



Republic of the Philippines
Department of Education
Region V- Bicol

SCHOOLS DIVISION OFFICE OF LIGAO CITY



Office of the Schools Division Superintendent

52626271

May 25, 2026

DIVISION MEMORANDUM

No. 0188 s. 2026

ADOPTION OF REGIONAL GUIDELINES ON OPTIMIZING MULTI-FACTORED ASSESSMENT TOOL (MFAT) PROCESS THROUGH EXCEL AUTOMATION

To: Asst. Schools Division Superintendent
CID and SGOD Chief Education Supervisors
Elementary & Secondary School Heads
All Others Concerned

1. Pursuant to Republic Act No. 11650, otherwise known as the Inclusive Education Act, DepEd Order No. 29, s. 2018, re: Policy on the Implementation of and Utilization of MFAT, DepEd Order No. 9, s. 2026 or the Guidelines on the Implementation of the Three-Term School Calendar in Basic Education, and Regional Memorandum No. 0691, s. 2026, titled Regional Guidelines on Optimizing Multi-Factored Assessment (MFAT) Processes through Excel Automation, this Office hereby directs all elementary schools to adopt, implement, and utilize the Excel-based Automated MFAT Version 6.
2. The adoption of the Automated MFAT aims to streamline assessment processes, reduce clerical and administrative workload, improve the accuracy, consistency, and reliability of assessment data, and strengthen evidence-based instructional and decision-making.
3. The policy shall apply to all personnel involved in the conduct and management of the MFAT, particularly Grade One (1) Teachers and other teachers administering the assessment, School Heads, PSDS, and EPS, especially the SNED Coordinator and personnel handling inclusive education programs.
4. The Automated MFAT shall be used solely as an operational enhancement tool for data encoding, consolidation, computation, analysis, and reporting. It shall neither modify nor replace the prescribed standards, assessment procedures, structure, and objectives of MFAT under existing DepEd policies.
5. It is reiterated that MFAT is a one-time assessment administered to grade one learners enrolled in regular schools who may exhibit developmental advancement or delays, or manifestations of learning disability, one month after the beginning of each school year. Consequently, the provision of appropriate intervention programs is necessary and strongly encouraged to address the identified needs of learners.
6. The School Heads shall ensure the following:
 - a. Proper orientation of teachers and concerned personnel on the use of the Automated MFAT;



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- b. Timely administration of and encoding of MFAT results (*July 13-17, 2026, per Annex B of DepEd Order No. 9, s. 2026*)
 - c. Accuracy, confidentiality, and integrity of learner data, and
 - d. Submission of the consolidated MFAT reports to the SDO within the prescribed timelines.
7. The Curriculum Implementation Division (CID), through the SNED Coordinator, shall provide technical assistance, monitoring, and guidance to schools and districts to ensure the proper implementation of this initiative.
8. Attached is the Regional Memorandum No. 00691, s. 2026, containing the following enclosures:
- a. User Guide for the Automated Excel-based MFAT, which shall serve as a reference in the implementation of the policy
 - b. Members of the Technical Working Group
9. For information dissemination, guidance, and compliance.


NYMPHA D. GUEMO
Schools Division Superintendent

References:

As stated.
To be indicated in the Perpetual Index
under the following subjects:

INCLUSIVE EDUCATION
ASSESSMENT
MFAT
SNED PROGRAM

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19 May 2026

REGIONAL MEMORANDUM
No. 00691 s. 2026

**REGIONAL GUIDELINES ON OPTIMIZING MULTI-FACTORED ASSESSMENT
(MFAT) PROCESSES THROUGH EXCEL AUTOMATION**

To : Assistant Regional Director
Schools Division Superintendents
CID Chief Education Supervisors
Division SNED Focal Persons
All Others Concerned

