



Republic of the Philippines
Department of Education
REGION I



REGIONAL MEMORANDUM

No. 1050, s. 2024

**SUBMISSION OF RESULTS ON THE MULTIFACTORED ASSESSMENT TOOL
(MFAT)**

To: Schools Division Superintendents

1. The Bureau of Learning Delivery (BLD) through the Student Inclusion Division (SID) is requesting the submission of results on the Multifactor Assessment Tool (MFAT) for SY 2024-2025.
2. Each Schools Division Office is advised to submit the consolidated results of developmentally advanced and developmentally delayed learners using the template provided and the Monitoring Evaluation for the Multifactor Assessment Tool which can be accessed through this link: <https://tinyurl.com/MFAT-Attachments>.
3. This Office requests the following files to be uploaded at clmd.region1@deped.gov.ph on or before December 15, 2024:
 - a. Signed copy of the consolidated MFAT results (Excel File),
 - b. Excel file of the consolidated MFAT results, and
 - c. Excel file of the Monitoring and Evaluation for the MFAT.
4. For inquiries or concerns, contact the BLD-SID through Ms. Mitzi Grace G. Gavilanes, Supervising Education Program Specialist, through email at bld.sid@deped.gov.ph.
5. For information and compliance.

TOLENTINO G. AQUINO
Director IV

Encl.: DM-CT-2024-460

Reference: None

To be included in the Perpetual Index
Under the following subject

MULTIFACTORED ASSESSMENT TOOL

CLMD/magd/RM_MultifactorAssessmentTool
December 5, 2024



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Republic of the Philippines
Department of Education
OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

MEMORANDUM
DM-CT-2024- 460

TO : REGIONAL DIRECTORS

FROM : *ALMA RUBY C. TORIO*
ALMA RUBY C. TORIO
Assistant Secretary
Officer-in-Charge
Office of the Undersecretary for Curriculum and Teaching

SUBJECT : SUBMISSION OF RESULTS ON THE MULTIFACTORED
ASSESSMENT TOOL (MFAT)

DATE : November 27, 2024

The Bureau of Learning Delivery (BLD) through the Student Inclusion Division (SID) is requesting the submission of results on the **Multifactor Assessment Tool (MFAT) for SY 2024 – 2025**.

These MFAT results aim to evaluate the administration and implementation of the MFAT as stipulated in **DepEd Order (DO) No. 29 s. 2018**. The consolidated regional reports will be the basis for identifying learners' strengths and weaknesses and assisting the teachers in the vital tasks of instructional planning, intervention, and referral for further assessment.

Each region is advised to submit the consolidated results of developmentally advanced and developmentally delayed learners using the template provided (see Attachment A) and the Monitoring Evaluation for the Multifactor Assessment Tool (see Attachment B), which can be accessed through this link: <https://tinyurl.com/MFAT-Attachments>.

This office requests the following files to be uploaded through this link <https://tinyurl.com/MFATConsolidatedResults> on or before December 20, 2024:

- Signed copy of the Consolidated MFAT Results (pdf file)
- Excel file of the Consolidated MFAT Results
- Excel file of the Monitoring and Evaluation for the Multifactor Assessment Tool



1/F Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City
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Republic of the Philippines

Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

For inquiries or concerns, please contact the BLD-SID through **Ms. Mitzi Grace G. Gavilanes**, Supervising Education Program Specialist, through email at bld.sid@deped.gov.ph, with a copy furnished at mitzigrace.gavilanes@deped.gov.ph.

Immediate dissemination and compliance with this Memorandum is requested.

