



Republic of the Philippines
Caraga Region
Department of Education
J.P. Rosales Avenue, Butuan City
Tel. No. 085 3428207, fax No. 342 5969



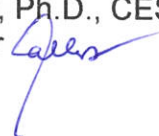
July 16, 2018

Regional Memorandum
No. 368, S. 2018

**VALIDATION OF THE STANDARD FORMS FOR PROGRESS REPORTING OF
LEARNERS WITH SPECIAL EDUCATIONAL NEEDS (LSEns)**

To: Schools Division Superintendents
SPED Coordinator

1. Attached is a Deped Memo DM –CI- 2018- 00223 dated July 4, 2018, re: Validation of the Standard forms for Progress Reporting of Learners with Special Educational Needs (LSEns) to Surigao del Sur, Surigao del Norte, Tandag and Surigao City divisions.
2. The mentioned divisions will prepare and choose school with 6 SPED and 6 regular teachers as respondents of the said validation observing the given schedule:
 - a. July 30-31, 2018- Surigao del Sur and Tandag City
 - b. August 1-2, 2018- Surigao del Norte and Surigao City
3. Please see enclosure forms/ template for reference.
4. Immediate dissemination of this memorandum to all concerned is highly desired.


BEATRIZ G. TORNÓ, Ph.D., CESO IV
Regional Director 

Incl.: template/forms
Reference: DM –CI- 2018- 00223
Allotment:

To be indicated in the Perpetual index under the following subjects:
Information validation

clmd14/enc
07/17/18

- Basically, there are 2 kinds of standard forms to be evaluated by the respondents. They are as follows:

1. LSENs in the self-contained class
 - a. SF9 for LSENs (Report card)
 - b. Behavior Intervention Record (BIR)
 - c. Individual Transition Plan
2. LSENs in an inclusive setting class- general education teacher uses the SF9- K to 12 plus the behavior intervention record
 - a. Behavior Intervention Record (BIR)

Behavioral Intervention Report			
School Year _____			
Date of Observation:		Name of Teacher:	
Name of Learner:			
Date of Birth:		Age:	
School I.D.		Learner's Reference No.:	
Exceptionality:			
Baseline Data:			
With Assessment _____ (please indicate) _____			
Without Assessment _____			
Address:			
Parents/Guardians:		Contact nos. (Work) _____ (Home) _____	
On-the-Job Training Experience: (For learners, if applicable) Yes _____ No _____			
BEHAVIOR MANIFESTATIONS & INTERVENTION			
	At Home	In School	In the Community
ANTECEDENT/ PRIOR BEHAVIOR (triggers/signals)	(ex. Siblings got the food of Francis without permission)	(ex. Classmates teased Francis)	(ex. A neighbor accidentally pushed Francis while playing basketball in the barangay hall)
OBSERVABLE BEHAVIOR	(ex. Francis kicked his siblings)	(ex. Francis threw his pencil towards his classmates)	(ex. Francis pushed him back)
RESULT/ CONSEQUENCE OF BEHAVIOR	(ex. Siblings hit each other)	(ex. Francis fought with his seatmate /classmate)	(ex. The two boys shouted and tried to hurt each other)
INTERVENTIONS Proactive Strategies for prevention	Example: Parents tried to find out the cause of the fight Parent gave their advice	Example: Teacher talked to the child and investigates Teacher gave physical promptings like wrapping, massage, etc. if the child tends to be violent and shows uncontrollable behavior	Example: The referee explains the rules and reiterated the value of fair play and sportsmanship The barangay captain asked them to settle the dispute Separated the two boys from each other
Reactive strategies for immediate intervention	Parents stopped the fight and talked to Francis	Teacher transferred the children to different seats	Held the two boys until they cooled down.

