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## DEVELOPMENT, QUALITY ASSURANCE, AND PILOT TESTING OF INDIVIDUALIZED LESSON PLANS FOR MULTIGRADE LEARNERS

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### ABSTRACT

This study evaluates the extent of development, quality assurance and pilot testing of individualized lesson plans for multigrade learners. This study was conducted in Panhugan Elementary School, Albuera North District, Leyte Division with six (6) members of the quality assurance team of the district and the eighteen (18) grades 1 & 2 learners were involved. To attain quality assured and field-tested individualized lesson plans, the researcher utilized the validation tools prescribed by DepEd Regional Memorandum No. s2021-577, s. 2021 entitled, "Format Template and Guidelines on the Submission of Finalized Division Contextualized Learning Resources (DCLRs)". The validation tools cover from the development of individualized lesson plans which includes the content, format, presentation and organization and accuracy and up-to-datedness of information. Based on the findings of the study, the individualized lesson plans for multigrade learners were generally compliant with the established criteria for content, format and design, language, and field-testing validation. This indicates that the developed lesson plans possessed the necessary instructional qualities and

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met the standards required for effective utilization in multigrade teaching contexts. The compliance rating further suggests that the lesson plans were appropriately aligned with learning competencies, organized systematically, written in learner-appropriate language, and designed to support the diverse learning needs of multigrade learners. It is recommended to utilize the validated individualized lesson plans as supplementary or primary instructional materials to improve lesson delivery, learner participation, and competency attainment among multigrade learners.

**Keywords:** *Development, Quality Assurance, Field Testing, Individualized Lesson Plans, Multigrade Learners*

## INTRODUCTION

Education systems across the world continue to strive toward inclusive, equitable, and quality learning opportunities for all learners. In many rural and geographically isolated communities, the implementation of multigrade classrooms remains an effective strategy to ensure access to education despite limited resources and low student population. Multigrade teaching refers to the instructional practice where a single teacher simultaneously handles learners from two or more grade levels in one classroom. While this approach increases access to education, it also presents complex instructional challenges that require teachers to employ flexible teaching strategies and innovative lesson planning.

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Multigrade classrooms demand highly adaptive teaching approaches because learners differ not only in age but also in academic readiness, learning pace, and developmental level. Teachers are required to address multiple curricula and learning objectives simultaneously, which makes lesson planning more demanding compared to single-grade instruction. Studies show that teachers in multigrade settings must demonstrate strong classroom management, differentiated instruction, and flexible pedagogical strategies to effectively meet the diverse needs of learners. For instance, a study conducted in the Philippines found that multigrade teachers rely heavily on differentiated instruction, collaborative learning, and contextualized teaching strategies to handle learners from different grade levels effectively (Naparan & Alinsug, 2021).

Recent research further highlights the need for structured and well-designed lesson planning in multigrade classrooms. According to a study on differentiated instruction in Philippine multigrade settings, teachers must carefully plan learning activities that accommodate the varying abilities, learning styles, and developmental levels of students within the same classroom environment. However, the study revealed that many teachers experience difficulties in designing appropriate instructional plans due to limited resources and lack of specialized training in multigrade pedagogy (Bunga, Olano, & Morga, 2025).

Similarly, research exploring the pedagogical practices of multigrade teachers emphasizes that effective instruction requires adaptive teaching strategies and well-organized lesson structures that allow learners to engage independently while the teacher facilitates learning across grade levels. The study found that multigrade teachers frequently encounter

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challenges in organizing instructional materials and preparing lesson plans that can simultaneously address different competencies (Chalway, 2025).

Another investigation on the experiences of multigrade teachers revealed that meeting diverse learning needs remains one of the most significant challenges faced by teachers in these settings. Teachers must constantly adjust their instructional methods and learning activities to accommodate multiple grade levels, which often leads to increased workload and instructional complexity (Bagay, 2025).

These challenges underscore the importance of developing individualized lesson plans specifically designed for multigrade classrooms. Individualized lesson planning allows teachers to structure learning activities that address the specific competencies and developmental needs of learners while maximizing instructional time. By organizing lessons that integrate differentiated tasks, independent learning stations, and guided instruction, teachers can better manage multigrade classes and ensure meaningful learning experiences for all students.

