

Republic of the Philippines  
**Department of Education**  
 SCHOOLS DIVISION OF MARINDUQUE

Office of the Schools Division Superintendent

**MEMORANDUM**

CID-2025-015

**TO:** Assistant Schools Division Superintendent  
 Chief Education Supervisor, CID  
 Public Schools District Supervisors  
 Public Elementary School Heads  
 All Other Concerned

**FROM:** *M* **LYNN G. MENDOZA, EdD**  
 OIC, Schools Division Superintendent *L*

**SUBJECT: ADMINISTRATION OF THE BEGINNING OF SCHOOL YEAR (BOSY) EARLY CHILDHOOD DEVELOPMENT (ECD) CHECKLIST AND MULTIFACTORED ASSESSMENT TOOL (MFAT) FOR SCHOOL YEAR 2025-2026**

**DATE:** June 30, 2025

1. Per attached Regional Memorandum No. 84, s. 2025 dated June 23, 2025 titled Administration of the Beginning of School Year (BOSY) Early Childhood Development (ECD) Checklist and Multi-Factored Assessment Tool (MFAT) for School Year 2025-2026, this Office, through the Curriculum Implementation Division, instructs all Kindergarten teachers to administer the BOSY ECD Checklist, while trained Grade 1 teachers shall facilitate the administration of the Multi-Factored Assessment Tool (MFAT) from June 16 to July 16, 2025.

Activity	Date	Person Responsible	Forms to be Accomplished
Administration of BoSY ECD	June 16- June 30, 2025	Kindergarten Teachers	Forms A and B
Consolidation of School ECD Result	July 1- 4, 2025	School Heads	Forms C, D, and E
Administration of MFAT	July 7-9, 2025	Grade 1 Teachers	Form A
Consolidation of School MFAT Result	July 10-11, 2025	School Head	Form B
Consolidation of District MFAT Result	July 14-16, 2025	District SNEd Coordinator	Form C and D
Consolidation of Division ECD and MFAT Results	July 17- 24, 2025	EPS in-charge of Kindergarten	
Submission to RO-CLMD	July 25, 2025		



2. It is expected that early intervention for Kindergarten learners and Grade 1 learners exhibiting significant or slight developmental delays in any domain shall be given appropriate intervention by schools through the Individual Learning Monitoring Plan (ILMP). Said ILMP will be submitted to the CID at the last quarter of the School Year.

3. The following are tasked to serve as ECD/MFAT Help Desk Personnel:

Division Level:	Chair –	Mr. Romualdo O. Magculang EPS in-charge of Kindergarten
	Members-	PSDSs and District Kindergarten Coordinators
District Level	Chair -	PSDSs
	Member -	District Kindergarten Coordinators

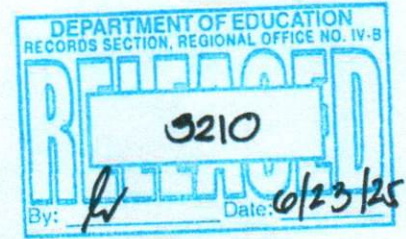
4. Resources relative to the conduct of ECD and MFAT can be downloaded through this link: <https://tinyurl.com/tvzfj2s3> while the link for submission of School and District ECD and MFAT Results will be given to the Public Schools District Supervisor through the CID Messenger Group Chat.

5. For clarifications, all concerned may contact Mr. John M. Chavez, Chief Education Supervisor and Mr. Romualdo O. Magculang, EPS in-charge of Kindergarten through [cid.sdomarinduque@deped.gov.ph](mailto:cid.sdomarinduque@deped.gov.ph)

6. For immediate and wide dissemination.



Republic of the Philippines  
**Department of Education**  
MIMAROPA REGION



Office of the Regional Director

June 23, 2025

**REGIONAL MEMORANDUM**

No. 84, s. 2025

**ADMINISTRATION OF THE BEGINNING OF SCHOOL YEAR (BOSY) EARLY  
CHILDHOOD DEVELOPMENT (ECD) CHECKLIST AND  
MULTI-FACTORED ASSESSMENT TOOL (MFAT)  
FOR SCHOOL YEAR 2025-2026**