Targeted Behavior (Behaviors to be decreased or improved)

- (ex. *Impulsivity, violent behavior*)

Specific Objectives:

- (ex. *Eliminate manifestations of violent behavior*)

Prepared by:

Teacher

Noted:

Principal

Conforme:

Parents/Guardian

Behavioral Intervention Report School Year _____	
Date of Observation:	Name of Teacher:
Name of Learner:	
Date of Birth:	Age:
School I.D.	Learner's Reference No.:
Exceptionality:	
Baseline Data:	
With Assessment _____ (please indicate) _____	
Without Assessment _____	
Address:	
Parents/Guardians:	Contact nos. (Work) _____ (Home) _____
On-the-Job Training Experience: (For learners, if applicable) Yes _____ No _____	
BEHAVIOR MANIFESTATIONS & INTERVENTION	

INDIVIDUAL TRANSITION PLAN (School to Work)

School Year _____

1. Personal Information		
Name:	Date of Birth:	LRN:
Current Address:	Phone/Contact No. :	
New Address will be (when known)		
Exceptionality:	With Assessment: _____	Without Assessment: _____

2. Transition Team			
Name (Include name of transition coordinator)	Organization and/or role/relationship to individual	Contact details (email and/or phone)	Date started working with team
	ITP Coordinator		
	School Head		
	SPED Teacher		
	Parent		
	Child		
	Regular/Guidance Teacher		
	Stakeholders		

Planning My Way to Work

Strengths	Interests	Skills

Instruction: Analyze the data above before filling –out the template below

What works?	What doesn't work?	Concerns/Issues/Gaps/Problems

Instruction: Consider the data above in filling-out the template below

Work Opportunities		Transition Skills	Persons Involved	Service Provider	Remarks
Content Area	Check (/) the appropriate content area				
Cookery					
Bread and Pastry					
Housekeeping Services					
Laundry Services & Clothes Management					
Handicrafts					
Cottage Industry					
Computer Systems Servicing					
Gardening					
Others					

Transition Goal Plan

Goal: _____

ACTIVITIES	DATES	ACTION STEPS	PERSONS RESPONSIBLE

Prepared by:

Teacher

Noted:

School Principal

Conforme:

INDIVIDUAL TRANSITION PLAN FOR WALK-INS

School Year _____

1. Personal Information			
Name:	Date of Birth:		Age: _____
Current Address:	Phone/Contact No.:		
Disability:	With Assessment : _____	Without Assessment : _____	
Current Status (Please check)	Have attended school: _____	Have not attended school at all: _____ Date of Entry _____	

2. Transition Team			
Name (Include name of transition coordinator)	Organization and/or role/relationship to individual	Contact details (email and/or phone)	Date started working with team
	ITP Coordinator		
	School Head		
	SPED Teacher		
	Parent		
	Child		
	Regular/Guidance Teacher		
	Stakeholders		

Additional Information:

Learner's Strengths, Preferences and Interests (The ITP Team uses interviews, observations and assessments to help gather this information. Results shall be basis for Learner's placement and accommodation)			
Placement/Accommodation (Please mark check if applicable)			
Transition		Self-Contained	Regular
Academic	Vocational		

Planning My Way to Work

Strengths	Interests	Skills

Instruction : Analyze the data above before filling –out the template below

What works?	What doesn't work?	Concerns/Issues/Gaps/Problems

Instruction: Consider the data above in filling-out the template below

Work Opportunities		Transition Skills	Persons Involved	Service Provider	Remarks
Content Area	Check (/) the appropriate content area				
Cookery					
Bread and Pastry					
Housekeeping Services					
Laundry Services & Clothes Management					
Handicrafts					
Cottage Industry					
Computer Systems Servicing					
Gardening					
General Services					
Others					

Transition Goal Plan

Goal _____

ACTIVITIES	DATES	ACTION STEPS	PERSONS RESPONSIBLE

Prepared by:

Teacher

Noted:

School Principal

Conforme:

Description:

Transition Program is helping students with disabilities and their families think about their life after school and identify long-range goals designing the school experience to ensure that students gain the skills and connections they need to achieve these goals the provision of funds and services to local school districts to assist in the transition process. This transitional process will include many facets of planning for the future and should be fully understood by everyone concerned each step of the way. Planning for the future is an investment in a learner with special educational needs.

Purpose:

The primary purpose is to prepare the LSENs for work opportunities through identification of their strengths and weaknesses which will serve as basis for the preparation of the LSENs Individual Transition Plan (ITP).

In addition, this will be an avenue for the school to collaborate with possible service providers/partners for work immersion of LSENs in the community.

