

PHIL-IRI READING PROGRAM'S EFFECTIVENESS IN RAISING STUDENTS' READING ACHIEVEMENT IN GRADE 4 PUPILS

Chaquel L. Tampus. M.A.Ed.

Lead Proponent
Cebu Normal University
Osmeña Blvd., Cebu City

ABSTRACT

The Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool was created with the goal of assessing and characterizing students' reading proficiency in a classroom setting. Students' reading performance is assessed using the reading inventory instrument on an individual basis. The results are divided into three categories: frustration, instructional, and independent. The student who exhibits disinterest in reading and withdraws from reading circumstances is at the lowest level of frustration. The learning process is at its most advantageous when the student is at the instructional level. At this level, a reader is considered independent if they can read well on their own without assistance from a teacher or facilitator. The learner who is unable to recognize and articulate letter-sound correspondences for blended, single, and other keyword sounds is at the lowest level—non-reader.

Thus, this study determined the effectiveness of the PHIL-IRI program in raising students' reading achievement through their pretest and posttest results for this school year 2023-2024 by utilizing the experimental quantitative design which helps gain more complete information of a quantitative study, as it integrates the benefits of both methods to generate a comprehensive detail of the findings of the study. The Phil-IRI test was not administered during the conduct of the research but instead the available data in the school office were used. The respondents of the study were the students enrolled in public school and the quantitative data were obtained from 376 students based on their pretest and posttest PHIL-IRI results. Based on the findings, the study shed light on the reading performance of Grade IV pupils. In spite of all the preparations for the Phil-IRI post-tests, some pupils still remain in the frustration and instructional levels in word recognition and reading comprehension as well as in reading profile of the pupils. However, a big improvement in the pupils' reading performance could be observed in the post-test results compared to the results of the pre-test both in English and Filipino subject. Therefore, the use of PHIL-IRI in raising the pupils' reading achievement is effective but there is still a need to find additional means or activities to lessen, if not totally eliminate the slow/frustrated readers in the school.

Keywords: Philippine Informal Reading Inventory (PHIL-IRI), non-reader, frustration, instructional, independent, pretest, posttest

INTRODUCTION

Reading is the foundation of learning as it plays a vital role in the life of the students. It serves as a gateway to learn anything about everything. However, in this recent time, there are still some students struggling with reading.

According to the Organization for Economic Co-operation and Development's (OECD) assessment of students aged 15 years, the Philippines came in at number 77 out of 81 countries internationally. Though it improved from 340 points in Program for International Student Assessment (PISA) 2018 to 347 points in PISA 2022, the Philippines' reading literacy score was still far below than the 476 points average for the world. Thus, various reading programs or assessments had been implemented to elevate reading performances of the students and one of those reading enhancement is the Philippine Informal Reading Inventory (PHIL-IRI).

The Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool was created with the goal of assessing and characterizing students' reading proficiency in a classroom setting. With the information gathered from the evaluation, classroom teachers may design and deliver successful reading instruction for their students. This diagnostic approach to examining children's reading comprehension incorporates

inclusionary concepts that emphasize the importance of flexible, learner-centered, and culturally aware instruction. School administrators will be able to develop more effective school reading campaigns or programs for improved student learning outcomes with the help of the data from the Phil-IRI exam (Llego, 2021).

Students' reading performance is assessed using the reading inventory instrument on an individual basis. The results are divided into four categories: non-reader, instructional, frustrated, and independent. The student who exhibits disinterest in reading and withdraws from reading circumstances is at the lowest level of frustration. The learning process is at its most advantageous when the student is at the instructional level. At this level, a reader is considered independent if they can read well on their own without assistance from a teacher or facilitator. The learner who is unable to recognize and articulate letter-sound correspondences for blended, single, and other keyword sounds is at the lowest level—non-reader.

The Department's Bureau of Learning Delivery administers the reading inventory program in accordance with the main DepEd initiative, the "Every Child a Reader Program" (ECARP), which was launched in 2004. Early in 2013, the K–12 Curriculum was put into place before the Phil–IRI reform. It was mandated that the program be implemented in all public schools across the country in order to strengthen it. It speaks straight to the goal of developing Filipino children's writing and reading skills at grade level by assessing their challenges.

At present, there are still many students who cannot comprehend what they are reading and there are still pupils who cannot identify letter sounds. This is somehow the biggest challenge of the teachers on how to address this present situation to improve their learners' reading ability and comprehension skills. Thus, various reading programs had implemented and one of these programs is the Philippine Informal Reading Inventory.

