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*Note: Phil-IRI Recording Forms shall be downloaded to the Phil-IRI website:
        www.phil-iri.com*

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# PREFACE

The Philippine Informal Reading Inventory (Phil-IRI) is an initiative of the Bureau of Elementary Education – Department of Education that directly addresses its thrust to make every Filipino child a reader. It is anchored on the flagship program of the Department "Every Child A Reader Program," the goal of which is to enable every Filipino child to communicate both in English and Filipino through effective reading instruction.

The Phil-IRI is an assessment tool that evaluates the reading proficiency level of elementary school pupils. It is the first validated instrument that intends to measure the pupils' reading comprehension level. The pupil's word recognition and comprehension ability as well as his/her reading speed are informally assessed quantitatively and qualitatively through stories and passages. The results present the reading profile of public elementary schools nationwide.

The entire set of Phil-IRI consists of four assessment tools namely: the 1) Phil-IRI-Oral (English), 2) Phil-IRI-Speed and Comprehension (English), 3) Phil-IRI-Oral (Filipino) and 4) Phil-IRI-Speed and Comprehension (Filipino). These assessment tools are packaged in two sets: Phil-IRI – Oral Test (English and Filipino) and Phil-IRI – Speed and Comprehension (English and Filipino). Each set of Phil-IRI comes with a manual of administration and the test materials. *Starting SY 2010-2011, the recording forms shall be downloaded to the Phil-IRI website: www.phil-iri.com*. Each manual provides all the necessary information about the reading inventory and the instruction for administration.

Each Phil-IRI assessment tool focuses on evaluation of specific pupils' reading ability. The Phil-IRI oral assessment tools (English and Filipino) attempt to measure the pupils' comprehension level vis-a-vis fluency within the context of oral assessment. On the other hand, the Phil-IRI speed and comprehension assessment tools (English and Filipino) aim to measure the pupils' comprehension level within a specific time frame. When the pupils are administered with all four assessment tools, the teachers will have a more comprehensive view of their pupils' reading abilities whether the context of evaluation is silent or oral.

# PHILIPPINE INFORMAL READING INVENTORY (Phil-IRI)-ORAL TEST

## A. BACKGROUND INFORMATION FOR TEACHERS (BIT)

The Informal Reading Inventory (IRI) is one of the most useful classroom tools in assessing a pupil's reading ability. It can give the teachers information on the level of their pupils' performance in reading by actual observation. A typical IRI is administered individually and consists of graded stories followed by comprehension questions of different dimensions. Depending on the purpose, an IRI may contain comprehension questions on a few or more of the following reading skills: getting the main idea, inferencing, sequencing events, finding cause-effect relationships, and noting details. Most IRIs would include measures of word miscues and comprehension as well as provision for pupil retelling of the passage read. Thus, the IRI provides the teachers with a comprehensive profile of their pupils' ability in reading, whether orally or silently, including their reading habits and attitudes. The teachers may then use these information in planning their classroom reading instruction.

The Philippine Informal Reading Inventory (Phil-IRI)-Oral Test is one variation of IRI. It is adapted in the context of IRI to help teachers determine the reading abilities and needs of their pupils inorder to provide bases for planning their classroom instruction.

The Phil-IRI-Oral Test is an informal measure that assesses the pupils' word identification, vocabulary and comprehension skills in oral reading. It consists of graded reading passages from Grade I to Grade VI. Each graded passage is followed by 5-7 comprehension questions. The questions are categorized into three dimensions namely literal, interpretive and applied. The critical questions are subsumed in the applied dimension. The definitions of each dimension can be found in the glossary of this manual.

The passages may either be narrative and expository texts. They are carefully written to ensure that the characters, setting and plot appeal to the children. They are culture-neutral, gender-free and without biases against religion, ethnicity/race and socio-economic status. They are also laden with values and real-life lessons.

The Phil-IRI-Oral Test gives both quantitative and qualitative information about the pupil's oral reading capabilities. Quantitative information shows the reading levels namely: frustration, instructional and independent. Qualitative information emphasizes word recognition, patterns of word errors, comprehension strengths and difficulties as well as oral reading behaviors and attitudes. It also reveals the reading growth of the pupils over time. The information in the Phil-IRI-Oral Test should help the teachers, school managers and divisions plan appropriate interventions and strategies in teaching reading.

