

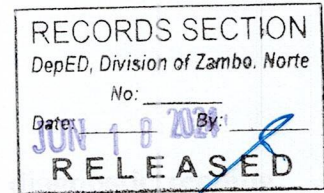


Republic of the Philippines
Department of Education
Region IX

SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE

Office of the Schools Division Superintendent

June 3, 2024



Division Memorandum



No. 317 s. 2024


**CONDUCT OF DIAGNOSTIC READING TEST AMONG GRADE 2 TO SENIOR
HIGH SCHOOL ENTRANTS FOR SY 2024-2025**

To: Assistant Schools Division Superintendents
Chiefs, CID and SGOD
Education Program Supervisors
All Public Schools District Supervisor
Concerned School Heads
Reading Coordinators

1. In line with the DepEd's MATATAG agenda which is to make the curriculum relevant to produce competent, job-ready, active and responsible citizens, the National Reading and Mathematics Programs are recently introduced titled, Pagbasa at Pagkuwenta: Pag-asa (P3) which seek to create a sustainable approach to enhancing learners' knowledge, skills and attitudes. In this connection, this office would like to inform all the elementary and secondary school heads on the conduct of the Division Diagnostic Reading Test (DDRT) during the first week of classes in August 2024.
2. The main objective of this activity is to classify or identify Grade 2 to SHS learners who are in the independent, instructional and frustration/struggling level, for our teachers to prepare the best remediation strategies and to address each learner's specific demand.
3. Enclosed is a compilation of short selections designed for diagnostic reading test of all learners from grade 2 to SHS during the enrolment period or two weeks after the opening of classes comes August, 2024. These selections will serve as supplement to the selections provided in the compilation of PhillIRI passages (Download the tools in this link: <https://bit.ly/PhillIRITemplates> using this folder: CONSOLIDATION TEMPLATES FOR SDOs) reading exercises aimed at developing the learners' critical thinking skills. Each selection is provided with questions to test the learners' comprehension skills.

4. Enclosed are the guidelines in the conduct of the diagnostic reading test and the corresponding electronic tools (refer to the provided link) for utilization.
5. For information, guidance, compliance and widest dissemination.


ROY C. TUBALLA EdD, JD, CESO V
Schools Division Superintendent 





Republic of the Philippines
DEPARTMENT OF EDUCATION
Region IX, Zamboanga Peninsula
Schools Division of Zamboanga del Norte

To: All English teachers and other concerned teachers

How to Administer the Diagnostic Reading Test?

Here is a compilation of twenty-four (24) reading materials. It is your discretion now, as a reading teacher, to choose a selection for every grade 2 up to SHS learner during the first week of classes for the diagnostic reading test.

Allow each learner to read one selection. Selections may vary in every student. After reading, let him/her one or two questions from the 10-item test.

During the reading-identify the 8 types of miscues encountered by each reader such as mispronunciation, omission, substitution, insertion, repetition, transposition, reversal and self-correction. After identifying the miscues, you are expected to do the following:

- a. Marking and Scoring the miscues
- b. Recording the miscues
- c. Computing the oral reading score per passage
- d. Recording the speed rate in oral reading
- e. Computing the learners' Comprehension of the passage
- f. Analysis and Interpretation of Word Reading and Comprehension Level
- g. Qualitative Analysis

When you are done with **a** to **g** above and after the diagnostic has been conducted, reports must be submitted to the division office, identifying the student's reading level in terms of Word Reading, Reading Comprehension and reading Profile per passage.

Enclosed are three (3) forms for you to accomplish, Forms 1 and 2 to be retained in the school, while Form 3 will be submitted to the division office not later than the second week of September 2022.

Good luck on this journey.....

.....*Ma`am Feng*.....

*Note: (Always remember that all teachers are reading teachers)...
We are all reading teachers.....*

District: _____

Name of School _____

Form1-Oral Reading Miscues

(Note: Reading selections must be photocopied enough for the total number of readers so that the reading teacher could clearly stress the errors by providing the necessary marks. The frequency of miscues committed by each reader must be indicated below).

ORAL READING MISCUES (School File)

Name of Learner	Mispronunciation	Omission	Substitution	Insertion	Repetition	Transposition	Reversal	Self-correction	Comments/Suggestions
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									
31.									
32.									
33.									
34.									
35.									

