



Republic of the Philippines
Department of Education
Undersecretary for Curriculum and Instruction

MEMORANDUM
DM-OUCI-2021-084

TO : MINISTER OF BASIC, HIGHER AND TECHNICAL
EDUCATION, BARMM
REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS

FROM : DIOSDADO M. SAN ANTONIO
Undersecretary for Curriculum and Instruction

SUBJECT : SURVEY ON THE ADMINISTRATION AND UTILIZATION OF THE
MULTI-FACTORED ASSESSMENT TOOL (MFAT)

DATE : March 19, 2021

The Department of Education through the Bureau of Learning Delivery – Student Inclusion Division (BLD-SID) will conduct an online survey on the administration and utilization of the Multi-Factored Assessment Tool (MFAT) between March 22- April 16, 2021.

This survey activity aims to gather feedback or comments and recommendations on the administration and utilization of the Multi-Factored Assessment Tool (MFAT) as stipulated in D.O. No. 29, s. 2018. The results will be utilized in improving the MFAT and in providing appropriate interventions for further program planning for learners with disabilities.

The respondents of this survey activity will be the nationally trained Grade I Teachers, School Heads, and Division Supervisors. The survey questionnaire can be accessed through the Google Form (<http://bit.do/mfat-survey-form>) or the MS excel file will be sent to the email address of your respective region.

The following parts of the MFAT survey questionnaire shall be accomplished accurately and submit these on or before April 17, 2021:

Enclosure 1: Part I Google Form/MS excel file.

Enclosure 2: Part II MFAT MS excel file.

Enclosure 3: List of Respondents for the Survey of the MFAT administration.

For more details and/or clarifications, you may contact us at the following email address: bld.sid@deped.gov.ph or mitzigrace.gavilanes@deped.gov.ph.

Immediate dissemination of this Memorandum is desired.

Enclosure 1: Part I-Google form/MS Excel file

Teacher's Name:	Designation:	School:
Name of School Head:		
Division:	Region:	Date Accomplished:

PART I. Please respond to each of the statement or question as honestly as you can.

1. What are the benefits of using MFAT?

2. Is MFAT easily administered?

_____ Yes
_____ No
Why? _____

3. Are the number of competencies per domain enough to identify learner's needs?

_____ Yes
_____ No
Why? _____

4. Does the tool help identify the strength/s of the learner?

_____ Yes
_____ No
Why? _____

5. Does the tool help in identifying the difficulty/ies of the learners?

_____ Yes
_____ No
Why? _____

6. What were the challenges and difficulties that you've experienced in the administration of MFAT? Why?

a. Before _____

b. During _____

c. After _____

7. Are the results of MFAT used in planning, decision making, and monitoring of learners' progress towards appropriate intervention?

_____ Yes

_____ No

Why? _____

8. What part and specific item of the MFAT did you contextualize? *(Please upload the contextualized MFAT on the Google form).*

Enclosure 2: Part II- MFAT-MS Excel file

PART II. Read carefully and provide necessary information in the matrix below.

A. COMMUNICATION

ITEM CODE	DIALOGUE	Retain	Improve	Delete	Suggested Dialogue/s	ASSESSMENT ACTIVITY	Retain	Improve	Delete	Suggested Assessment Activity/ies	COMPETENCY	If the child did not respond to the activity, what intervention did you provide? (Ex. instructional materials, activity, accommodation, modification, and Allied Services)
COM-AU-1	Hello, good morning/good afternoon!					<i>The teacher drops a bunch of keys on the floor to produce sounds.</i>					1. Turns head to source when sound is heard	
COM-EL-2	What is your name?					<i>First, the teacher introduces her/himself.</i>					2. Tells one's name / identifies oneself	
COM-AU-3	Do you hear the tapping sound on the table?					<i>The teacher taps the table.</i>					3. Responds to questions or nods head appropriately when spoken to	
COM-AU-4	Repeat it.										4. Repeats table tapping patterns correctly	
COM-RL-5	Do the following: Stand; Turn around; Sit down.										5. Recognizes two-to-three-word instructions	

