



Republic of the Philippines
Department of Education
Region VII, Central Visayas
CITY SCHOOLS DIVISION-TAGBILARAN
City of Tagbilaran



July 17, 2018

DIVISION MEMORANDUM
NO. 391, s. 2018

POLICY ON THE IMPLEMENTATION OF MULTI-FACTORED ASSESSMENT TOOL

TO: All Division Chiefs
Education Program Supervisors
Public Schools District Supervisor
Public Senior High School Heads
All Others Concerned

1. Pursuant to DepEd Order No. 029, s. 2018 dated July 10, 2018, this Office disseminates the **"Policy on the Implementation of Multi-Factored Assessment Tool"** for the information and guidance of all concerned.
2. The Department of Education 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.
3. Please find enclosures for complete updates.
4. Immediate and wide dissemination of this memorandum is desired.


VIRGINIA C. ZAPANTA, Ed.D., CESO V
Schools Division Superintendent *gzc*



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

MCR-DO-Policy on the Implementation of Multi-Factored Assessment Tool
0384-May 10, 2018/June 8, 2018/July 9, 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 (LSEs) 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 I 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 Specification per Item											
Cognitive		Communication		Daily Living Skills		Motor (Fine/Gross)		Skill		Socio-Emotional Behavior	
COG		COM		DLS		MS(F&G)		SEB			
Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items	Indicators (CODE)	No. of Items
Numeracy (NU)	8	Audition (AU)	3	Feeding (FE)	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) - 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 ¾”, 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 (<u>name of the learner</u>)! 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.
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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 bld.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

Appendix I - 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: ____ - ____ - ____ LRN: _____

Date of Assessment (Month/Day/Year): ____ / ____ / ____

Date of Birth (Month/Day/Year): ____ / ____ / ____

Order of Birth (1st, 2nd, etc.): _____

Mother Tongue:

<input type="checkbox"/> Tagalog	<input type="checkbox"/> Kapampangan	<input type="checkbox"/> Pangasinense
<input type="checkbox"/> Iloko	<input type="checkbox"/> Bikol	<input type="checkbox"/> Chabacano
<input type="checkbox"/> Cebuano	<input type="checkbox"/> Hiligaynon	<input type="checkbox"/> Waray
<input type="checkbox"/> Tausug	<input type="checkbox"/> Maguindanaoan	<input type="checkbox"/> Maranao

FORM B. SCHOOL PROFILE

Division: _____ District: _____ School ID: _____

School Name: _____ Name of School Head: _____

School Address: _____

Contact Number of School: _____

Type of School:

<input type="checkbox"/> Central
<input type="checkbox"/> Non- Central
<input type="checkbox"/> Multi-Grade
<input type="checkbox"/> 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									

Form C- MFAT

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

TIME STARTED: _____

TIME ENDED: _____

		Activity 1 Title: LET'S TALK			
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
	Hello, good morning/good afternoon!				
COM-AU-1	<i>Note: The teacher drops a bunch of keys on the floor to produce sounds.</i>				
	1. Turns head to source when sound is heard				
	<i>Note: First, the teacher introduces her/himself.</i>				
COM-EL-2	What is your name?				
	2. Tells one's name / identifies oneself				
	<i>Note: The teacher taps the table.</i>				
	Do you hear the tapping sound on the table?				
COM-AU-3	3. Responds to questions or nods head appropriately when spoken to				
	Repeat it.				
COM-AU-4	4. Repeats table tapping patterns correctly				

Activity 1 Title: LET'S TALK

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-RL-5	<p>Do the following: Stand; Turn around; Sit down.</p> <p>5. Recognizes two to three word instructions.</p> <p><i>Note: Observed in item 5</i></p>				
COM-RL-6	<p>6. Responds to two-word combination</p> <p>Who are the members of your family? What are their names?</p>				
COM-EL-7	<p>7. Calls family members by name</p> <p>Tell me about your family.</p>				
COM-EL-8	<p>8. Tells stories to peers/class and teacher coherently</p>				
COM-EL-9	<p>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?</p> <p>9. Answers wh- questions</p> <p><i>Note: The teacher gets three (3) objects from the box one at a time. (ball, pencil and book)</i></p>				
COM-RL-10	<p>What is this?</p> <p>10. Identifies familiar objects when presented</p>				

Activity 1 Title: LET'S TALK

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-EL-11	<p>Describe it. (ball, pencil and book)</p> <p>11. Describes simple and familiar objects</p>				
COM-RL-12	<p>Note: Place the letters and number cards on the table. (a, b, w, r, s, t, 1,2,3,4,5)</p> <p>Pick up the letters.</p> <p>12. Picks up the letters</p>				
COM-SP-13	<p>What is the sound of a motorcycle?</p> <p>13. Makes random non-speech sounds (e.g. wooh, wooh, etc.)</p>				
COM-RL-14	<p><i>Note: The teacher reads the words and let the child answer the following questions:</i></p> <p>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 Eya.</p> <p>14. Discriminates initial, medial and final sounds.</p>				
COM-EL-15	<p>Repeat what I will say, "My Teacher, My Hero".</p> <p>Indicator: Repeats the words/phrases</p> <p>15. Imitates words/phrases and/or local TV/radio commercial.</p>				

Activity 1 Title: LET'S TALK

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-RL-16	<p>Note: Let the child read the words.</p> <p>Read the following words: is, are, has, for, give and his.</p> <p>16. Recognizes pre-primer and primer sight words.</p>				
COM-EL-17	<p>Recite/sing any nursery rhyme that you know.</p> <p>17. Recites common nursery rhymes</p> <p>Note: To be observed during the conversation</p>				
COM-SP-18	<p>18. Prefers talking rather than using gestures and physical communication.</p> <p>Note: To be observed during the conversation</p>				
COM-EL-19	<p>19. Answers in complete sentence when asked.</p> <p>Note: To be observed during the conversation</p>				
COM-EL-20	<p>20. Expresses thoughts or ideas correctly</p> <p>Note: To be observed during the conversation</p>				
COM-SP-21	<p>21. Speaks in an articulated manner in (e.g. without stuttering)</p> <p>Note: To be observed during the conversation</p>				

Activity 1 Title: LET'S TALK

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COM-VO-22	<p><i>Note: To be observed during the conversation</i></p> <p>22. Controls volume of voice when in conversation</p>				
COM-VO-23	<p><i>Note: To be observed during the conversation</i></p> <p>23. Speaks with voice quality when in conversation (e.g. pitch)</p>				
COM-VO-24	<p><i>Note: To be observed during the conversation</i></p> <p>24. Speaks with uninterrupted flow of sounds, words, syllables, and phrases</p>				
COM-EL-25	<p>Do you feel tired? hungry? thirsty? need to go to the toilet? What do you want to do?</p> <p>25. Expresses basic needs and/or wants (verbal, gestural, sign)</p>				
	<p>Time Ended: _____</p>				

Activity 1 Title: LET'S TALK

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIONS
<p>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.</p>					
CM-34	OBSERVATION CHECKLIST	YES	NO		Remarks
H-6	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 turn or tilt head to use one eye only in performing tasks?				

Activity 2 Title: **TREASURE BOX**

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
COG NU-26	<p><i>Note: Teacher gets 3 objects from the treasure box and places them on the table.</i></p> <p>From your left, which object is in the middle? last? first?</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 lays them down on the table.</i></p> <p>Here are cut-out pictures of different objects. Group them according to shapes. (triangle, rectangle, square, and circle)</p> <p>27. Sorts objects based on shapes</p>				
COG- SA-28	<p>Arrange the cut-out pictures of objects from smallest to biggest.</p> <p>28. Arranges objects according to size from smallest to biggest</p>				
COG- SA-29	<p>I have here a picture, get another picture on the table that is of the same size with the one I am holding.</p> <p>29. Matches objects according to size</p>				
COG- SA-30	<p>Put together cut-out pictures that are red.</p> <p>Put together cut-out pictures that are small.</p> <p>30. Sorts objects based on 2 attributes (e.g. color & size)</p>				

Activity 2 Title: **TREASURE BOX**

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-SA-31	<p>Get three shapes with the same color.</p> <p>31. Matches 2 – 3 colors</p>				
COG-RD-32	<p>Name the letters of the alphabet.</p> <p>32. Names the letters of the alphabet</p> <p><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></p>				
COG-SA-33	<p>I have here 6 big letters of the alphabet. Get the small letters on the table and match them with the big letters.</p> <p>33. Matches big with small letters</p>				
COG-NU-34	<p>Count from one to twenty.</p> <p>34. Rote counts 1 to 20</p>				
COG-NU-35	<p>Get three number cards from the treasure box one at a time and tell me what number it is.</p> <p>35. Identifies numbers from 1 to 20</p>				

Activity 2 Title: **TREASURE BOX**

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG- NU-36	<p><i>Note: Place the number cards on the table. (2,5,7)</i></p> <p>Get the popsicle sticks from the treasure box.</p> <p>Show the number of popsicle sticks that matches the number on the card.</p> <p>36. Associates numbers 1 to 10 with objects</p> <p>Using popsicle sticks, add the following:</p>				
COG- NU-37	<p>1) $8 + 2 = \underline{\quad}$</p> <p>2) $5 + 5 = \underline{\quad}$</p> <p>3) $1 + 9 = \underline{\quad}$</p> <p>37. Adds objects to get a sum of 10</p> <p>Using popsicle sticks, subtract the following:</p>				
COG- NU-38	<p>1) $11 - 1 = \underline{\quad}$</p> <p>2) $12 - 2 = \underline{\quad}$</p> <p>3) $13 - 3 = \underline{\quad}$</p> <p>38. Subtracts objects to get a difference of 10.</p> <p><i>Note: Follow the same instruction for the P10, P5, and P1 coins.</i></p>				
COG- NU-39	<p>Get a 20-peso bill from the treasure box.</p> <p>39. Identifies Philippine Peso Bills and Coins</p>				
COG- RE-40	<p>What is/are the missing number/s?</p> <p>(1, 2, <u> </u>, 4, 5, <u> </u></p> <p>2, 4, 6, <u> </u>, 10, 12...</p> <p>3, 6, <u> </u>, ...</p> <p>5, <u> </u>, 15..)</p> <p>40. Follows number patterns</p>				

Activity 2 Title: TREASURE BOX

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
COG-NU-41	<p><i>Note: Teacher sets the time at 3:00, 7:00, and 9:00.</i></p> <p>Look at the clock I am holding. Tell me what time it is.</p> <p>41. Identifies time by the hour</p>				
COG-RE-42	<p>Identify the events in the pictures. Which do you think comes first? last? Arrange the pictures.</p> <p>42. Sequences picture story of 4 to 6 events</p>				
COG-RE-43	<p>Look at the pictures again. Tell me which event happened in the morning? afternoon? night?</p> <p>43. Identifies time concept of the day (morning, afternoon, night)</p>				
COG-RE-44	<p>Arrange the puzzle to complete the picture.</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>Point the head, neck, shoulder, hands, fingers, legs, knees and toes.</p> <p>45. Identifies body parts</p>				

Activity 2 Title: **TREASURE BOX**

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
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	<p><i>Note: Observe the reaction of the learner and ask the learner which of the two books he likes most?</i></p> <p>Get 2 books from the treasure box. 50. Exhibits interest in books</p>				
	Time Ended: _____				

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
V	1. Does the learner hold the materials too close to his/her eyes?			
V	2. Does the learner use his/her fingers to maintain place of words/letters/lines while reading?			
V	3. Does the learner rub eyes in an effort to see better?			
V	4. Does the learner blink continuously?			
V	5. Does the learner squint, cover or close his/her eyes while performing a given task?			
Cog	6. Does the learner have difficulty associate numbers with symbols?			
Com	7. Does the learner have difficulty remembering things heard?			
Com	8. Does the learner have difficulty giving appropriate response to questions?			
Cog	9. Does the learner have difficulty following a series of directions?			
Cog-26	10. Does the learner have difficulty recalling information in the past?			
Cog-31	11. Does the learner have difficulty giving appropriate response to interview questions?			
Cog-9	12. Does the learner have difficulty responding orally in identifying one-word objects?			