The Phil-IRI-Oral Test uses predetermined set of criteria in identifying the reading levels of the pupils. These criteria include the percentage of word recognition accuracy and the percentage of correct answers to comprehension questions. It has adapted the set of criteria for the reading levels proposed by Johnson, Kress and Pikulski (1987). Table 1 shows the Phil-IRI- Oral Test criteria.

**Table 1.** **Phil-IRI Oral Test Criteria**

| Level | Word Recognition (WR) | | Comprehension |
|---|---|---|---|
| Independent | 97-100% | and | 80% - 100% |
| Instructional | 90 - 96% | and | 59% - 79% |
| Frustration | 89% below | or | 58% - below |

For purposes of the Phil-IRI, non-readers are also identified. Non-readers are pupils who are unable: to recognize and sound out letter-sound connections for single consonants; to recognize and sound out letter-sound connections for some consonant blends; to blend consonants and vowels in simple one-word (cvc, ccvc, cvcc) patterns; and to distinguish among long and short vowels that follow rules.

The Phil-IRI-Oral Test has the same limitations of a typical IRI. Its findings are to be interpreted cautiously and are not to be thought of as absolute measure and encompassing of the total pupil's reading ability. The Phil-IRI only provides an approximation of the pupil's ability in word recognition and comprehension within his/her grade level. The findings are to be regarded only as "very tentative indicators of the pupil's reading levels and competencies to modify, when necessary, a classroom reading program" (Miller, 1995).

## B. TEST MATERIALS

The **Phil-IRI-Oral Test** package consists of the Manual of Administration, Teacher's Copy and Pupil's Copy. Below are the descriptions of the materials:

### 1. Manual of Administration

The manual includes the Background Information for the Teachers, the mechanics for the administration of the test and instructions for recording and reporting results. It serves as a guide to teachers, principals and supervisors in administering the tests as well as in recording results. The manual should be studied carefully before administering the Phil-IRI-Oral Test. The mechanics of administration are the same for both English and Filipino. Thus, only one manual will be printed for both English and Filipino Phil-IRI.

## 2. Teacher's Copy

The teacher materials for the Phil-IRI- Oral Test consist of the following forms:

- *Phil-IRI Form 1: Grade Level Passage Rating Sheet* - This is the rating sheet which the teacher marks as the pupil reads the grade level passage. The rating sheet contains the passage to be read by the pupil.  It has been formatted to allow the teacher to place his/her marks for each pupil in both word reading miscues and the responses to comprehension questions on the sheet itself. The teacher should ensure that each pupil is provided with this form.

- *Phil-IRI Form 2: Individual Summary Record* - This form serves to summarize the performance of each pupil. The teacher should transfer the marks of the pupil in the Phil-IRI Form 1 to his/her individual Phil-IRI Form 2.

- *Phil-IRI Form 3: Class Reading Profile* – This form shows the class reading profile. The teacher should fill this with the data from pupils' Phil-IRI Forms 1 and 2. He/she should submit this form to the principal/school head who will consolidate all the class profiles to establish the school reading profile.

## 3. Pupil's Copy

The pupil's copy is the test material itself which consists of the graded Oral Reading Passages from Grade I to Grade VI.  The oral reading passages are either paragraphs, stories or passages that the pupils read orally. Each paragraph/story/passage is preceded by a prompt to motivate pupils to read the selection.  The prompt activates the prior knowledge of the pupils. This is an idea that supports the interactive nature of reading.  Each carefully written oral reading passage is followed by a set of comprehension questions categorized as literal, interpretive and applied.

## 4. Other Phil-IRI  Forms
*(to be downloaded at Phil-IRI website: www.phil-iri.com)*

The following Phil-IRI Oral Test forms shall be accomplished and submitted to the offices indicated below:

| Name of Forms | Who Will Accomplish | Where to Submit |
|---|---|---|
| 1. Phil-IRI Form 4 (School Reading Profile) | Principal/School Head | District Office |
| 2. Phil-IRI Form 5 (District Reading Profile) | District Supervisor | Division Office |
| 3. Phil-IRI Form 6 (Division Reading Profile) | Division English/Filipino Supervisor | Regional Office |
| 4. Phil-IRI Form 7 (Regional Reading Profile) | Regional English/Filipino Supervisor | BEE Central Office |

## C. IMPORTANT INFORMATION FOR ADMINISTRATORS

All schools should administer the Phil-IRI Oral Test in English and Filipino. For SY 2011-2012, the BEE will provide a copy of Phil-IRI package for all the regions and divisions. The regions/divisions shall reproduce and distribute the tools to all schools using their MOOE or downloaded funds in support to EACRP activities (DepED Memo No. 37, s. 2010).

