



REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS
DEPARTMENT OF EDUCATION, CULTURE AND SPORTS
DECS Complex, Meralco Avenue
Pasig City Philippines



*Sama-Sama
sa DECS*

*Tanggapan ng Kalihim
Office of the Secretary*

April 26, 2000

DECS MEMORANDUM
No 213, s 2000

REPRODUCTION OF MULTI-LEVEL MATERIALS

To Regional Directors
Schools Division/City Superintendents

1 In line with the Department's thrust to improve the quality of instruction in both monograde and multigrade schools especially in the disadvantaged divisions the Bureau of Elementary Education prepared Multi-level Materials (MLMs)

2 Multi-level materials are non-graded teaching learning materials which can be used for group or individual learning These are supplemental materials that have graduated difficulty to cater to the different learning needs of children in the regular and multigrade classes for developing new lessons enrichment remediation and reteaching of specific skills

3 Corollary to the DECS policy on school-based management, schools that have copies of MLMs may reproduce these materials based on their needs For divisions that do not have copies of MLMs sample copies can be borrowed from the Bureau of Elementary Education (BEE) 2nd Floor Bonifacio Bldg DECS Complex Meralco Avenue, Pasig City

4 Enclosed is the Manual on the Utilization of MLMs

5 Immediate dissemination of this Memorandum is hereby requested

Andrew Gonzalez
ANDREW GONZALEZ, FSC
Secretary

Encl As stated
Reference None
Allotment 1—(D O 50-97)
To be indicated in the Perpetual Index
under the following subjects

ELEMENTARY EDUCATION
 TEACHING AIDS

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**MANUAL ON THE UTILIZATION
OF
MULTI-LEVEL MATERIALS**



**Bureau of Elementary Education
Curriculum Development Division
1999**

3 Reteaching a Skill

- 1 If a skill has not been mastered by the pupils (all or with very few exceptions) reteach the lesson by using **Module B**
- 2 Take up the lesson from the Let's Review portion up to the Test Yourself portion of Module B
- 3 From the result of the Test Yourself identify the group that is ready for enrichment and the group that needs remediation (2 groups only)
- 4 Give Module C to the "Enrichment" group and Module A to the "Remediation" group
- 5 Check the Mastery level and depending on the results, enrich or reinforce by preparing other exercises

4 Other Uses of MLMs

MLMs may also be used as follows

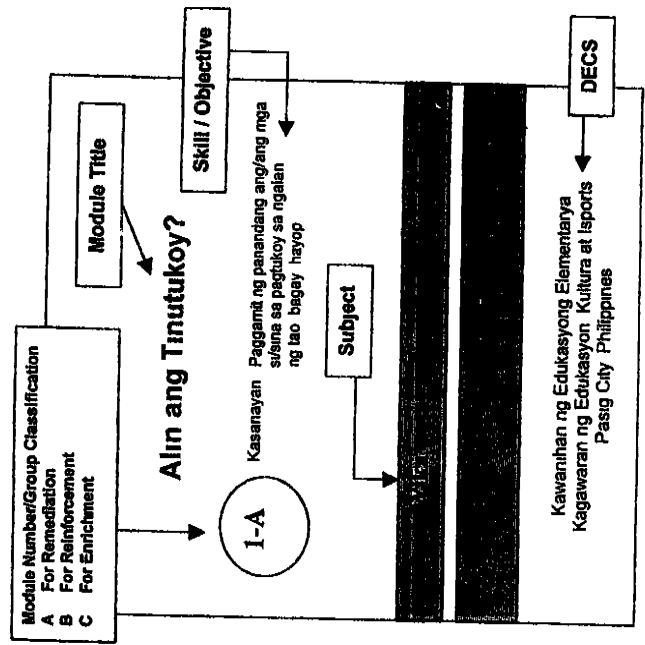
- for individual assignment
- as review material
- for assessment of specific skills
- for group work
- as a tool to keep pupils busy

Note Getting Pupils Profile is not done daily. The teacher may dispense with this if he/she already knows the learning needs of his/her class

3 Introduction

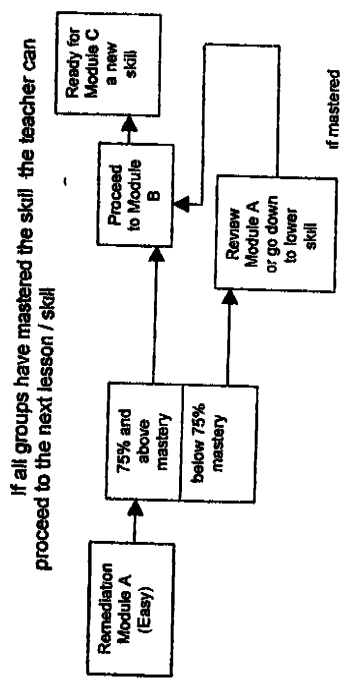
- 1 Multilevel Materials are non graded teaching learning materials which can be used for group or individual learning. These are supplemental materials that have graduated difficulty to cater to the different learning needs of children in the regular and multigrade classes.
- 2 The multilevel materials for English, Filipino and Mathematics were developed to pave the way for a much improved instructional system that would make possible the realization of the thrust of the New Elementary School Curriculum which is mastery learning.
- 3 These modules are designed for various purposes. They may be used by monograde and multigrade classes for developing new lessons, enrichment, remediation and reteaching of specific skills. They may also be used outside the class for assignment purposes or for pupil exercises with parateachers or parent mentors.