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Cg-10	13. Does the learner repeat, omit or adds words when she/he answers?			
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	INTERVENTION/S
	Time Started:				
	Suppose you are taking a bath. Show me how you do it.				
DLS-GH-51	51. Takes a bath Show me how you brush your teeth.				
DLS-GH-52	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> Show me how you put on your clothes. 53. Puts on clothes.				

Activity 3 Title: **MY DAILY ROUTINE**

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
DLS-DR-54	<p><i>(If the learner does not button the clothes, the teacher may instruct the learner to do the instruction below.)</i></p> <p>Show me how to button your polo shirt/blouse. Then show me how you unbutton your shirt/blouse.</p> <p>54. Buttons and unbuttons clothes</p> <p><i>Note: Let the learner stand and demonstrate how to zip and unzip pants/skirts/shorts.</i></p>				
DLS-DR-55	<p>Show me how to zip and unzip your pants/skirts/shorts.</p> <p>55. Zips and unzips pants</p>				
DLS-DR-56	<p>Show me how you take off your clothes.</p> <p>56. Takes off clothes</p>				
DLS-DR-57	<p>Show me how you put on your shoes.</p> <p>57. Puts on shoes</p>				
DLS-DR-58	<p><i>Note: If the learner is already wearing shoes with laces, ask the child to untie first, then tie.</i></p> <p>Show me how you tie your shoe lace. Then untie your shoe lace.</p> <p>58. Ties and Unties shoe lace</p>				

Activity 3 Title: **MY DAILY ROUTINE**

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
DLS-GH-59	<p><i>Note: Teacher will let the child demonstrate.</i></p> <p>Show me how to comb or brush your hair.</p> <p>59. Combs or brushes hair</p>				
DLS-GH-60	<p><i>Note: Give the learner a handkerchief or a tissue paper.</i></p> <p>Show me how you wipe or blow your nose using the tissue paper or handkerchief.</p> <p>60. Wipes / blows nose properly</p>				
DLS-GH-61	<p><i>Note: Bring the child to the washroom.</i></p> <p><i>If there is none, provide a pail of water, dipper, basin, soap, and towel.</i></p> <p>Wash your hands, then dry them.</p> <p>61. Washes and dries hands</p> <p><i>Note: Provide the learner with plate, spoon, fork, glass, and placemat.</i></p>				
DLS-FE-62	<p>Show me how to set the table.</p> <p>62. Sets the table</p>				
DLS-FE-63	<p><i>Note: Provide the learner with bread, sandwich spread in a bottle, and spoon.</i></p> <p><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></p> <p>Show me how to prepare a sandwich.</p> <p>63. Prepares a 2-3 step meal</p>				

Activity 3 Title: MY DAILY ROUTINE

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
DLS-FE-64	<p>Show me how to open bottles/ jars and other food containers, then close them.</p> <p>64. Opens and closes bottles/jars/and food containers boxes/ food</p> <p><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></p>				
DLS-FE-65	<p>Wrap your sandwich.</p> <p>Now, you're ready to eat your sandwich. Unwrap it.</p> <p>65. Wraps /Unwraps</p> <p><i>Note: The assessor will provide the table napkin/sandwich wrapper to the learner.</i></p> <p><i>Note: The assessor will verify this with the parent through observation</i></p>				
DLS-FE-66	<p>Do you consume the food on plate?</p> <p>66. Consumes food on one's plate</p> <p><i>Note: Validate through interview with the parent.</i></p>				
DLS-FE-67	<p>Can you serve yourself from a serving plate? Show me how.</p> <p>67. Serves self from serving plate</p> <p><i>Note: The assessor will provide the eating utensils to be used. Let the learner pretend using eating utensils.</i></p>				
DLS-FE-68	<p>Do you know how to use your eating utensils properly? Show me how.</p> <p>68. Uses eating utensils properly</p>				

Activity 3 Title: **MY DAILY ROUTINE**

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIONS
DLS-FE-69	<p>Show me how you drink from a cup/glass/bottle.</p> <p>69. Drinks from a cup/glass/ bottle</p>				
DLS-FE-70	<p><i>Note: Validate through interview with the parents.</i></p> <p>Do you clear your own place after eating at the table? Show me how.</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></p> <p>Do you tell your teacher if you need to go to the toilet/CR?</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> <p>Do you flush the toilet after using it?</p> <p>72. Flushes toilet after use</p>				
DLS-TL-73	<p><i>Note: Validate through interview with the parents. This may be observed during the duration of the assessment.</i></p> <p>After using the toilet, do you wash your hands?</p> <p>73. Cleans self after toileting</p>				

Activity 3 Title: **MY DAILY ROUTINE**

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTIONS
	<p><i>Note: Show 6 danger signs/symbols:</i></p> <ul style="list-style-type: none"> • <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> <p>Are you familiar with these symbols?</p> <p>What does this symbol mean? When you see this, what should you do?</p>				
	<p>74. Identifies danger signs and symbols</p> <p>Here are pictures of broken glasses, high places, streets or sharp and pointed objects. What will you do if you see these? Why?</p>				
DLS-HS-75	<p>75. Keeps out of danger, broken glass/high places, streets or sharp and pointed objects</p> <p>Time Ended: _____</p>				
ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks	
Motor	1. Does the learner have difficulty in dressing?				
Motor	2. Does the learner have difficulty going to the toilet independently?				
Motor	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	<p>Do you play with your friends? What games do you play?</p> <p>76. Plays with peers</p>				
SEB-SS-77	<p><i>Note: Interview the teacher adviser if the learner can follow rules during games.</i></p> <p>77. Follows rules and regulations.</p>				
SEB-SS-78	<p>When is the best time to play with friends? Why?</p> <p>78. Participates in the conversation</p>				
SEB-SS-79	<p><i>Note: Interview the teacher adviser.</i></p> <p>What do you do if you lose/win? Why?</p> <p>79. Shows sportsmanship</p>				
SEB-SS-80	<p>I have here pictures of different faces. Which of these shows the feeling when you win? lose?</p> <p>80. Expresses appropriate emotions</p>				
SEB-SS-81	<p><i>Note: Let the learner name at least three friends.</i></p> <p>How many friends do you have? Name them.</p> <p>81. Makes friends easily</p>				

Activity 4 Title: **WHETHER WEATHER**

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
SEB-SS-82	<p>What activities does your mother/father do at home? Show me how.</p> <p>82. Imitates adult activities</p>				
SEB-ES-83	<p>Do you have personal belongings? Name some of them.</p> <p>83. Identifies personal belongings.</p> <p><i>Note: Free hand drawing.</i></p>				
SEB-ES-84	<p>How many are you in the family? Draw the members of your family. Encircle where you are. (Items number 9 and 10)</p> <p>84. Identifies self as a member of a family/cultural group</p> <p><i>Note: The teacher observes the behavior of the learner while doing the activity number 9.</i></p>				
SEB-ES-85	<p>85. Shows initiative to work on tasks</p>				
SEB-ES-86	<p>86. Accepts criticisms positively</p> <p><i>Note: The teacher gives constructive criticisms on the drawing. Refer to Item number 9.</i></p>				
SEB-ES-87	<p>87. Shows self-control</p> <p><i>Note: Based on the reaction of the learner on item number 11.</i></p>				

Activity 4 Title: **WHETHER WEATHER**

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
SEB-ES-88	<p><i>Note: Prior knowledge of the teacher on the learner should be noted.</i></p> <p>88. Engages in communication with others</p>				
SEB-SS-89	<p><i>Note: The courteous expressions used by the learner.</i></p> <p>How do you greet your teacher in the: a) morning? b) afternoon?</p> <p>When you receive a gift, what will you say?</p> <p>89. Uses courteous expressions appropriately</p> <p>If you accidentally bump somebody, what will you say?</p>				
SEB-SS 90	<p>90. Apologizes when necessary.</p>				
SEB-SS 91	<p><i>Note: This can be observed during the administration. Does the learner pay attention to someone who is talking?</i></p> <p>91. Pays attention to someone talking</p>				
SEB-SS 92	<p><i>If you have a difficult homework, what will you do?</i></p> <p>92. Seeks or accepts help when he/she needs it.</p>				

Activity 4 Title					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
SEB-SS 93	93. Waits for one's turn <i>Prior knowledge of the teacher on the learner should be noted.</i>				
SEB-SS 94	94. Displays sense of humor <i>Note: If not observed during the assessment, validate from the teacher.</i>				
SEB-SS 95	95. Leads a group activity <i>Prior knowledge of the teacher on the learner should be noted.</i>				
SEB-SS 96	96. Asks permission to use things owned by others <i>Prior knowledge of the teacher on the learner should be noted.</i>				
SEB-SS 97	97. Seeks older friends <i>Prior knowledge of the teacher on the learner should be noted.</i>				

Activity 4 Title: **WHETHER WEATHER**

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
SEB-SS 98	<p><i>Prior knowledge of the teacher on the learner should be noted.</i></p> <p>98. Prefers working alone</p>				
SEB-SS 99	<p><i>Note: The teacher should act as one of the characters in the role playing.</i></p> <p>I have four pictures here. Pick one and let's act it out.</p> <p>a. At Home – mother cooking b. School – teacher writing on the board c. Playground - boy dribbling a ball d. Market - mother buying vegetables</p>				
SEB-ES-100	<p><i>Note: Validate with the teacher.</i></p> <p>99. Participates in role play</p> <p>If one of your classmates has no “baon”, what should you do?</p> <p>100. Displays sensitivity to the feelings of others</p>				
Time Ended: _____					

ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks
Behaviour	1. Does the learner have difficulty concentrating on given tasks?			
Behaviour	2. Does the learner have difficulty staying on his/her seat during the activity?			
Behaviour	3. Does the learner have short attention span?			
Behaviour	4. Is the learner easily distracted with materials for the activity?			
Behaviour	5. Does the learner easily get frustrated when s/he has difficulty performing tasks?			
Behaviour	6. Does the learner have difficulty identifying things used for personal hygiene?			
Behaviour	7. Does the learner have difficulty giving appropriate response to questions about his/her feelings in given situations?			
Behaviour	8. Does the learner have difficulty displaying interest in activities related with people, friends and play?			
Behaviour	9. Does the learner have difficulty articulating in expressing his/her thoughts?			
Behaviour	10. Does the learner have difficulty giving appropriate response to questions about his/her feelings in given situations?			
Behaviour	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
MSF-101	<p>Time Started: _____</p> <p>I have here a whole sheet of bond paper. Fold it once in any direction.</p> <p>101. Folds paper into a shape</p>				
MSF-102	<p>Then, tear the paper following the fold you made.</p> <p>102. Tears papers in simple shapes</p>				
MSF-103	<p>Here are pictures of a ball and a glass.</p> <p>Trace the broken, straight, and curve lines. (<i>For item 17-18</i>)</p> <p>103. Traces broken-straight and curved lines</p>				
MSF-104	<p>104. Traces continuous- straight and curved lines</p>				
MSF-105	<p>Color them.</p> <p>105. Colors objects</p>				

Activity 5A Title: **WORK OF HANDS**

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
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 Draw a house using different shapes.				
MSF-109	109. Draws a combination of shapes				
MSF-110	<p><i>Note: Observe whether the learner can hold a pencil/drawing tool using a tripod grip while drawing a house.</i></p> 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				
	Time Ended: _____				

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

Activity SB Title: LET'S GET PHYSICAL!					
ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
	Time Started: _____				
	Stand properly for 5 seconds.				
MSG-112	112. Stands with normal stance				
	Stand on one foot without support with your eyes closed for 10 seconds.				
MSG-113	113. Stands on one foot without support for 10 seconds with eyes closed				
	Stand on one foot, then tip toe.				
MSG-114	114. Stands on one foot and on tiptoe				

Activity 5B Title: LET'S GET PHYSICAL!

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
MSG-115	Now, march in place for five seconds. 115. Marches in place				
MSG-116	<i>Note: Bring the learner to the area where the straight line marking is.</i> Walk forward on the straight line. 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	<i>Note: Teacher points where to start.</i> Skip three times following the line. 119. Skips within a given path				

Activity 5B Title: LET'S GET PHYSICAL!