COM -RL-6	Do the following: Stand; Turn around; Sit down.					<i>Observed in item 5</i>					6. Responds to two-word combination	
COM -EL-7	Who are the members of your family? What are their names?										7. Calls family members by name	
COM -EL-8	Tell me about your family.										8. Tells stories to peers/class and teacher coherently	
COM -EL-9	Answer the following questions: a. What do you do before going to school? b. What are the things you see in school? c. Who are in school? d. What do you do in school?										9. Answers wh-questions	
COM -RL-10	What is this?					<i>The teacher gets three (3) objects from the box one at a time. (ball, pencil and book)</i>					10. Identifies familiar objects when presented	
COM -EL-11	Describe it. (ball, pencil and book)										11. Describes simple and familiar objects	
COM -RL-12	Pick up the letters.					Place the letters and number cards on the table. (a, b, w, r, s, t, 1, 2, 3, 4, 5)					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	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>The teacher reads the words and let the child answer the following questions:</i>					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	Read the following words: is, are, has, for, give and his.					<i>Let the child read the words.</i>					16. Recognizes pre-primer and primer sight words	
COM-EL-17	Recite/sing any nursery rhyme that you know.										17. Recites common nursery rhymes	
COM-SP-18						<i>To be observed during the conversation</i>					18. Prefers talking rather than using gestures and physical communication	

COM -EL- 19						<i>To be observed during the conversation</i>					19. Answers in complete sentence when asked	
COM -EL- 20						<i>To be observed during the conversation</i>					20. Expresses thoughts or ideas correctly	
COM -SP- 21						<i>To be observed during the conversation</i>					21. Speaks in an articulated manner in (e.g. without stuttering)	
COM -VO- 22						<i>To be observed during the conversation</i>					22. Controls volume of voice when in conversation	
COM -VO- 23						<i>To be observed during the conversation</i>					23. Speaks with voice quality when in conversation (e.g. pitch)	
COM -VO- 24						<i>To be observed during the conversation</i>					24. Speaks with uninterrupted flow of sounds, words, syllables, and phrases	
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)	

B. COGNITIVE

ITEM CODE	DIALOGUE	Retain	Improve	Delete	Suggested Dialogue/s	ASSESSMENT ACTIVITY	Retain	Improve	Delete	Suggested Assessment Activity/ies	COMPETENCY	If the child did not respond to the activity, what intervention did you provide? (Ex. instructional materials, activity, accommodation, modification, and Allied Services)
COG-NU-26	From your left, which object is in the middle? last? first?					Teacher gets 3 objects from the treasure box and places them on the table.					26. Recognizes position of objects- first/middle/last	
COG-SA-27	Here are cut-out pictures of different objects. Group them according to shapes. (triangle, rectangle, square, and circle)					Teacher gets cut-out pictures from the box and lays them down on the table.					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										29. Matches objects according to size	

	holding.											
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	
COG-SA-33	I have here 6 big letters of the alphabet. Get the small letters on the table and match them with the big letters.					Teacher places letters M, R, S, T, A, and P on the table and prepares the matching small letters with two distractor 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	Get the popsicle sticks from the treasure box. Show the number of popsicle sticks that matches the					Place the number cards on the table. (2,5,7)					36. Associates numbers 1 to 10 with objects	

	number on the card.											
COG-NU-37	Using popsicle sticks, add the following: 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	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	Get a 20-peso bill from the treasure box.					Follow the same instruction for the P10, P5, and P1 coins.					39. Identifies Philippine Peso Bills and Coins	
COG-RE-40	What is/are the missing number/s? (1, 2, <u> </u> , 4, 5, <u> </u> , 2, 4, 6, <u> </u> , 10, 12... 3, 6, <u> </u> , ... 5, <u> </u> , 15...)										40. Follows number patterns	
COG-NU-41	Look at the clock I am holding. Tell me what time it is.					Teacher sets the time at 3:00, 7:00, and 9:00.					41. Identifies time by the hour	
COG-RE-42	Identify the events in the pictures. Which do you think comes first?										42. Sequences picture story of 4 to 6 events	

	last? Arrange the pictures.											
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	Point the head, neck, shoulder, hands, fingers, legs, knees and toes.					In case the learner was not able to do the puzzle, the teacher shows the guide picture.					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.	

COG- RD-50	Get 2 books from the treasure box.					Observe the reaction of the learner and ask the learner which of the two books he likes most?					50. Exhibits interest in books	
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C. DAILY LIVING SKILLS

ITEM CODE	DIALOGUE	Retain	Improve	Delete	Suggested Dialogue/s	ASSESSMENT ACTIVITY	Retain	Improve	Delete	Suggested Assessment Activity/ies	COMPETENCY	If the child did not respond to the activity, what intervention did you provide? (Ex. instructional materials, activity, accommodation, modification, and Allied Services)
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	Show me how you put on your clothes.					Teacher gives a polo shirt/blouse and shorts/skirt/pants and ask the learner to stand and wear it.					53. Puts on clothes.	
DLS-DR-	Show me how to button your polo					(If the learner does not button the					54. Buttons and unbuttons clothes	