The region and division English and Filipino supervisors and district supervisors should orient the school heads before the administration of the Phil-IRI. The supervisors are also advised to monitor the schools in their administration of the Phil-IRI Oral test.

School heads should make sure that all teachers are oriented on the mechanics of administration before the conduct of Phil-IRI test. They should also ensure that all the necessary tests and forms are reproduced according to the number of pupils taking the test.

In reporting the district, division and regional progress in the Phil-IRI – Oral test, only the data of pupils who were able to take both pretest and posttest should be included. The school head should use the results of pupils who took only either the pretest or the posttest in planning appropriate school interventions in reading.

## D. MECHANICS OF ADMINISTRATION

> *Important Notes:*
>
> Before administering the Phil-IRI-Oral Test, the teacher should note the dates of administration for both pretest and posttest. The teacher should at all times keep the assessment tool with **utmost confidentiality**. *The test materials should not in any way be posted or exposed to pupils except during the administration of the pretest and posttest.*
>
> The **pretest** of the Phil-IRI-Oral Test shall be conducted at the start of the school year **(June-July)** to Grades II-VI pupils. This may be administered on a staggered basis within the prescribed period. For **Grade I,** the pretest shall be given at the end of the first semester or **October** in as much as they still have to undergo the Enhanced 8-week Curriculum. The pretest results will be utilized by the teacher/school head for planning a sound school-based reading program to improve the reading proficiency of the pupils.
>
> The **posttest** shall be administered at the end of the school year **(February - March)** to Grades I-VI pupils. The results will reveal the progress achieved by the pupils during the school year. In reporting the progress in Phil-IRI Oral test, include only the data of pupils who were able to take both pretest and posttest.

> Since, the teacher cannot assess the progress of his/her pupils who either took only the pretest or the posttest, the teachers are advised to use the available data to plan for the appropriate reading program for these pupils.
>
> *This is an informal test. It should be conducted individually and as much as possible not during classes. The teacher may use the time for reading for the conduct of Phil-IRI as long as the other pupils are kept busy with seatwork.*

## Step 1:  *Preparatory Activities*

The following preparations shall be done before conducting the test:

1. Secure copies from the Office of the Principal or School Head the following forms  for each pupil in your class:

   Phil-IRI Form 1- Grade Level Passage Rating Sheet
   Phil-IRI Form 2 - Individual Summary Record

2. Ensure that you have a copy of the graded passage for your grade level (pupil's copy) and the Phil-IRI Form 3 - Class Reading Profile

3. Familiarize yourself with the test materials and the accompanying forms.

4. Mount the pupil's copy of the grade level passage on cardboard for ease of administration. Ensure that the testing area is well-ventilated, well-lighted and free from distractions.

## Step 2:  *Administering the Grade Level Passage*

1. Give the pupil the passage for his/her grade level.  Read the PROMPT. The prompt is necessary to activate the pupil's prior knowledge about the passage. It will also motivate the pupil to be interested in the passage which will put him/her at ease during reading.

2. Ask the pupil to read the passage of his/her grade level orally. If the pupil hesitates and looks at you for assurance, encourage him/her to go on.

3. As the pupil reads, mark all errors on the pupil's individual Phil-IRI Form 1- Grade Level Passage Rating Sheet.  Be guided in marking this sheet by Word Recognition Error Marking System for English and Filipino.

   A sample accomplished Phil-IRI Form 1 also follows.