1. Pursuant to Republic Act No. 11650 or the Inclusive Education Act for Learners with Disabilities, and consistent with DepEd Order No. 29, s. 2018 and related issuances on the implementation of the Multi-Factored Assessment Tool (MFAT), the Department of Education (DepEd) Region V hereby adopts the Excel-based Automated Multi-Factored Assessment Tool (MFAT) as the standardized regional mechanism for the administration, consolidation, analysis, and reporting of MFAT results.
2. The adoption of the Automated MFAT is intended to streamline assessment processes, reduce clerical and administrative workload, improve the accuracy, consistency, and reliability of assessment data, and strengthen evidence-based instructional and supervisory decision-making.
3. This policy shall apply to all Schools Division Offices (SDOs) and public schools in DepEd Region V involved in the conduct and management of the MFAT, particularly Grade 1 teachers and other teachers administering the MFAT, School Heads, Public Schools District Supervisors (PSDS), and Education Program Supervisors (EPS), particularly SNED Coordinators.
4. The Automated MFAT shall be utilized solely as an operational enhancement tool for data encoding, consolidation, computation, analysis, and reporting. It shall not modify or replace the prescribed standards, structure, and objectives of MFAT under existing DepEd policies.
5. For purposes of this Memorandum, the following terms are defined:
 - a. MFAT – an activity-based assessment tool used to identify learners' strengths, needs, and possible special educational needs;



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- b. Automated MFAT – an Excel-based version of the MFAT embedded with automated formulas and reporting features;
- c. IEP – an Individualized Education Plan developed based on assessment results; and
- d. Technical Working Group (TWG) – a group tasked to maintain, validate, and enhance the Automated MFAT system.

6. All SDOs and schools shall:

- a. adopt and utilize the standardized Automated MFAT Version 6;
- b. conduct orientation and cascade training activities for concerned personnel;
- c. administer MFAT in accordance with prescribed schedules and protocols;
- d. ensure accurate encoding, validation, consolidation, and submission of assessment results; and
- e. utilize assessment outputs for instructional planning, learner intervention, and IEP development.

7. The implementation of the Automated MFAT shall include the adoption and utilization of the standardized Automated MFAT Version 6 by all SDO, the conduct of division and school-level orientations on the use of the automated tool, the administration of MFAT by teachers using the Excel-based system in accordance with prescribed assessment schedules, and the encoding, validation, consolidation, and submission of assessment results through the automated platform. Assessment outputs generated from the system shall likewise be utilized for instructional planning, learner interventions, and the development of Individualized Education Plans (IEPs).

9. The Regional Office, through the Curriculum and Learning Management Division (CLMD) shall provide policy direction, technical assistance, and oversight in the monitoring and evaluation of implementation. The SDO, through the Division SNED Focal Persons, shall facilitate cascaded trainings, consolidate division reports, and provide technical support to schools. School Heads shall ensure the proper administration of the MFAT, accuracy of encoded data, and timely submission of assessment results. Teachers shall be responsible for administering the MFAT, ensuring accurate data encoding, interpreting results, and implementing appropriate learner interventions. The TWG shall maintain, refine, and continuously update the Automated MFAT system as necessary to ensure its functionality and responsiveness to implementation needs.

10. Monitoring and evaluation shall be conducted through regular submission and validation of MFAT reports, feedback logs, surveys, and review meetings at the school, division, and regional levels, as well as through the preparation of consolidated M&E reports by the CLMD in coordination with the Quality Assurance Division (QAD).

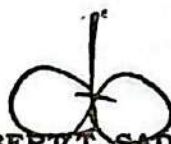
Bi-annual reviews of the TWG shall likewise be conducted to ensure system enhancement and sustainability. Performance shall be assessed using indicators such as implementation coverage, utilization rate, data accuracy, efficiency gains, and stakeholder satisfaction.

11. This Regional Memorandum shall take effect immediately upon issuance and shall be implemented starting School Year 2026-2027. Interim measures, including phased orientation and technical assistance, shall be undertaken to ensure smooth transition to the automated MFAT system.

12. Attached are the following enclosures:

Enclosure 1	User Guide for the Automated Excel-based MFAT, which shall serve as reference in the implementation of this policy.
Enclosure 2	Members of the Technical Working Group

13. Immediate and wide dissemination of this Memorandum is enjoined for the information and guidance of all concerned.


GILBERT T. SADSAD
Regional Director

References:

- DepEd Order No. 29, s. 2018 – Policy on the Implementation and Utilization of the MFAT
- DepEd Order No. 29, s. 2022 – Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF)
- DepEd Order No. 42, s. 2017 – Philippine Professional Standards for Teachers
- RM No. 00906, s. 2025 – Inclusive Education Advocacy Programs
- RM No. 1157, s. 2025 – RO-Led Orientation on Optimizing MFAT through Excel Automation

To be indicated in the Perpetual Index
under the following subjects: *Inclusive Education, MFAT Automation, Assessment*

MULTI-FACTOR ASSESSMENT TOOL (MFAT) EXCEL AUTOMATION USER GUIDE

The Multi-Factor Assessment Tool (MFAT) is a standardized instrument used by the Teacher-Assessor to systematically determine a learner's performance, strengths, and identified needs/gaps across developmental domains. The results of the assessment serve as the basis for appropriate interventions, accommodations, and the development of the learner's Individualized Education Plan (IEP) or other suitable learning programs.