Note:

- ❖ Miscues committed by each learner must be addressed in the remedial class or **OUTRIGHT CORRECTION** must be done by the concerned teacher.
- ❖ This will be inspected by the division monitoring anytime.

District: _____

Name of School _____

Form2- Learners Learning Levels

(Note: Reproduced the reading selections equal to the number of learners` to undergo the diagnostic test).

LEARNERS` READING LEVEL (School File)

Name of Pupils	From what Elem. School/District	Word Reading			Reading Comprehension			Reading Profile per Passage		
		Instructional	Independent	Frustration	Instructional	Independent	Frustration	Instructional	Independent	Frustration
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
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26.										
27.										
28.										
29.										
30.										
31.										
32.										
33.										
34.										
35.										

Note:

❖ This will be inspected by the division monitoring anytime.



Republic of the Philippines
DEPARTMENT OF EDUCATION
 Region IX, Zamboanga Peninsula
 Schools Division of Zamboanga del Norte

Form 3

Name of School _____


SCHOOL CONSOLIDATION ON THE LEARNERS' LEARNING LEVEL
S.Y. 2024-2025

District	Grade Level	Enrolment	Learners Tested		ORAL READING WORD RECOGNITION						READING COMPREHENSION						READING LEVEL						Non Reader														
					Frustration		Instructional		Independent		Frustration		Instructional		Independent		Frustration		Instructional		Independent																
			Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post											
TOTAL																																					

Note:

❖ Each district is expected to bind all the consolidated data of the schools in the district to be submitted to the division office not later than the second week of September 2024.

a. Table 4. Marking and Scoring the Oral Reading Miscues

Types of Miscues	Marking the Miscues	Example	Scoring
Mispronunciation	Underline the text and write the phonetic spelling above it.	<i>sleed</i> slide	Count as 1 error every mispronunciation (The dialectical variation should not be counted as error).
Omission	Circle the omitted unit of language	The <u>huge</u> elephant	Count as 1 error a word or a phrase omitted.
Substitution	Underline the text and write the substituted word above it.	<i>money</i> monkey	Count as one error every substitution.
Insertion	Use a caret to show where the word/s was inserted and write the word above the caret.	<i>lovely</i> the ^ flowers in the vase	Count a word or a phrase as one error.
Repetition	Underline the portion of the text that was repeated.	They found it <u>in the</u>	Count as one error every word or phrase repeated.
Transposition	Use a transpositional symbol over and under the letters or words transported.	The girl  s pretty	Count as one error every transposition made.
Reversal	Write the word/nonword above the correct word.	<i>dab</i> bad	Count as one error every reversal made.
Self-correction	Write S above the word that was self-corrected.	S hasn't	Don't count self-correction as an error.

b. Recording the Miscues

The summary of the miscues made are to be recorded in Form 1 (Oral Reading Miscues).

No.	Types of Miscues (Uri ng Mali)	Number of Miscues (Bilang ng Salitang Mali)
1	Mispronunciation (Maling Bigkas)	
2	Omission (Pagkakaltas)	
3	Substitution (Pagpapalit)	
4	Insertion (Pagsisingit)	
5	Repetition (Pag-uulit)	
6	Transposition (Pagpapalit ng lugar)	
7	Reversal (Paglilipat)	
	Total Miscues (Kabuuan	
	Number of words in the Passage	
	Oral Reading Score	
	Reading Level (Antas ng Pagbabasa)	

c. Computing the Oral Reading Score per Passage

The computation of the oral reading score involves in counting the number of miscues during oral reading. Each miscue carries equal weight, regardless of whether it affects the meaning of the passage or not. Perdo's oral reading illustrates a sample computation of miscues.

Oral Reading Score: $\frac{\text{the number of words} - \text{number of miscues}}{\text{Number of words}} \times 100$

Example : Pedro's Performance in Oral Reading

No. of words in the passage: 65

No. of miscues: 15

$$\frac{NW - NM}{NW} = \frac{65 - 15}{65} = \frac{50}{65} = .769 \times 100 = 76.9\%$$

Pedro's rating in oral reading is 76.9%

d. Recording the Speed and Rate in Oral Reading

The teacher-administrator records the time that the student starts reading the passage orally; he/she computes the number of seconds/minutes that it took the student to read the passage.