## WORD-RECOGNITION ERROR MARKING SYSTEM FOR GRADED PASSAGES
### (Batayan sa Pagmamarka ng mga Kamalian)

| Miscue | Marking | Comment |
|---|---|---|
| Mispronunciation (Maling Bigkas) | botters<br>~~brothers~~<br>polan<br>~~oplan~~ | The pupil attempts to pronounce the word but produces a nonsense word, rather than a real one. |
| Substitution (Pagpapalit) | dear<br>their<br><br>sakit<br>karamdaman | The pupil substitutes a real word that is incorrect. |
| Refusal to pronounce (Pagtangging Bumasa) | <u>lying</u><br><br><u>tuberculosis</u> | The pupil neither pronounces the word nor attempts to do so. The teacher pronounces the word so that testing can continue. |
| Insertion (Pagsisingit) | up<br>star ⋏ in the sky<br><br>na<br>nito ⋏ ang | The pupil inserts a word or a series of words that does not appear in the text. |
| Omission (Pagkakaltas) | to (make) a wish<br><br>sa (mga) sanggol | The pupil omits a word or a continuous sequence of words in the text but continues to read. |
| Repetition (Pag-uulit) | they saw a shooting<br><br>isinasagawa | The pupil repeats one or more words that have been read. Groups of adjacent words that are repeated count as one repetition. |
| Reversal (Pagbabaligtad ng ayos ng mga salita) | you have seen<br><br>buwan ng mga sanggol | The pupil reverses the order of words or letters. |

Sample Accomplished Individual Grade Level Passage
*(Teacher holds this sheet)*

Name: <u>Christine Mercado</u>                    Grade and Section: <u>V-Rose</u>

**Prompt:**  *What do you see in the sky at night? Find out in the story what Danny and Joey saw one clear night and what they did about it.*

---

**Wish Upon A Star**

botters                                                              dear
Two brothers, Danny and Joey, were <u>lying</u> on the soft grass outside their house.  They were watching and comparing which star was the brightest.

"Have you seen a shooting star?"  asked Danny.

"Not yet.  Mother told me to  (make)  a wish when I see one," answered Joey.

"Funny! But Father said that, too," said Danny.

up
"Suddenly, they saw a shooting star    in the sky.

Gr. V
No. of Words: 64

---

**Questions:**

*Literal:*        1.  Who were the two brothers?                    ✓
                  Answer:
                       *Danny and Joey*

*Interpretive*    2.  Where were they?                             ✓
                  Answer:
                       *outside the house*
                       *laying on the soft grass*

---

*Sample Accomplished Individual Grade Level Passage*
*(Teacher holds this sheet)*

Name: <u>Richard Bautista</u>                    Grade and Section: <u>V-Rosal</u>

**Pagganyak**:  Bakit kailangang magpabakuna?  Tunghayan mo kung gaano
kahalaga ang bakuna.

---

### Oplan Alis-*Disease*, Inilunsad

Ang Oplan (polan) Alis-*Disease* ay isang proyekto ng pamahalaan sa pangunguna
ng Kagawaran ng Kalusugan na pinamunuan ni dating Kalihim Juan C. Flavier.

Kaugnay ng proyektong ito ang pagbababakuna (pagbakuna) sa mga sanggol na mga
bagong silang hanggang unang taon. Layunin nito   na ang malabanan ang
anumang uri ng karamdamang (sakit) maaaring kumapit sa kanilang katawan.

Ayon sa mga nars ng mga *health centers,* ang pagbababakuna (pagbakuna) laban sa
*tuberculosis* ay dapat isagawa pagkapanganak (pagkaanak) pa lamang sa mga sanggol.
Pagkaraan ng anim na linggo ay babakunahan (bakuna) naman sila para sa tusperina,
tetano at *polio*.  Ang bakuna para sa tigdas ay  isinasagawa   sa  ikasiyam na
buwan ng mga sanggol.

Batay sa resulta ng pag-aaral, libu-libong bata ang namamatay (namatay) sa bansa
taun-taon dahil sa limang pangunahing sakit na tigdas, <u>*tuberculosis*</u>, *polio*, dipteria
at tetano.

Gr. V
Bilang ng mga Salita:  127

---

*Philippine Informal Reading Inventory*

**Mga Tanong:**

1. Anong ahensya ng pamahalaan ang namahala sa *Oplan Alis Disease?*      ✓
   Sagot:  *Kagawaran ng Kalusugan*      _____

2. Bakit madaling kapitan ng sakit at karamdaman ang mga bata?      ✓
   Sagot: *mahina ang resistensya ng katawan*      _____

3. Kailan kailangang gawin ang bakuna para sa tigdas ng mga ito?      ✓
   Sagot: *ikasiyam na buwan*      _____

4. Ano ang dahilan ng pagkamatay ng libu-libong bata sa bansa?      ✓
   Sagot: *dahil hindi sila nababakunahan laban sa mga pangunahing sakit*

5. Bakit kaya hindi na maaari pang lumaki ang mga bata kung      X
   hindi mababakunahan?      _____
   Posibleng mga sagot:
   > *dahil kakapitan ng sakit at karamdaman*
   > *hihina ang resistensya ng katawan*
   > *mamamatay sila*
   > *maaari pang tumanggap ng ibang sagot*