With the use of Philippine Informal Reading Inventory (Phil-IRI), the researcher determines its effectiveness in raising students' reading achievement through their pretest and posttest results for this school year 2023-2024. Specifically, aims to answer the following questions:

1. What is the reading level of the Grade Four pupils based on their Philippine Informal Reading Inventory (PHIL-IRI) in terms of their:
 - 1.1 Pretest result; and
 - 1.2 Posttest
2. Is there a significant difference between the students' PHIL-IRI pretest and posttest result for their over-all reading performance?
3. What development program framework for the students may be proposed?

Furthermore, the output of the study would help the teachers and school heads to give more interactive and participating activities for the students to endure in relation of reading enhancement. Thus, these activities can ensure in developing student's competencies that they need to inculcate in terms of their level in reading. Most importantly, this study would directly benefit the students by giving them a proper guide in relation to the reading competency and skills that they need to imbibe. These guides would truly help them to be more fluent or independent readers. For the future researchers, they would benefit from the output of the study by using the information as a guideline for future researchers.

RESEARCH METHODOLOGY

This section discusses the different means and methods by which the study was conducted.

The study utilized the experimental quantitative design which helps gain more complete information of a quantitative study, as it integrates the benefits of both methods to generate a comprehensive detail of the findings of the study. The Phil-IRI test was not administered during the conduct of the research but instead the available data in the school office were used.

Environment

This research study was conducted in one of the schools of the Division of Lapu-Lapu City. It is a public school and is located at Mactan Lapu-Lapu City, Cebu City. The city occupies Mactan Island, a few kilometers off the main island of Cebu. It has some of the barangays under its jurisdiction on the Olango Island Group. The city is linked to Mandaue on mainland Cebu by the Mactan-Mandaue Bridge and Marcelo Fernan Bridge. Mactan-Cebu International Airport, the second busiest airport in the Philippines, is located in Lapu-Lapu. At present, there are 3,241 pupils who are enrolled for the school year 2023-2024.

Participants

The respondents of the study are the 376 grade four pupils who didn't pass during the PHIL-IRI Group Screening Test (GST). They are the ones who will take the PHIL-IRI pretest and posttest. These pupils come from the ten (10) sections of the grade four level. Each section contains at least 45 number of pupils.

Instrument

The instrument used in this study was the PHIL-IRI pretest and posttest result of the grade four pupils. The data was not administered during the conduct of the research but instead the available data in the school office or from the PHIL-IRI reading coordinators were used for the purpose of this study.

Data Gathering Procedures

Before getting and using the PHIL-IRI results, a letter to seek permission to use the school data from the office of the principal was secured. Right after the approval, the researcher coordinated with the PHIL-IRI reading coordinators to ensure the validity of the data being consolidated.

Data Analysis

The results of the test were properly tabulated, analyzed, and interpreted carefully by the researcher. The researcher treated the data using an Excel program: t-test, weighted mean, standard deviations, and correlations to determine the trend of the answers. Then, interpretation of the data was done.

RESULTS AND DISCUSSIONS

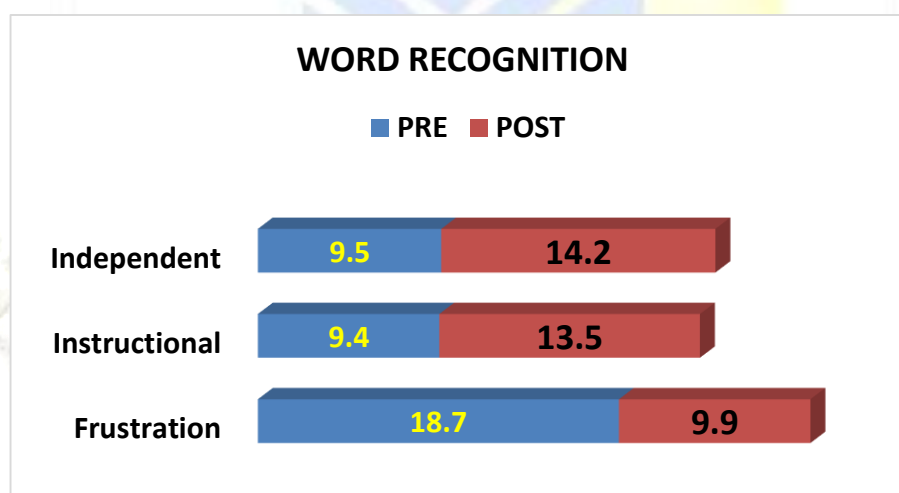
This section discussed the reading performance of grade IV pupils based on the Phil-IRI results and it was categorized into three namely: word recognition, reading comprehension, and reading profile of the pupils. The data were consolidated and presented in figure 1, 2 and 3 for English category and figure 4, 5, and 6 for Filipino category.