54	shirt/blouse. Then show me how you unbutton your shirt/blouse.					clothes, the teacher may instruct the learner to do the instruction below.)						
DLS-DR-55	Show me how to zip and unzip your pants/skirts/shorts .					Let the learner stand and demonstrate how to zip and unzip pants/skirts/shorts.					55. Zips and unzips pants	
DLS-DR-56	Show me how you take off your clothes.										56. Takes off clothes	
DLS-DR-57	Show me how you put on your shoes.										57. Puts on shoes	
DLS-DR-58	Show me how you tie your shoe lace. Then untie your shoe lace.					If the learner is already wearing shoes with lace, ask the child to untie first, then tie.					58. Ties and Unties shoe lace	
DLS-GH-59	Show me how to comb or brush your hair.					Teacher will let the child demonstrate.					59. Combs or brushes hair	
DLS-GH-60	Show me how you wipe or blow your nose using the tissue paper or handkerchief.					Give the learner a handkerchief or a tissue paper.					60. Wipes / blows nose properly	
DLS-GH-61	Wash your hands, then dry them.					Bring the child to the washroom. If there is none, provide a pail of					61. Washes and dries hands	

						<i>water, dipper, basin, soap, and towel.</i>						
DLS- FE-62	Show me how to set the table.					<i>Provide the learner with plate, spoon, fork, glass, and placemat.</i>					62. Sets the table	
DLS- FE-63	Show me how to prepare a sandwich.					<i>Provide the learner with bread, sandwich spread in a bottle, and spoon.</i> <i>If the child is not exposed to preparing a sandwich, he/she may be interviewed on other meals that he/she has prepared like cooking egg/camote, etc.</i>					63. Prepares a 2-3 step meal	
DLS- FE-64	Show me how to open bottles/ jars and other food containers, then close them.					<i>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>					64.Opens and closes bottles/jars/and food containers boxes/ food	
DLS- FE-65	Wrap your <u>sandwich</u>. Now, you're ready to eat your <u>sandwich</u>. Unwrap					<i>The assessor will provide the table napkin/sandwich wrapper to the learner.</i>					65.Wraps /Unwraps	

	it.											
DLS- FE-66	Do you consume the food on plate?					<i>The assessor will verify this with the parent through observation</i>					66.Consumes food on one's plate	
DLS- FE-67	Can you serve yourself from a serving plate? Show me how.					<i>Validate through interview with the parent.</i>					67. Serves self from serving plate	
DLS- FE-68	Do you know how to use your eating utensils properly? Show me how.					<i>The assessor will provide the eating utensils to be used. Let the learner pretend using eating utensils.</i>					68. Uses eating utensils properly	
DLS- FE-69	Show me how you drink from a cup/glass/bottle.										69. Drinks from a cup/glass/ bottle	
DLS- FE-70	Do you clear your own place after eating at the table? Show me how.					<i>Validate through interview with the parents.</i>					70. Clears own place (at table) after eating	
DLS- TL- 71	Do you tell your teacher if you need to go to the toilet/CR?					<i>Compare answer with Activity 1 item no. 25. This may be observed during the duration of the assessment.</i>					71. Expresses the need to go to the toilet	
DLS- TL- 72	Do you flush the toilet after using it?					<i>Validate through interview with the parents. This may be observed during the duration of the</i>					72. Flushes toilet after use	

						assessment.						
DLS- TL- 73	After using the toilet, do you wash your hands?					<i>Validate through interview with the parents. This may be observed during the duration of the assessment.</i>					73. Cleans self after toileting	
DLS- HS- 74	Are you familiar with these symbols? What does this symbol mean? When you see this, what should you do?					<i>Show 6 danger signs/symbols:</i> <i>slippery when wet</i> <i>high voltage</i> <i>poisonous/toxic</i> <i>flammable</i> <i>road under construction</i> <i>falling debris</i>					74. Identifies danger signs and symbols	
DLS- 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	