6. Bilang mag-aaral, paano ka makatutulong sa mga proyektong      X
   pangkalusugan ng pamahalaan?
   Sagot:
   > *Tumulong sa pagpapaliwanag sa kahalagahan ng bakuna*
   > *Ipaalam sa mga magulang o kakilala ang tungkol dito*
   > *Maaari pang tumanggap ng ibang sagot*

7. Anu-anong proyektong pangkalusugan ang mayroon na sa      X
   inyong barangay?
   Posibleng mga sagot:
   > *Bakuna laban sa polio, tigdas, at iba pa.*
   > *Operation Patak laban sa tetanus at iba pa*
   > > *Operation Timbang*
   > > *Lingkod-nutrisyon sa Nayon*
   > *Iba pang katulad na mga sagot ay maaaring tanggapin*

   4. Allow the pupil to read the passage silently for 2 minutes. Get the passage from the pupil and ask the accompanying questions.

   ***Note:***
   *Accept the pupil's response(s) in any language he/she may choose since it is reading comprehension that is being assessed and not the ability of the pupil to express himself/herself orally in English or Filipino.*

5. If the pupil **cannot decode/read**, mark the pupil as **non-reader** in his/her individual summary record. In such a case, read the passage to him/her before asking the accompanying questions. This will determine the *capacity level* of the pupil to understand the passage read to him/her. The knowledge of the capacity level of the pupil is additional information to the teacher regarding the true ability of his/her pupil who is a non-reader.

6. Record the capacity level of the pupil by marking appropriately the columns in Part B of his/her Individual Summary Record. Compute for his/her percentage score and write "capacity level" in the reading level column.

### Step 3: *Recording Individual and Class Reading Profile*

#### A. *Individual Summary Record*
   1. Each pupil has an individual summary record which has two parts (*see sample below*):

*Phil-IRI Form 2*

Name:_____       Grade/Section:_____
(*Pangalan*)                (*Baitang/Pangkat*)
School: _____    Teacher: _____
(*Paaralan*)                (*Guro*)
Date:   Pre-Test: _____
(Petsa)  (*Panimulang Pagtataya*)
        Post-Test: _____
        (*Panapos na Pagtataya*)

**INDIVIDUAL SUMMARY RECORD**
(*Lagom ng Pansariling Talaan sa Pagbasa*)

**A. Word Recognition**
   (*Pagkilala ng Salita*)

| **Types of Miscues** (*Uri ng Mali*) | **Pre – Test** (*Panimulang Pagtataya*) | | | |
|---|---|---|---|---|
| | **Miscue** (*Salitang may mali*) | # of Miscues (*Bilang ng Salitang may Mali*) | Major Miscue (*Binagong Kahulugan*) | Self-Corrected (*Sariling Pagwawasto*) |
| Mispronunciation (*Maling Bigkas*) | | | | |
| Substitution (*Pagpapalit*) | | | | |
| Insertion (*Pagsisingit*) | | | | |
| Omission (*Pagkakaltas*) | | | | |
| Reversal (*Paglilipat*) | | | | |
| Repetition (*Pag-uulit*) | | | | |
| Refusal to Pronounce (*Pagtangging Bumasa*) | | | | |
| Total (*Kabuuan*) | | | | |
| *Reading evel* (*Antas sa Pagbasa*) | ☐ *Frustration* (*Pagkabigo*) | ☐ *Instructional* (*Pampagkatuto*) | ☐ *Independent* (*Malaya*) | ☐ *Non-reader* (*Di-makabasa*) |

**B. Comprehension**
   (*Pag-unawa sa Binasa*)

| Passage Level (*Antas ng Babasahin*) | Pre – Test (*Panimulang Pagtataya*) | | | | | | | Score (*Iskor*) (%) | Reading Level (*Antas sa Pagbasa*) |
|---|---|---|---|---|---|---|---|---|---|
| | Comprehension Questions (*Mga Tanong*) | | | | | | | | |
| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | | |
| I | | | | | | | | | |
| II | | | | | | | | | |
| III | | | | | | | | | |
| IV | | | | | | | | | |
| V | | | | | | | | | |
| VI | | | | | | | | | |

2. In recording pupil's responses in word recognition, write down all pupil's miscues in his/her Phil-IRI Form 2-Individual Summary Record. If the miscues changed the meaning of the sentence, mark them properly under the column labeled '**Major Miscue**.' If the pupil corrects his/her own errors, mark them properly under the column labeled **'Self-Corrected'.**