ENGLISH SUBJECT:

Word Recognition

According to Anderson (2000), the first step in any reading is word recognition. A child's early development involves learning to mix and recognize letter sounds in order to generate new words. Below is the consolidated data based on the results of pretest and posttest specifically in word recognition.

Figure 1: Mean increase in word recognition by category



As shown above, Figure 1 is the graphical representation of the pre-test and post-test results in the Phil-IRI for word recognition. The graph indicates the average of pupils who were classified as frustration, instructional, and independent. During the pre-test, $\bar{x}=18.7$ was on the frustration level; $\bar{x}=9.4$ were instructional and $\bar{x}=9.5$ were independent. After the different activities or preparations were made by the teachers in order to enhance the word recognition performance of the pupils, the post-test results revealed that the frustrated readers were reduced by $\bar{x}=8.8$ from $\bar{x}=18.7$ to $\bar{x}=9.9$. After intervention activities, improvements also for word recognition performance of the pupils were being shown as it increases its mean number in the instructional and independent level. For instructional level, from $\bar{x}=9.4$ it increased to $\bar{x}=13.5$ and for the independent level, from $\bar{x}=9.5$ to $\bar{x}=14.2$. Thus, the results implies the effectiveness of the program since huge improvement in terms of pupil's word recognition is evident on the PHIL-IRI posttest results.

Table 1: Mean Difference for Pre-test and Post-test for Word Recognition

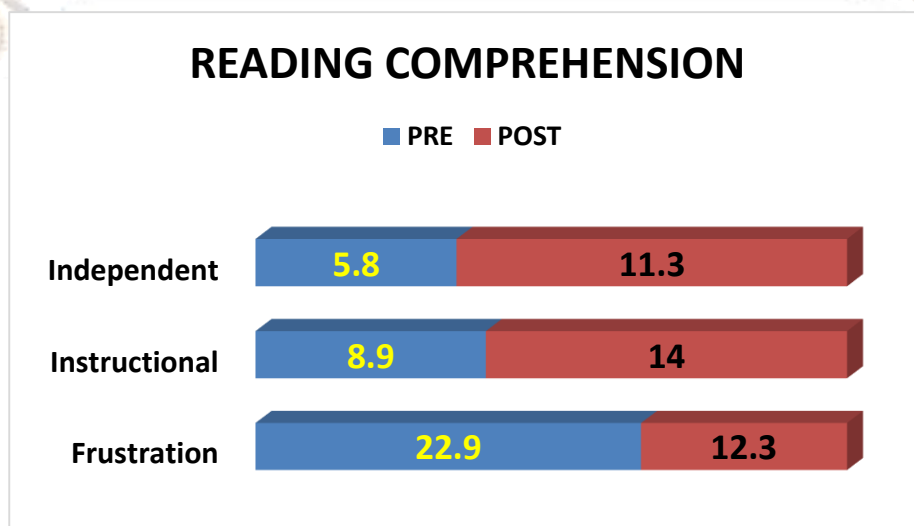
WORD RECOGNITION LEVEL	MEAN DIFFERENCE	STANDARD DEVIATION	t-value
Frustration	8.8	9.43	0.003*
Instructional	-4.1	6.39	0.05*
Independent	-4.7	9.68	0.003*

Legend: *Significant at $p \leq 0.05$

As shown in Table 1 above, it shows the results of the frustration level (\bar{x} =8.8, SD=9.43, and t-value=0.003), instructional level (\bar{x} = -4.1, SD=6.39, and t-value=0.05) and independent level (\bar{x} =-4.7, SD=9.68, and t-value=0.003) of the word recognition reading performance of the pupils. Thus, it denotes that the mean difference in the pre-test and post-test results in word recognition revealed that the mean difference for the three levels were also statistically significant $p \leq 0.05$.

