



Republic of the Philippines
Department of Education
Region V
SCHOOLS DIVISION OF SORSOGON

May 22, 2026

DIVISION MEMORANDUM

No. **187** 2026

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

TO: Assistant Schools Division Superintendent
Chief Education Supervisors, CID and SGOD
Education Program Supervisors and Division Coordinators
Public Schools District Supervisors and OIC-PSDSs
Public Elementary School Heads and Secondary School Heads
Public Integrated School Heads
Private Elementary and Secondary School Heads
Division and District SNED Focal Persons
All others concerned

1. Pursuant to Regional Memorandum No. 00691, s. 2026, "*Regional Guidelines on Optimizing Multi-Factored Assessment (MFAT) Processes Through Excel Automation*" and in line with Republic Act No. 11650 (Inclusive Education Act for Learners with Disabilities) and DepEd Order No. 29, s. 2018, this Office hereby adopts the standardized **Excel-based Automated Multi-Factored Assessment Tool (MFAT)** as the official mechanism for the administration, consolidation, analysis, and reporting of MFAT results in **all schools** within the Division.
2. The adoption of the Automated MFAT aims to streamline assessment processes, reduce clerical and administrative workload, improve accuracy, consistency, and reliability of data, and strengthen evidence-based instructional planning and supervisory decision-making.
3. All schools in this Division shall:
 - a. 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 timely submission of assessment results; and
 - e. Use assessment outputs for instructional planning, learner interventions, and the development of Individualized Education Plans (IEPs).
4. The Office, through the Curriculum Implementation Division (CID) and the Division SNED Focal Persons, shall facilitate, consolidate division reports, and provide technical assistance to schools.





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5. School Heads shall ensure proper administration of MFAT, accuracy of encoded data, and timely submission of results. Teachers shall administer the MFAT, encode data accurately, interpret results, and implement appropriate learner interventions.
6. Monitoring and evaluation shall be conducted through regular submission and validation of MFAT reports, feedback logs, surveys, and review meetings at the school and division levels. Consolidated reports shall be submitted to the Regional Office in accordance with prescribed timelines.
7. The Automated MFAT system may accessed through this link: <https://tinyurl.com/MFATautomationBICOL>. Attached in enclosure 1 is the *User Guide for the Automated Excel-Based MFAT*, which shall serve as reference in the implementation of the policy.
8. This Memorandum shall take effect immediately and shall be implemented starting **School Year 2026-2027**, with interim measures including phased orientation and technical assistance to ensure smooth transition.
9. Immediate and widest dissemination of this Memorandum is hereby directed for information, guidance and strict compliance of all concerned.


JOSE L. DONCILLO, CESO V
Schools Division Superintendent





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Enclosure No. 1 to Division Memorandum No. _____, s. 2026

**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



Balogo Sports Complex, Balogo, Sorsogon City, Sorsogon 4700
Landline: (056) 211-6461
Email: sorsogon@deped.gov.ph
Website: depedsorsogon.com.ph



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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.





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Step 7	<p>Review the FINAP IEP Sheet</p> <p>a. Entries will automatically appear in the FINAP IEP Sheet.</p> <p>For Part II:</p> <ul style="list-style-type: none">• Tick the required boxes• Fill in any remaining details manually
Step 8	<p>Fill in Important IEP Details</p> <p>a. Manually encode the following:</p> <ul style="list-style-type: none">• Present Level of Performance• Annual Goals• Quarterly Goals• IEP Team Members
Step 9	<p>Use the Interventions Sheet (Optional)</p> <p><i>Refer to the Other Recommended Interventions Sheet for additional guidance in completing the IEP.</i></p>
Step 10	<p>Perform Final Validation</p> <p><i>Return to Form D and verify that all information and results are accurate and complete.</i></p>
<p>Reminder:</p> <p>Always review entries carefully to ensure the accuracy, completeness, and reliability of assessment results.</p>	

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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