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
MSG-120	<p>Gallop five steps sideward (R/L).</p> <p>120. Gallops sideward</p>				
MSG-121	<p>Show me your highest jump. How about your longest jump?</p> <p>121. Jumps for distance and for a height</p>				
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>Run passing the three chairs in zigzag manner, get the ball and run back in the same way. Be careful.</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>Catch the ball and throw it back to me.</p> <p>123. Throws and catches a ball</p>				

Activity 5B Title: LET'S GET PHYSICAL!

ITEM CODE	ASSESSMENT ACTIVITY	YES	NO	LEARNER'S RESPONSE	INTERVENTION/S
MSG-124	Kick the ball forward. This time, kick the ball sideward (R/L). 124. Kicks forward and sideward				
MSG-125	<i>Note: Bring the learner to the stairs.</i> Go upstairs with one hand holding the rail, then go down. This time, go up and down the stairs without holding the rail. 125. Climbs upstairs and goes downstairs with one hand holding the rail and without holding the rail				
	Time Ended: _____				
ITEM CODE	OBSERVATION CHECKLIST	YES	NO	Remarks	
Motor	1. Does the learner have difficulty in balancing?				
Motor	2. Does the learner have difficulty following instructions in performing motor activities?				

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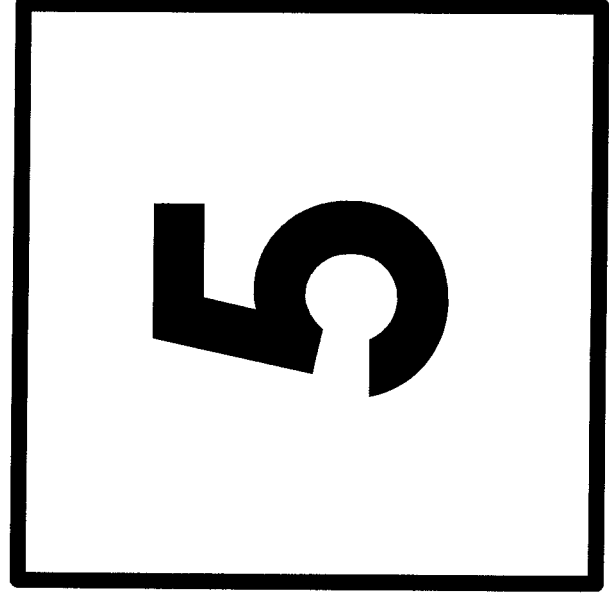
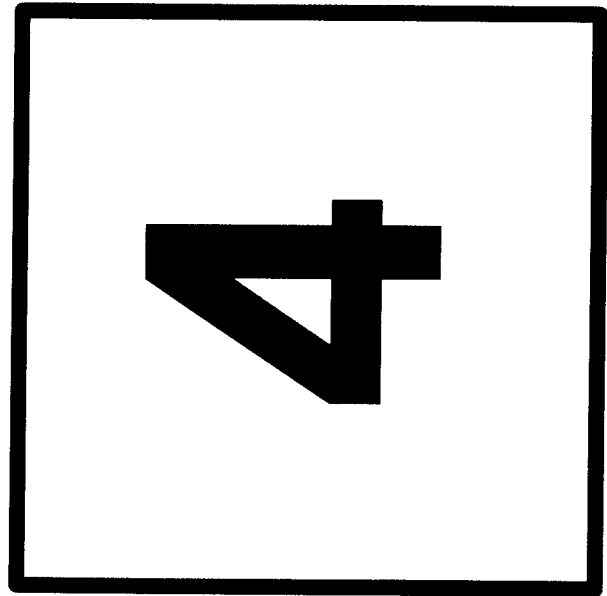
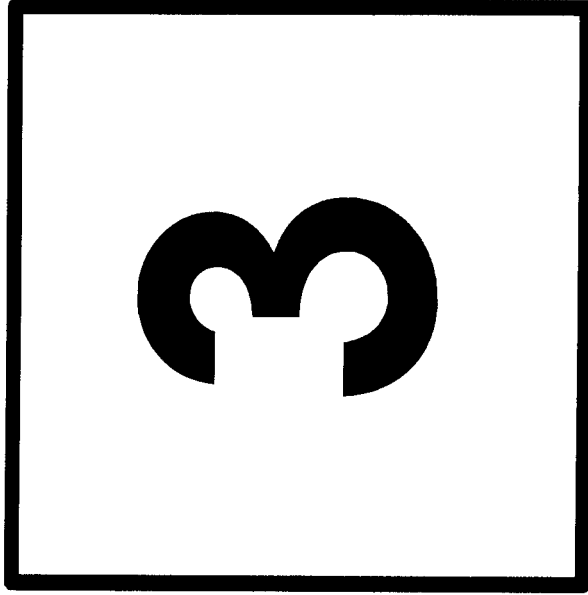
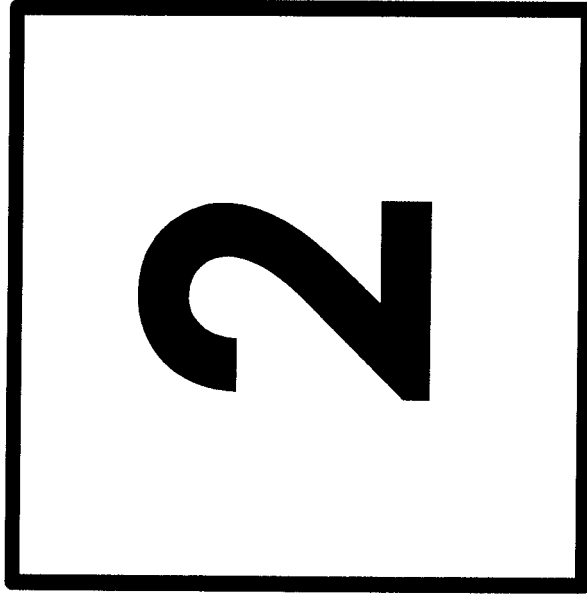
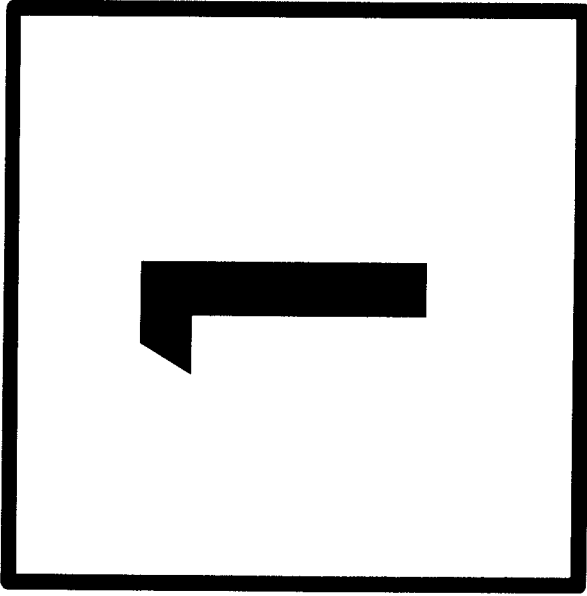
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Number Cards



Sight Words

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Activity 2 - TREASURE BOX - Big and Small Letters

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m

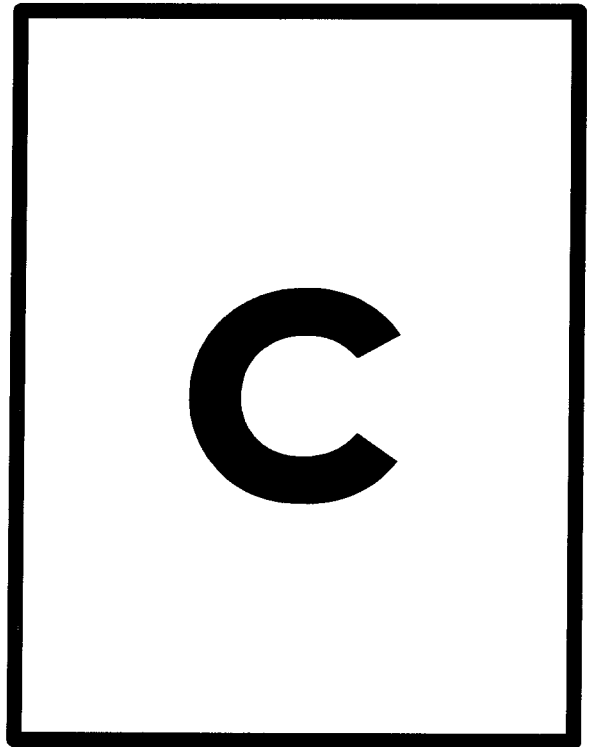
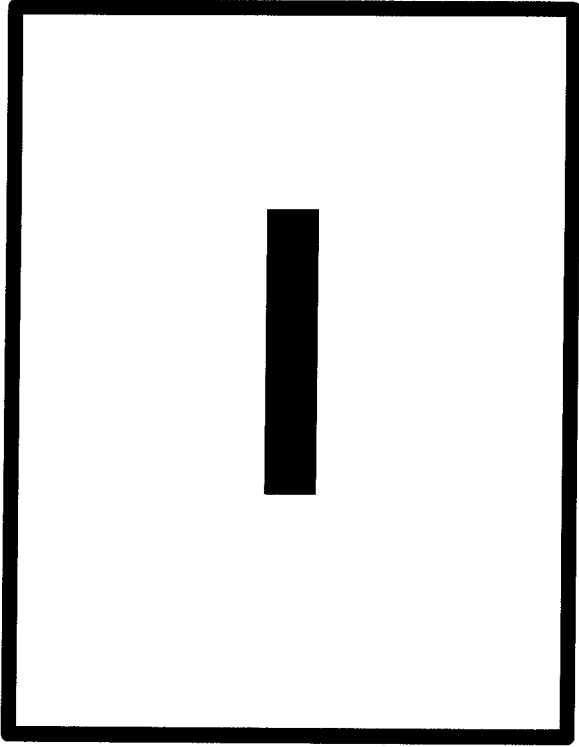
r

