



Republic of the Philippines
Department of Education
Region VII, Central Visayas
SCHOOLS DIVISION OF BOHOL
Tagbilaran City



July 19, 2018

DIVISION MEMORANDUM
No. 346 s, 2018

**ADMINISTRATION OF THE CONTEXTUALIZED MULTI-FACTORED
ASSESSMENT TOOL (C-MFAT)**

**Education Program Supervisors
Public Schools District Supervisors/Acting PSDSs
Public Elementary School Heads**

1. Pursuant to **Regional Memorandum No. 0529, s. 2018, "Administration of Contextualized Multi-factored Assessment Tool (C-MFAT)"** which articulates the administration of MFAT to Grade 1 learners enrolled in the regular schools who may exhibit developmental advancement or delays or with manifestation of learning disability, this Office directs all schools to administer the **Contextualized Multi-factored Assessment Tool (C-MFAT)** from **July 23 to August 3, 2018**. Please refer to **Enclosure no. 3** of the attached **RM No. 529, s. 2018 for the copy of the (C-MFAT)**.
2. School heads should facilitate the smooth conduct of the assessment and in designing intervention programs appropriate for the learners' needs. Only trained teachers are allowed to conduct the assessment utilizing the materials specified in the handbook which shall be reproduced at the school level using the MOOE funds.
3. Education Program Supervisors and Public Schools District Supervisors should monitor and provide technical assistance to school heads and teachers during the assessment and intervention process.
4. All forms must be properly filled in and accomplished. **Report on the number of learners assessed, results of assessment and intervention designed to improve the academic functioning of the learners exhibiting developmental delay (Forms E & F) in e-copy using the excel program** must be submitted to this Office or sent to **carmres2016@gmail.com** on or before **August 27, 2018**. These shall be forwarded to the Regional Office on or before **September 3, 2018**. **These forms can be downloaded at Deped Bohol website under Resources-Supervisory.**
5. Copies of said Memorandum and Deped Order No. 029, s. 2018, "Policy on the Implementation of Multi-factored Assessment Tool (MFAT) are hereto attached for your reference.
6. Immediate dissemination of this Memorandum is enjoined.


NIMFA D. BONGO, Ed.D., CESO V
Schools Division Superintendent



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
REHIYON VII, GITNANG VISAYAS
REGION VII, CENTRAL VISAYAS
Sudlon, Lahug, Cebu City



REGIONAL MEMORANDUM
No. 0529, s. 2018

JUL 23 2018

ADMINISTRATION OF CONTEXTUALIZED MULTI-FACTORED ASSESSMENT TOOL (C-MFAT)

To: **SCHOOLS DIVISION SUPERINTENDENTS**

1. Pursuant to Deped Order No. 029, s. 2018, entitled "Policy on the Implementation of Multi-factored Assessment Tool (MFAT)" which articulates the administration of MFAT to Grade 1 learners enrolled in the regular schools who may exhibit developmental advancement or delays or with manifestation of learning disability, this Office, through the Curriculum and Learning Management Division directs all schools to conduct the administration of Multi-factored Assessment Tool (MFAT) from July 23 to August 3, 2018, using the Contextualized version (see Enclosure no. 3).
2. School heads should facilitate in the smooth conduct of the assessment and in designing intervention programs appropriate for the learners' needs. Only trained teachers are allowed to conduct the assessment utilizing the materials specified in the handbook which shall be reproduced at the school level using the MOOE funds.
3. Schools Division Supervisors in-charge in SPED and Public Schools District Supervisors should provide technical assistance to school heads and teachers during the assessment, enhancement and intervention process.
4. All forms must be properly filled in and accomplished. Report on the number of pupils assessed, results of assessment, and intervention designed to improve the academic functioning of the learner exhibiting developmental delay (Form E and F) must be submitted to this office on or before September 3, 2018 or through telefax no. 4147323.
5. A copy of said Order is hereto attached for your reference.
6. Immediate dissemination of, and compliance with this Memorandum is directed.