   **Note**: ONLY errors under major miscues should be counted. Refer to the sample below.

*Phil-IRI Form 2*

**SAMPLE ACCOMPLISHED INDIVIDUAL SUMMARY RECORD**

Name: Richard Bautista          Grade/Section: V – Rosal
(*Pangalan*)                    (*Baitang/Pangkat*)
School: San Diego Elementary School     Teacher: Mrs. Joy Abad
(*Paaralan*)                    (*Guro*)
Date:    Pre-Test: July 14, 2008
(*Petsa*)   **(*Panimulang Pagtataya*)**
         Post-Test: _____
         (*Panapos na Pagtataya*)

| Types of Miscues (*Uri ng Mali*) | Pre – Test (*Panimulang Pagtataya*) | | | |
|---|---|---|---|---|
| | Miscue (*Salitang may Mali*) | # of Miscues (*Bilang ng Salitang may Mali*) | Major Miscue (*Binagong Kahulugan*) | Self-Corrected (*Sariling Pagwawasto*) |
| Mispronunciation (*Maling Bigkas*) | botters | 1 | 1 | |
| Substitution (*Pagpapalit*) | | | | |
| Insertion (*Pagsisingit*) | | | | |
| Omission (*Pagkakaltas*) | make | 1 | 1 | |
| Reversal (*Paglilipat*) | | | | |
| Repetition (*Pag-uulit*) | they saw a shooting | 1 | | |
| Refusal to Pronounce (*Pagtangging Bumasa*) | | | | 1 |
| Total (*Kabuuan*) | | | 2 | |
| Reading Level (*Antas sa Pagbasa*) | ☐ Frustration (*Pagkabigo*)  ☐ Instructional (*Pampagkatuto*)  ☐ √ Independent (*Malaya*)  ☐ Non-reader (*Di-makabasa*) | | | |

*Philippine Informal Reading Inventory*

3.  Compute the level of the pupil in word recognition using the following formula:

```
Word Recognition (WR):      No. of major miscue   (M)  x 100 = % of M
                            No. of words in the passage (N)


                     % correct =   100% - %of M
Example: (to compute for Richard Bautista)
          (No. of major miscue)      2     x   100   =      3% (M)
          (No. of words)            64


                     % correct =   100% - 3%of M
                     % correct =   97%
```

**Note**: Richard's reading level in word recognition is **Independent.**

4. Identify the pupil's word recognition level by referring to Table 1 (page 2).

5. Record pupil's responses to the comprehension questions in part B of the Phil-IRI Form 2 - Individual Summary Record (Comprehension). See sample below.

*Phil-IRI Form 2*

Name:_Richard Bautista_                    Grade/Section:_____V – Rosal_____
*(Pangalan)*                               *(Baitang/Pangkat)*
School: __San Diego Elementary  School_____       Teacher:  _Mrs.  Joy Abad___
*(Paaralan)*                               *(Guro)*
Date:     Pre-Test: July 14, 2008_____
          *(Panimulang Pagtataya)*
          Post-Test: _____
          *(Panapos na Pagtataya)*

**SAMPLE ACCOMPLISHED INDIVIDUAL SUMMARY RECORD**
*(Lagom ng Pansariling Talaan ng Pagbasa)*

B. Comprehension
   *(Pag-unawa sa Binasa)*

| Passage Level *(Antas ng Babasahin)* | Pre – Test *(Panimulang Pagtataya)* | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Comprehension Questions *(Mga Tanong)* | | | | | | | Score *(Iskor)* | Reading Level *(Antas sa Pagbasa)* |
| | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | (%) | |
| I | | | | | | | | | |
| II | | | | | | | | | |
| III | | | | | | | | | |
| IV | | | | | | | | | |
| V | / | / | / | x | / | / | x | 71 | Inst. |
| VI | | | | | | | | | |

6. Compute the pupil's comprehension level using the following formula:

Comprehension (C): $\frac{\text{No. of correct answers}}{\text{No. of questions}}$ x 100 = % of CR

Example: (to compute for Richard Bautista)