Who is it for?

This form is for LSENs who belong to the self-contained class and Out of School Youth.

When to use?

This form will be accomplished annually for LSENs who are ready for any work opportunities except for those who maybe mainstreamed in the general education. This will be reviewed or revisited quarterly to track progress.

How to use?

The SPED teacher shall fill-out the required data in the form and work with the Transition Team in formulating the transition goal and plan.

How To Use The Behavior Intervention Report

Brief Description:

The Behavior Intervention Report (BIR) is a narrative report for those learners with disability. Learners with disability who are already enrolled in an inclusive classroom shall use the K to 12 School Form 9 (SF 9). The general education teacher shall use the Behavior Intervention Report as an attachment. Likewise, this can be also used for learners in the self-contained class.

Purpose:

The unique behavior manifested by the learners with disability will be written down in the BIR. It will help the general education teacher to collaborate with SPED teachers to address the behavior and make intervention program for said learners.

Who is it for:

The BIR is intended for the Learners with Special Educational Needs (LSENs) specifically for those with disabilities/difficulties in the self-contained class and in the general education that will address the target behavior.

When to Use: The form is used as an attachment to the SF-9 of the K to 12 forms

How to Use:

1. Describe exactly what occurred in the environment just before targeted behavior was exhibited. Identify prior behavior of the learners with special educational needs at home, school, and in the community.
2. List types of behaviors displayed during incident and identify behavior manifested by the LSENs.
3. Prepare measurable goal that will address and improve the behavior of the LSENs.
4. Prepare behavioral intervention plan.
5. Enhance and master target behavior goal.

BEHAVIOR INTERVENTION REPORT (BIR)

SCHOOL YEAR _____

DATE OF OBSERVATION: _____

Name of Teacher: _____

Name of Learner: _____

Date of Birth: _____

Age: _____

School ID: _____

Learner's Reference No.: _____

Difficulty/Disability: _____

Baseline Data: _____

With Assessment: _____ (please indicate) _____

Without Assessment: _____

Address: _____

Parents/Guardians: _____

Contact nos. (Work) _____ (Home) _____

On -the-Job Training Experiences (for learner's if applicable) Yes _____ No _____

BEHAVIOR MANIFESTATIONS & INTERVENTION

	At Home	In School	In the Community
ANTECEDENT/PRIOR BEHAVIOR(TRIGGERS/SIGNALS)			
OBSERVABLE BEHAVIOR			
RESULT/CONSEQUENCE OF BEHAVIOR			
INTERVENTIONS Proactive Strategies for prevention Reactive strategies for immediate intervention			

Targeted Behavior (Behaviors to be decreased or improved)

Specific Objectives:

Prepared by:

Conforme:

Teacher

Parent/Guardian

Noted:

School Principal

BEHAVIOR INTERVENTION REPORT (BIR)

SCHOOL YEAR 2018-2019

DATE OF OBSERVATION: June 23, 2018

Name of Teacher: Mrs. Marilyn Sanchez

Name of Learner: _____

Date of Birth: _____

Age: _____

School ID: _____

Learner's Reference No.: _____

Difficulty/Disability: _____

Baseline Data: _____

With Assessment: _____ (please indicate) _____

Without Assessment: _____

Address: _____

Parents/Guardians: _____

Contact nos. (Work) _____ (Home) _____

On -the-Job Training Experiences (for learner's if applicable) Yes _____ No _____

BEHAVIOR MANIFESTATIONS & INTERVENTION

	At Home	In School	In the Community
ANTECEDENT/PRIOR BEHAVIOR (TRIGGERS/SIGNALS)			
OBSERVABLE BEHAVIOR			
RESULT/CONSEQUENCE OF BEHAVIOR			
INTERVENTIONS Proactive Strategies for prevention Reactive strategies for immediate intervention			

Targeted Behavior (Behavior to be decreased or improved)

Specific Objectives:

Prepared by:

Conforme:

Teacher

Parent/Guardian

Noted:

School Principal

Guidelines in the Validation of the Standard Forms for Progress Reporting of Learners with Disabilities

A. Objectives

The activity aims to validate the draft Standard Forms for Progress Reporting of Learners with Disability as well as to gather information and feedback on how best to improve the forms.