JULIET A. JERUTA, Ph. D., CESO IV
Director III
Officer-In-Charge

JAJ/SAL/EBE/ggb
CLMD'18

Office of the Director (ORDir), Tel. Nos.: (032) 231-1433; 231-1309; 414-7399; 414-7325; Office of the Assistant Director, Tel. No.: (032) 255-4542
Field Technical Assistance Division (FTAD), Tel. Nos.: (032) 414-7324 Curriculum Learning Management Division (CLMD), Tel. Nos.: (032) 414-7323
Quality Assurance Division (QAD), Tel. Nos.: (032) 231-1071 Human Resource Development Division (HRDD), Tel. No.: (032) 255-5239
Education Support Services Division (ESSD), Tel. No.: (032) 254-7062 Planning, Policy and Research Division (PPRD), Tel. Nos.: (032) 233-9030,
414-7065 Administrative Division, Tel. Nos.: (032) 414-7326; 414-4367; 414-7366; 414-7322; 414-4367
Finance Division, Tel. Nos.: (032) 256-2375; 253-8061; 414-7321

"ESA 2015: Karapatan ng Lahat, Pananagutan ng Lahat"



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 (LSEs), who may need education services and/or medical/allied services; and
 - b) assist teachers in planning and designing instructions appropriate for LSEs.
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

(Enclosure to DepEd Order No. 029, s. 2018)

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 (SENs) 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 1 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 Specifications per Item									
Cognitive		Communication		Daily Living Skills		Motor (Fine/Gross) MS(F&G)	Skill	Socio-Emotional Behavior	
COG Indicators (CODE)	No. of Items	COM Indicators (CODE)	No. of Items	DLS Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items
Numeracy (NU)	8	Addition (AU)	3	Feeding (FF)	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) <ul style="list-style-type: none"> - 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 ¼", 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

<ol style="list-style-type: none">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 questions to answer you can proceed with the activity.)"</i>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>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- 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 bid.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

Enclosure # ___ to RM# _____, s.2018
Form _____

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

Sinugbuanong Binisaya

Hiligaynon

Waray

Tausug

Maguindanaoan

Maranao

Enclosure # ___ to RM# _____, s.2018
Form ___

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				

Learner's Code		LRN	
<p>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's reaction towards the given task/activity. Also write down the intervention/s made in the column provided.</p>			

TIME STARTED: _____ TIME ENDED: _____

Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIONS/S
	Time Started: _____				Note: Learner's responses to items 18-24, must be observed during the conversation.
COM-AU-1	<p>Hello. Maayong buntag / maayong hapon (Hello, good morning/good afternoon!)</p> <p>Note: The teacher drops an empty can on the floor to produce sounds.</p> <p>1. Turns head to source when sound is heard</p>				
COM-EL-2	<p>Note: <i>Una, Magpaila ang maestra sa iyang kaugalingon.</i></p> <p>Unsa'y imong ngalan? (What is your name?)</p> <p>2. Tells one's name / identifies oneself</p>				
COM-AU-3	<p>Note: <i>The teacher taps the table.</i></p> <p>Nakabati/Nakadungog ka ba sa tinaguktok/tingog sa akong pagdukduk sa lamesa? (Do you hear the tapping sound on the table?)</p> <p>3. Responds to or nods head appropriately when spoken to</p>				
COM-AU-4	<p>Usba kon giunsa nako pagdokdok sa lamesa. (Repeat it.)</p> <p>4. Repeats table tapping patterns correctly</p>				
COM-RL-5	<p>Buhata ang mga mosunod: Tindog day/dong Tuyok na pud. Lingkod na</p> <p>(Do the following: Stand; Turn around; Sit down.)</p> <p>5. Recognizes two to three word instructions</p>				
COM-RL-6	<p>Note: <i>Observed in item 5</i></p> <p>6. Responds to two-word combination</p>				
COM-EL-7	<p>Kinsa ang mga membro/sakop sa inyong pamilya? Unsa man ang ilang mga ngalan? (Who are the members of your family? What are their names?)</p> <p>7. Calls family members by name</p>				
COM-EL-8	<p>Estoryahe ko kabahin sa imong mga gibuhat sa balay.</p>				

Department of Education
Region VII, Central Visayas
CONTEXTUALIZED MULTI-FACTORED ASSESSMENT TOOL (MFAT)

Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIONS/S
	<p><i>(Tell me about your family.)</i></p> <p>8. Tells stories to peers/class and teacher coherently</p>				
COM-EL-9	<p>Tubaga ang mosunod nga mga pangutana:</p> <p>a. Unsay imong buhaton sa dili ka pa moadto sa eskwelahan?</p> <p>b. Unsay mga butang nga imong makita sa eskwelahan?</p> <p>c. Kinsa man ang mga tawo sa eskwelahan?</p> <p>d. Ngano moeskwela man ka?</p> <p><i>(Answer the following questions:</i> a. What do you do before going to school? b. What are the things you see in school? c. Who are the members of your family? What are their names? who are in school? d. What do you do in school?)</p> <p>9. Answers wh- questions</p>				
COM-RL-10	<p><i>Note: The teacher gets three (3) objects from the box one at a time. (ball, pencil, book)</i></p> <p>Unsa man kini? <i>(What is this?)</i></p> <p>10. Identifies familiar objects when presented</p>				
COM-EL-11	<p>Unsay imong ikasulti sa _____. <i>(ball, pencil, book)</i> <i>(Describe it.)</i></p> <p>11. Describes simple and familiar objects</p>				
COM-RL-12	<p><i>Note: Place the letters and number cards on the table. (a, b, w, r, s, t, 1, 2, 3, 4, 5)</i></p> <p>Pagkuha og mga letra <i>(Pick up the letters.)</i></p> <p>12. Picks up the letters</p>				
COM-SP-13	<p>Unsay tingog sa motorsiklo? <i>(What is the sound of a motorcycle?)</i></p> <p>13. Makes random non-speech sounds (e.g. wooh, wooh, etc.)</p>				
COM-RL-14	<p>14. The teacher reads the word and let the child answer the following questions: Unsa man ang unang tingog sa mga pulong nga <u>a</u>ko, <u>a</u>mo, <u>a</u>to? Unsa man ang tungatungang tingog sa mga pulong <u>pa</u>n, <u>ga</u>s, <u>ba</u>g? Unsa man ang katapusang tingog sa mga pulong <u>Ana</u>, <u>Aga</u>, <u>Eva</u>? <i>(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.)</i></p> <p>14. Discriminates initial, medial and final sounds.</p>				

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ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIONS/S
COM-EL-15	Usba ang akong isulti, "Akong Maestra, Akong Bayani." <i>(Indicator: Repeats the words/phrases)</i> 15. Imitates words/phrases and/or local TV/radio commercial				
COM-RL-16	<i>Note: Let the child read the words.</i> Basaha ang mga pulong: Ako, Siya, Imo, Ato <i>(Read the following words: is, are, has, for, give and his.)</i> 16. Recognizes pre-primer and primer sight words				
COM-EL-17	Isulti/kantaha ang nursery rhyme nga imong nahibaloan/nakat-onan. <i>(Recite/sing any nursery rhyme that you know.)</i> 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				
COM-EL-25	Gikapoy na ka? gigutom? giuhaw? Ganahan ka moadto sa kasilyas? Unsa man ang imong gustong buhaton? <i>(Do you feel tired? hungry? thirsty? need to go to the toilet? What do you want to do?)</i> 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	

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Activity 1 Title: LET'S TALK					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIONS/S
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	INTERVENTIO N/S
	Time Started:				
COG NU-26	<p><i>Note: Teacher gets 3 objects from the treasure box and place them on the table.</i></p> <p>Gikan sa imong wala unsang butanga ang naa sa tunga? katapusan? sinugdanan? <i>(From your left, which object is in the middle? last? first?)</i></p> <p>26. Recognizes position of objects- first/middle/last</p>				
COG-SA- 27	<p><i>Note: Teacher gets cut-out pictures from the box and lay them down on the table.</i></p> <p>Naa koy mga hulagway sa mga lain-laing butang. Pundoka sila sigon sa porma.(Triangle, rectangle, square ug circle) <i>(Here are cut-out pictures of different objects. Group them according to shapes. (triangle, rectangle, square, and circle)</i></p> <p>27. Sorts objects based on shapes</p>				
COG-SA-28	<p>Bahiga/Ipahimutang/I-arrange ang mga hulagway gikan sa kinagamyang hangtod sa kinadak-an. <i>(Arrange the cut-out pictures of objects from smallest to biggest.)</i></p> <p>28. Arranges objects according to size from smallest to biggest</p>				
COG-SA-29	<p>Naa koy usa ka hulagway. Pagkuha og laing hulagway nga naa sa lamesa nga pareha og gidak-on sa akong gigunitan. <i>(I have here a picture, get another picture on the table that is of the same size with the one I am holding)</i></p> <p>29. Matches objects according to size</p>				
COG-SA-30	<p>Pundoka/tipuna ang mga hulagway nga pula. Pundoka/tipuna ang mga gagmay nga hulagway. <i>(Put together cut-out pictures that are red. Put together cut-out pictures that are small.)</i></p>				