The use of MFAT is institutionalized through DepEd Order No. 29, s. 2018, and further supported by Republic Act No. 11650 (Inclusive Education Act for Learners with Disabilities), which mandates the conduct of appropriate assessments to ensure inclusive and responsive education. In addition, DepEd Order No. 12, s. 2025 provides guidance on the scheduling and systematic implementation of assessment processes across schools.

Despite these established policies, the implementation of MFAT often involves multiple procedures, repetitive data encoding, and extensive documentation requirements. These challenges may result in assessment fatigue among Teacher-Assessors and may affect the efficiency, consistency, and quality of assessment outputs. When processes become overly procedural, there is a risk that the primary objective—accurate identification of learner needs and appropriate support interventions—may not be fully achieved.

In response to these challenges, this initiative focuses on optimizing MFAT processes through Excel Automation. The MFAT Excel Automation is introduced as a process improvement mechanism designed to enhance assessment implementation by:

- Streamlining workflow and reducing manual tasks
- Standardizing procedures across schools
- Improving accuracy and reliability of data through automated computations
- Generating real-time summaries and graphical reports for efficient analysis
- Reducing assessment fatigue among Teacher-Assessors
- Supporting timely identification of learner needs, gaps, and performance trends
- Enhancing the quality and timeliness of IEP preparation

Through this optimized approach, the MFAT process shifts from being highly procedural to more efficient, data-driven, and learner-centered, enabling the Teacher-Assessor to focus on analysis, interpretation, and responsive instructional planning.

This manual provides guidance on the proper use of the MFAT Excel Automation to ensure that assessment practices are efficient, consistent, and aligned with policy requirements, while maintaining focus on addressing the identified needs and gaps of learners.

The procedures below are provided to guide the Teacher-Assessor in its proper and efficient use. These steps are designed to simplify the assessment process, ensure accurate data entry, and maximize the benefits of the automated system.

Before you begin, ensure that all required forms are completed in the prescribed order to enable accurate system auto-population and data processing.	
Step 1	Fill Out the Learner's Profile (Form D) a. Complete all required details in Form D. b. The rest of the sheets will automatically update once this is completed.
Step 2	Start the Assessment a. Go to the Assessment Sheet and tick the Start (Date and Time) box. b. The system will automatically track the time spent for each part.
Step 3	Record the Learner's Performance a. All boxes are pre-filled as "Yes." b. If the learner did not complete an activity, simply untick the box.
Step 4	Check the Results a. Results are automatically converted into graphs. b. Review them to better understand the learner's performance.
Step 5	End the Assessment a. After completing all items, tick the Time Ended box.
Step 6	Complete the IEP Sheet a. Proceed to the IEP Sheet. b. Select the learner's needs using the dropdown options under Developmental Needs. c. This applies to all domains except Sensorial.

Step 7	Review the FINAP IEP Sheet a. Entries will automatically appear in the FINAP IEP Sheet. For Part II: • Tick the required boxes • Fill in any remaining details manually
Step 8	Fill in Important IEP Details a. Manually encode the following: • Present Level of Performance • Annual Goals • Quarterly Goals • IEP Team Members
Step 9	Use the Interventions Sheet (Optional) <i>Refer to the Other Recommended Interventions Sheet for additional guidance in completing the IEP.</i>
Step 10	Perform Final Validation <i>Return to Form D and verify that all information and results are accurate and complete.</i>
Reminder: Always review entries carefully to ensure the accuracy, completeness, and reliability of assessment results.	

Completion of the above steps ensures the accurate and efficient implementation of the MFAT using the Excel Automation. The Teacher-Assessor shall ensure that all entries are reviewed and validated to maintain the reliability of assessment results and support appropriate learner interventions.

The Automated Excel-based MFAT may be accessed through the following link: <https://tinyurl.com/MFATAutomationBICOL>

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