B. Target Regions

- The target regions were not involved in the initial development of the forms except for NCR.
- As agreed upon during the development writeshop, the forms will be e-mailed to the respondents ahead of the validation.
- Two (2) big and two (2) small divisions will be selected from the target regions except for NCR with six (6) big and six (6) small divisions.
- Six (6) SPED teachers and six (6) regular teachers from each division across the target regions except NCR with twelve (12) SPED teachers and twelve (12) regular teachers will answer the validation tools.
- A total of eighty- four (84) teacher-respondents who shall answer the validation tool and review the forms.

C. Methodology

Validation Procedure Per Division

- Pair of validators, 2 from SID-SPED and 1 from the Division
- Travel/Work Schedule Matrix – 5 days per region except for NCR -2 days only

Table 1: Travel/Work Schedule Matrix

	DAY	ACTIVITY	REGION
1	Sunday	Travel time	2, 4B, 9, 12 and 13
2	Monday	2 big divisions	
3	Tuesday	2 big divisions	
4	Wednesday	1 small division	
5	Thursday	1 small division	
6	Friday	Travel Time	
1	Thursday	Travel time to region	NCR
		1 big division	
2	Friday	1 small division	

Getting to Know your Respondents

- From the Division, the respondents will come from big and small divisions that offer SPED programs.
- There are 2 groups of respondents from each school: SPED teachers and regular teachers
- All the respondents will answer all the forms.

D. Materials

- Basically, there are 2 kinds of standard forms to be evaluated by the respondents. They are as follows:
 1. LSENs in the self-contained class
 - a. SF9 for LSENs (Report card)
 - b. Behavior Intervention Record (BIR)
 - c. Individual Transition Plan
 2. LSENs in an inclusive setting class- general education teacher uses the SF9- K to 12 plus the behavior intervention record
 - a. Behavior Intervention Record (BIR)
- Validation tool

E. Pre and Post Validation

Pre-validation

1. All SID-SPED staff involved in the validation shall attend the briefing.
2. Get familiarize with all forms.
3. Secure all the forms needed.

Post –validation

1. Validators to assist the respondents if needed clarifications on the tools are needed.
2. Validator to secure the accomplished validation tools and reviewed forms.
3. Validators to prepare an exit report.

How to Use the SF 9 - Non-Graded Form

Brief Description:

School Form (SF) 9 Non-Graded is a form that shows a snapshot of the progress of Learners with Severe Difficulties in a self-contained class in the different domains of development and character formation namely: Daily Living Skills, Socio-Emotional skills, Language Development, Psychomotor, Cognitive, Aesthetic and Creative, Behavioral and Orientation and Mobility. SF-9 for non-graded uses a descriptive rating in assessing the LSEN's development.

Purpose:

SF 9 Non-Graded is purposely designed to report the progress of learners with severe difficulties in a self-contained class in the different domains of development and character formation. It helps teachers, administrators and parents/guardians see the learner's strengths and weaknesses, progress on a quarterly basis. It aides also the teachers and parents/guardians for possible assistance/interventions needed in terms of instruction, follow up to further enhance the performance of the LSEN.

Who is it for:

SF 9 Non-Graded Progress report is to be used by SPED teachers to record the progress of LSEs in the different domains of development and for parents/guardians to monitor the progress of their child/children in a self-contained class.

When to use:

The form is to be accomplished every end of the quarter by the teacher, putting in the descriptive rating performance of the LSEN based on supporting documents, like the anecdotal records, observations, checklists, and other assessment records used as evidences in giving the desired descriptive rating of the learner.

How to use:

At the end of each quarter, the teacher summarizes all the achievements of the learner reflected in his/her portfolio.

1. The teacher will fill in the necessary data indicated in the SF9.
2. The teacher will transfer the summarized achievement attained by the learner in each domain to the progress report (SF9)
3. The most number of descriptive rating reflected in each domain will serve as the average final rating to be written in the summary table per quarter.
4. Written remarks are to be accomplished also by the teacher in every quarter.
5. The accomplished SF9 will then be shown to parents/guardians during Parent-Teachers Conference every quarter.