Despite the growing recognition of the importance of multigrade education, there remains a limited number of instructional resources specifically designed to support teachers in planning effective lessons for multigrade learners. Existing lesson plan formats are generally developed for single-grade classrooms and may not adequately address the unique instructional demands of multigrade teaching. Therefore, the development, quality assurance, and pilot testing of individualized lesson plans tailored for multigrade learners is essential in

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ensuring that instructional materials are pedagogically sound, contextually appropriate, and responsive to learners' needs.

The increasing prevalence of multigrade classrooms, particularly in rural and underserved communities, highlights the urgent need for instructional tools that support teachers in managing diverse learning needs within a single classroom. Teachers in multigrade settings often face significant challenges in preparing lesson plans that effectively integrate competencies from different grade levels while ensuring active learner engagement. Without structured instructional resources, teachers may struggle to organize learning activities efficiently, which may affect the quality of instruction and student learning outcomes.

This study is therefore undertaken to develop, quality assure, and pilot test individualized lesson plans specifically designed for multigrade learners. The development of these lesson plans aims to provide teachers with a practical and research-based instructional guide that will assist them in delivering organized, differentiated, and effective lessons in multigrade classrooms. Through the quality assurance process, the study will ensure that the lesson plans are aligned with curriculum standards, pedagogically appropriate, and adaptable to the diverse learning needs of students. The pilot testing phase will further determine the usability, effectiveness, and practicality of the developed lesson plans in real classroom settings.

Ultimately, the study aims to contribute to improving the quality of teaching and learning in multigrade classrooms by providing validated and practical instructional resources that support teachers and promote meaningful learning experiences for students.

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This study evaluates the extent of development, quality assurance and pilot testing of individualized lesson plans for multigrade learners in Panhugan Elementary School, Albuera North District, Leyte Division. The findings of the study were basis for the proposed instructional supervision plan.

Further, it sought to answer the following sub-problems:

1. What is the extent of quality assurance of individualized lesson plan for multigrade classes?
2. What is the result of pilot testing of the individualized lesson plan for multigrade classes?
3. What are the recommendations given which will improve the individualized lesson plan for multigrade classes?
4. What instructional supervision plan focused on the development of Individual Educational Plan (IEP) can be proposed based on the findings of this study?

## METHODOLOGY

**Design.** This study employed descriptive research design to evaluate the extent of development, quality assurance and pilot testing of individualized lesson plans for multigrade classes. This study is descriptive for it describes the extent of quality assurance of individualized lesson plans in terms of content, language, format or lay out and technical quality and pilot testing based on suitability, validity, and reliability. The locale of the study is in Panhugan Elementary School, Albuera North District, Leyte Division. The six (6) members of the quality assurance team of the district and the eighteen (18) grades 1 & 2 learners were involved in the study. In assuring the quality and validity of the developed individualized lesson

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plan for multigrade learners, the researcher utilized the three (3) different evaluation and validation tools used by the Department of Education in the formulation of modules including parallel test. DepEd Regional Memorandum No. s2021-577, s. 2021 entitled, "Format Template and Guidelines on the Submission of Finalized Division Contextualized Learning Resources (DCLRs)". The validation tools cover from the development of individualized lesson plans which includes the content, format, presentation and organization and accuracy and up-to-datedness of information. Further, for the validation and evaluation of Language, the researcher also utilized the DepEd RO8 tools in evaluating the language of individualized lesson plans which is based on Element, Brief Description and Specific Recommendations for Improvement. Finally for the Layout and Design, the standards/criterion Items are: Physical Attributes, Design and Layout, Typographical Organization and Visuals. The validators will check if the material is compliant or not. To conduct the pilot testing of the materials, the Field-Testing Validation Tool for Teachers was utilized based on Learning Competencies, Content, Coherence and Clarity of Thought, Layout and Design and Readability of the Material.

