



The Reading Profiles of Grade 1 Learners of Tagudin District: Input for an Instructional Plan

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ABSTRACT

This study dealt with the development of an Instructional Plan for Grade 1 learners in Tagudin District for the School Year 2024-2025. This study utilized the mixed method (Quantitative – Qualitative) research design. The respondents were the 327 Grade 1 learners enrolled for the school year and the 27 teachers of Tagudin District. To validate the Instructional Plan, five (5) experienced and expert Master Teachers made a thorough analysis to answer to assure its effectiveness. Based on the foregoing findings, the following conclusions were derived: The reading profiles of Grade 1 learners of the Integrated and Non-Integrated Schools in Tagudin District vary. Learners were distributed based on the reading levels, the type of school they are enrolled did not affect the reading profile of the learners, there are challenges encountered by teachers in the implementation of the Comprehensive Rapid Literacy (CRLA). Despite the many challenges there are also best practices brought by CRLA to Grade 1 learners, finally the Instructional Plan as the output of the study is very highly acceptable. In the light of the findings and conclusions, the following recommendation are hereby offered. Teachers will continue to assess their learners through CRLA assessment following the standard format and process. The preparations of substantial activities can help improve their performance in reading; for an effective teaching and learning process the use of simple, useful, appealing and pleasurable activities is a felt need inside the classroom particularly for young learners; Teachers should not stop learning and using new reading programs and assessment like CRLA that will help enhance the learner's reading achievement. The utilization of the Instructional Plan that serves as a guide for classroom instruction is highly recommended to be used by Grade 1 teachers; The Instructional Plan maybe modify after 2 years of utilization to enrich its content and activities; Future researchers may venture on other studies on CRLA assessments wider in scope and using other variables not used in the present study.

Keywords: reading profiles, instructional plan, Comprehensive Rapid Literacy Assessment (CRLA), challenges, best practices in conducting CRLA.

INTRODUCTION

The International Literacy Assessment National Recognition honors outstanding advanced licensure, certificate, or endorsement programs that prepare individuals for a role as reading literacy specialists. The primary role of reading specialists is instructional. They must have the skills, knowledge, and disposition to work effectively to inquire general classroom literacy instruction. The Comprehensive Rapid Literacy Assessment (CRLA) was initially conceived as a 5-minute start-up reading assessment designed to help teachers quickly determine the reading profile of their Grade 1 - Grade 3 learners and develop appropriate reading instructional strategies. The main goal is to identify children who need additional support in reading. At the beginning of the school year, it started with letter sounds, isolated words, and sentences in reading in the Mother Tongue of an individual's reading abilities in a short time. Hence, this study is conceptualized. In the Philippines, the earliest standardized assessment in Filipino starts in Grade 3, and in English starting in Grade 4. The Comprehensive Rapid Literacy Assessment met the needs of the teachers who were missing such a tool in their early-grade assessment toolbox. It was initially piloted in November 2020 with some selected schools. After piloting, it led DepEd to scale up the CRLA to all schools in the ABC + Target Regions. ABC + project aims to benefit up to two million learners in its target implementing areas. Feedback from schools and teachers who utilized the CRLA was encouraging. Many schools used the results to develop remedial and focused reading programs in the context of the new normal and identify struggling readers to provide additional support. Based on the success of the beginning of the school year Rapid Literacy Assessment, DepEd requested ABC+ to help develop middle and end-of-year assessments that would align with their curricular competencies. They incorporated listening comprehension, oral reading fluency, and reading comprehension. ABC+ is currently in the process of expanding the number of Mother Tongue languages supported by the CRLA incorporating it into their manual of operations for Mother Tongue-Based Multilingual Education. The CRLA is used to identify gaps and design appropriate interventions. DepEd ordered the conduct of rapid assessment last SY 2021-2022 for learning recovery covering all learners in both public and private schools. The researcher being an elementary teacher of Tagudin, Ilocos Sur for 4 years and still 2nd year in the implementation of CRLA wanted to explore the assessment components since this includes phonemic awareness, phonics fluency, vocabulary, and comprehension.

Statement of the Problem

This study aims to determine the reading profile of learners of Integrated and Non-Integrated Schools of Tagudin District for the Academic Year: 2024-2025. Specifically, it sought answers to the following questions: What is the reading profile of Grade 1 learners of Tagudin District? a. Integrated Schools? b. Non-Integrated Schools?

What are the problems encountered by the teachers in assessing the reading profile of the Grade 1 learners?

What are the best practices of teachers? Is there a significant difference of the reading profiles of learners in the Integrated and Non-Integrated Schools? What plan can be proposed to improve the reading profile of learners?

What is the level of acceptability of the proposed instructional plan?

METHODOLOGY

This research used the mixed method (Quantitative and Qualitative research). Quantitative using descriptive research design which is used to obtain information concerning the current status of the phenomena to describe “what exists” for variables or conditions in a situation. Best (1996), descriptive research answers “what is” and it seeks to find out the level of assessment, problems encountered, material developed and level of acceptability of the developed material. In the same manner, qualitative research is used where in interview guide question will be provided to the respondents regarding the problems encountered when administering the CRLA.

The participants of the study are 164 incoming Grade 1 learners from Integrated and 378 from Non-Integrated Schools of Tagudin District for the academic year 2024-2025. These are the Kindergarten learners who had taken the Comprehensive Rapid Literacy Assessment at the end of the school year.