Reading Comprehension

Figure 2: Mean increase in reading comprehension by category



In Figure 2, it shows the result of the frustration, instructional, and independent level based on the reading comprehension of the pupils in English subject. During the pre-test, \bar{x} =22.9 was on the frustration level; \bar{x} =8.9 were instructional and \bar{x} =5.8 were independent. After the different activities or interventions were made by the teachers in order to improve the reading comprehension performance of the pupils, the post-test results revealed that the frustrated readers were reduced by \bar{x} =10.6 from \bar{x} =22.9 to \bar{x} =12.3. After intervention activities, improvements also for reading comprehension of the pupils were being shown as it increases its mean number in the instructional and independent level. For instructional level, from \bar{x} =8.9 it increased to \bar{x} =14 and for the independent level, from \bar{x} =5.8 to \bar{x} = 11.3. Thus, there was a vast improvement.

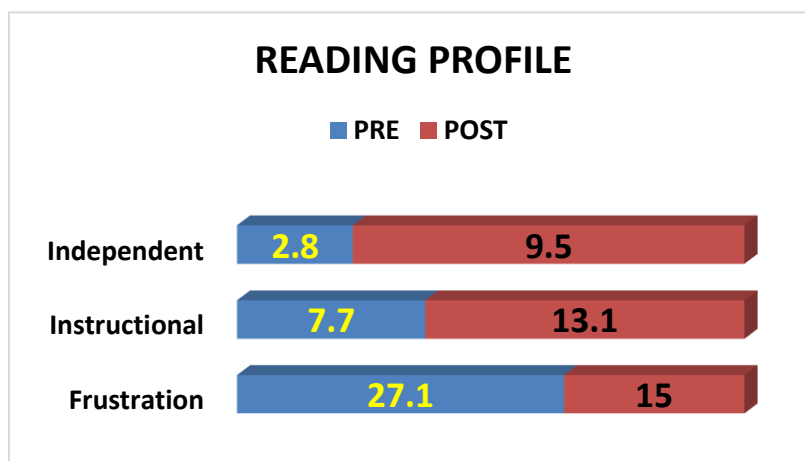
Table 2: Mean Difference for Pre-test and Post-test for Reading Comprehension

COMPREHENSION LEVEL	MEAN DIFFERENCE	STANDARD DEVIATION	t-value
Frustration	10.6	9.91	0.002*
Instructional	-5.1	5.73	0.02*
Independent	-5.5	6.09	0.04*

Legend: *Significant at $p \leq 0.05$

In Table 2 above, it shows the results of the frustration level (\bar{x} =10.6, SD=9.91, and t-value=0.002), instructional level (\bar{x} = -5.1, SD=5.73, and t-value=0.02) and independent level (\bar{x} =-5.5, SD=6.09, and t-value=0.04) of the reading comprehension performance of the pupils. Thus, it signifies that the mean difference in the pre-test and post-test results in reading comprehension revealed that the mean difference for the three levels were also statistically significant $p \leq 0.05$.

Figure 3: Mean increase in reading profile by category



As shown above, Figure 3 revealed the pre-test and post-test results in the Phil-IRI for the reading profile of the pupils. The graph indicates the average of pupils who were classified as frustration, instructional, and independent. During the pre-test, $\bar{x}=27.1$ was on the frustration level; $\bar{x}=7.7$ were instructional and $\bar{x}=2.8$ were independent. After the different activities or preparations were made by the teachers in order to nurture the reading profile of the pupils, the post-test results revealed that the frustrated readers were reduced by $\bar{x}=12.1$ from $\bar{x}=27.1$ to $\bar{x}=15$. After intervention activities, improvements also for reading profile performance of the pupils were being shown as it increases its mean number in the instructional and independent level. For instructional level, from $\bar{x}=7.7$ it increased to $\bar{x}=13.1$ and for the independent level, from $\bar{x}=2.8$ to $\bar{x}=9.5$. Thus, there was truly a great improvement in terms of their reading profile.

Table 3: Mean Difference for Pre-test and Post-test for Reading Profile

READING PROFILE LEVEL	MEAN DIFFERENCE	STANDARD DEVIATION	t-value
Frustration	12.1	11.82	0.0008*
Instructional	-5.4	5.62	0.04*
Independent	-6.7	5.06	0.0003*