Pedro was asked to read the passage "The Snail with the Biggest House" a Grade 5 Pre-test passage which has 103 words. It took him 1.5 minutes (90 seconds) to read the passage. Dividing 103 words by 90 seconds will yield 69; Pedro's reading rate is 69 words per minute.

$$\text{Reading Speed} = \frac{\text{No. of words read}}{\text{Reading time in seconds}} \times 60 \quad \frac{NWR}{RTS} \times 60$$

No. of words in the passage : 103

No. of minutes/seconds it took Pedro to read it: 1.5 minutes (90 seconds)

$$\frac{103 \text{ words read}}{90 \text{ seconds}} = 69 \text{ words per minute}$$

Pedro's reading rate is 69 words per minute

e. Computing the Student's Comprehension of the Passage

After the student has read the passage, the teacher reads the comprehension questions and records the student's responses in the Form 2A/2B. For items where the student asks to go back to the selection to look for the answer, and is then able to answer correctly, mark the item on the scoring sheet as correct and indicate LB) (Look Back).

If Pedro got 4 correct answers out of the seven comprehension questions, his comprehension level is computed using the following formula:

$$C = \frac{\text{No. of correct answers}}{\text{No. of questions}} \times 100 \quad \frac{NCA}{NQ} \times 100 = \% \text{ of comprehension}$$

No. of correct answers: 4

No. of questions: 7

$$\frac{NCA}{NQ} = \frac{4}{7} = .57 \times 100 = 57\%$$

Pedro's Comprehension: 57%

Table 6 presents the percentage of comprehension which is derived by dividing the number of correct answers over the number of questions and multiplying it by 100.

Table 6. Table of Percentage for Comprehension Scores

No. of Items	Score in Comprehension	%		No. of Items	Score in Comprehension	%
5	5	100		6	6	100
	4	80			5	83
	3	60			4	67
	2	40			3	50
	1	20			2	33
					1	17
No. of Items	Score in Comprehension	%		No. of Items	Score in Comprehension	%
7	7	100		8	8	100
	6	86			7	88
	5	71			6	75
	4	57			5	63
	3	43			4	50
	2	29			3	38
	1	14			2	25
			1		13	

f. Analysis and Interpretation of Word Reading and Comprehension Level

The Phil-IRI reading test uses predetermined set of criteria in identifying the reading level of each student for each passage. These criteria include the percentage of word recognition accuracy and the percentage of correct answers to comprehension questions (*adapted from Johnson, Kress and Pikulski, 1987*). Table 7 shows these criteria.

Table 7. Phil-IRI Oral Reading Profile

Oral Reading Level	Word Reading Score (In %)	Comprehension Score (in %)
Independent	97-100%	80-100%
Instructional	90-96%	59-79%
Frustration	89% and below	58% below

To illustrate, let us look at Pedro who is in Grade 4 . His word and reading comprehension scores are as follows:

Word reading score; 15 miscues = 76.9%; **Frustration**
 Comprehension score: 4 out of 7 = 57% **Frustration**
 Reading rate: 69 words per minute

Pedro's Oral Reading Profile; Frustration

The learner's word reading score and comprehension score should be taken together to determine a comprehensive reading profile for that passage. A description of the student's reading profile in word reading and comprehension per passage is presented in Table 8.

Table 8. Student's Reading Profile Per Passage

Word Reading	Reading Comprehension	Reading Profile per Passage
Independent	Independent	Independent
Independent	Instructional	Instructional
Instructional	Independent	Instructional
Instructional	Frustration	Frustration
Frustration	Instructional	Frustration
Frustration	Frustration	Frustration

g. Qualitative Analysis

The teacher examines the type of miscues made and analyzes them:

What miscues are often committed?

Do these miscues affect the meaning of the passage?

The teacher likewise records the behavior of the student while reading using the Observation Checklist in Table 13 (*adapted from Gray Oral Reading Behavior*). (See Appendix D, Phil-IRI Form 4)

Behaviors while Reading Paraan ng Pagbabasa	✓ Or X
Does word-by-word reading (<i>Nagbabasa nang pa-isa isang salita</i>)	
Lacks expression; reads in monotonous tone (<i>Walang damdamin; walang pagbabago ang tono</i>)	
Voice is hardly audible (<i>Hindi madaling marinig ang boses</i>)	
Disregards punctuation (<i>Hindi pinapansin ang mga bantas</i>)	
Points to each word with his/her finger (<i>Itinuturo ang bawat salita</i>)	
Employs little or no method of analysis (<i>Bahagya o walang paraan ng pagsusuri</i>)	
Other Observations: (<i>Ibang Puna</i>)	

The Handbook on Reading Intervention discusses the causes of the student's behaviors while reading and suggests ways of correcting them.