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Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIO N/S
	30. Sorts objects based on 2 attributes (e.g. color & size)				
COG-SA-31	Pagkuha og tulo ka mga porma nga pareha og kolor. <i>(Get three shapes with the same color.)</i> 31. Matches 2 – 3 colors				
COG-RD-32	Hinganli ang mga letra sa alpabeto. <i>(Name the letters of the alphabet.)</i> 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> Naa koy gagmay ug dagkong letra. Ipares sila. <i>(I have here 6 big letters of the alphabet. Get the small letters on the table and match them with the big letters.)</i> 33. Matches big with small letters				
COG-NU-34	Pag-ihap gikan sa usa hangtod sa bayente/kawhaan. <i>(Count from one to twenty.)</i> 34. Rote counts 1 to 20				
COG-NU-35	Pagkuha og tulo ka <u>number</u> cards gikan sa treasure box ug hinganli ang mga numero. <i>(Get three number cards from the treasure box one at a time and tell me what number it is.)</i> 35. Identifies numbers from 1 to 20				
COG-NU-36	<i>Note: Place the number cards on the table. (2,5,7)</i> Pagkuha og popsicle sticks gikan sa treasure box. Ipakita ang gidaghanon sa mga popsicle sticks nga motakdo sa numero nga naa sa number card. <i>(Get the popsicle sticks from the treasure box.</i> <i>Show the number of popsicle sticks that matches the number on the card.)</i> 36. Associates numbers 1 to 10 with objects				
COG-NU-37	Gamita ang mga popsicle sticks, ug tubaga kini. <i>(Using popsicle sticks, add the following:)</i> 1) $8 + 2 = \underline{\quad}$ 2) $5 + 5 = \underline{\quad}$ 3) $1 + 9 = \underline{\quad}$ 37. Adds objects to get a sum of 10				
COG-NU-38	Gamita ang mga popsicle sticks, ug tubaga kini. <i>(Using popsicle sticks, subtract the following:)</i> 1) $11 - 1 = \underline{\quad}$ 2) $12 - 2 = \underline{\quad}$ 3) $13 - 3 = \underline{\quad}$ 38. Subtracts objects to get a difference of 10.				

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ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIO N/S
COG-NU-39	<p><i>Note: Follow the same instruction for the P10, P5, and P1 coins.</i></p> <p>Pagkuha og bayente pisos gikan sa plastik. <i>(Get a 20-peso bill from the treasure box.)</i></p> <p>39. Identifies Philippine Peso Bills and Coins</p>				
COG-RE-40	<p>Unsa man ang nawala nga mga numero? <i>(What is/are the missing number/s?)</i></p> <p>A. 1, 2, ____, 4, 5, ____ B. 2, 4, 6, __, 10, 12... C. 3, 6, ____, ... D. 5, ____, 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>Tan-awa ang orasan. Unsang orasa? <i>(Look at the clock I am holding. Tell me what time it is.)</i></p> <p>41. Identifies time by the hour</p>				
COG-RE-42	<p>Tan-awa ang mga hulagway. Han-aya kini gikan sa sinugdanan hangtod sa katapusan. <i>(Identify the events in the pictures. Which do you think comes first? last? Arrange the pictures.)</i></p> <p>42. Sequences picture story of 4 to 6 events</p>				
COG-RE-43	<p>Tan-awa pag-usab ang mga hulagway. Asa ani ang mahitabo sa buntag? sa hapon? sa gabii? <i>(Look at the pictures again. Tell me which event happened in the morning? afternoon? night?)</i></p> <p>43. Identifies time concept of the day (morning, afternoon, night)</p>				
COG-RE-44	<p>Bahiga/han-aya ang puzzle aron makompleto ang hulagway. <i>(Arrange the puzzle to complete the picture.)</i></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>Tudlo-a ang ulo, li-og, abaga, mga kamot, mga tudlo/kuyamoy sa kamot, mga paa, mga tuhod ug mga tudlo/kuyamoy sa tiil. <i>(Point the head, neck, shoulder, hands, fingers, legs, knees and toes.)</i></p> <p>45. Identifies body parts</p>				
COG-CL-46	<p>Unsa nga bahin sa lawas ang gamiton sa pagtan-aw? Sa pagpaminaw? sa pagtilaw? sa paghikap? sa pagsimhot? <i>(Which part of the body is for seeing? hearing? tasting? feeling? smelling?)</i></p> <p>46. Identifies five senses</p>				