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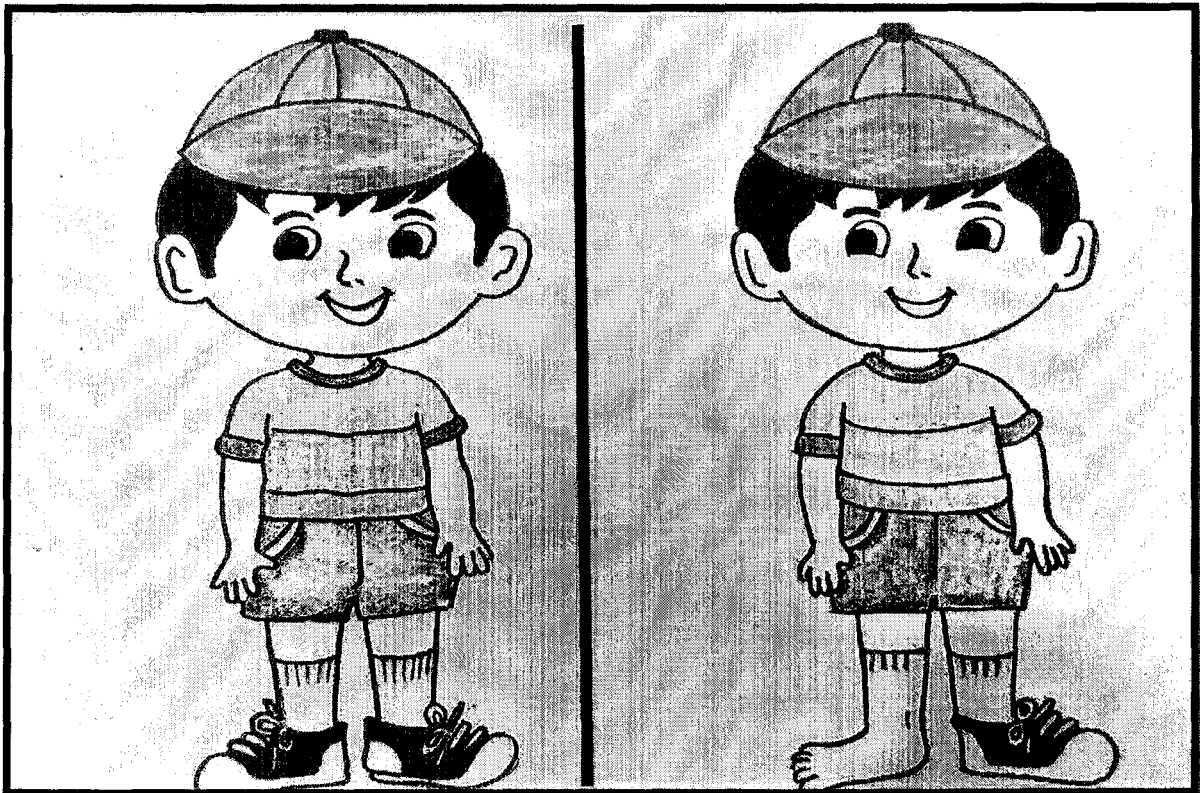
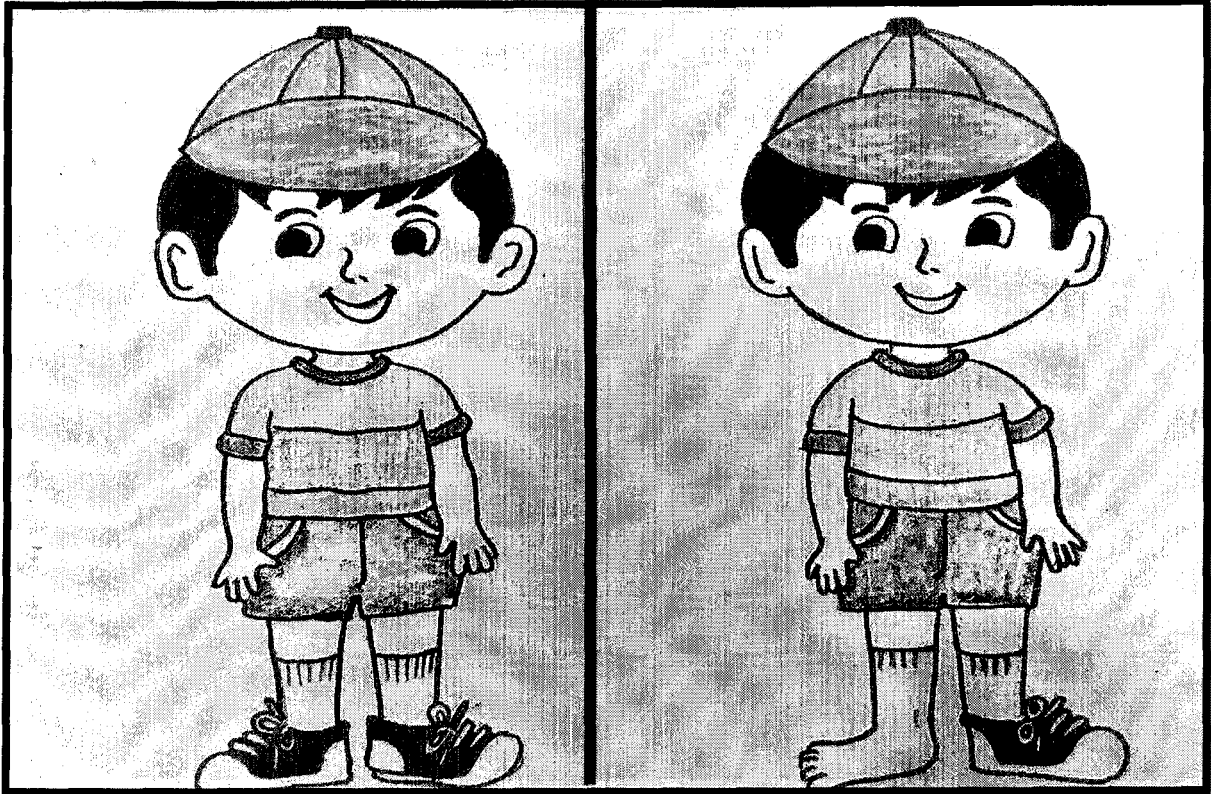
p



Body Puzzle



Distinguishing Differences



Number Cards

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

Number Patterns

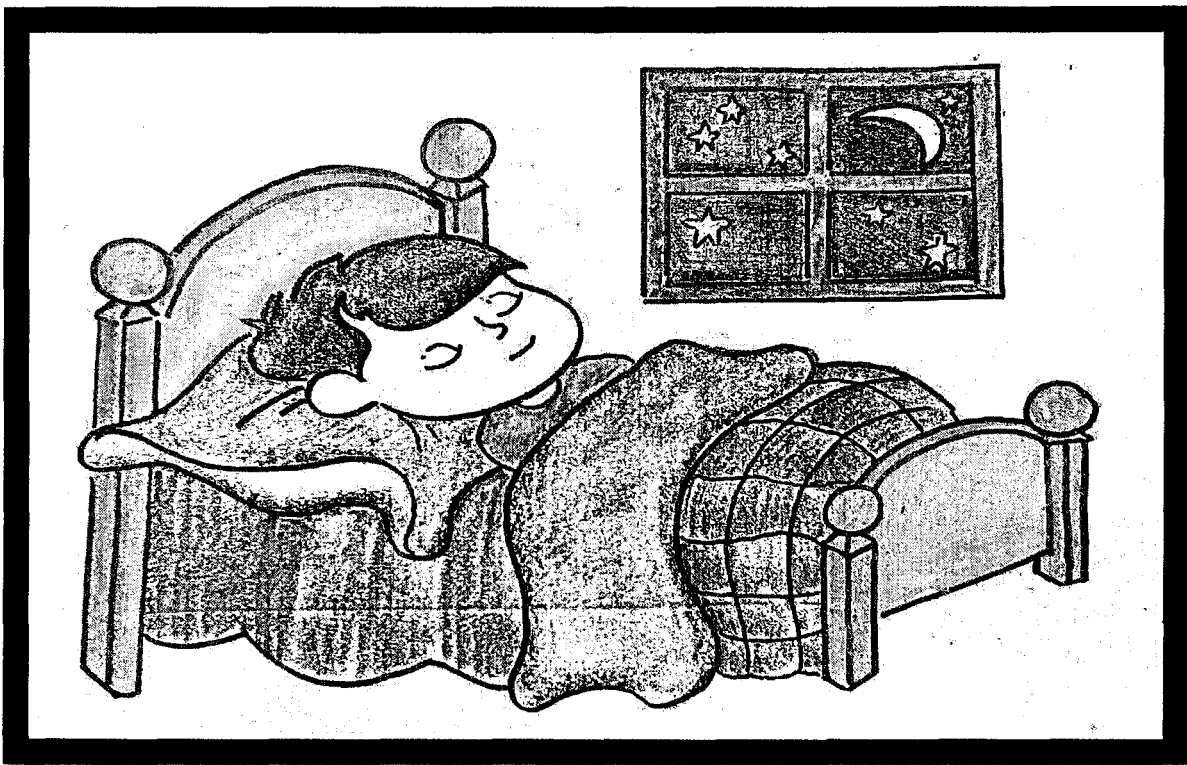
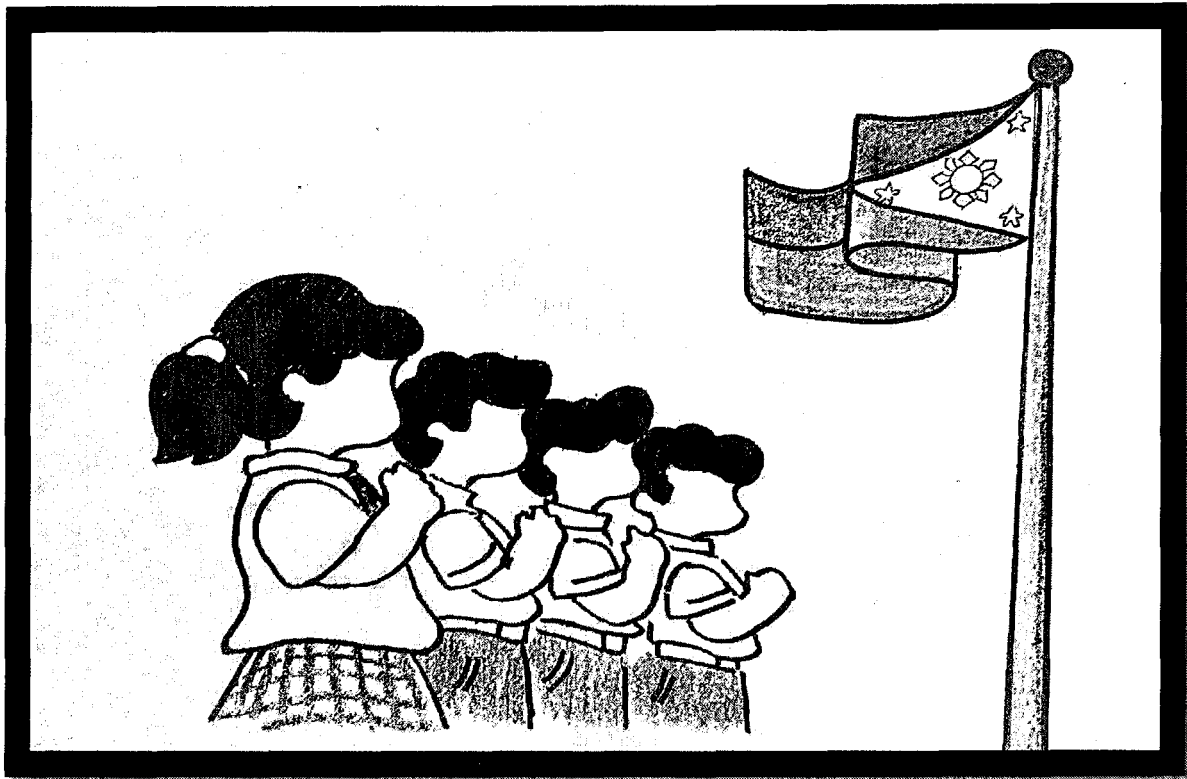
1, 2, __, 4, 5