Copy furnished:

ATTY. REVSEE A. ESCOBEDO
Undersecretary for Operations



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9. Identification tools and procedures are valid and reliable.				
10. Identification tools are administered by qualified personnel.				
C. Assessment of Learning				
11. Conducts assessment of Learners with Special Educational Needs (LSEs) based on their individual needs				
12. Ensures that Learners with Special Educational Needs (LSEs) receive sufficient support to meet their individual needs				
13. Grade I teachers have the necessary qualifications to administer the assessment tool.				
14. Sufficient number of teaching and non-teaching personnel is provided.				
D. Curriculum				
15. Provides opportunities for teachers to collaborate in aligning curriculum with prescribed standards and with appropriate progressions across levels				
16. Curriculum implementations is:				
16.1. academically rigorous				
16.2. thematic				
16.3. interdisciplinary				
16.4. responsive to learning				
16.5. preference				
16.6. research-oriented				
16.7. providing differentiated				
16.8. instruction				
17. Learners with Special Educational Needs (LSEs) classes utilize the following teaching strategies:				
17.1. Problem-based learning				
17.2. Inquiry-based learning				
17.3. Project-based learning				
17.4. Technology enhance learning				
18. Teaching-learning strategies are appropriate for the different needs, interests, readiness, and learning profile of the learners.				
19. The pedagogical approaches provide opportunities for the development of Learners with Special Educational Needs (LSEs)				
20. Learners were provided with quality enrichment activities and interventions				
21. Human and materials resources in the community are tapped to support the conduct of relevant programs, activities, and projects for Learners with Special Education Needs (LSEs)				
E. Instruction				

22. Conducts a continual review and analysis of assessment data to review and revise instructional decisions, pacing guides, sequences, and materials so that Learners with Special Educational Needs (LSEs) can access the curriculum				
23. Establishes an expectation that all learners take responsibility for their own learning by establishing and monitoring learning targets through learning facilitators (parents/guardians) at home				
24. Supports the development and implementation of flexible grouping, co-teaching, or building-specific models to ensure maximized learning outcomes				
F. Facilities				
25. Adequate facilities, including a room or space for conducting the assessment activity, are available.				
26. Necessary materials for each activity are complete, properly labeled, and organized				
27. Quality-assured MFAT forms are provided				
G. School Administrators				
28. Facilitate the process on provision of interventions based on the developmental advancement or delays				
29. Uses the assessment results to design appropriate programs and projects for the inclusion of learners with developmental advancements or delays in the general education classroom.				
30. Include in the SIP/AIP activities and programs to address the need of learners based on the MFAT results.				
31. Refers specific learners for further developmental assessment based on the result of MFAT and initial interventions.				
I. Other Comments/ Recommendations:				
32. _____				

MONITORING AND EVALUATION FOR THE MUTIFACTORED ASSESSMENT TOOL

Directions:

Using a scale of 1 to 4, with 4 being the highest and 1 being the lowest, rate the effectiveness and efficiency of each indicator for the Multifactor Assessment Tool by placing a check mark (✓) in the appropriate column.

- 4- Very effective and efficient
- 3- Moderately effective and efficient
- 2- Slightly effective and efficient
- 1- Not effective nor efficient at all

Indicators	4	3	2	1
A. Objectives				
1. The objectives of the Multifactor Assessment Tool are aligned with the country's national philosophy and educational goals.				
2. Objectives are relevant to the needs of the community				
3. Objectives are responsive to the needs of the:				
3.1.1.1.1. Developmental advanced learners				
3.1.1.1.2. developmental delay learners				
4. Objectives cover cognitive, affective, and psychomotor domains.				
B. Identification Procedures:				
5. MFAT can identify the:				
5.1.1.1.1. developmental advanced learners				
5.1.1.1.2. developmental delay learners				
6. Appropriate intervention is observed for the identified learners who may exhibit either developmental advancement or delay				
7. Appropriate assessment tool and procedure to identify:				
7.1.1.1.1. multiple qualities of developmentally advanced learners, in line with the principle of universal participation to minimize underrepresentation				
7.1.1.1.2. Multiple qualities of learners with developmental delays, also adhering to the principle of universal participation to minimize underrepresentation				
8. Identification tools and procedures are fair and inclusive.				

Attachment A

Region _____

CONSOLIDATED RESULTS ON MULTI-FACTORED ASSESSMENT TOOL

No.	Division	Developmentally Advance Learners			Developmentally Delayed Learners			Grand Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
	Total									

Prepared by: _____

(Regional SNED Supervisor)

Approved by: _____

Regional Director