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Activity 2 Title: TREASURE BOX					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIO N/S
COG-RE-47	Tan-awa ang duha ka hulagway. Unsa ang ilang kalainan? <i>(Look at these two pictures. What are the differences between these pictures?)</i> 47. Identifies what is different in the picture				
COG-RE-48	Unsa ang kulang sa hulagway? <i>(What is missing in the picture?)</i> 48. Identifies what is missing in the picture				
COG-RT-49	Kinsa ang mga membro/sakop sa inyong pamilya? <i>(Who are the members of your family?)</i> 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> Pagkuha ug duha ka libro gikan sa kahon. Asa imong ganahan? <i>(Get 2 books from the treasure box.)</i> 50. Exhibits interest in books				
Time Ended:					

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
V-1	1. Does the learner hold the materials too close to his/her eyes?			
V-7	2. Does the learner use his/her fingers to maintain place of words/letters/lines while reading?			
V-20	3. Does the learner rub eyes in an effort to see better?			
V-24	4. Does the learner blink continuously?			
V-41	5. Does the learner squint, cover or close his/her eyes while performing a given task?			
Cg-3	6. Does the learner have difficulty associate numbers with symbols?			
Cg-5	7. Does the learner have difficulty remembering things heard?			
Cg-13	8. Does the learner have difficulty giving appropriate response to questions?			
Cg-17	9. Does the learner have difficulty following a series of directions?			
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?			

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ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
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	INTERVENTIO N/S
	Time Started:				
DLS-GH-51	Pakit-a ko kon unsaon nimo pagkaligo. <i>(Suppose you are taking a bath. Show me how you do it.)</i> 51. Takes a bath				
DLS-GH-52	Pakit-a ko kon unsaon nimo pag toothbrush. <i>(Show me how you brush your teeth.)</i> 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> Isul-ob ang imong polo/blouse. <i>(Show me how you put on your clothes.)</i> 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> Ibutones ang imong polo/ blouse. Unya, tangtanga ang mga butones sa imong polo/ blouse. <i>(Show me how to button your polo shirt/blouse. Then show me how you unbutton your shirt/blouse.)</i> 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> Isira ug abliha ang zipper sa karsones/sayal o shorts. <i>(Show me how to zip and unzip your pants/skirts/shorts.)</i> 55. Zips and unzips pants				
DLS-DR-56	Huboa/hukasa ang polo shirt/blouse. <i>(Show me how you take off your clothes.)</i> 56. Takes off clothes				
DLS-DR-57	Isul-ob ang sapatos. <i>(Show me how you put on your shoes.)</i> 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> Ihigot ang liston sa sapatos. Unya hubara/tangtanga ang liston sa sapatos.				

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Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIO N/S
	(Show me how you tie your shoe lace. Then untie your shoe lace.) 58. Ties and Unties shoe lace				
DLS-GH-59	<i>Note: Teacher will let the child demonstrate.</i> Sudlaya ang imong buhok. (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> Pakit-a ko kon unsaon nimo pagsikma/ pagpahid ang imong ilong gamit ang "tissue paper" o panyo. (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> Panghunaw, unya panarapo sa imong kamot. (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> Ipahimutang sa lamesa ang mga gamit sa pagkaon. (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. 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> Kamao ka ba nga moandam og pagkaon? Unsang pagkaona ang imong nasulayan pag-andam? Giunsa man nimo kini pag-andam? (Show me how to prepare a sandwich.) 63. Prepares a 2-3 step meal				
DLS-FE-64	<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> Ablihi ug isira ang botelya sa tubig. (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				