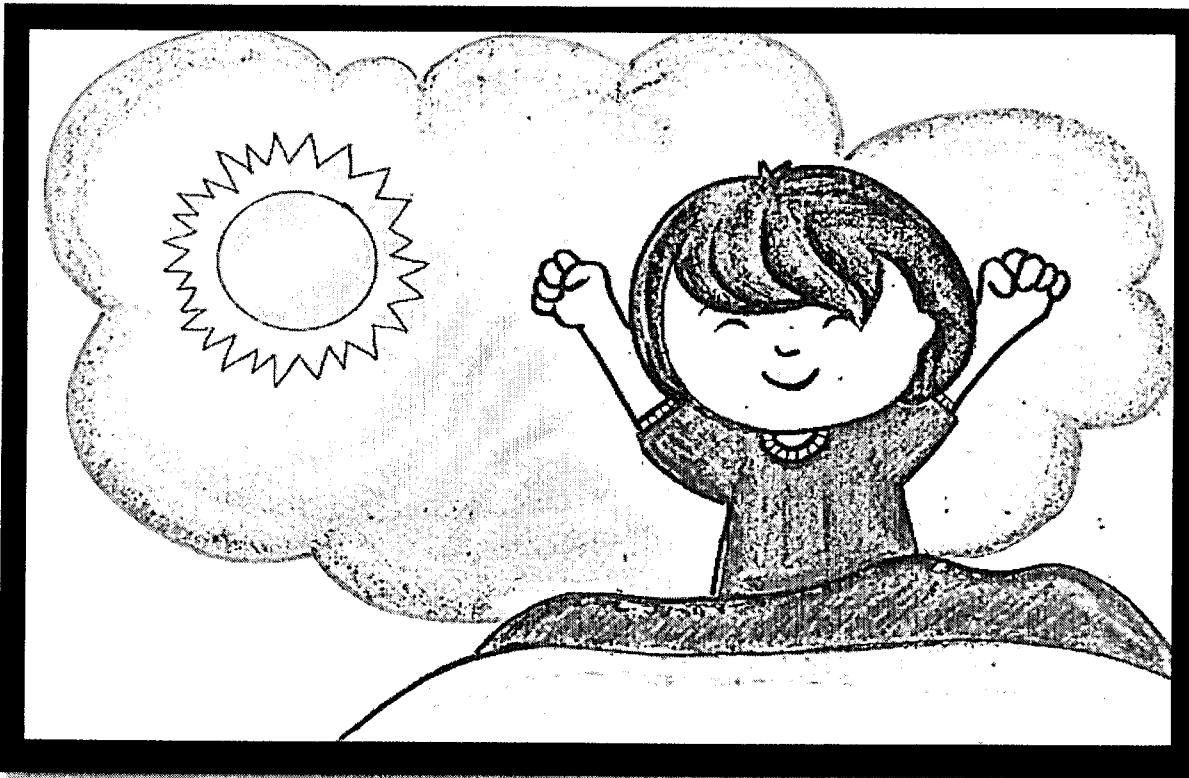
2, 4, 6, __, 10

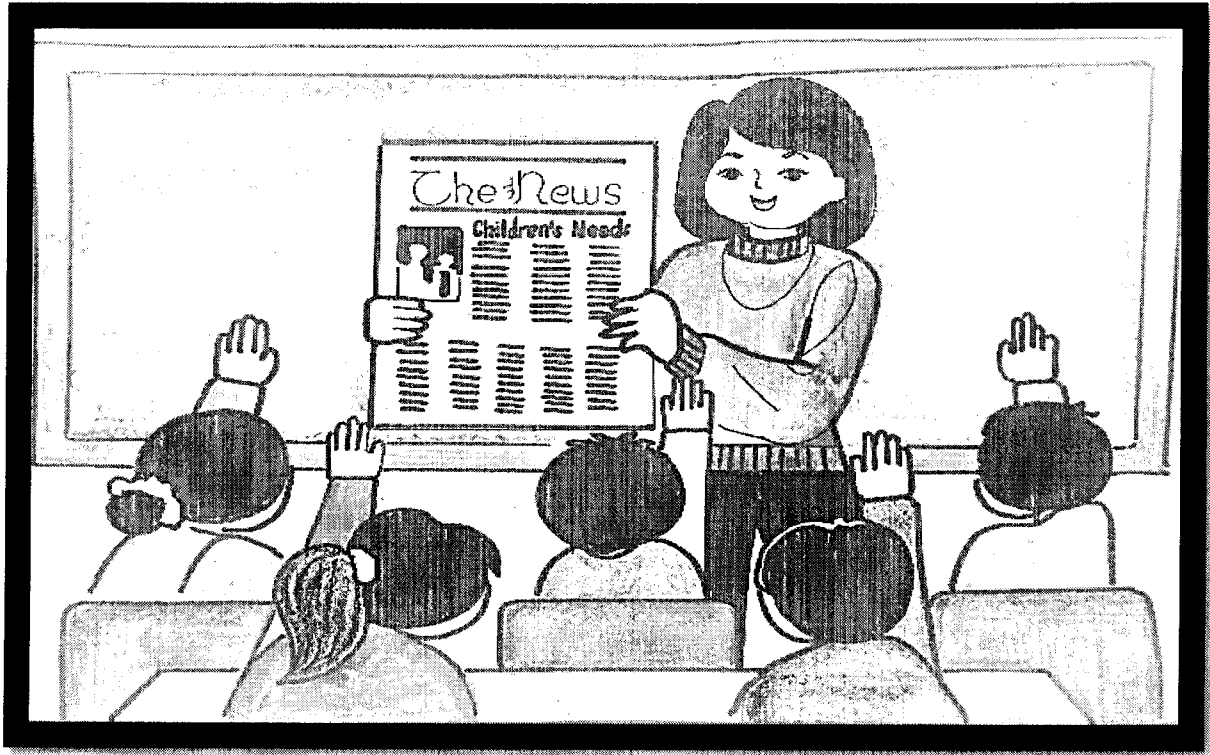
3, 6, __, 12, 15

5, __, 15, 20, 25

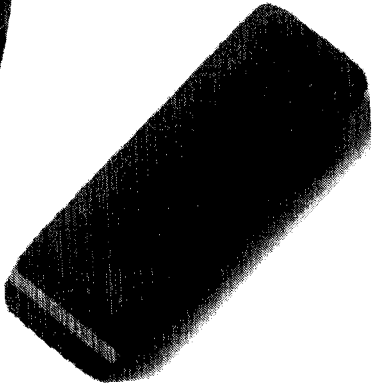
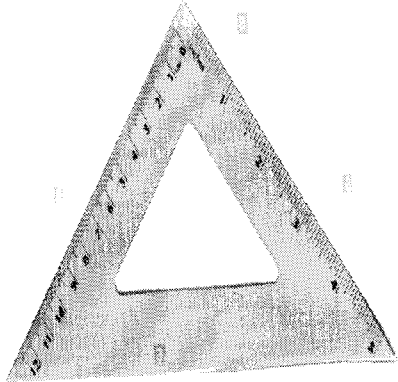
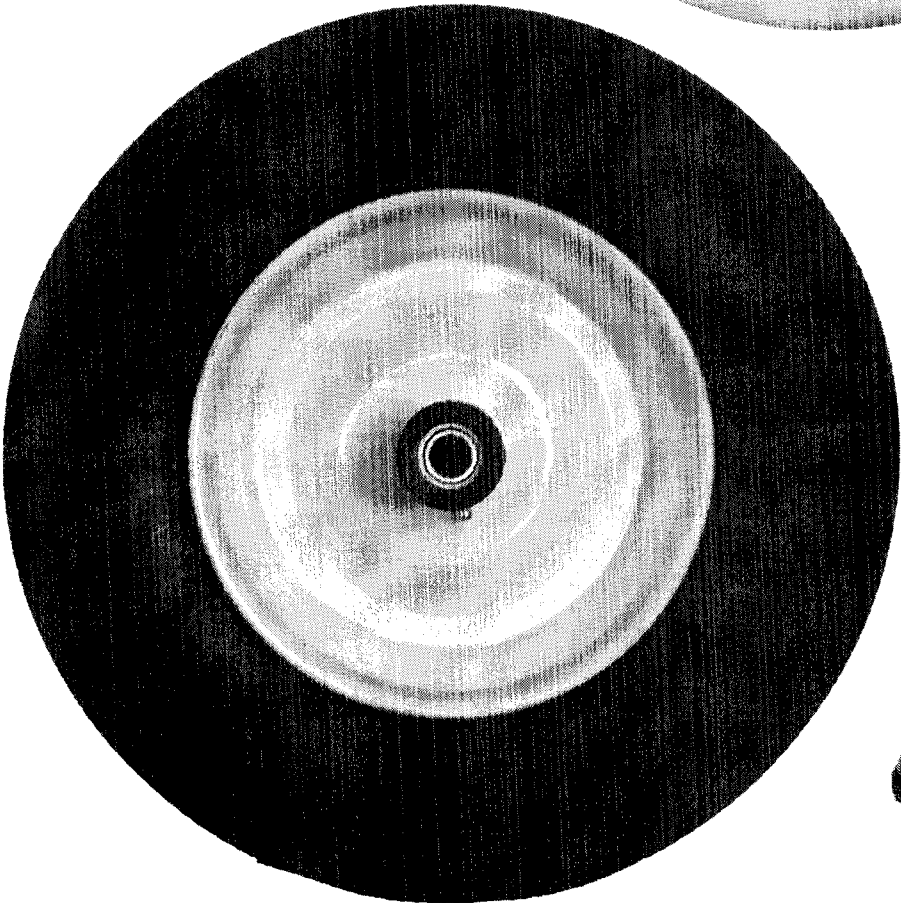
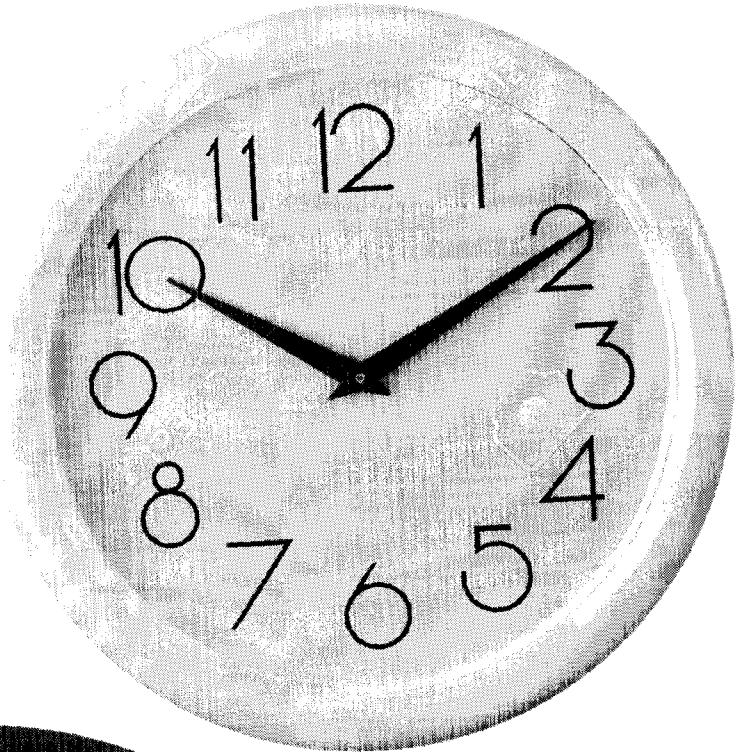
Sequencing Activity

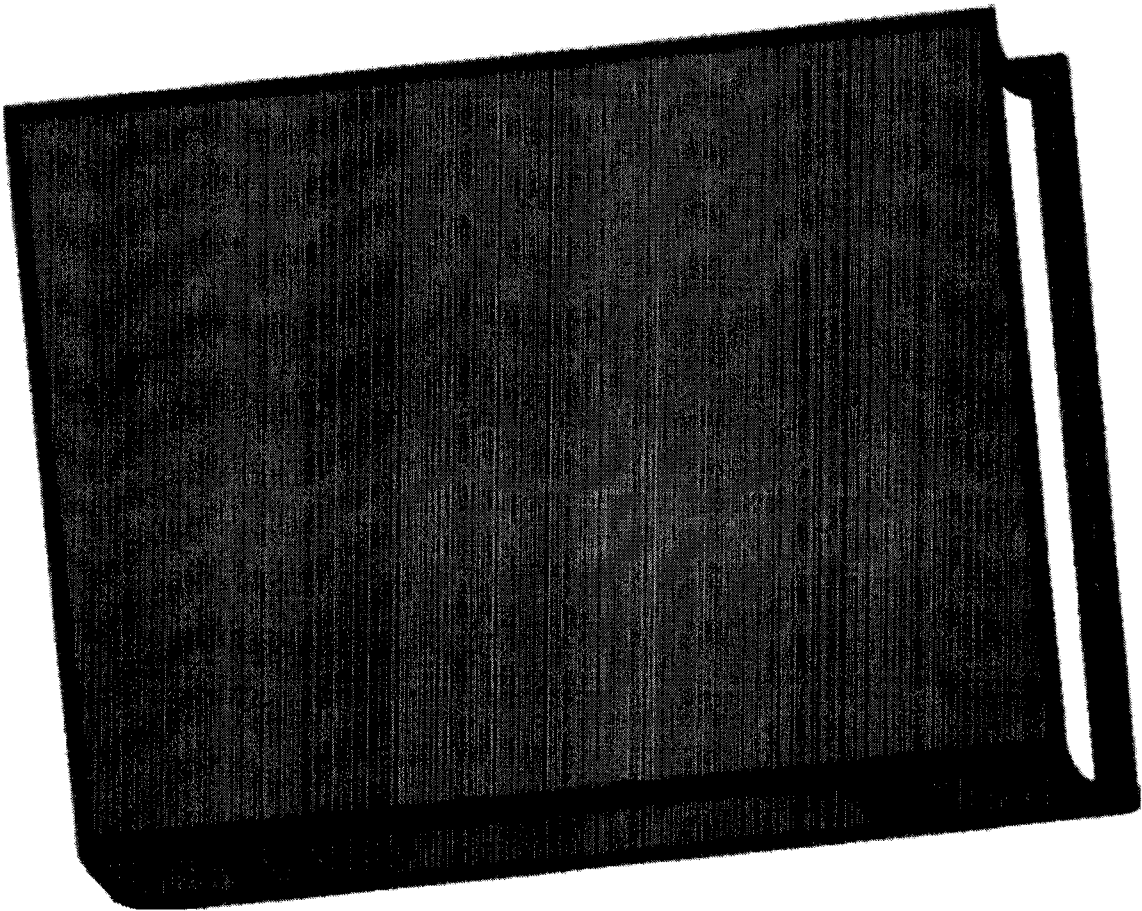
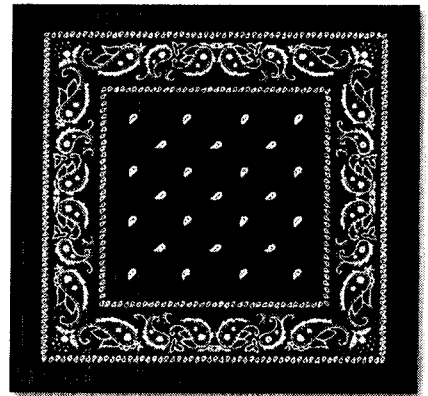
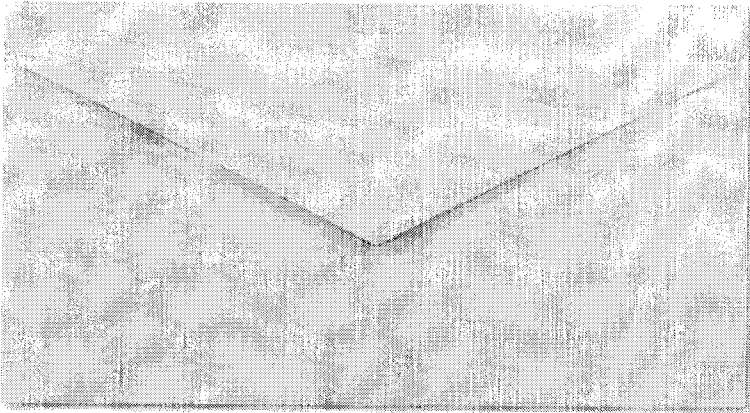