**Sampling.** The six (6) members of the quality assurance team of the district and the eighteen (18) grades 1 & 2 learners enrolled in the said locale for School Year 2025-2026 were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

**Research Procedure.** Upon securing a research permit, data gathering was initiated. Letter requests to conduct the study were submitted to proper authorities for approval. First, a letter request was submitted to the Schools Division Superintendent for approval to proceed with data gathering among the identified respondents. After the approval of the SDS, permission

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letters were also submitted to the Public Schools District Supervisor. After approval, the researcher proceeded into data gathering. The researcher conducted an orientation to the respondents. During the orientation, respondents were informed about the study's goals and their right to confidentiality. Anonymized data was used solely for research, minimizing any burden on participants. Data were stored securely, accessible only to the research team, reinforcing confidentiality. Participation will be purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting participants' views without bias or alterations. Further, a permit from the respondents were asked which stipulates their consent to be included in the study. After the orientation, validation tools and the constructed individualized lesson plans were distributed to the respondents. The respondents were given ample time to validate the material. After the validation, the researcher inputted the revisions and submitted for quality assurance. Then the QA Team validated and evaluated the materials using the tool. Respondents again conducted quality assurance using the tool. After, the researcher complied with the recommendations, it was pilot tested in the school. The learners were tested, data were validated and revisions were complied before printing the final copy. After accomplishing all the validation and evaluation tools, it was collected, tallied, and submitted for statistical treatment.

**Ethical Issues.** The researcher obtained the necessary written permission from the authorities to conduct the study. While conducting the quality assurance and validation procedures, the researcher made sure that the use of offending, discriminatory, or other

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undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

**Treatment of Data.** The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to evaluate the extent of development, quality assurance and pilot testing of individualized lesson plans for multigrade classes before it will be used in the lesson. Discussion of the recommendations was also part of the highlights of the study.

## RESULTS AND DISCUSSION

**Table 1**  
**Content Validation of Learning Resources**

Factor / Domain	Indicator	Weighted Mean	Interpretation
<b>A. Intellectual Property Rights Compliance</b>	No copyright violations in the LR	6.00	Complied

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Factor / Domain	Indicator	Weighted Mean	Interpretation
	Copyrighted texts and visuals are properly cited	6.00	Complied
	Materials are accurately cited	6.00	Complied
	References properly cited in bibliography	5.83	Complied
<b>B. Learning Competencies</b>	Content is consistent with DepEd learning competencies	6.00	Complied
<b>C. Instructional Design and Organization</b>	LR achieves learning objectives	6.00	Complied
	Sequencing facilitates achievement of objectives	6.00	Complied
	Content is developmentally appropriate	6.00	Complied
	Reinforces mastery of competencies	6.00	Complied
	Logically organized from simple to complex	6.00	Complied
	Includes introductions, summaries, transitions	6.00	Complied
	Allows integration of previous lessons	6.00	Complied
	Motivational strategies are provided	6.00	Complied

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Factor / Domain	Indicator	Weighted Mean	Interpretation
	Develops higher-order thinking skills	6.00	Complied
	Enhances values and 21st-century skills	6.00	Complied
<b>D. Instructional Quality</b>	Content is accurate and up-to-date	6.00	Complied
	Free from factual and computational errors	6.00	Complied
	Free from grammatical and social content violations	6.00	Complied
<b>E. Assessment</b>	Assessments aligned with objectives	6.00	Complied
	Provides self-checks and varied assessments	6.00	Complied
	Clear instructions and rubrics	6.00	Complied
<b>F. Readability</b>	Vocabulary appropriate to learners	6.00	Complied
	Clear instructions and smooth flow	6.00	Complied
	Appropriate sentence structure	6.00	Complied
Overall Weighted Mean		5.99	Complied

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**LEGEND (Content Validation Scale):**

<b>RANGES</b>	<b>INTERPRETATION</b>
5.21 – 6.00	Fully Complied
4.41 – 5.20	Highly Complied
3.61 – 4.40	Moderately Complied
2.81 – 3.60	Slightly Complied
1.00 – 2.80	Not Complied

Table 1 presents the results on content validation of learning resources presented in the study in terms of intellectual property rights, learning competencies, instructional design and organization, instructional quality, assessment and readability. It was revealed on the table that the extent of content validation of learning resources presented in the study in terms of intellectual property rights, learning competencies, instructional design and organization, instructional quality, assessment and readability received an overall mean of 5.99 (Complied). This finding indicates that the developed learning resources satisfactorily met the required standards for educational material evaluation and were aligned with the accepted criteria for quality instructional resources. The high compliance rating suggests that the materials were carefully prepared, technically sound, pedagogically appropriate, and suitable for learners' educational needs.