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Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIO N/S
DLS-FE-65	<p><i>Note: The assessor will provide the table napkin/sandwich wrapper to the learner.</i> Pusta kining pan/sopas. Ug karon, kuha sa putos ang pan/sopas. <i>(Wrap your sandwich.</i> <i>Now, you're ready to eat your sandwich. Unwrap it.)</i></p> <p>65. Wraps /Unwraps</p>				
DLS-FE-66	<p><i>Note: The assessor will verify this with the parent through observation</i> Hudton ba nimo ang pagkaon sa imong plato? <i>(Do you consume the food on plate?)</i></p> <p>66. Consumes food on one's plate</p>				
DLS-FE-67	<p><i>Note: Validate through interview with the parent.</i> Makahimo ka ba sa pagkuha og pagkaon nga ikaw ra? Unsaon man? <i>(Can you serve yourself from a serving plate? Show me how.)</i></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> Pakit-a ko kon unsaon nimo paggamit ang kutsara/tinidor ug plato. <i>(Do you know how to use your eating utensils properly? Show me how.)</i></p> <p>68. Uses eating utensils properly</p>				
DLS-FE-69	<p>Pakit-a ko kon unsaon nimo pag-inom gamit ang baso. <i>(Show me how you drink from a cup/glass/bottle.)</i></p> <p>69. Drinks from a cup/glass/ bottle</p>				
DLS-FE-70	<p><i>Note: Validate through interview with the parents.</i> Manghipos ka ba sa imong kinan-an? Pakit-a ko kon giunsa nimo. <i>(Do you clear your own place after eating at the table? Show me how.)</i></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> Mananghid ka ba sa imong maestro/maestra kon gusto ka nga mogamit sa kasilyas? <i>(Do you tell your teacher if you need to go to the toilet/CR?)</i></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>				

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Activity 3 Title: MY DAILY ROUTINE					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIO N/S
	Buboan ba nimo ang enedoro pagkahuman og gamit? <i>(Do you flush the toilet after using it?)</i> 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> Human ka mogamit sa kasilyas, manghunaw ka ba? <i>(After using the toilet, do you wash your hands?)</i> 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 • flammable • road under construction • falling debris Nakahibalo ka ba niining mosunod nga mga simbolo? Unsa ang buot ipasabot sa matag simbolo? Asa man kini nimo makit-an? Unsa may imong buhaton kon makakita ka niining maong mga simbolo? <i>(Are you familiar with these symbols? What does this symbol mean? When you see this, what should you do?)</i> 74. Identifies danger signs and symbol				
DLS-HS-75	Aniay hulagway sa mga buak nga baso, habog nga lugar, kalsada o mga hait ug talinis nga butang. Unsay imong buhaton kon makakita ka niini? Ngano man? <i>(Here are pictures of broken glasses, high places, streets or sharp and pointed objects. What will you do if you see these? Why?)</i> 75. Keeps out of danger, broken glass/high places, streets or sharp and pointed objects				
Time Ended					

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
M-35	1. Does the learner have difficulty in dressing?			
M-36	2. Does the learner have difficulty going to the toilet independently?			

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ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
M-37	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	INTERVENTION/S
	Time Started:				
SEB-SS-76	Makigdula ka ba sa imong mga amiga/o? Unsa ang inyong mga dula? <i>(Do you play with your friends? What games do you play?)</i>				
	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	Kanus-a ka kasagaran makigdula sa imong mga amiga/o? Ngano man? <i>(When is the best time to play with friends? Why?)</i>				
	78. Participates in the conversation				
SEB-SS-79	<i>Note: Interview the teacher adviser.</i> Kun mapildi/mudaug ka, unsa imong bation? Ngano man? <i>(What do you do if you lose/win? Why?)</i>				
	79. Shows sportsmanship				
SEB-SS-80	Asa aning mga hulagway ang nagpakita kun ikaw nakadaug? o napildi? <i>(I have here pictures of different faces. Which of these shows the feeling when you win? lose?)</i>				
	80. Expresses appropriate emotions				
SEB-SS-81	<i>Note: Let the learner name at least three friends.</i> Pila kabuok ang imong mga amiga/o? Hinganli sila <i>(How many friends do you have? Name them.)</i>				
	81. Makes friends easily				
SEB-SS-82	Unsa man ang gibuhay sa imong maestra/o dinhi sa eskwelahan? Ipakita nako. <i>(What activities does your mother/father do at home? Show me how.)</i>				
	82. Imitates adult activities				
SEB-ES-83	Naa ka bay kaugalingong mga butang? Hinganli kini. <i>(Do you have personal belongings? Name some of them.)</i>				
	83. Identifies personal belongings.				
SEB-ES-84	<i>Note: Free hand drawing.</i> Pila mo kabuok sa inyong pamilya? Idrawing/ idibuho ang mga membro sa imong pamilya. Lingini kun asa ka dapita. (Items number 9 and 10)				