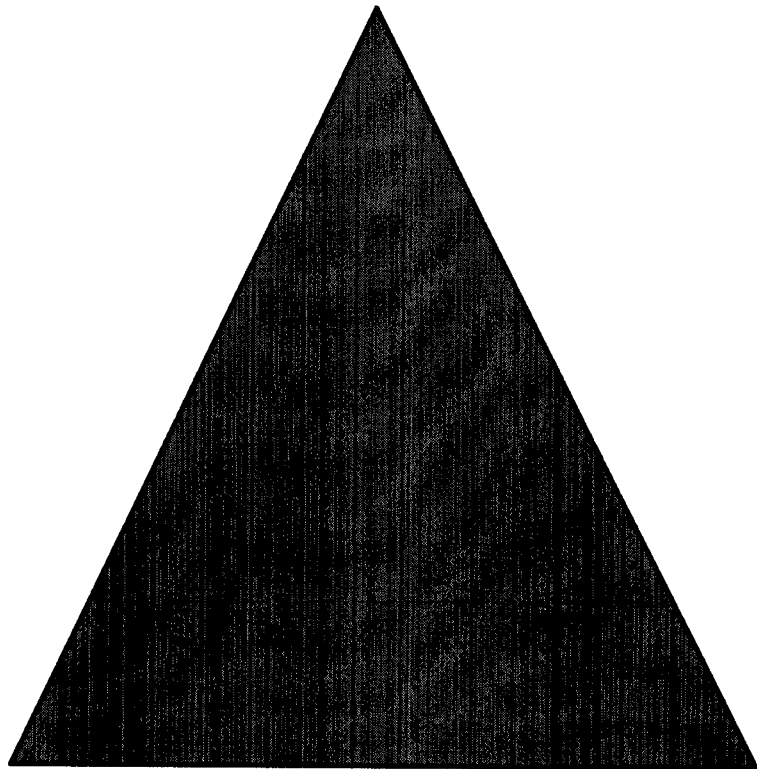
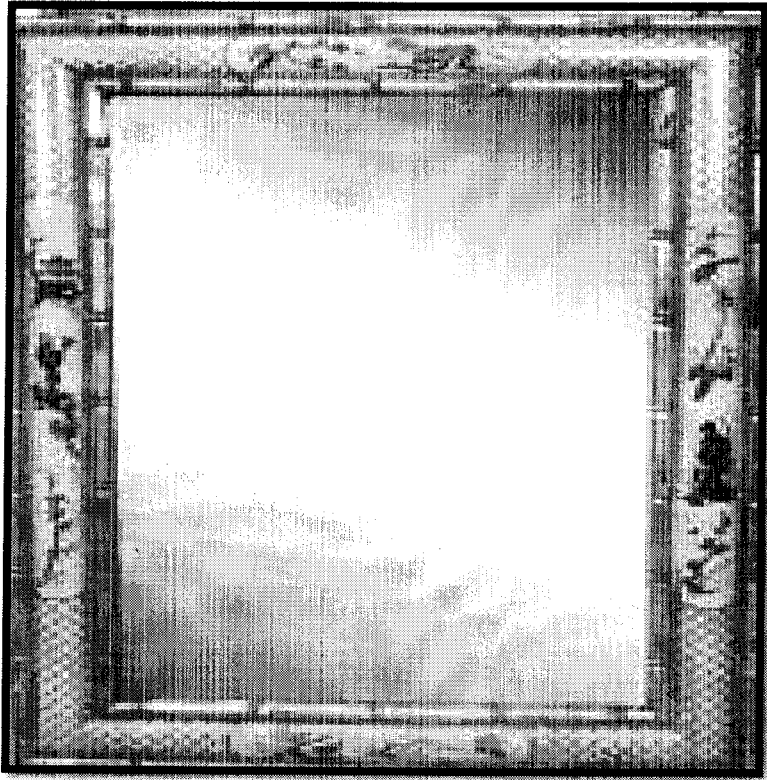


