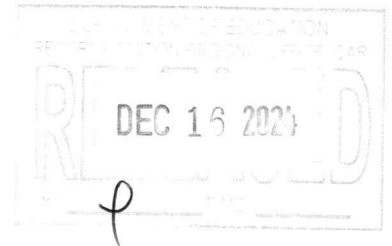




Republic of the Philippines  
**Department of Education**  
CORDILLERA ADMINISTRATIVE REGION



13 Dec 2024

**REGIONAL MEMORANDUM**

No: 905-2024

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

To: Assistant Regional Director  
Schools Division Superintendents  
All Divisions  
All Others Concerned

1. In adherence to **DM-CT-2024-460** titled **Submission of Results of the Multifactored Assessment Tool (MFAT)**, this Office requests the submission of a consolidated report on the administration and implementation of the MFAT.
2. Enclosed are **Attachments A and B** are the templates for the Consolidated Report on Multifactored and Monitoring and Evaluation for the Multifactored Assessment Tool
3. Each SDO SNED Focal person shall facilitate and consolidate the submitted report of schools.
4. The following report shall be submitted through email address: **car.clmd@deped.gov.ph** on or before **December 20, 2024**:
  - a. Signed copy of the consolidated MFAT Results (pdf file)
  - b. Excel file of the Consolidated MFAT Results
  - c. Excel file of the Monitoring and Evaluation for the Multifactored Assessment Tool
5. Should there be any queries and/or clarifications, kindly contact Jennifer P. Ande, Chief-CLMD, through email address at **car.clmd@deped.gov.ph**.
6. For strict compliance.

  
**ESTELA P. LEON-CARIÑO EdD, CESO III**  
Director IV/ Regional Director 

CLMD/JPA/dot - Child Find  
December 13, 2024



Address: DepEd-CAR Complex, Wangal, La Trinidad, Benguet, 2601  
Telephone No: (074) 422 - 1318  
Email Address: [car@deped.gov.ph](mailto:car@deped.gov.ph)

 DepEd Tayo Cordillera

 <https://depedcar.ph>



Certificate No. PHP QMS  
24 93 0192

**Attachment A to RM No. 905.2024**

**CONSOLIDATED RESULTS ON MULTIFACTORED ASSESSMENT TOOL**

No.	Division	Developmentally Advanced Learners			Developmentally Delayed Learners			Grand Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Abra									
2	Apayao									
3	Baguio City									
4	Benguet									
5	Ifugao									
6	Kalinga									
7	Mt. Province									
8	Tabuk City									
	<b>TOTAL</b>									

Prepared by:

\_\_\_\_\_  
SDO SNED Focal

Approved:

\_\_\_\_\_  
Schools Division Superintendent

**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
<b>A. Objectives</b>				
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>B. Identification Procedures:</b>				
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 <u>underrepresentation</u>				
7.1.1.1.2. Multiple qualities of learners with developmental delays, also adhering to the principle of universal participation to minimize <u>underrepresentation</u>				
8. Identification tools and procedures are fair and inclusive.				

9. Identification tools and procedures are valid and reliable.				
10. Identification tools are administered by qualified personnel.				
<b>C. Assessment of Learning</b>				
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.				
<b>D. Curriculum</b>				
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)				
<b>E. Instruction</b>				

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				
<b>F. Facilities</b>				
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				
<b>G. School Administrators</b>				
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.				
<b>I. Other Comments/ Recommendations:</b>				
32. _____				