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Activity 4 Title: WHETHER WEATHER					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	(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> Unsaon nimu pagpangayo ug katahuran sa imong maestra sa A. buntag? B. hapon? Kun ikaw nakadawat ug regalo, unsay imong isulti? <i>(How do you greet your teacher in the:</i> <i>a) morning?</i> <i>b) afternoon?</i> <i>When you receive a gift, what will you say?)</i> 89. Uses courteous expressions appropriately				
SEB-SS 90	Unsay imong isulti kung nakadam-ag ka sa imong classmate nga wala nimu tuyua? <i>(If you accidentally bump somebody, what will you say?)</i> 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	Unsay imong buhaton kon lisod ang imong assignment? <i>(If you have a difficult homework, what will you do?)</i> 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>				

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Activity 4 Title: WHETHER WEATHER					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	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> 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	<p><i>Note: The teacher should act as one of the characters in the role playing.</i></p> <p>Naa koy upat ka mga hulagway. Pagpili og usa nga atong idrama/ role play. <i>(I have four pictures here. Pick one and let's act it out.</i> a. At Home – mother cooking b. School – teacher writing on the board c. Playground - boy dribbling a ball d. Market - mother buying vegetables)</p> <p>A. sa balay- si mama nagluto. <i>(Teacher:Dong/ Day, tabangi ko ug luto, ikaw hugas sa mga utanon unsaun nimu pagbuhat)</i></p> <p>B. eskwelahan- ang maestro nagsulat sa board. <i>(Teacher: ikaw ang maestra ug nagsulat ka sa board, buhata kon unsaun nimu pagsulat sa board).</i></p> <p>C.dulaanan- ang batang laki nagdribol sa bola. <i>(Teacher: Kitang duha ang nagdula, ipakita nato unsaon pagdribol sa bola.)</i></p> <p>D.Tyangge/merkado- si mama nagpalit ug mga utanon. <i>(Teacher: ikaw ang akong anak, kuyog tang nangumpra sa tyangge,namalit ta ug utanon, unsaun nimu pag aksyon?)</i></p>	0			
SEB-ES-100	<p><i>Note: Validate with the teacher.</i></p> <p>Kung naa kay classmate nga walay balon, unsay imong buhaton? <i>(If one of your classmates has no "baon", what should you do?)</i></p> <p>100. Displays sensitivity to the feelings of</p>				

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Activity 4 Title: **WHETHER WEATHER**

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	others				
	Time Ended:				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
B-2	1. Does the learner have difficulty concentrating on given tasks?			
B-4	2. Does the learner have difficulty staying on his/her seat during the activity?			
B-16	3. Does the learner have short attention span?			
B-15	4. Is the learner easily distracted with materials for the activity?			
B-22	5. Does the learner easily get frustrated when s/he has difficulty performing tasks?			
B-27	6. Does the learner have difficulty identifying things used for personal hygiene?			
B-28	7. Does the learner have difficulty giving appropriate response to questions about his/her feelings in given situations?			
B-29	8. Does the learner have difficulty displaying interest in activities related with people, friends and play?			
B-30	9. Does the learner have difficulty articulating in expressing his/her thoughts?			
B-32	10. Does the learner have difficulty giving appropriate response to questions about his/her feelings in given situations?			
B-33	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	Pil-a og kausa ang bondpaper. (I have here a whole sheet of bond paper. Fold it once in any direction.) 101. Folds paper into a shape				
MSF-102	Gisi-a ang papel subay sa pinil-an niini. (Then, tear the paper following the fold you made.) 102. Tears papers in simple shapes				
MSF-103	Naa koy hulagway sa bola ug baso. Subaya ang mga putol-putol nga linya (para sa aytam 103-104) (Here are pictures of a ball and a glass.) Trace the broken, straight, and curve lines. (For item 17-18)				

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Activity 5A Title: WORK OF HANDS

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	103. Traces broken-straight and curved lines				
MSF-104	104. Traces continuous- straight and curved lines				
MSF-105	Kolori ang mga hulagway nga naa sa bond paper. <i>(Color them.)</i> 105. Colors objects				
MSF-106	Guntinga ang hulagway subay sa linya. (aytem 106-108) <i>(Cut the lines of the glass you traced and colored. (Items 20-22)</i>				
MSF-107	106. Cuts paper in straight direction				
MSF-108	107. Cuts paper in curved direction				
MSF-109	108. Cuts pictures within a given line Pagdibuho/Pagdrowing og balay gamit ang nagkalainlaing porma. <i>(Draw a house using different shapes.)</i> 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	Kopyaha ning mga letra (B,G, ug R) sa imong papel. <i>(Copy these letters (B, G and R) on your paper.)</i> 111. Copies letters				
Time Ended:					

ITEM CODE	OBSERVATION CHECK LIST	YES	NO	Remarks
M-8	1. Does the learner display poor eye-hand coordination?			
M-11	2. Does the learner have difficulty coloring within the lines?			
M-12	3. Does the learner drool excessively?/ Does saliva come out of the learner's mouth?			
M-23	4. Does the learner have difficulty in tracing activities?			
M- 26	5. Does the learner have difficulty in holding the scissors?			