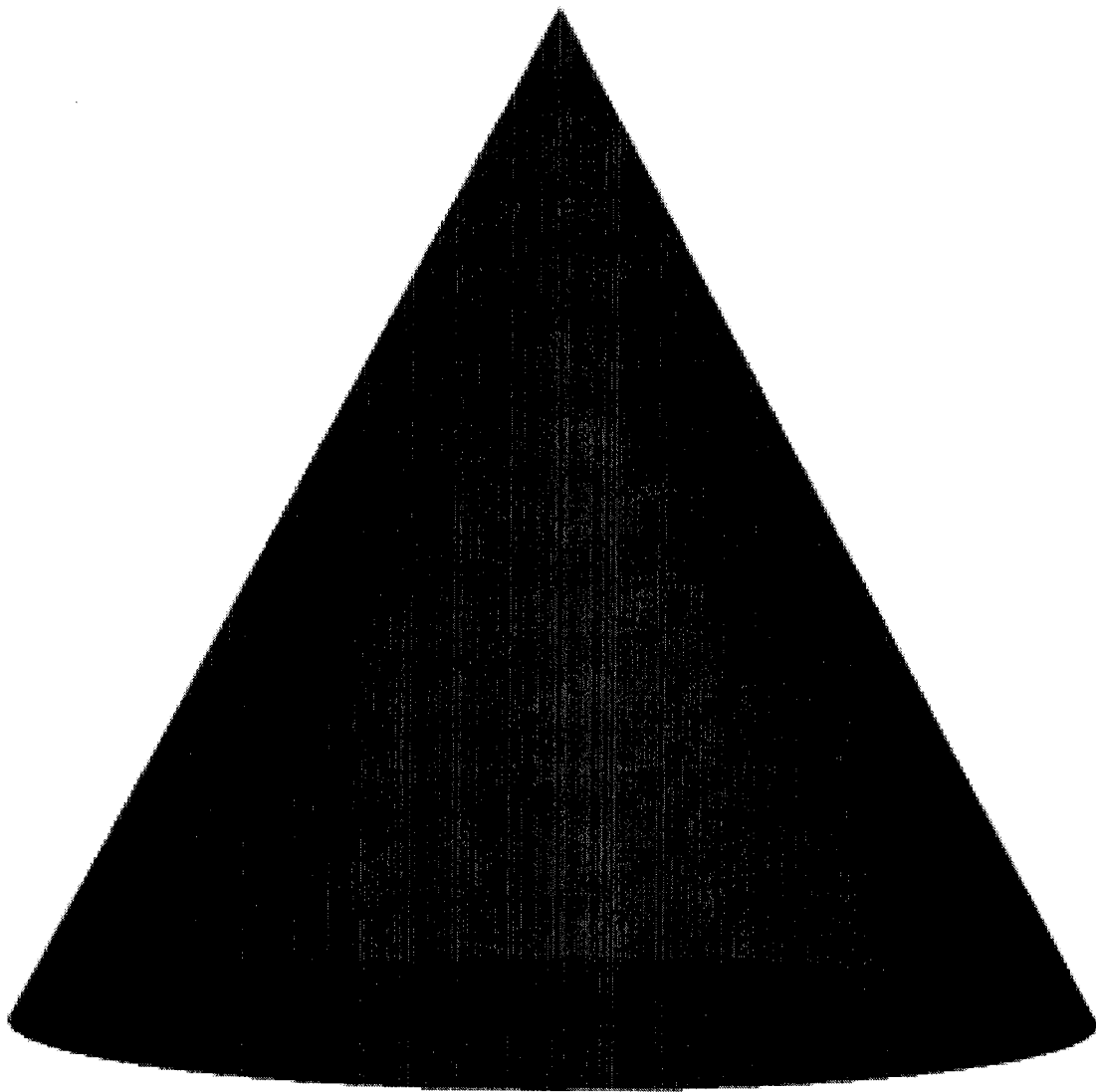


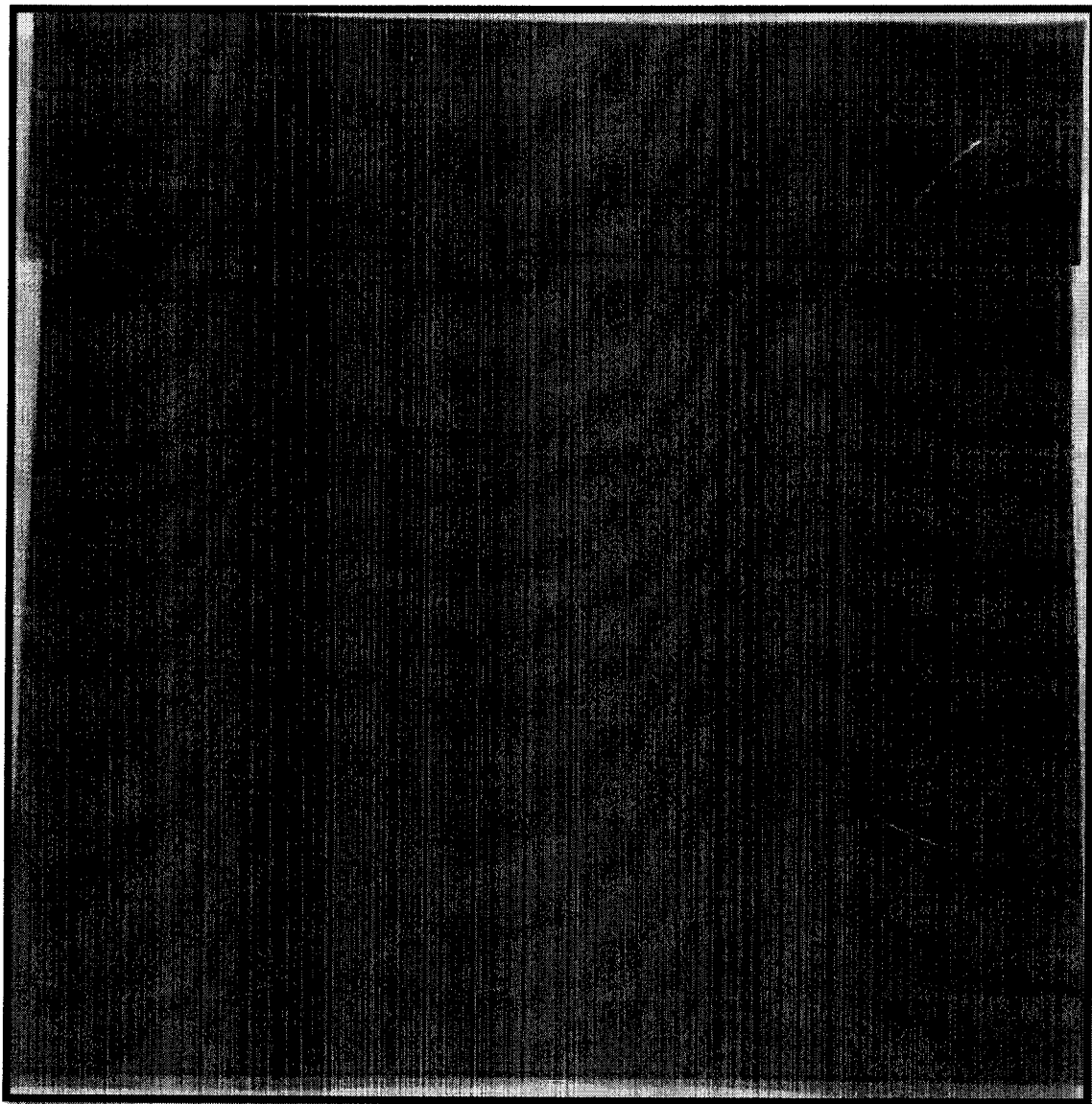
Shapes & Colors



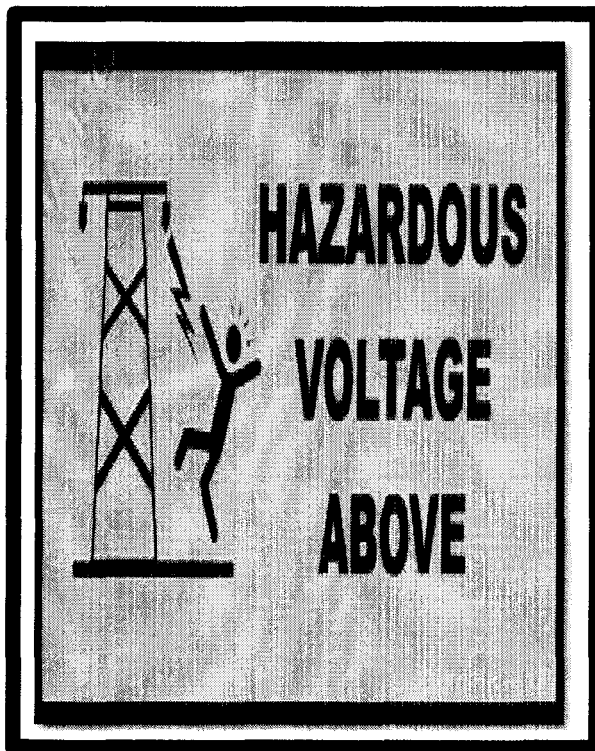
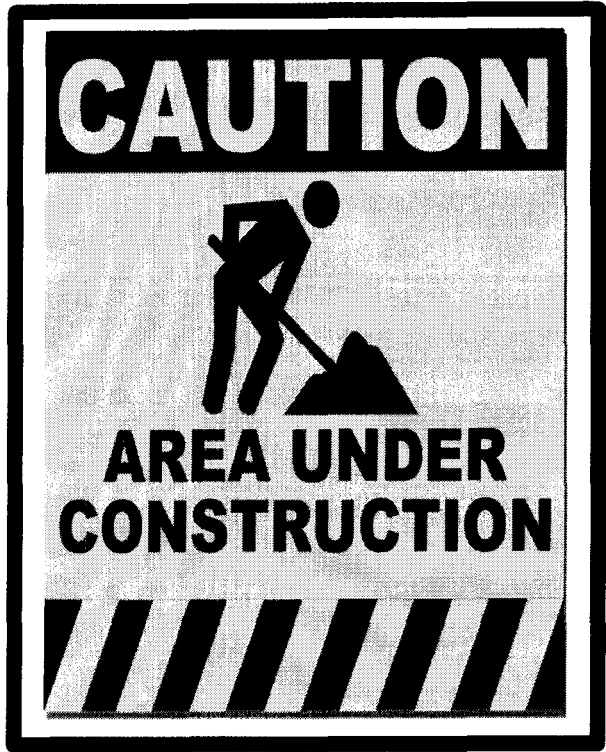




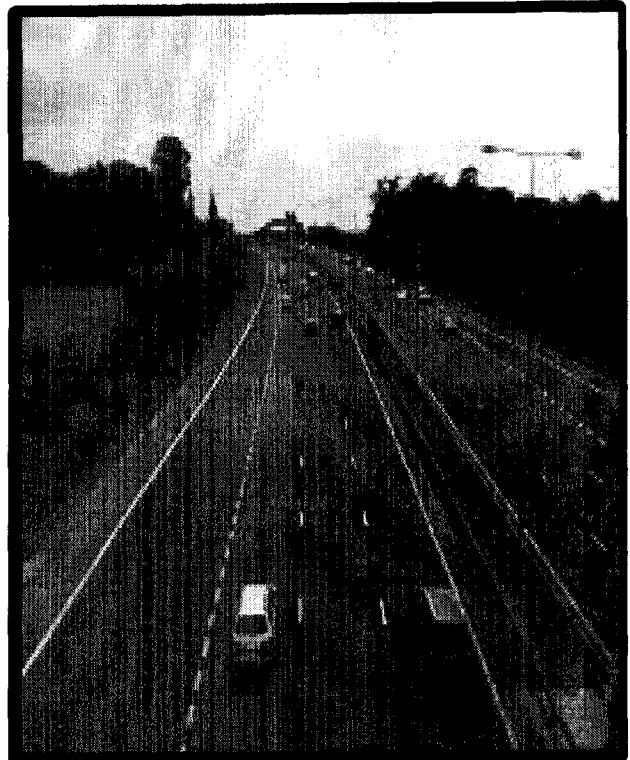




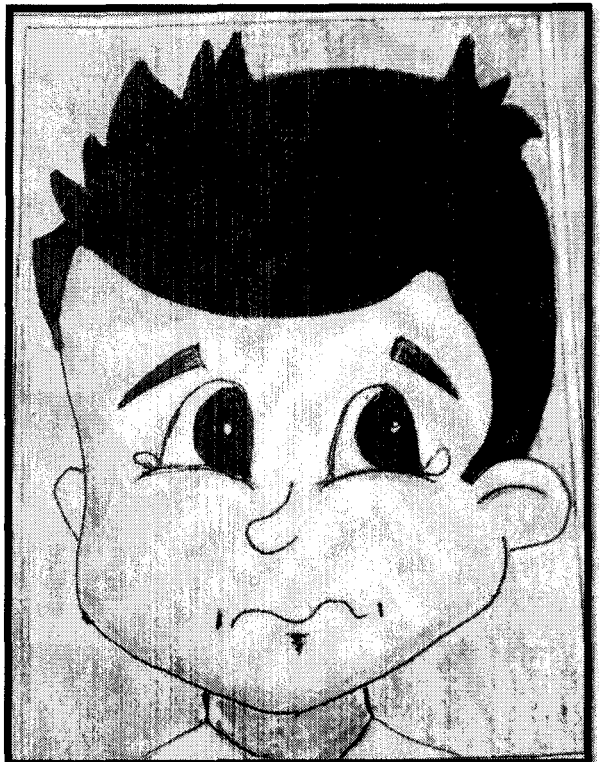
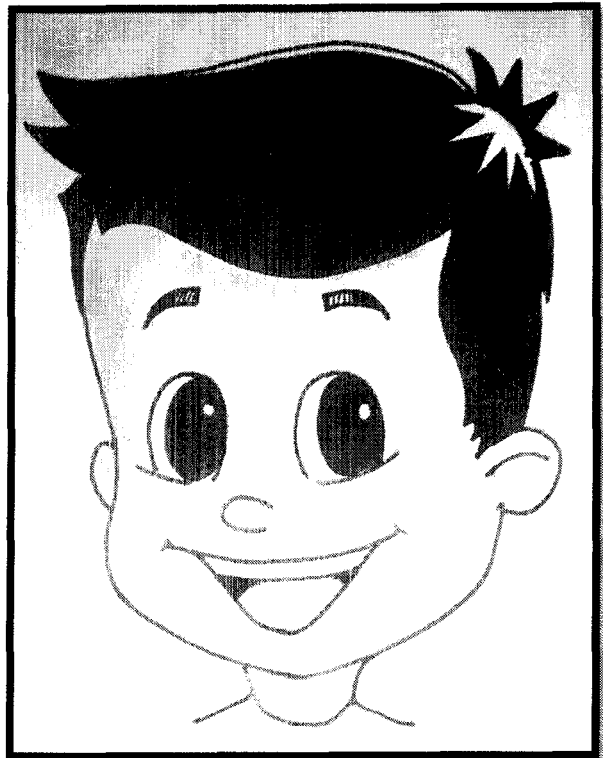
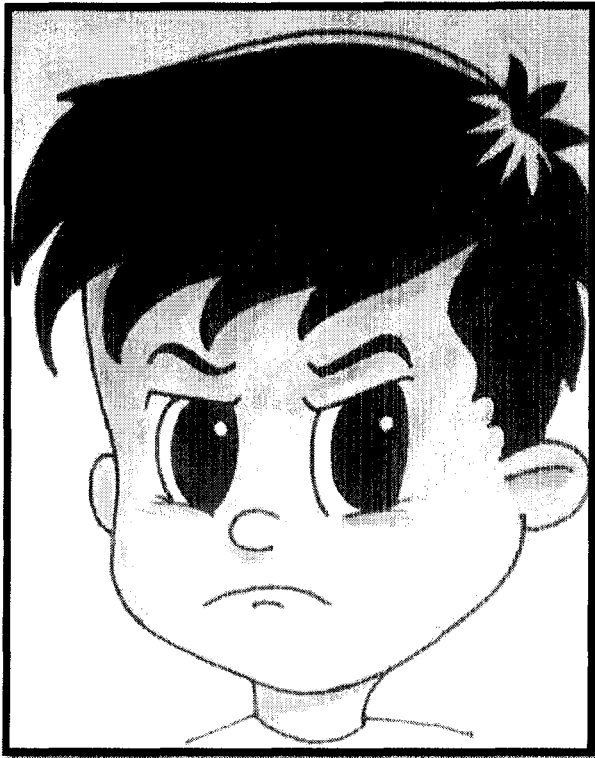
Activity 3 My Daily Routine – Signs and Symbols