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**Table 2**

**Format and Design Validation**

<b>Factor / Domain</b>	<b>Indicator</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
<b>A. Physical Attributes (Cover Page)</b>	Cover is appropriate and relevant	6.00	Complied
	Cover elements complete	6.00	Complied
<b>B. Inside Pages</b>	Proper pagination and layout	6.00	Complied
	Readable spacing and formatting	6.00	Complied
	No awkward page breaks	5.83	Complied
<b>C. Design and Layout</b>	Consistency of elements	6.00	Complied
	Simple and non-distracting layout	6.00	Complied
	Adequate illustrations	6.00	Complied
	Harmonious text-visual integration	6.00	Complied
	Suitable for target users	6.00	Complied
<b>D. Typographical Organization</b>	Font size appropriate	6.00	Complied
	Font style readable	6.00	Complied
	Emphasis tools properly used	6.00	Complied

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Factor / Domain	Indicator	Weighted Mean	Interpretation
<b>E. Visuals</b>	Visuals support understanding	6.00	Complied
	Clear and relevant illustrations	6.00	Complied
	Proper placement and proportion	6.00	Complied
	Appropriate color usage	6.00	Complied
Overall Weighted Mean		5.99	Complied

**LEGEND:**

**RANGES INTERPRETATION**

- 5.21 – 6.00 Fully Complied
- 4.41 – 5.20 Highly Complied
- 3.61 – 4.40 Moderately Complied
- 2.81 – 3.60 Slightly Complied
- 1.00 – 2.80 Not Complied

Table 2 presents the results of the validation on format and design of the learning resources presented in the study in terms of physical attributes, inside pages, design and layout, topographical organization and visuals. It was shown on the table that the results of the validation on format and design of the learning resources presented in the study in terms of physical attributes, inside pages and design and layout, topographical organization and visuals received an overall weighted mean of 5.99 (Complied). This indicates that the format

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and design of the individualized lesson plan for multigrade classes were highly accepted and aligned with recognized standards for instructional material development. The findings suggest that the materials were visually appealing, properly organized, readable, and learner-friendly, making them effective tools for supporting instruction and enhancing learners' educational experiences.

**Table 3**

**Summary of Language Findings (Qualitative Analysis)**

Section	Findings / Observations	Recommendations
Objective Section	Language is clear, simple, and aligned with MATATAG competencies	Maintain alignment with curriculum standards
Preliminary Section	Instructions are short and direct, suitable for target learners	Continue using concise instructional language
Developmental Activity	Terms like "forward" and "backward" may be abstract for learners	Use simpler terms such as "go up" and "go down"
Enrichment Activity	Language is concrete and relatable	Continue using familiar real-life examples; add guiding prompts
Generalization	Guiding questions are clear and understandable	Maintain clarity and learner-centered questioning

Table 3 presents the summary of language findings, a qualitative analysis which includes the objective section, preliminary section, developmental activity, enrichment activity

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and generalization. It was presented on the table that the language is clear, simple and aligned with MATATAG competencies and it is recommended to maintain the alignment of the curriculum standards as to the grade levels. It was also made mention that "instructions are short and direct, suitable for target learners", so it was suggested to continue using the concise instructional language. Further, in the developmental activity, it was found out that terms like "forward" and "backward" may be abstract for learners so using simpler terms such as "go up" and "go down" is highly recommended. Moreover, it was presented that language is concrete and relatable and guiding questions are clear and understandable. Hence, using real-life examples, guiding prompts and maintaining clarity and learner-centered questioning is recommended. Overall, the language findings is commendable and the learning resource is adaptable in the multigrade classes.