ii Illustration of MLMs



2.3 Remediation (Module A – Easy)

- 1 Give the group that scored below 5 correct answers Module A. Let them work on Module A from Let's Review portion to Test Yourself portion.
- 2 From the result of the Test Yourself, get the profile of the Slow group. Those who got 75% or more are ready for Module B. They can work on it during free time or within class hours.
- 3 Let those who got less than 75% go back to the Let's Study portion of Module A. You can also assign a peer tutor to work with them on Module B or C depending on your assessment of the previous skill.



III Description of MLMs

- 1 The Multilevel Materials are composed of 304 titles with subject breakdown as follows

Subject	No. of Titles
English <ul style="list-style-type: none"> • Language • Reading 	48 45
Filipino <ul style="list-style-type: none"> • Wikla • Pagbasa 	62 39
Mathematics	106
Total	300

- 2 The color coding is as follows

- Filipino – Blue
- English – Orange
- Mathematics – Green

IV Features of the Multilevel Materials (MLMs)

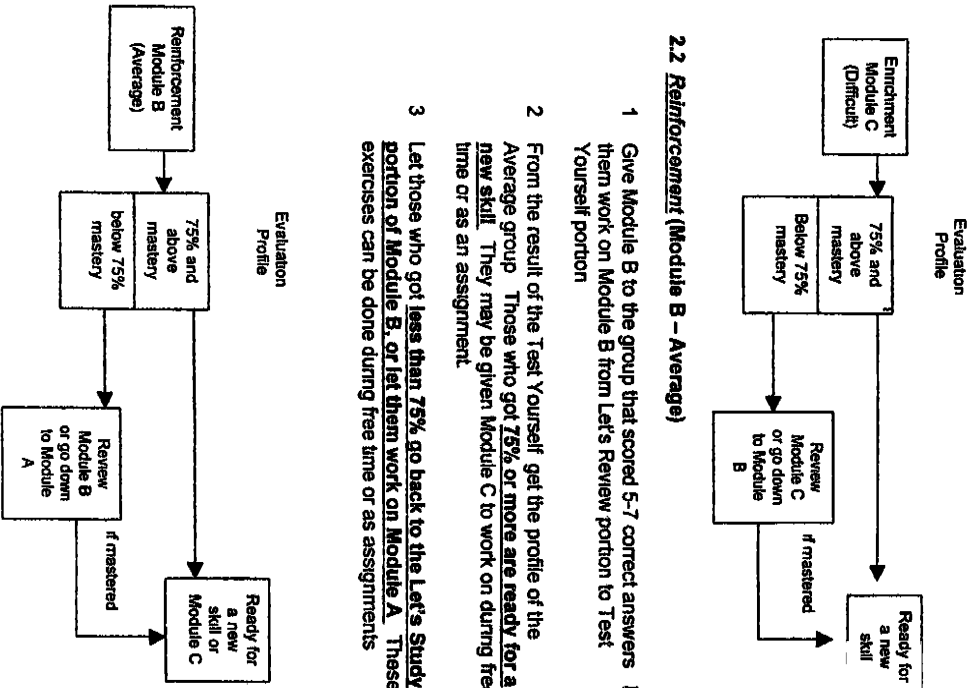
The multilevel materials as the name suggests have three levels of difficulty namely

- A - Easy
- B - Average
- C - Difficult

Easy modules are intended for the group that needs remediation. Average for the group that needs reinforcement and Difficult modules for the group that needs enrichment.

2.2 Reinforcement (Module B – Average)

- 1 Give Module B to the group that scored 5-7 correct answers. Let them work on Module B from Let's Review portion to Test Yourself portion.
- 2 From the result of the Test Yourself, get the profile of the Average group. Those who got 75% or more are ready for a new skill. They may be given Module C to work on during free time or as an assignment.
- 3 Let those who got less than 75% go back to the Let's Study portion of Module B, or let them work on Module A. These exercises can be done during free time or as assignments.



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The modules are divided into four-parts namely: Let's Review (Pre-assessment), Let's Study (Teaching Portion), Let's Practice (Application) and Test Yourself (Formative Tests)

The Let's Review portion is the pre-requisite skill test which means that the pupil must possess the skill before he could tackle the lesson in the teaching portion. If the pupil finds it difficult to answer the Let's Review part, do not let him/her proceed to the next part of the module. Group these pupils and re-teach the lesson. If there is only one or two of these pupils, give individual or peer tutoring.