HOW TO USE THE INDIVIDUAL TRANSITION PLAN FORM

Description:

Transition Program is helping students with disabilities and their families think about their life after school and identify long-range goals designing the school experience to ensure that students gain the skills and connections they need to achieve these goals the provision of funds and services to local school districts to assist in the transition process. This transitional process will include many facets of planning for the future and should be fully understood by everyone concerned each step of the way. Planning for the future is an investment in a learner with special educational needs.

Purpose:

The primary purpose is to prepare the LSENs for work opportunities through identification of their strengths and weaknesses which will serve as basis for the preparation of the LSENs Individual Transition Plan (ITP).

In addition, this will be an avenue for the school to collaborate with possible service providers/partners for work immersion of LSENs in the community.

Who is it for?

This form is for LSENs who belong to the self-contained class and Out of School Youth.

When to use?

This form will be accomplished annually for LSENs who are ready for any work opportunities except for those who maybe mainstreamed in the general education. This will be reviewed or revisited quarterly to track progress.

How to use?

The SPED teacher shall fill-out the required data in the form and work with the Transition Team in formulating the transition goal and plan.

DAILY LIVING SKILLS DOMAIN				
Performance Indicators	1	2	3	4
SELF-FEEDING				
Expresses need to eat or drink through non-verbal and/or verbal means				
Chews and swallows different kinds of foods				
Swallows liquid like soup				
Picks up food with fingers or scoops with spoon				
Picks up and eats finger food				
Sips and drinks liquid				
Eats with spoon and fork				
Uses the table knife for spreading				
Cuts food using the table knife				
Distinguishes edible and non-edible foods and substances				
Peels/unwraps food				
Uses table napkins				
Exhibits table setting skills				
TOILETING				
Uses comfort room/toilet bowl to urinate or defecate				
Uses the toilet paper to clean-up self and disposes it properly				
Uses diaper correctly				
Cleans self with soap and water after toileting				
DRESSING				
Removes/puts on shoes or slippers				
Removes/puts on socks				
Removes/puts on clothes				
Opens and closes dressing implements (zip/unzip, button/unbutton)				
GROOMING and HYGIENE				
Washes and dries hands properly				
Cleans own face				
Brushes Teeth				
Combs/brushes hair				
SOCIO-EMOTIONAL DOMAIN				
Performance Indicators	1	2	3	4
Uses courteous expressions appropriately				
Asks an apology when necessary				
Pays attention to someone talking				
Engages in communication with others				
Plays with peers				
Makes friends easy				
Follows rules and regulations				
Seeks/accepts help				
Expresses/shows appropriate emotions				
Waits for one's turn				
Asks permission to use things owned by others				
Seeks help from older friends				
Imitates adult activities				
Displays sense of humor				
Identifies self as a member of a family/cultural group				
Identifies personal belongings				
Displays sensitivity to the feelings of others				
Shows sportsmanship				
Shows initiatives to work on tasks				
Works independently				
Shows self-control				

LANGUAGE DEVELOPMENT DOMAIN				
Performance Indicators	1	2	3	4
LISTENING				
Follows simple direction				
Distinguishes different types of sounds				
Comprehends simple and familiar stories				
Listens attentively to stories, poems/rhymes				
SPEAKING				
Increases vocabulary to describe things				
Increases vocabulary to express one's feelings				
Increases vocabulary to share information				
Answers and responds to questions accordingly				
Narrates simple and familiar stories				
READING				
Discriminates similarities and differences between pictures and objects				
Classifies objects according to function				
Notes details in pictures				
Visualizes objects and pictures from memory				
Comprehends picture stories				
Performs relevant study skills				
WRITING				
Holds/grips pencil properly				
Traces lines and shapes				
Traces letters, numbers, and one's name properly				
Copies lines, shapes, letters, numbers, and one's name properly				
Draws basic figures				
Uses basic strokes correctly				
PSYCHOMOTOR DOMAIN				
Performance Indicators	1	2	3	4
BASIC MOVEMENT				
Sits, stands and walks with good posture				
Runs and jogs gradually in increasing distance				
Jumps and performs other exercises with or without music				
Lifts increasing heavy weights				
Balances in one foot for gradually increasing period of time				
Imitates motor movements of people and animals				
Bends and straightens knees properly while feet flat on the floor				
Goes up and down the stairs				
PERCEPTUAL MOTOR SKILLS				
Uses clay to make simple but increasingly meaningful shapes and objects				
Uses crayon to color				
GROSS MOTOR COMPETENCIES				
Walks while carrying objects				
Jumps toward aim without falling				
Throws and catches objects				
Kicks ball without losing balance				
Hops alternately without falling				
FINE MOTOR SKILLS				
Makes an object out of clay				
Squeezes soft rubber ball of convenient size				
Squeezes water from wet rag				
Folds and divide paper into halves in imitation				
Cuts out shapes, outline and objects				
Pastes paper properly				
Strings and threads beads				
Turns doorknob with forearm rotation				
Removes bottle cap				