% of CR   =   $\frac{5}{7}$   x   100

% of CR   =   **71%**

**Note**: Richard's reading level in comprehension is **Instructional.**

7. Identify the comprehension level of the pupils. Refer to Table 1 on page 2.

8. Identify the overall reading ability of the pupil in word recognition and in comprehension using the table below:

| Word Recognition | Comprehension | Reading Level |
|---|---|---|
| Independent | Independent | Independent |
| Independent | Instructional | Instructional |
| Independent | Frustration | Frustration |
| Instructional | Independent | Independent |
| Instructional | Instructional | Instructional |
| Instructional | Frustration | Frustration |
| Frustration | Independent | Frustration |
| Frustration | Instructional | Frustration |
| Frustration | Frustration | Frustration |
| Non-reader | Listening Capacity | Non-Reader |

Therefore, Richard, a Grade V pupil, who got 97% in word recognition (independent) and 71% in comprehension (instructional) will have an overall reading ability of **Instructional Level**.

**9.** Enter each pupil's data under the appropriate category in Form 2. The responses of the pupil in the pretest shall be entered under the pretest columns.

### B. Class Reading Profile

1. Using the data in the Phil-IRI Form 2-Individual Summary Record, transfer each pupil's performance in the Phil-IRI Form 3-Class Reading Profile. Enter the names of the pupils in column 1.

2. For the pretest, check the pretest column corresponding to the pupil's reading level (see column 2- reading level).

3. If the pupil is a non-reader, check the appropriate column in column 3.

4. Do the same procedure in the posttest. When the posttest shall have been conducted at the end of the school year, determine whether each pupil has improved or regressed under Remarks in column 4. An example of a Class Reading Profile is shown below.

   **Note:** In case the pupil was unable to take either the pretest or the posttest, *do not* include his/her results in the class reading profile. Instead, use the information gathered to improve his/her reading capabilities.

*Phil-IRI Form 3*

**SAMPLE CLASS READING PROFILE**

Grade: <u>V-Rosal</u>                          Date:
Total no. of Enrolment: <u>45</u>          Pre Test:   <u>July 14, 2008</u>
Total no. of Pupil Tested: <u>45</u>      Post Test:  <u>March 5, 2009</u>
School: <u>San Diego Elementary School</u>

| 1 | 2 | | | | | | 3 | | 4 |
|---|---|---|---|---|---|---|---|---|---|
| Name of Pupil | Reading Level | | | | | | Non-Reader | | Remarks (Improved/ Regressed) |
| | Frustration | | Instructional | | Independent | | | | |
| | Pre | Post | Pre | Post | Pre | Post | Pre | Post | |
| Bunga, Jaime | | / | | | | | / | | Improved |
| Esdicul, Angelita | | | / | | | / | | | Improved |
| Garcia, Teresita | / | | | / | | | | | Improved |
| Granadozin, Glenda | | | | | / | | | | Improved |
| Ilagan, Ligaya | | | / | | | / | | | Improved |
| Mercado, Christine | | | / | | | / | | | Improved |
| Owit, Elizabeth | | | / | | | / | | | Improved |
| Torres, Michael | / | | | / | | | | | Improved |
| | | | | | | | | | |
| *Total | 2 | 1 | 4 | 2 | 1 | 4 | 1 | | |

5. Submit a copy of the Class Reading Profile to the principal/school head who shall consolidate the School Reading Profile.

6. Study your class profile and plan interventions that will address the needs of your pupils at the different reading levels.

### C. School Reading Profile (To be accomplished by the School Head)

1. Consolidate the class/grade level reading performance in the School Reading Profile form (*see Phil-IRI Form 4. School Reading Profile*). Shown below, is a sample of how this form is accomplished.

2. After the posttest, determine the change in reading performance of pupils. Make sure that the pupils who took the pretest should also be the same pupils who took the posttest. The change may either be improvement or regression.

3. Submit the accomplished School Reading Profile (Phil-IRI Form 3) to the District/Division for consolidation.

4. Plan the school reading program utilizing the results of the Phil-IRI. This should be done in coordination with the concerned teacher/s.