The Listening Comprehension and Silent Reading Test

After the administration of the Phil-IRI Oral Reading Test, the teacher may opt to administer a Listening Comprehension for the nonreaders and a Silent Reading Test to *further assess the student's reading speed and comprehension. These are however, optional activities.*

f. Conducting the Reading Intervention

Based on the reading difficulty of the student, a reading intervention program is designed for him/her.

Appendix H contains the Handbook on Reading Intervention. It discusses some cases of different problems in reading of some pupils and the recommended intervention. It likewise looks into the behavior of some readers, as recorded in Table 9 (word-by-word reading, reading on a monotonous tone, disregards punctuation....) and tries to correct these during the reading intervention.

h. Conducting the Phil-IRI Graded Passages Posttest

The Phil-IRI Posttest for the grade level is administered during the 4th quarter. The teacher records the score of each student and compares the result of the posttest against the pretest. Likewise, the behavior during the reading of the selection is compared to the student's behavior during the pretest.

It should be noted that only the pupils who got a score of 14 and below during the Group Screening Test are subjected to further testing through the individual reading of graded selection. Based on the observed reading needs of these pupils, they are given the appropriate reading intervention. Then they take the Phil-IRI posttest. The result of the posttest and the improved behavior while reading will indicate the pupils improved reading skills. The better readers are not subjected to Phil-IRI activities, but it is expected that the regular classroom instruction in Reading will further improve their reading skills.

GLOSSARY

The following terms used in the manual are operationally defined as follows:

Assessment	A general term that includes all the ways in which information is collected, synthesized, and interpreted in order to aid in understanding learners and making instructional decisions (Airasian, P.W.,2001)
Assessment Tool	An instrument used to describe a learner's performance in a particular skill
Comprehension	Understanding what one reads or listens to
Levels of Comprehension	Questions that require varying cognitive skills; types of questions include:
a) Literal	Questions in which the answers are explicitly stated in the text
b) Inferential	Questions in which the answers are not explicitly stated in the text. These questions require the reader to establish relationships between what he/she knows and what is stated in the text. Questions regarding vocabulary words used in the text may also be considered inferential when they require the reader to use context clues in order to figure out word meanings.
c) Critical	Questions which require the learner to analyse, synthesize, and make judgments on the author's ideas
Comprehension Score	The percentage of items correctly answered over the total number of items in a passage-specific comprehension test
Diagnostic Tool	An instrument used to assess learner's needs and abilities (in reading)
Dialectical Variations	Regional differences in pronunciation
Fluency	The ability to read with speed, accuracy, and prosody
Graded Passage	A text that is grade level-appropriate in terms of content and readability
Informal Reading Inventory	Informal reading test which consist of a set of graded passages administered to individual learners; in contrast conducted for the purpose of comparing a student's performance with that of others(Weaver, 2014), informal reading tests are designed to provide greater insight into an individual learner's reading level vis-à-vis a specific passage in order to allow teachers to customize instruction to the needs of their students (Rutledge, 1998)
Intervention	A set of activities designed to address student-specific (reading) difficulties
Leveled Text	See Graded Passage
Listening Comprehension Assessment	When a learner listens to a selection read aloud in order to assess his/her comprehension level
Miscues	Unexpected responses a reader makes to a text (Goodman,1996, in Martens, 1998)
Miscue Analysis	A way of looking at individual learners' oral reading errors in order to gain insight into their reading processes (Goodman, 1974, in Gunning, 2002)
Oral Reading	When a learner reads a selection aloud in order to assess word recognition, reading fluency and reading comprehension level
Philippine Informal Reading Inventory	An informal reading inventory which consists of a set of contextualized graded passages administered to individual learners in order to determine their reading performance and thus help teachers tailor instruction to fit their needs and abilities
Prosody	Reading with proper expression

Reading Level	The level at which a learner can read and comprehend a levelled text or graded passage; given a particular levelled text, a learner may fail under any of the following reading levels;
a. Independent Reading Level	The level at which readers function on their own with almost perfect oral reading and excellent comprehension(Flippo,2014)
b. Instructional Reading Level	The level at which readers profit the most from teacher directed instruction in reading (Flippo, 2014)
c. Frustration Reading Level	The level at which readers find reading materials so difficult that they cannot successfully respond to them (Flippo, 2014)