Legend: *Significant at $p \leq 0.05$

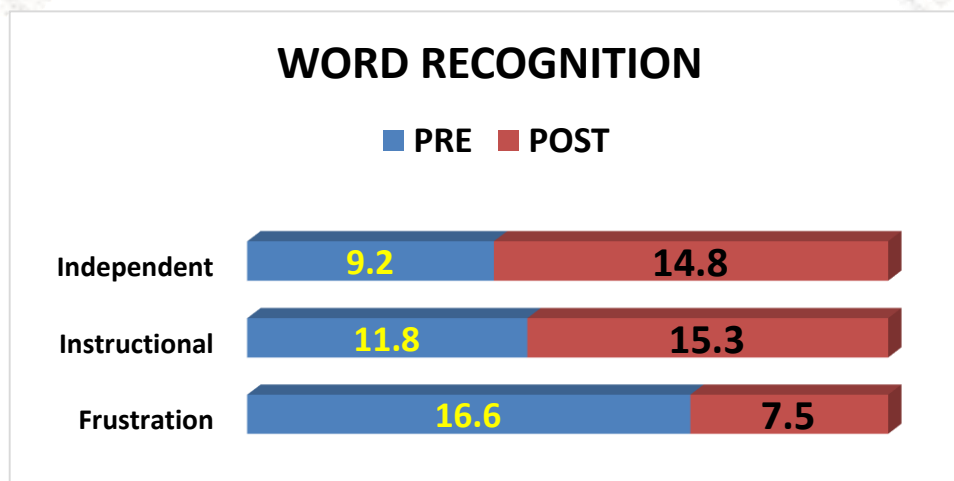
As shown in Table 3 above, it shows the results of the frustration level ($\bar{x}=12.1$, $SD=11.82$, and $t\text{-value}=0.0008$), instructional level ($\bar{x}= -5.4$, $SD=5.62$, and $t\text{-value}=0.04$) and independent level ($\bar{x}=-6.7$, $SD=5.06$, and $t\text{-value}=0.0003$) of the reading profile of the pupils. Thus, it implies that the mean difference in the pre-test and post-test results in the reading profile performance revealed that the mean difference for the three levels were also statistically significant $p \leq 0.05$.

FILIPINO SUBJECT:

Word Recognition

Based on the results of the word recognition of the pupils in Filipino subject. Below is the graphical representation of the accumulated data.

Figure 4: Mean increase in word recognition by category



In Figure 4, the graph above shows the pre-test and post-test results in the Phil-IRI for word recognition particularly in Filipino subject. Pupils who were categorized as independent, instructional, and frustrated are represented on the graph on average. During the pre-test, $\bar{x}=16.6$ was on the frustration level; $\bar{x}=11.8$ were instructional and $\bar{x}=9.2$ were independent. After the different activities or preparations were made by the teachers in order to enhance the word recognition performance of the pupils, the post-test results revealed that the frustrated readers were reduced by $\bar{x}=9.1$ from $\bar{x}=16.6$ to $\bar{x}=7.5$. After intervention activities, improvements also for word recognition performance of the pupils were being shown as it increases its mean number in the instructional and independent level. For instructional level, from $\bar{x}=11.8$ it increased to $\bar{x}=15.3$ and for the independent level, from $\bar{x}=9.2$ to $\bar{x}=14.8$. Thus, there was a significant advancement in terms of the word recognition of the pupils.

Table 4: Mean Difference for Pre-test and Post-test for Word Recognition

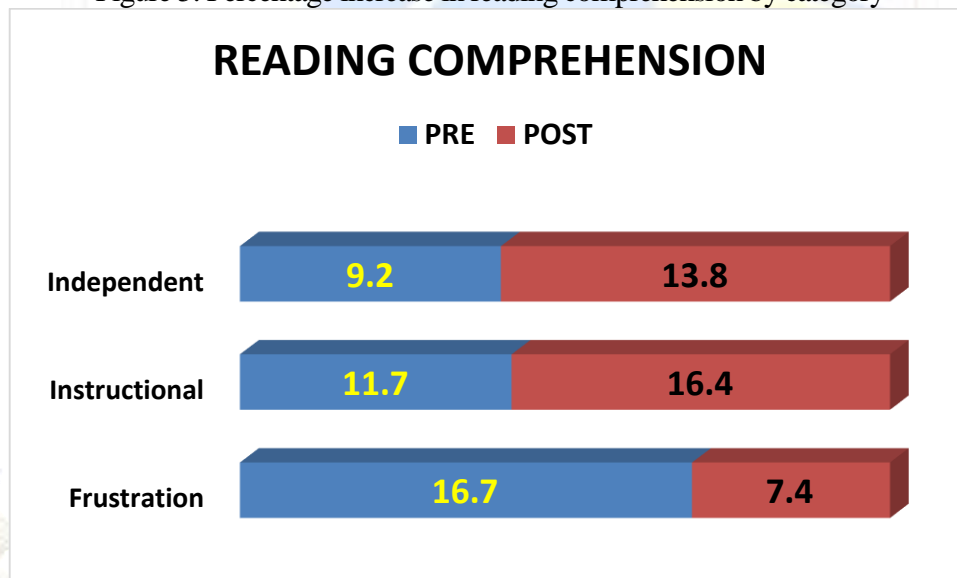
WORD RECOGNITION	MEAN	STANDARD DEVIATION	t-value
Frustration	9.1	8.92	0.005*
Instructional	-3.5	5.55	0.001*
Independent	-5.6	8.71	0.002*