TO : **ASSISTANT REGIONAL DIRECTOR  
SCHOOLS DIVISION SUPERINTENDENTS  
CHIEF EDUCATION SUPERVISORS, CLMD AND CID  
EDUCATION PROGRAM SUPERVISORS AND  
COORDINATORS, KINDERGARTEN AND SPECIAL NEEDS  
EDUCATION  
ALL OTHERS CONCERNED**

1. Pursuant to DepEd Order No. 12, s. 2025, titled "Multi-Year Implementing Guidelines on the School Calendar and Activities," the testing window for the Beginning of the School Year (BOSY) Assessment commences on June 16, 2025.
2. In line with this, all Kindergarten teachers are expected to administer the BOSY Early Childhood Development (ECD) Checklist, while trained Grade 1 teachers shall facilitate the administration of the Multi-Factored Assessment Tool (MFAT) from June 16 to July 16, 2025.
3. Kindergarten teachers are encouraged to utilize the SPARKLER (Streamlined Performance Assessment & Record-Keeping for Early Childhood Education) platform—an automated version of the ECD Checklist—to facilitate efficient assessment and documentation.
4. Kindergarten teachers must submit the following to the school head with a summary of the ECD Checklist using **Teacher Report (Form A)** and **Summary of Results per Developmental Domain (Form B)** generated in the automated checklist. The school head is recommended to summarize the school results using the **School Report on the Result of ECD BoSY (Form C)**, **School Summary of Results per Developmental Domain (Form D)** and **List of Most Learned and Least Mastered Skills (Form E)** and analyze the results for each indicator to plan strategic intervention for learners.
5. Likewise, Grade 1 teachers shall submit the MFAT Results per Learner (**Form A**) to the school head. This will guide instructional planning and the formulation of targeted interventions for learners who exhibit developmental delays, advanced development, or potential learning disabilities. Individual learner records must also

CLMD/FRR/GSR



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Certificate No. PNP QMS  
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be maintained for reference. The school head shall consolidate the results using **Form B** and submit them to the District SNED Coordinator, who will further consolidate the data using **Forms C and D**.

6. The Division Education Program Supervisor/Coordinator for Kindergarten and SNED shall submit the consolidated results to the Regional Education Program Supervisor for Kindergarten on or before July 25, 2025, consisting of the following:

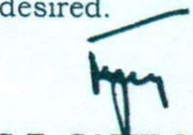
- a. Consolidated ECD Checklist results
  1. Division Report on the result of ECD BoSY
  2. Summary of Results per Developmental Domain
  3. List of Most and Least Mastered Skills
- b. Consolidated MFAT Results
  1. Report on the Number of Learners Assessed, Number of Learners with Developmental Delay Per Domain
  2. Division Consolidated MFAT Report Per Indicator

7. To ensure early intervention for Kindergarten and Grade 1 learners exhibiting significant or slight developmental delays in any domain, teachers should prepare an appropriate intervention plan using the Revised Individual Learning Monitoring Plan (ILMP).

8. All relevant forms, templates, and video explainers may be accessed and downloaded via this link: <https://tinyurl.com/tvzjf2s3>.

9. Should there be clarification, all concerned may contact Dr. Wendell I. Formalejo, Chief Education Supervisor, Curriculum and Learning Management Division, and Gerald S. Rizada, EPS, CLMD, through the email address: [clmd.mimaroparegion@deped.gov.ph](mailto:clmd.mimaroparegion@deped.gov.ph) cf: [gerald.rizada@deped.gov.ph](mailto:gerald.rizada@deped.gov.ph)

10. Wide dissemination of this Memorandum is desired.

  
**NICOLAS T. CAPULONG, PhD, CESO III**  
Director IV  
Regional Director 

Encl.: As stated

Reference:

DepEd Order 12, s. 2025

To be included in the Perpetual Index under the following subjects:

PHILIPPINE EARLY CHILDHOOD DEVELOPMENT  
SPARKLER: STREAMLINED PERFORMANCE ASSESSMENT & RECORD-KEEPING FOR EARLY  
CHILDHOOD EDUCATION  
CHECKLIST  
KINDERGARTEN  
MULTI-FACTORED ASSESSMENT  
GRADE 1  
INDIVIDUAL LEARNING MONITORING PLAN  
PROJECT LEARNSMART