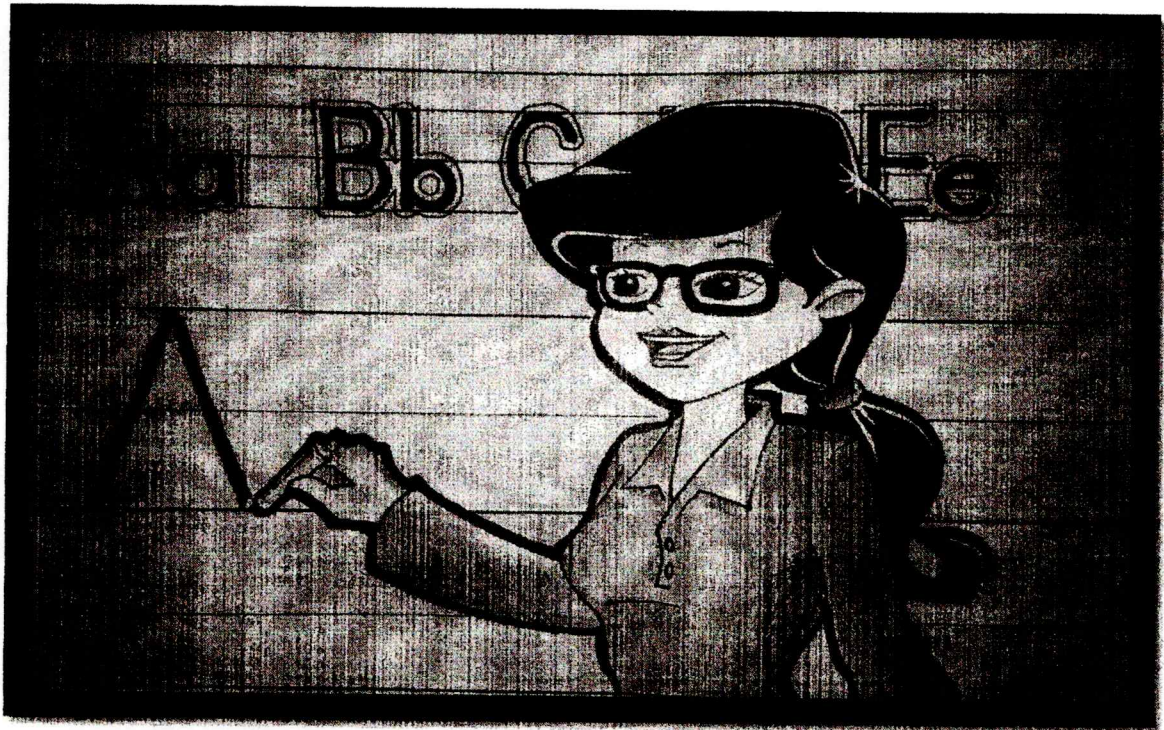


Different Emotions (Girl)



Role Playing





Activity 5 WORK OF HANDS – Copying

B

G

R

Tracing