Legend: *Significant at $p \leq 0.05$

As shown in Table 4 above, it shows the results of the frustration level ($\bar{x}=9.1$, $SD=8.92$, and $t\text{-value}=0.005$), instructional level ($\bar{x}= -3.5$, $SD=5.55$, and $t\text{-value}=0.001$) and independent level ($\bar{x}=-5.6$, $SD=8.71$, and $t\text{-value}=0.002$) of the word recognition reading performance of the pupils. Thus, it denotes that the mean difference in the pre-test and post-test results in word recognition revealed that the mean difference for the three levels were also statistically significant $p \leq 0.05$.

Reading Comprehension

Figure 5: Percentage increase in reading comprehension by category



In Figure 5, it reveals the Phil-IRI's graphical display of the reading comprehension pre- and post-test findings. The graph displays the average number of pupils who were categorized as independent, instructional, and frustrated. During the pre-test, $\bar{x}=16.7$ was on the frustration level; $\bar{x}=11.7$ were instructional and $\bar{x}=9.2$ were independent. Following the various exercises or arrangements established by the teachers to improve the students' reading comprehension abilities, the post-test results revealed that the frustrated readers were reduced by $\bar{x}=9.3$ from $\bar{x}=16.7$ to $\bar{x}=7.4$. After intervention activities, improvements also for reading comprehension performance of the pupils were being shown as it increases its mean number in the instructional and independent level. For instructional level, from $\bar{x}=11.7$ it increased to $\bar{x}=16.4$ and for the independent level, from $\bar{x}=9.2$ to $\bar{x}=13.8$. Thus, even if it is not reached to zero in terms of the frustration level of the pupils but still a vast progress and improvement had shown based on their Phil-IRI results specifically in the pupil's reading comprehension performance.

Table 5: Mean Difference for Pre-test and Post-test for Reading Comprehension

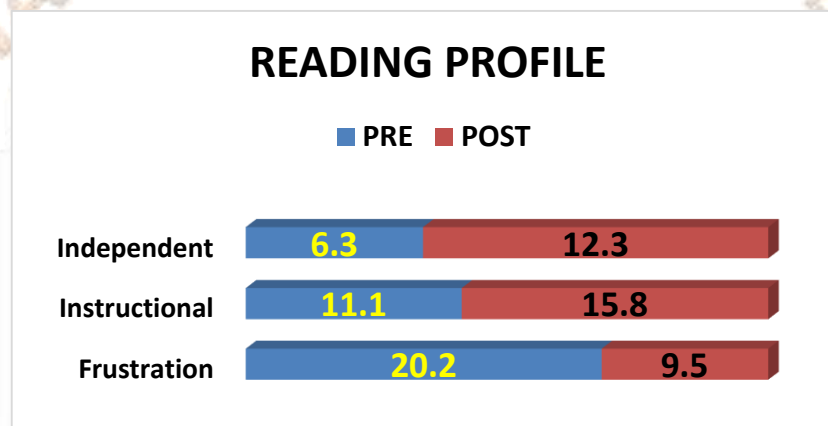
COMPREHENSION	MEAN	STANDARD DEVIATION	t-value
Frustration	9.3	8.46	0.005*
Instructional	-4.7	6.31	0.0002*
Independent	-4.6	4.47	0.01*

Legend: *Significant at $p \leq 0.05$

In Table 5, it displayed the findings of the pupils' reading comprehension assessments at the frustration level ($\bar{x}=9.3$, $SD=8.46$, and $t\text{-value}=0.005$), instructional level ($\bar{x}=-4.7$, $SD=6.31$, and $t\text{-value}=0.0002$), and independent level ($\bar{x}=-4.6$, $SD=4.47$, and $t\text{-value}=0.01$). This means that the three levels' mean differences were also statistically significant ($p < 0.05$) based on the mean difference between the reading comprehension pre- and post-test scores.