**Table 4**

**Field Testing Validation Results (Teachers)**

Criteria Domain	Indicator	YES (f)	NO (f)	Weighted Mean	Interpretation
<b>A. Learning Competencies</b>	Teaching methods, activities, and evaluation are congruent with objectives	6	0	1.00	Fully Complied
	Content is age and developmentally appropriate	6	0	1.00	Fully Complied
<b>B. Content Quality</b>	Activities are contextualized	6	0	1.00	Fully Complied

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Criteria Domain	Indicator	YES (f)	NO (f)	Weighted Mean	Interpretation
	Content is properly developed	6	0	1.00	Fully Complied
	No conceptual, factual, or computational errors	0	6	0.00	Not Complied
	No grammatical and spelling errors	0	6	0.00	Not Complied
	Copyrighted materials are properly cited	6	0	1.00	Fully Complied
	No obsolete information	0	6	0.00	Not Complied
	No social content violations	0	6	0.00	Not Complied
	Visuals are relevant and not misleading	6	0	1.00	Fully Complied
	Contextualization facilitates learning	6	0	1.00	Fully Complied
<b>C. Coherence and Clarity</b>	Statements are meaningful	6	0	1.00	Fully Complied
	Ideas are logically sequenced	6	0	1.00	Fully Complied
	Proper use of transitions	6	0	1.00	Fully Complied
	Appropriate word choice	6	0	1.00	Fully Complied
	Sentences are not too long/complex	0	6	0.00	Not Complied

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Criteria Domain	Indicator	YES (f)	NO (f)	Weighted Mean	Interpretation
<b>D. Layout and Design</b>	Proper utilization of last page	6	0	1.00	Fully Complied
	No awkward spacing issues	0	6	0.00	Not Complied
	Proper paragraph endings	0	6	0.00	Not Complied
	No awkward page breaks	0	6	0.00	Not Complied
	No bad readability breaks	0	6	0.00	Not Complied
	Proper label placement	6	0	1.00	Fully Complied
<b>E. Readability</b>	Sentence structures are appropriate	6	0	1.00	Fully Complied
	Instructions are clear	6	0	1.00	Fully Complied
	Facilitates comprehension	6	0	1.00	Fully Complied
	Language is appropriate	6	0	1.00	Fully Complied
	Headings are appropriate	6	0	1.00	Fully Complied
	Words are correctly spelled	6	0	1.00	Fully Complied
Overall Weighted Mean				0.72	Partially Complied

## LEGEND (Field Testing Compliance Index):

### RANGES

### INTERPRETATION

0.76 – 1.00 Fully

Complied

0.51 – 0.75 Partially

Complied

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0.26 – 0.50 Low

Compliance

0.00 – 0.25 Not Complied

Table 4 presents the field-testing validation results in areas like, learning competencies, content quality, coherence and clarity, layout and design and readability. It was presented on the table that the field-testing validation results in areas like, learning competencies, content quality, coherence and clarity, layout and design and readability received an overall weighted mean of 0.72 (Partially Complied. This means that the results show mixed compliance across criteria like on learning competencies, content quality, coherence and clarity, layout and design and readability. The result indicates that the learning resources show potential as instructional tools but still require revision and enhancement across several dimensions before full implementation. The findings highlight the importance of continuous evaluation and refinement of instructional materials to ensure alignment with competencies, clarity of presentation, quality content, effective design, and learner-appropriate readability. Improving these aspects can contribute to better learner engagement, comprehension, and academic performance. according to Instructional Design research by Jung, Sasaki, and Latchem (2016), instructional materials that are aligned with competencies and learner needs improve instructional effectiveness and learner achievement. Similarly, recent studies on multigrade education found that contextualized and differentiated instructional resources help teachers manage diverse learners more efficiently and improve learning outcomes in multigrade classrooms.