COGNITIVE DOMAIN				
Performance Indicators	1	2	3	4
Identifies colors				
Identifies shapes				
Identifies letters of the alphabet				
Identifies sounds of the letters of the alphabet				
Identifies sizes (long, short, big, small, tall, short)				
Sorts objects according to color				
Sorts objects according to size				
Sorts objects according to shape				
Tells the size of an object				
Identifies numbers up to _____				
Counts numbers up to _____				
Follows one to three steps direction				
Identifies the body parts				
Identifies the five senses and their functions				
Develops longer attention span to complete the task				
Sequences/Arranges picture in the story				
Identifies/reads simple words with pictures				
Identifies/reads simple phrases with pictures				
Identifies/reads simple sentences with pictures				
Identifies the days of the week				
Identifies the month of the year				
Identifies one self				
Identifies members of the family				
Identifies different community helpers in school and/or in the community				
Identifies objects/pictures being presented				
AESTHETIC AND CREATIVE DOMAIN				
Performance Indicators	1	2	3	4
Uses the five senses to observe things in the classroom				
Enumerates and classifies things in terms of color, shape, texture and number				
Points to drawings or paintings that they like or appreciate				
Identifies basic drawing materials				
Draws and paints simple objects based on a visual model				
Displays his drawings and paintings on display board				
Listens to musical pieces familiar to the child				
Sings, with/without prompts, the musical pieces listened to				
Sees and touches musical instruments found in school				
Names musical instruments found in school				
Watches how these musical instruments are used				
Plays with the musical instruments with teacher's prompts				
Expresses appreciation for the dance that they prefer				
Expresses appreciation for what was heard through body movements				
Moves one's body with the variety of rhythms heard				
Demonstrates feelings through facial expressions				
Dances with/without music with the teacher				
Watches a dramatic play from media sources (television, internet)				

BEHAVIORAL DEVELOPMENT				
Sits for long span period of time	1	2	3	4
Uses appropriate verbal communication for social interaction				
Learns how to speak in a lower tone				
Familiarizes with and takes rerouted direction				
Follows "Quieting Down" instruction				
Performs simple tasks (e.g. throwing trash in the garbage, etc.)				
Puts back materials used like pencil in its proper place.				
Accepts consequences of behavior				
Follows teacher's command/ instruction				
Plays with other children.				
Takes turn in game activity				
Participates well in the lesson being executed by the teacher				
Responds to questions, activities given to him/her				
Attempts to task without getting out from the chair				
Watch/listen to videos/music for 5 minutes or more without options.				
Responds positively to behavior management procedures				
Reduces/eliminates inappropriate and aggressive behaviours during the session				
Reduces/ eliminates tantrums during the session				
Takes turn in games/knows how to wait when playing time				
ORIENTATION AND MOBILITY				
Performance Indicators	1	2	3	4
Tells the different body parts				
Points/names body parts on the right/left sides				
Tells the spatial location of an object/person/place				
Follows directions given to find objects				
Uses the position of common objects in reference to one's self				
Performs bilateral arm and leg movements simultaneously with coordination				
Shows the body with balance and rhythm				
Identifies landmarks as clues				
Protects one's self from vertical and shoulder height obstacles using the upper hand and forearm technique				
Uses parallel walls as guide				
Contacts with shorelines in the environment				
Locates dropped objects in the environment using different search patterns				
Familiarize with cardinal direction as North, South, East, West in indoor travels				
Utilizes appropriate travel techniques in travelling in different locations				
Acquaints oneself with sighted guide				
Follows signals when to go up and down the stairs				
Follows directly behind sighted guide without changing the position of the hands				
Enters and exits safely when the door and the sighted guide are on the opposite side of the pupil				
Acquaints oneself with a cane				
Uses different cane techniques in travelling				
Travels in areas without curbs/sidewalks				