Reading Profile

Figure 6: Percentage increase in reading profile by category



As shown above, Figure 6 shows the average of pupils who were classified as frustration, instructional, and independent. During the pre-test, $\bar{x}=20.2$ was on the frustration level; $\bar{x}=11.1$ were instructional and $\bar{x}=6.3$ were independent. After the different activities or preparations were made by the teachers in order to improve the reading profile performance of the pupils, the post-test results revealed that the frustrated readers were reduced by $\bar{x}=10.7$ from $\bar{x}=20.2$ to $\bar{x}=9.5$. After intervention activities, improvements also for reading profile performance of the pupils were being shown as it increases its mean number in the instructional and independent level. For instructional level, from $\bar{x}=11.1$ it increased to $\bar{x}=15.8$ and for the independent level, from $\bar{x}=6.3$ to $\bar{x}=12.3$. Thus, it implies of great improvement in terms of reading profile of the pupils.

Table 6: Mean Difference for Pre-test and Post-test for Reading Profile

READING PROFILE	MEAN	STANDARD DEVIATION	t-value
Frustration	10.7	10.05	0.0008*
Instructional	-4.7	6.11	0.005*
Independent	-6	5.94	0.006*

Legend: *Significant at $p \leq 0.05$

As shown in Table 6 above, with the use of t-test, it shows the results of the frustration level ($\bar{x}=10.7$, $SD=10.05$, and $t\text{-value}=0.0008$), instructional level ($\bar{x}=-4.7$, $SD=6.11$, and $t\text{-value}=0.005$) and independent level ($\bar{x}=-6$, $SD=5.94$, and $t\text{-value}=0.006$) of the reading profile performance of the pupils. Thus, it denotes that the mean difference in the pre-test and post-test results in word recognition revealed that the mean difference for the three levels were also statistically significant $p \leq 0.05$.

Table 7: Over-all Reading Performance of the Pupils' PHIL-IRI Pretest and Posttest Result
English Subject **Filipino Subject**

Reading Skills	P-value
Frustration	0.002*
Instructional	0.04*
Independent	0.014*
Average	0.018*

Legend: *Significant at $p \leq 0.05$

Reading Skills	P-value
Frustration	0.004*
Instructional	0.002*
Independent	0.006*
Average	0.004*

*Significant at $p \leq 0.05$

In Table 7, it shows the overall performance of the pupils' PHIL-IRI pretest and posttest results. In the three levels (frustration, instructional, and independent) of English subject (p-value=0.018) and Filipino subject (p-value=0.004), it reveals that both of their average p-value is lesser than in p-value 0.05. That means, there is a significant difference between the students' PHIL-IRI pretest and posttest result of their over-all reading performance since both of them are statistically significant at $p \leq 0.05$.

Development Program Framework for the Teachers Towards Raising the Reading Performance of the Pupils

Rationale:

This section presents the output of the study which is the Development Program Framework for the teachers that contains the proposed activities, strategies, timeline, and materials needed for implementation that can be implemented to enhance the reading achievement of the pupils that results to academic progress of the pupils.

Objectives

To enhance pupils' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension through various reading intervention plan.

Matrix of Activities

This output provides a glimpse of the activities and strategies to help develop the teachers to increase the level of reading achievement of their pupils. The development programs indicated below show detailed plans to be utilized by the school in consonance with the findings of the study.

Phases of Action Plan	Activities to Improve Reading	Program Highlights		Time Frame	Person's Involved	Resources Needed	Success Indicators/MOVs	REMARKS
		Specific Tasks	Expected Outcomes					
SELECTION AND ORIENTATION	Selection and identification of pupils who will undergo on EGRA or PHIL-IRI Reading assessment tools	Selection and identification of pupils who will undergo on EGRA or PHIL-IRI Reading assessment tools	Identified struggling pupils in reading	August 2023	Remedial reading teachers, advisers, Grades 1-6 pupils	Reading Assessment Tools (Pre-Reading) EGRA PHIL-IRI	The reading level of the pupils shall be identified.	Proposed
	To give orientation and background in the remedial reading to pupils and parents support and stimulate pupils love for reading	Orientation of parents and pupils through letters, online conference and conversation.	Teachers, Pupils and parents were oriented	August 2023	Remedial reading teachers, advisers, Grades 1-6 pupils Subject Area Reading coordinators (Filipino, English) Principal, Head Teacher	Orientation Guide PowerPoint	Parents and pupils will be oriented and familiarized on the reading program	Proposed
PUPIL KO, SAGIP KO PROGRAM IMPLEMENTATION/	Implements the remedial reading program	Remedial Reading sessions	Executed reading remediation session	Whole-year round	Remedial reading teachers, advisers,	Reading Materials Laptop	Reports and pupils' profile on reading diagnostics	Proposed