Activity 5B Title: LET'S GET PHYSICAL!

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIO N/S
Time Started:					

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Activity 5B Title: LET'S GET PHYSICAL!					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIO N/S
MSG-112	Tarong og tindog sulod sa lima ka segundo. <i>(Stand properly for 5 seconds.)</i> 112. Stands with normal stance				
MSG-113	Tindog gamit ang usa nimo ka tiil nga walay gigunitan samtang nagpiyong sulod sa napulo ka segundo. <i>(Stand on one foot without support with your eyes closed for 10 seconds.)</i> 113. Stands on one foot without support for 10 seconds with eyes closed				
MSG-114	Tindog gamit ang usa ka tiil, unya kinto. <i>(Stand on one foot, then tip toe.)</i> 114. Stands on one foot and on tiptoe				
MSG-115	Martsa sa imong gitindugan sulod sa lima ka segundo. <i>(Now, march in place for five seconds.)</i> 115. Marches in place				
MSG-116	<i>Note: Bring the learner to the area where the straight line marking is.</i> Lakaw sa unahan subay sa linya. <i>(Walk forward on the straight line.)</i> 116. Walks in a straight line with correct stepping pattern,				
MSG-117	Atras unya, lakang og katulo paingon sa wal <i>(Now, step backward. Then take three steps sideward (R/L).</i> 117. Walks sideward and backwards with correct stepping pattern				
MSG-118	Lukso og katulo sa imong lugar. <i>(Hop in place three times.)</i> 118. Hops in place				
MSG-119	<i>Note: Teacher points where to start.</i> Takingking og katulo subay sa linya. <i>(Skip three times following the line)</i> 119. Skips within a given path				
MSG-120	"Gallop"/Pag-iniktin og kalima patakilid paingon sa tuo. <i>(Gallop five steps sideward (R/L)</i> 120. Gallops sideward				
MSG-121	Ipakita kanako ang imong kinatas-ang lukso. Ang imong kinalayuang lukso. <i>(Show me your highest jump. How about your longest jump?)</i> 121. Jumps for distance and for a height				

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Activity 5B Title: LET'S GET PHYSICAL!

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIO N/S
MSG-122	<p><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></p> <p>Dalagan/Dagan nga paliku-liko agi sa tulo ka bangko, kuhaa ang bola ug balik sa mao gihapong paagi. Pag-amping. <i>(Run passing the three chairs in zigzag manner, get the ball and run back in the same way. Be careful.)</i></p> <p>122. Runs at a given distance and picks up a ball in an obstacle course.</p>				
MSG-123	<p><i>Note: Stand at least 3 meters away from the learner.</i></p> <p>Salo-a/Saw-a ang bola ug iitsa balik kanako <i>(Catch the ball and throw it back to me.)</i></p> <p>123. Throws and catches a ball</p>				
MSG-124	<p>Patiri ang bola paingon sa unahan. Karon patiri ang bola patakilid paingon sa too o sa wala. <i>(Kick the ball forward. This time, kick the ball sideward (R/L).)</i></p> <p>124. Kicks forward and sideward</p>				
MSG-125	<p><i>Note: Bring the learner to the stairs.</i></p> <p>Saka sa hagdan nga ang usa ka kamot naggunit sa pasamano/gunitanan. Dayon kanaog. Karon saka sa hagdan ug kanaog nga dili ka mogunit sa pasamano/gunitanan. <i>(Go upstairs with one hand holding the rail, then go down. This time, go up and down the stairs without holding the rail.)</i></p> <p>125. Climbs upstairs and goes downstairs with one hand holding the rail and without holding the rail.</p>				
Time Used: _____					

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
M-35	1. Does the learner have difficulty in balancing?			
M-36	2. Does the learner have difficulty following instructions in performing motor activities?			
M-37	3. Does the learner have difficulty in balancing?			

Name of Assessor: _____

Date of Assessment: _____