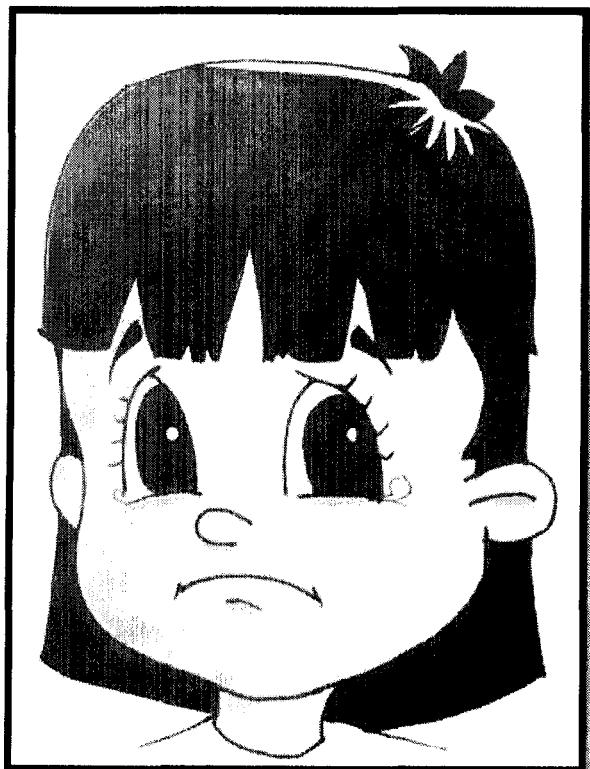




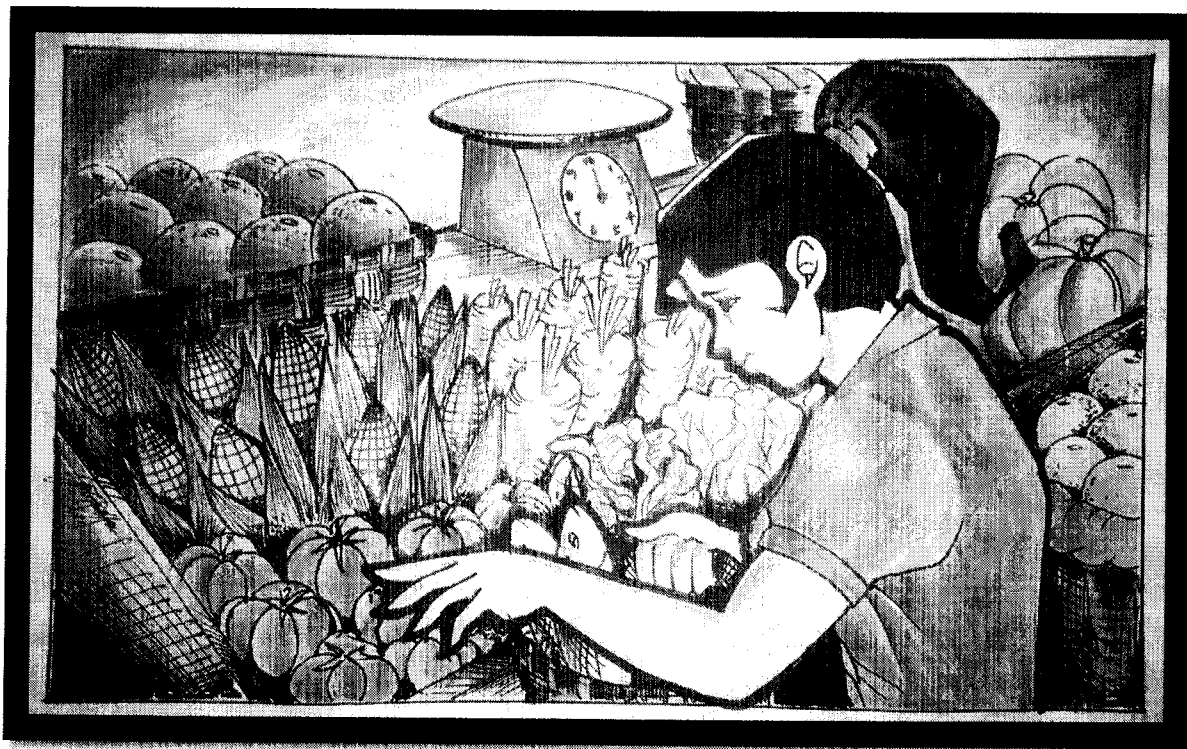
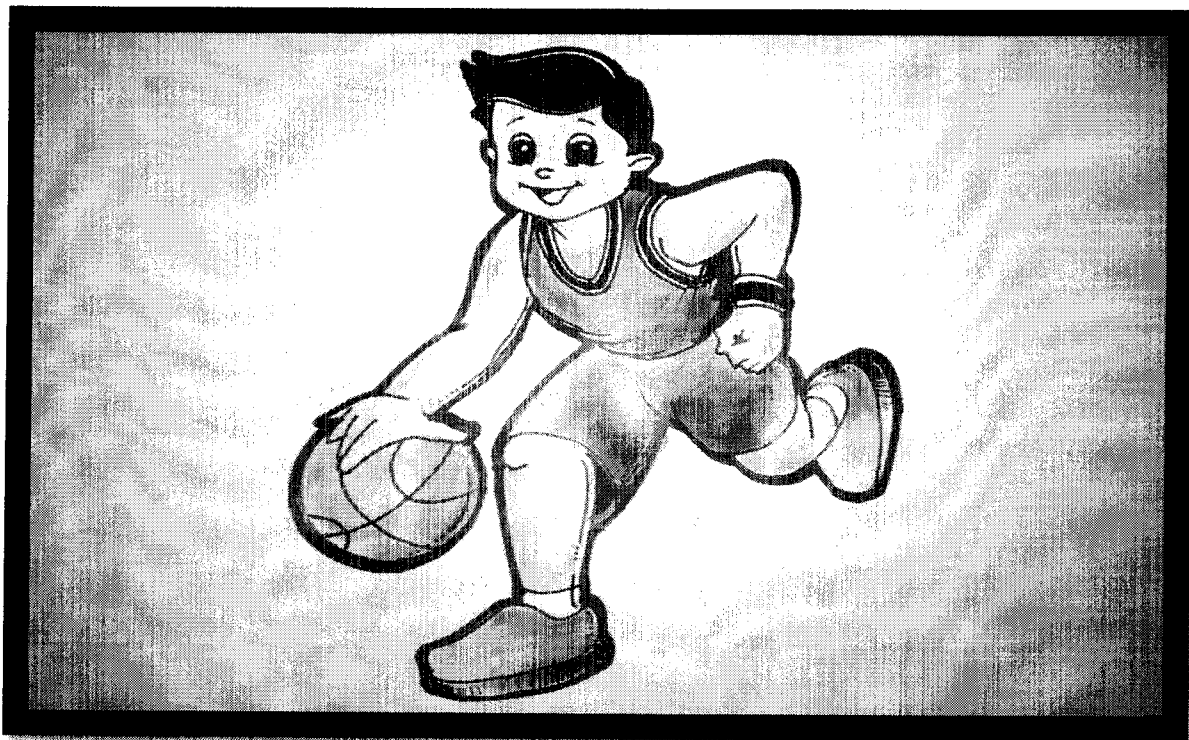
Activity 4 WHETHER WEATHER – Different Emotions (Boy)

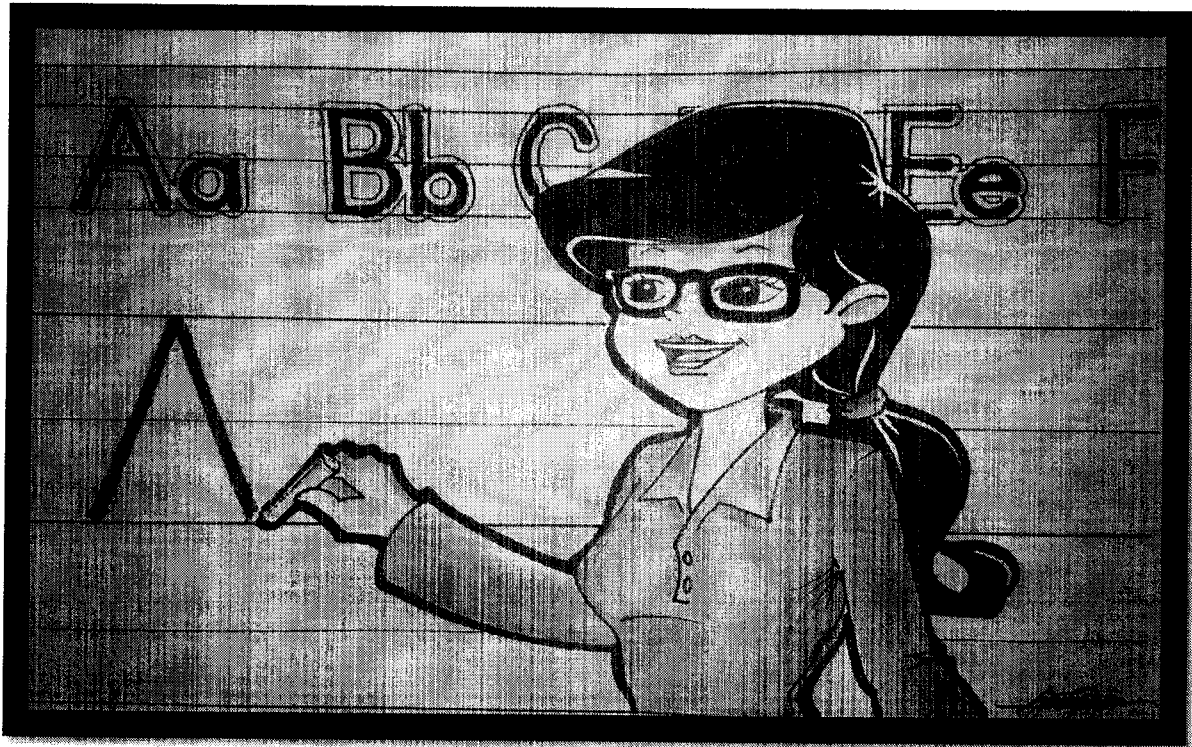


Different Emotions (Girl)

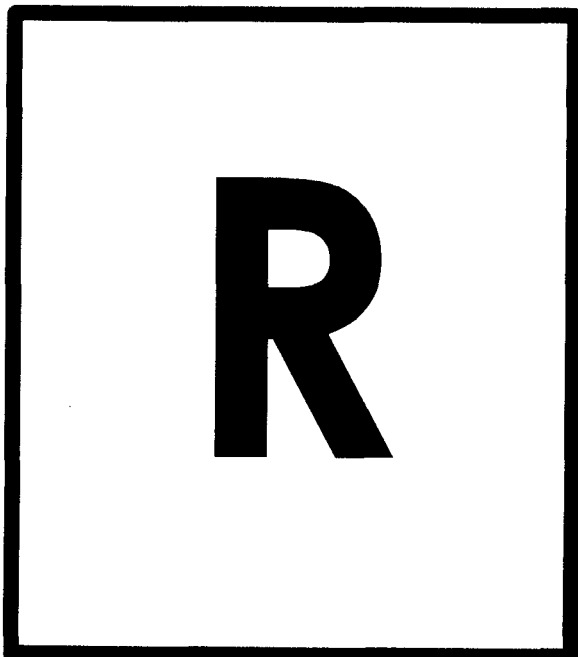
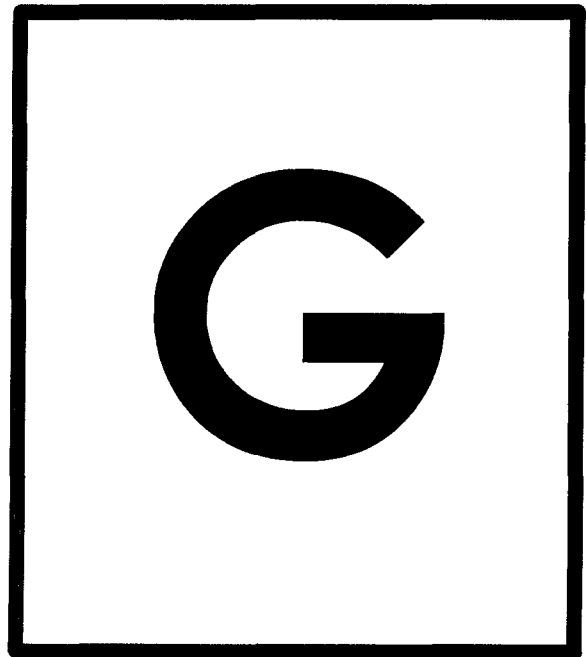
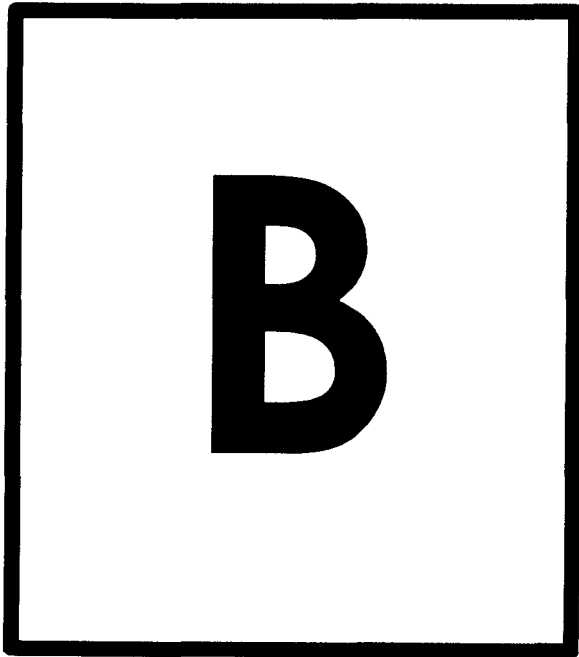


Role Playing





Activity 5 WORK OF HANDS – Copying



Tracing