OTHER READING INTERVENTION PROGRAM			Interventions were addressed to those pupils who seeks help in reading.		Grades 1-6 pupils Subject Area Reading coordinators (Filipino, English) Principal, Head Teacher	Television Books Activities used; 1. Display letters and words 2. Create Word Families 3. Teach phonemic awareness 4. Word Search	
EMBRACING READING EVEN AT HOME WITH THE HELP OF OTHERS PARENTS, SIBLINGS, OR BROTHERS, ETC.	Reading basic sight words, poems, stories and etc.	Remedial Reading Sessions	Executed reading remediation session	Whole-year round	Remedial reading teachers, advisers, Grades 1-6 pupils Subject Area Reading coordinators (Filipino, English) Principal, Head Teacher Parents	Reading Materials such as' Marungko Reading Materials Word Chart or Flash Cards Spelling Notebook TV	Proposed

						Audio Visual Presentation		
ASSESSMENT OF STUDENTS' READING LEVELS		Conducting assessments on Pupil's reading progress	Assessments conducted	Quarterly	Reading Teachers, Reading Coordinators, Principal, Head Teacher, Master Teachers, Parents, Pupils	School Remedial Reading Assessment Checklist.	Struggling Readers will be assessed.	Proposed

CONCLUSION

The study's conclusions provided insight into how well Grade IV students read. Despite all of the preparation for the Phil-IRI post-tests, a small number of students continue to struggle with word recognition, reading comprehension, and their reading profiles. In both the English and Filipino subjects, there was a noticeable improvement in the students' reading skills as seen by the post-test results when compared to the pre-test results. As a result, while the use of PHIL-IRI has been shown to increase students' reading achievement, other strategies or activities are still required to reduce, if not completely eradicate, the number of slow or frustrated readers in the classroom.

RECOMMENDATIONS

The suggestions offered to further the study's depth are as follows:

1. The school needs to put an intervention plan into place with the necessary funding, oversight, and assessment from the relevant authorities;
2. Teachers should be given incentives if they successfully meet the uniform reading performance objective that the school has established for them.
3. To fill in some of the gaps in reading instruction, the general review should be done a day or two prior to the Phil-IRI test administration; and
4. To determine which intervention technique is most effective, all of the strategies that are being used must be thoroughly evaluated.

CONFLICT OF INTEREST

The author confirmed that there was no known conflict of interest in this study and that there was no significant financial funding for this work that could impact its outcome.

ACKNOWLEDGEMENTS

The author would like to thank the Almighty Father, all the participants, parents and all those people who helped with her study. Their unending and conditional love, support, and encouragement inspired the author to pursue this endeavor.

REFERENCES

- Department of Education. (2018). Policy guidelines on the administration of the revised Philippine informal reading inventory (Phil-IRI). Retrieved from <https://www.deped.gov.ph/2018/03/26/do-14-s-2018-policy-guidelines-on-the-administration-of-the-revised-philippine-informal-reading-inventory>
- DepEd Memorandum Number 345 series of 2010. Maximum Utilization of the Philippine Informal Reading Inventory (Phil-IRI) Results to Improve Pupil Performance.
- Graves, M., PM Broek, & B. Taylor (1996). The first R: Every child's right to read. New York: Teachers College Press; Newark, DE: International Reading Association.
- Ines, J. (2024, February 9). PH still among lowest in math, science, reading in global student assessment. RAPPLER. <https://www.rappler.com/nation/for-second-time-ph-ranks-among-lowest-pisa-2022/>
- Keyser, A., & Keyser, A. (2022, November 1). The importance of reading skills & why is reading important? WorksheetCloud | Download CAPS School Worksheets South Africa. <https://www.worksheetcloud.com/blog/why-is-reading-important/>
- Phil-IRI Manual and User's Guide for School Users (DepEd, 2009). Retrieved on October 15, 2016 from <https://depedkoronadalcity.files.wordpress.com/2012/10/phil-iri-manualand-users-guide-for-school-users.pdf>

BIOGRAPHY OF THE AUTHOR



Chaquel L. Tampus is a public-school teacher. She graduated with her Master's degree from Cebu Normal University with a degree of Master of Arts in Education major in Educational Management. At present, she is pursuing her Doctorate's degree taking up Doctor of Education major in Educational Leadership. She is a dedicated educator who constantly did her best to give a good quality education to her learners. She is also a certified Microsoft Education Ambassador (batch 2021) and Adobe Creator (level 1).