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## Conclusion

Based on the findings of the study, the individualized lesson plans for multigrade learners were generally compliant with the established criteria for content, format and design, language, and field-testing validation. This indicates that the developed lesson plans possessed the necessary instructional qualities and met the standards required for effective utilization in multigrade teaching contexts. The compliance rating further suggests that the lesson plans were appropriately aligned with learning competencies, organized systematically, written in learner-appropriate language, and designed to support the diverse learning needs of multigrade learners. Moreover, the findings imply that the lesson plans were able to provide relevant and meaningful learning experiences suitable for multigrade classrooms where learners of varying grade levels and abilities are taught simultaneously. The positive validation results also indicate that the individualized lesson plans for multigrade learners were pedagogically sound, visually organized, and understandable to learners and teachers. Likewise, the field-testing validation confirms that the individualized lesson plans for multigrade learners demonstrated practical applicability and usability in actual classroom settings, making them appropriate instructional tools for improving teaching and learning in multigrade education. Finally, the study affirms that the individualized lesson plans can serve as effective and reliable instructional resources that may enhance learner engagement, support differentiated instruction, and improve the delivery of instruction in multigrade classes.

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## Recommendations

1. Teachers should implement the proposed instructional supervision plan of the study to improve the teaching performance of teachers utilizing the quality assured learning resources for multigrade classes.
2. Teachers handling multigrade classes may utilize the validated individualized lesson plans as supplementary or primary instructional materials to improve lesson delivery, learner participation, and competency attainment among multigrade learners.
3. Although the lesson plans were found compliant, continuous revision and enhancement may still be conducted to further improve the content, language clarity, visual presentation, and appropriateness of activities according to the evolving needs of learners and curriculum standards.
4. School heads and educational leaders may organize training workshops, seminars, and learning action cell (LAC) sessions focused on the development and utilization of individualized and differentiated lesson plans for multigrade instruction to strengthen teachers' pedagogical competencies.
5. Teachers are encouraged to contextualize and localize the lesson plans by integrating community-based examples, indigenous materials, and learners' real-life experiences to make instruction more meaningful and responsive to local contexts.
6. Additional field-testing validation may be conducted in other schools or districts with different learner populations to determine the effectiveness, adaptability, and consistency of the lesson plans across varied educational settings.

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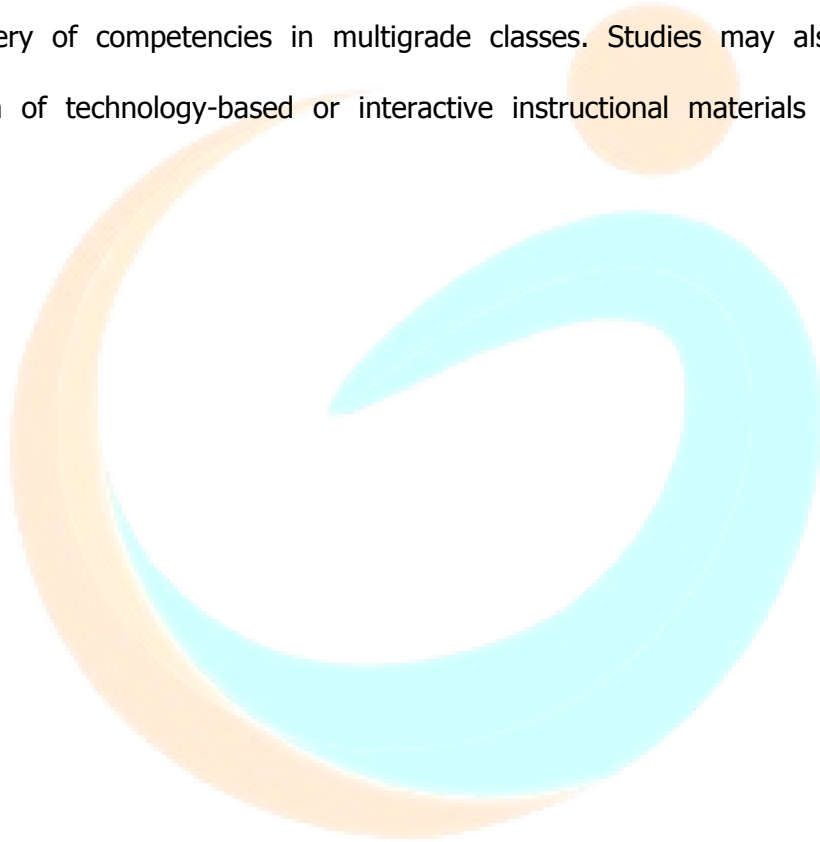
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7. School administrators may regularly monitor and evaluate the implementation of the individualized lesson plans to ensure proper utilization and to identify areas needing improvement for better instructional outcomes.
  8. Future researchers may conduct similar studies focusing on the effectiveness of individualized lesson plans on learners' academic performance, engagement, motivation, and mastery of competencies in multigrade classes. Studies may also explore the integration of technology-based or interactive instructional materials for multigrade learners.