D. SOCIO-EMOTIONAL BEHAVIOR

ITEM CODE	DIALOGUE	Retain	Improve	Delete	Suggested Dialogue/s	ASSESSMENT ACTIVITY	Retain	Improve	Delete	Suggested Assessment Activity/ies	COMPETENCY	If the child did not respond to the activity, what intervention did you provide? (Ex. instructional materials, activity, accommodation, modification, and Allied Services)
SEB-SS-76	Do you play with your friends? What games do you play?										76. Plays with peers	
SEB-SS-77						<i>Interview the teacher adviser if the learner can follow rules during games.</i>					77. Follows rules and regulations.	
SEB-SS-78	When is the best time to play with friends? Why?										78. Participates in the conversation	
SEB-SS-79	What do you do if you lose/win? Why?					<i>Interview the teacher adviser.</i>					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	How many friends do you have? Name them.					Let the learner name at least three friends.						81. Makes friends easily	
SEB-SS-82	What activities does your mother/father do at home? Show me how.											82. Imitates adult activities	
SEB-ES-83	Do you have personal belongings? Name some of them.											83. Identifies personal belongings.	
SEB-ES-84	How many are you in the family? Draw the members of your family. Encircle where you are. (Items number 9 and 10)					Free hand drawing.						84. Identifies self as a member of a family/cultural group	
SEB-ES-85						The teacher observes the behavior of the learner while doing the activity number 9.						85. Shows initiative to work on tasks	
SEB-ES-86						The teacher gives constructive criticisms on the drawing. Refer to Item number 9.						86. Accepts criticisms positively	
SEB-ES-87						Based on the reaction of the learner on item number 11.						87. Shows self-control	

SEB-ES-88						<i>Prior knowledge of the teacher on the learner should be noted.</i>					88. Engages in communication with others	
SEB-SS-89	How do you greet your teacher in the: a) morning? b) afternoon? When you receive a gift, what will you say?					<i>The courteous expressions used by the learner.</i>					89. Uses courteous expressions appropriately	
SEB-SS 90	If you accidentally bump somebody, what will you say?										90. Apologizes when necessary.	
SEB-SS 91						<i>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	<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>If not observed during the assessment, validate from the teacher.</i>					94. Displays sense of humor	
SEB-SS 95						<i>Prior knowledge of the teacher on the learner should be noted.</i>					95. Leads a group activity	
SEB-SS 96						<i>Prior knowledge of the teacher on the learner should be noted.</i>					96. Asks permission to use things owned by others	
SEB-SS 97						<i>Prior knowledge of the teacher on the learner should be noted.</i>					97. Seeks older friends	
SEB-SS 98						<i>Prior knowledge of the teacher on the learner should be noted.</i>					98. Prefers working alone	
SEB-SS 99	I 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. Playgroun d - boy dribbling a ball d. Market - mother buying					<i>The teacher should act as one of the characters in the role playing.</i>					99. Participates in role play	

	vegetables											
SEB-ES-100	If one of your classmates has no “baon”, what should you do?					Validate with the teacher.					100. Displays sensitivity to the feelings of others	

E. MOTOR SKILLS

ITEM CODE	DIALOGUE	Retain	Improve	Delete	Suggested Dialogue/s	ASSESSMENT ACTIVITY	Retain	Improve	Delete	Suggested Assessment Activity/ies	COMPETENCY	If the child did not respond to the activity, what intervention did you provide? (Ex. instructional materials, activity, accommodation, modification, and Allied Services)
MSF-101	I have here a whole sheet of bond paper. Fold it once in any direction.										101. Folds paper into a shape	
MSF-102	Then, tear the paper following the fold you made.										102. Tears papers in simple shapes	
MSF-103	Here are pictures of a ball and a glass. Trace the broken, straight, and curve lines. (For item 17-										103. Traces broken-straight and curved lines	

	18)											
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						Observe whether the learner can hold a pencil/drawing tool using a tripod grip while 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	

ITEM CODE	DIALOGUE	Retain	Improve	Delete	Suggested Dialogue/s	ASSESSMENT ACTIVITY	Retain	Improve	Delete	Suggested Assessment Activity/ies	COMPETENCY	If the child did not respond to the activity, what intervention did you provide? (Ex. instructional materials, activity, accommodation, modification, and Allied Services)
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.					Bring the learner to the area where the straight line marking is.					116. Walks in a straight line with correct stepping pattern.	
MSG-117	Now, step backward. Then take three steps sideward (R/L).										117. Walks sideward and backwards with correct stepping pattern	

MSG-118	Hop in place three times.										118. Hops in place	
MSG-119	Skip three times following the line.					Teacher points where to start.					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	Run passing the three chairs in zigzag manner, get the ball and run back in the same way. Be careful.					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)					122. Runs at a given distance and picks up a ball in an obstacle course.	
MSG-123	Catch the ball and throw it back to me.					Stand at least 3 meters away from the learner.					123. Throws and catches a ball	
MSG-124	Kick the ball forward. This time, kick the ball sideward (R/L).										124. Kicks forward and sideward	

MSG-125	Go upstairs with one hand holding the rail, then go down. This time, go up and down the stairs without holding the rail.					<i>Bring the learner to the stairs.</i>					125. Climbs upstairs and goes downstairs with one hand holding the rail and without holding the rail.	
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Thank you for your honest response!

From: BLD-SID

Enclosure 3: List of Participants for the Conduct of MFAT Survey

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