ATTENDANCE RECORD

	Ju	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Ma	Apr	To.
No. of School Days												
No. of School Days Present												
No. of School Days Absent												

GUIDE FOR RATING

SYMBOL	Description	EXPLANATION
P	Proficient	The child always manifest the skills
AP	Approaching Proficiency	The child manifest the skills most of the times
D	Developing	The child sometimes manifests the skills.
B	Beginning	The child seldom manifests the skills.
NO/NA	Not Observed/ Not Applicable	No manifestation at all. Not Applicable

TEACHER'S REMARKS

QUARTER	REMARKS
1 st	
2 nd	
3 rd	
4 th	

PARENT'S/ GUARDIAN'S COMMENTS AND SIGNATURE

QUARTER	COMMENT	SIGNATURE
1 st		
2 nd		
3 rd		
4 th		

SF 9 - Non Graded

Republic of the Philippines
Department of Education

Region

(Division)

(District)

(School)

[School Address]

PROGRESS REPORT CARD

Name: _____

Age: _____ Birthday: _____ Sex: _____

S.Y.: _____ LRN: _____

Type of Learner: _____ Assessment: ☐ With ☐ Without

Dear Parents/Guardian,

This report card is designed to show your child's progress in the different learning areas of development and character formation.

The school welcomes you to confer with the teacher/ principal so that we may best understand your child's special needs.

Teacher

Principal

Certificate of Transfer

Admitted to: _____

Eligible for Admission to: _____

Teacher

Principal

Cancellation of Eligibility to Transfer

Admitted in: _____

Date: _____

Principal

VALIDATION OF THE STANDARD FORMS FOR PROGRESS REPORTING FOR LEARNERS WITH DISABILITIES

Name of Respondent: _____

Direction:

Please review the draft standard forms for progress reporting for learners with disabilities. Please check YES if the indicators are present in the tool. If you answered YES, in any of the statements, please indicate the level of appropriateness using the scale below:

- 1 – Inappropriate
- 2 – Slightly inappropriate
- 3 – Neutral
- 4 – Slightly appropriate
- 5 - Appropriate

The Standard Forms in general:	YES	NO	Appropriateness					Comments
			1	2	3	4	5	
Design with reference to the needs of all learners in an inclusive setting								
Include roles of the different sectors involved in the education of learners in inclusive setting								
Draw from the principles and goals of the K to 12 Philippine Basic Education Curriculum Framework?								
Identify co-planning and co-teaching methods to strengthen content acquisition of learners with learning exceptional learning need								
Use educational terminologies related to learners in an inclusive setting								
Ask questions that are relevant to the sustainability of programs and projects								
Assess the learners' achievements								
Analyze the implementation approaches, project arrangements and context in order to identify lessons to be learned								

The Standard Forms are as follows:										
LSEs in the self-contained class										
• SF9 for LSEs (Report card) • Behavior Intervention Plan • Individual Transition Plan										
LSEs in an inclusive setting class (SF9 - K to 12)										
The general education teacher shall use the SF-K to 12 plus the Behavior Intervention Record (BIR)										
The Standard Forms Are:	YES	NO	Appropriateness					REMARKS		
			1	2	3	4	5			
Fair and transparent to learners with disabilities										
Supportive of all students; inclusive education is central to the achievement of high-quality learning for all and welcomes and supports diversity among all learners										
Aligned to curriculum expectations and learning goals										
Communicated clearly to students and parents/guardians										
Focused on improving learning through ongoing descriptive feedback that is clear, specific, meaningful, timely and supportive										