The Let's Study part is the teaching/learning portion which exposes the pupil to the skill in a clear and simple manner using varied techniques and strategies.

The Let's Practice part provides varied exercises to insure that the pupils have gained the skill before they take the formative test.

The Test Yourself or the formative test determines how much has been learned by the pupils.

The attached list of titles indicating the module levels and the skills to be learned is the primary reference for identifying what specific module to be used for teaching or for seatwork purposes.

V Characteristics of MLMs

The MLMs are learning instruments aimed at enabling a student to achieve a well-defined objective or a cluster of objectives. It is intended for use on a self-paced basis. The modules have the following characteristics. They

- Promote active response – Students learn best when they pay attention to what they are trying to learn. The question and answer exercises in the modules help them to respond actively to the lesson at hand.
- Promote immediate feedback – Learning is reinforced when learners know immediately that they made the right responses.
- Follow small step-learning – The content of the lesson is presented in small progressions rather than in big chunks.

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2 Enrichment / Reinforcement / Remediation

- Get the new skill / lesson from the Philippine Elementary Learning Competency. Refer to the TM / TX.
- Prepare a lesson to develop the new skill.
- After the class instruction, evaluate the pupils learning by giving a formative test of at least ten (10) items.
- Get the profile of the pupils to determine those who mastered the skill and those who did not. (A score of less than 5 correct answers means the pupil has not mastered the skill.)
- After getting the profile, group the pupils into 3 Groups Ready for Enrichment – with score of 8 and above
Groups Ready for Reinforcement – with score of 5 – 7
Groups Ready for Remediation – with score of less than 5

2.1 Enrichment (Module C – Difficult)

- Give Module C to the group that scored 8 and above. Let them work on Module C from Let's Review portion up to Test Yourself portion.
- From the results of the Test Yourself, get the profile of the "Enrichment" group. Those who got 75% or more are ready for a new skill.
- Let those who got less than 75% go back to the Let's Study portion of Module C, or give them Module B. Let them work on the whole Module B. This may be done in class or as an assignment.

- **Promote individual/group learning** – Pupils may individually use the modules or they may work as a group with the most skilled pupil acting as group leader

- **Aim for minimal error** – The module is so structured that students will be able to understand the lesson and accomplish the exercises with minimal errors

- **Help achieve “material effectiveness”** – The modules are designed in such a way that students will be able to gauge their mastery of the skill after going through the various exercises in various levels of difficulty

These characteristics show that the learning modules are systematically structured. MLMs provide for individualized learning and foster mastery through a teaching-learning-feedback-correct process

VI Utilization of MLMs

The Multilevel Materials can be utilized in several ways. The common modes of utilization are when MLMs are used for

- 1 development of a new lesson
- 2 enrichment / reinforcement / remediation and
- 3 reteaching skills

These modes may be followed by the teacher in a monograde or a multigrade class. Since the MLMs were developed for pupils with different skill levels rather than grade levels, the teacher whether in monograde or multigrade should therefore proceed on the basis of teaching a heterogeneous class with several ability levels

When a skill runs through several grades, single-class treatment is advisable even in a multigrade class to enable the teacher to take up the lesson with the group that needs remediation (which may include pupils in several grades) and allow independent study for other groups (those ready for reinforcement and enrichment). Pupils who have not mastered the skill may be assisted by pupils who have mastered the skill. Following are the suggested ways of utilizing the MLMs

1 Development of a New Skill following the sequencing in the PELC (Philippine Elementary Learning Competencies)

- 1 Choose a specific skill
- 2 Develop the skill by using Module B. Since this module is suitable for average learners, this is the suggested module for introducing a new skill because it allows the pupils to tackle an easier module (A) or a more difficult one (C) after the lesson. However, Module A or C may also be used depending on the skill level of pupils. But for purposes of illustrating the general use of MLMs in developing a new lesson, Module B is chosen as the appropriate Module.
- 3 Take up the lesson in Module B from the Let's Review portion to the Test Yourself portion
- 4 Using the Test Yourself portion, get the profile of the pupils. There will only be 2 groups. Those who got 75% and above have mastered the skill while those who got below 75% have not mastered the skill
- 5 Give Module C to the group that had mastered the skill and Module A to the group that had not yet mastered the skill
- 6 After the 2 groups have worked on the Test Yourself portion of Module C and A, identify again those who have mastered the skill. (Pupils working on C and A)
- 7 Give Module C to pupils who have successfully worked on Module A.
- 8 For those who did not master the skill (from groups that worked on Module C and A), consider the following options
 - Review the skill before starting a new lesson
 - Assign the pupils who had mastered the skill using Module C as peer-tutor or
 - Give more practice exercises during remedial instruction