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## AUTHOR'S PROFILE



### MS. CHARISSA P. DERONG

Charissa P. Derong, born on May 14, 1988, in Albuera, Leyte, is a dedicated and passionate educator committed to providing inclusive and high-quality learning experiences. She completed her elementary education at Sherwood Elementary School and her secondary education at Seguinon National High School, both in Albuera, Leyte, where she developed a strong foundation in academic excellence, discipline, and community involvement.

She earned her Bachelor of Elementary Education from Saint Peter's College in Ormoc City in 2012 and successfully passed the Licensure Examination for Teachers (LET), marking the official start of her teaching career. She gained valuable classroom experience as a substitute teacher in the Schools Division of Leyte in 2015 and later in the Ormoc City Division in 2019, before being appointed as a permanent teacher in 2020.

Currently, she serves as a permanent teacher at Panhugan Elementary School, Barangay Sherwood, Albuera, Leyte, where she handles multi-grade classes for Grades 1 and 2. Through innovative and flexible teaching strategies, she ensures that learners of different ages and abilities thrive academically, socially, and emotionally. Her approach encourages

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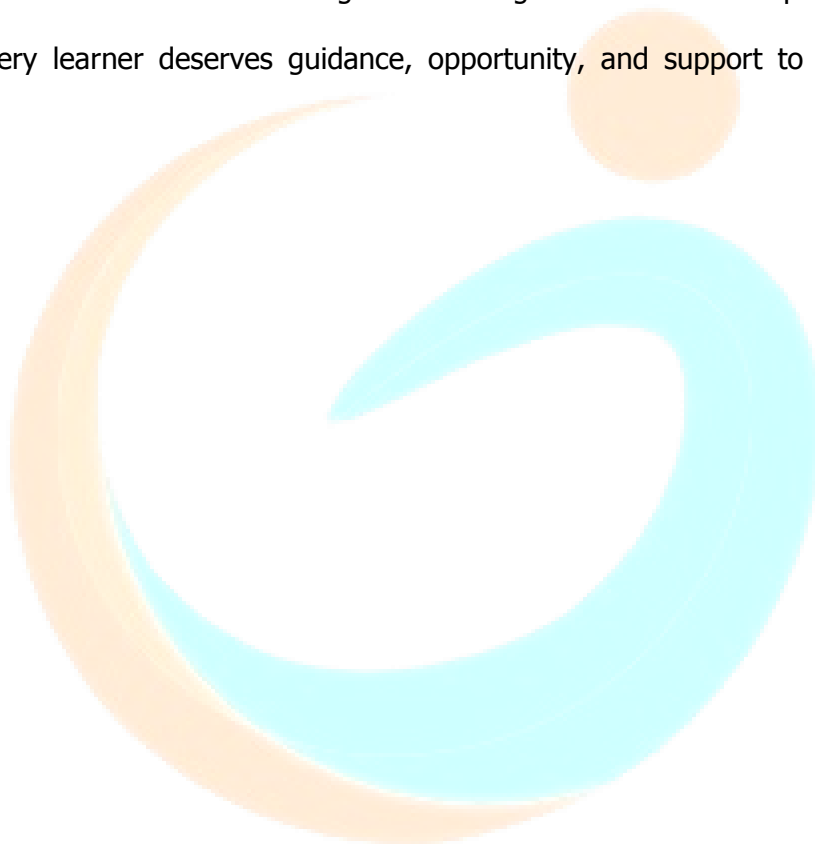
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collaboration, independence, and resilience, helping young learners build a strong foundation for lifelong learning.

Committed to continuous professional growth, she is presently pursuing her Master of Arts in Education, major in School Administration and Supervision at Western Leyte College of Ormoc City, Inc. Her dedication to multi-grade teaching and student development reflects her belief that every learner deserves guidance, opportunity, and support to reach their full potential.



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