RESULTS AND DISCUSSIONS

The data show that there are five Integrated Schools in Tagudin namely Ambalayay, Garitan, Libtong, Pudoc West, and Tagudin Integrated School as respondents. Learners were chosen from schools using the G-Power and they were categorized into 4 categories as declared from the Comprehensive Rapid Literacy Assessment (CRLA) of the Department of Education (Dep Ed). As seen from the table there were 37 learners that fail under full refresher divided as follows 13 or 35.14% are learner from Ambalayay and Tagudin Integrated Schools, 6 or 16.22% are learners form Garitan Integrated School, 4 or 10.81% learners from Pudoc West Integrated School, and 1 or 2.70% is a learner from Libtong Integrated School. There were 7 or 100% learners that fail under moderate refresher , 4 or 57.14% are learners from Ambalayay Integrated School, 2 or 28.57% are from Pudoc West Integrated School, 1 learner or 14.29% is from Tagudin Integrated School, and none moderate refresher from Garitan and Libtong Integrated School. Meanwhile, those that need a little bit of enhancement or the light refresher are 36 learners from the 5 Integrated Schools in which 17 or 47.22% are learners from Tagudin Integrated School. 10 or 27.78% are learners from Pudoc West Integrated School, 5 or 13.89% from Garitan Integrated School, 4 or 11.11% are learners from Libtong Integrated School, and none or 0 from Ambalayay Integrated School. For the grade ready learners, those who will enter grade 1 for the next school year, 17 among them, 13 or 76.47% are from Libtong Integrated School, 2 each or 11.76% from Garitan and Tagudin Integrated School, and no grade ready learners from Ambalayay and Pudoc West Integrated School. This implies that there are more learner whose performance are with the full refresher that they will be given more attention in reading and be given more reading activities to advance their category. For the light refresher, that there is still a need for enhancement in their performance in order to reach Grade ready category. For the Grade Ready, they should maintain their level and have more advance reading activities for their own welfare and betterment. From all the results needs clearer instructional approaches that support the children’s ability is needed. Clay, 1991 drawing on the work of Vygotsly, when he argues that “The essence of successful teaching is to from where the frontier of learning is for any one pupil on a particular task”. He extends the value of understanding where an individual child’s zone of maximal development is, so that educations take advantage of learners spaces to enhance a child’s lietry learning. It can be gleaned from the table that 16 Non-Integrated Schools with learners are respondents of the study. Following the same categories or level of the Comprehensive Rapid Literacy Assessment (CRLA), under full refresher San Pedro Community learners is the highest with 21 or 27.63%. Next with 8 learners or 10.53% are Becques Community, Las-ud Elementary and Pudoc Elementary School. The least is with 1 or 1.32% learners each are Cabugbugan Community and Cabulanglangan Elementary School. There are 16 learners under moderate refresher. For the light refresher, 38 learners stay in the bracket in which 11 or 28.95% learners are from Pudoc East Elementary School. The least is having 1 learner or 2.63% from Ag-aguman, Cabulanglangan, and San Miguel Elementary School. There are 99 learners who are grade ready in the non-integrated schools, 15 or 15.15% are learners form Las-ud Elementary School, 11 or 11.11% are learners from Pudoc East Elementary School. The least is 4 or 4.04 learners from Ag-aguman Elementary School. This implies that there are more learners who are grade ready in the Non-Integrated Schools. On the opposite, there is also a bigger number of learners in the full refresher rather than moderate and light refresher. The results shows that it is on both end levels where the learners belong a full refresher and a grade ready categories. Likewise, a Balanced Literacy Assessment framework must be guide to align with a balanced literacy instructional approach. An Instructional Plan where activities and planned is a full need to address the learners on the different categories on Comprehensive Rapid Literacy Assessment (CRLA). Roomy & Alhawsawi, 2019 stated that the context of engagement is keeping the readers cognitively and behaviorally active and thus, it is essential balance of interact, self-regulation, motivation, reading attitude, and involvement with text should also be included in measuring reader’s engagement. The table shows no significant difference in all the reading profiles of the learners in integrated and non-integrated schools; hence, the null hypothesis is accepted. This implies that the learners’ performance in terms of the reading profiles in every school, whether it is an integrated or non-integrated school, does not

vary. Another implication is the kind, level, or type of school where the learners belongs does not affect their reading profile; it is their reading skills that matters most. As Claessen et. Al (2020) coined, reading difficulties are present in the world. From the result of the Programme for International Student Assessment (PISA) revealed that reading is one area that is the lowest and it is due to students' lack of ability in basic reading and comprehension. Luiz (2007) stressed that many Filipino learners do not have the reading habit required in learning, she even noted " The problem of non-reading lies at the heart of why the Philippines is so uncompetitive in the world economy and why so many of our people continue to live in poverty or barely escape it"

CONCLUSIONS AND RECOMMENDATIONS

Based from the salient findings of the study, the following conclusions were drawn: The reading profile of grade 1 learners of the Integrated and Non-Integrated schools in Tagudin district varies. Learners were distributed based on their reading levels. The type of school they are enrolled did not affect the reading profile of the learners. 3. There are challenges encountered by the teachers in the implementation of the CRLA. There are best practices brought by CRLA to grade 1 learners. The Instructional Plan as the output of the study is very highly valid. Based on the conclusions drawn, the following recommendation are offered: Teachers will continue to asses their learners through CRLA assessment. The preparation of substantial activities can help improve their performance in reading. For an effective teaching and learning process, the use of simple, useful, appealing and pleasurable activities is a felt need inside classroom particularly for young learners. Teacher should not stop learning new reading programs and assessment like CRLA that will help enhance the learner's reading achievement. The Utilization of the Instructional Plan that serves as a guide for classroom instruction is highly recommended to be need by grade 1 teacher. The Instructional Plan may be modify after 2 years of utilization to enrich its content and activities. Future researchers may venture on other studies on CRLA assessment wider in scope and using other variables that are not confirmed in the present study.

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