*Phil-IRI Form 4*

### SAMPLE SCHOOL READING PROFILE

School: <u>San Diego Elementary School</u>  Division: <u>Davao City</u>
District: <u>Davao South</u>  Region: <u>XI</u>

| | | 1 | | | | 2 | | | | 3 | | | | 4 | |
| Grade | Enrolment | Pupil Tested | | Reading Level | | | | | | Non-Reader | | Change in Reading Performance | | | |
| | | Pre | Post | Frustration | | Instructional | | Independent | | Pre | Post | Frus | Inst | Ind | NR |
| | | | | Pre | Post | Pre | Post | Pre | Post | | | | | | |
| I | 90 | 82 | 82 | 52 | 22 | 13 | 36 | 12 | 20 | 5 | 3 | 30 | 23 | 8 | 1 |
| II | 75 | 71 | 71 | 34 | 18 | 14 | 26 | 20 | 25 | 3 | 2 | 16 | 12 | 5 | 1 |
| III | 78 | 76 | 76 | 45 | 12 | 12 | 34 | 15 | 28 | 4 | 2 | 33 | 22 | 13 | 2 |
| IV | 55 | 52 | 52 | 25 | 12 | 11 | 16 | 12 | 22 | 4 | 2 | 13 | 5 | 10 | 2 |
| V | 70 | 69 | 69 | 30 | 28 | 15 | 18 | 22 | 22 | 2 | 1 | 2 | 3 | 0 | 1 |
| VI | 54 | 50 | 50 | 25 | 16 | 16 | 24 | 8 | 10 | 1 | 0 | 9 | 8 | 2 | 0 |
| *Total | 422 | 400 | 400 | 211 | 108 | 81 | 154 | 89 | 127 | 19 | 11 | 103 | 73 | 38 | 7 |

# Glossary

The following terms are operationally defined in the manual:

| | | |
|---|---|---|
| Assessment Tool | - | a set of passage given to the child to determine his/her reading level. |
| Informal Oral Reading | - | an assessment on the child's word recognition and comprehension skills. |
| Intervention Strategy | - | a scheme, device or activity, a teacher may provide to remedy or overcome a reading difficulty. |
| Level of Questions | - | these are the questions asked regarding a passage arranged in the order of difficulty as: |
| a) Literal | - | questions whose answers are explicitly stated/given in the story. |
| b) Interpretive | - | these are questions which require children to read between the lines to find the answer. The answers are not directly stated in the text. |
| c) Critical | - | these are questions which elicit analysis, synthesis, judgment in the context of the author's point of view as well as the reader's point of view. |
| d) Applied | - | these are questions that draw from the child his own way of visualizing things based on his own scheme. |
| | - | these are questions that elicit the reader's opinion/decision as applied in daily life situations. |
| Non-Reader | - | a pupil who is unable to recognize and sound out letter-sound connections for single consonants. |
| | - | a pupil who is unable to recognize and sound out letter-sound connections for some consonant blends |
| | - | a pupil who is unable to blend consonants and vowels in simple one word (cvc, ccvc, cvcc) patterns |
| | - | a pupil who is unable to distinguish among long and short vowels that follow rules |
| Philippine Informal Reading Inventory (Phil-IRI) | - | a set of oral reading passages for the elementary grades in order to get the reading level of the public elementary school pupils. |

| | |
|---|---|
| Prompt | - brief question, description, discussion as a motivation and background of the passage to help the child read and understand it. It activates prior knowledge of the child. |

Reading Levels

*a) Frustration*
- This is the lowest reading level.
- The pupil shows withdrawal from reading situations by crying or refusing to read.
- The pupil commits errors in reading such as reversal, repetition, substitution, insertion, mispronunciation and inability to interpret punctuation.
- The pupil scores 89% & below in word recognition or 58% & below in comprehension

*b) Instructional*
- It is the level at which the pupil can profit from instruction.
- The pupil's oral reading is rhythmical with conversational tone and correct interpretation.
- The pupil scores 90 - 96% in word recognition and 59% - 79% in comprehension

*c) Independent*
- It is the highest level at which a pupil can read independently and with ease without the help or guidance of the teacher.
- The pupil is free from tension, finger pointing or lip movement.
- The pupil reads with rhythm and with conversational tone and interprets punctuation correctly.
- The pupil scores 97 -100% in word recognition and 80% - 100% in comprehension.

*d) Listening Capacity Level*
- Is an informal measure of ability to comprehend spoken language. It is the highest level at which students can understand materials that is read to them with 75% comprehension.

| | |
|---|---|
| Reading Teacher | - one who teaches reading or the teacher-adviser of the child tested. |

**References:**

Swearigen, Rebecca and Allen, Diane.   2000. *Classroom Assessment of Reading Process* 2nd ed. USA: Houghton Mufflin Company.

Barrentine, Shelby J ed. 1999. *Reading Assessment: Principles and Practices for Elementary Teachers*. USA: International Reading Association.