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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 Reading (English), 2) Phil-IRI-Silent Reading, Speed and Comprehension (English), 3) Phil-IRI-Oral Reading (Filipino) and 4) Phil-IRI-Silent Reading, Speed and Comprehension (Filipino). These assessment tools are packaged in two sets: 1) Phil-IRI Oral Reading Test (English and Filipino) and Phil-IRI-Silent Reading, Speed and Comprehension Test (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-à-vis fluency within the context of oral assessment. On the other hand, the Phil-IRI silent reading, 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 oral or silent.

PHILIPPINE INFORMAL READING INVENTORY (Phil-IRI) SILENT READING, SPEED AND COMPREHENSION

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 the information in planning their classroom reading instruction.

The Philippine Informal Reading Inventory (Phil-IRI)-Silent Reading 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 in order to provide bases for planning their classroom instruction.

The Phil-IRI-Silent Reading Test is an informal measure that assesses the pupils' reading speed and comprehension skills in silent reading. It consists of graded reading passages from Grade I to Grade VI. Each graded passage is followed by 7 comprehension questions for Grades I-III and 8 comprehension questions for Grades IV-VI. 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 or 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-Silent Reading Test gives quantitative information about the pupil's silent reading capabilities. Quantitative information shows the reading levels namely: frustration, instructional and independent. Furthermore, it uses predetermined set of criteria in identifying the reading levels of the pupils such as the reading speed and percentage of correct answers to comprehension questions. It has adapted the combination of bands of reading rate (words per minute) proposed by Morris and Gunning.

Table 1. PHIL-IRI Silent Reading Test Criteria

Reading Level/ Grade	Reading Speed Word Per Minute (WPM)	Comprehension
Independent I II III IV V VI	Fast Readers 70 above 100 above 120 above 140 above 170 above 190 above	and 90-100% correct answers
Instructional I II III IV V VI	Average Readers 31-69 61-99 91-119 111-139 141-169 161-189	and 75-89% correct answers
Frustration I II III IV V VI	Slow Readers 30 below 60 below 90 below 110 below 140 below 160 below	and 74% & below correct answers

The Phil-IRI has the same limitations of a typical IRI. Its findings are to be interpreted *cautiously and are not to be thought of as an 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 pupil's reading levels and competencies to modify, when necessary, a classroom reading program" (Miller, 1995). They should never be the sole bases for promoting or retaining the child in the grade level.

B. TEST MATERIALS

The **Phil-IRI-Silent Reading Test** package consists of the Manual of Administration, Teacher's/Pupil's copy of the Graded Passages (Grades I-VI), Phil-IRI Forms and the Key to Corrections. On the next page 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-Silent Reading 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.

2. Teacher's Copy

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

- **Phil-IRI Form 1: Grade Level Passage Rating Sheet** - This is the rating sheet which the teacher marks the comprehension score of the pupil as well as the pupil records his/her reading time while taking the test. The rating sheet contains the passage to be read silently by the pupil. This is followed by comprehension questions which the pupil will answer. 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 Form 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 same copy of the grade level passage rating sheet (Phil-IRI Form 1) which the teacher uses in marking the score of pupils will also be used by the pupils. The silent reading passages are either paragraphs, stories or passages that the pupils read silently. Each paragraph/story/passage is followed by 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 Silent Reading 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 Silent Reading 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 the 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 Silent Reading test and assist in the analysis of data and recording of results.

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 – Silent Reading 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-Silent Reading 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-Silent Reading Test shall be conducted in **October** for Grades II- VI pupils. For **Grade I** pupils, this shall be administered in **December** since they are still on the period of oral reading. The silent reading pretest results together with the oral reading 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 Silent Reading 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.

Unlike the PHIL-IRI Oral Reading Test which is done individually, the Phil-IRI Silent Reading Test can be done in one grade level at one time. However, for purposes of close supervision in the conduct of the test, only 20 children may be given the test at one time.

Step 1: Preparatory Activities

The following preparations shall be done before conducting the test:

1. Secure copies from the Office of the Principal/School Head the following forms for each pupil in your class:
 - Form 1-Grade Level Passage Rating Sheet
 - Form 2- Individual Summary Record
2. Prepare number cards in multiples of 10 starting with 30
Example: 30, 40, 50, 60, 70 etc.
3. Ensure that you have a copy of the Phil-IRI Form 3 - Class Reading Profile

4. Familiarize yourself with the test materials and the accompanying forms. Study the procedures that should be followed.
5. Ensure that the testing area is well-ventilated, well-lighted and free from distractions.

Step 2: Administering the Grade Level Passage for Speed

1. Establish rapport with the pupils. Explain to the pupils that they are going to record the time after they read the passage silently and carefully as fast as they can.
Say: "Today, you are going to read a passage silently as fast as you can. I would also like to find out how well each one of you understand the passage."
2. Distribute the passage to each pupil. Let them accomplish all the personal information (Name, Grade & Section). All pupils should start reading at the same time. Begin timing only when the pupils start reading the passage.
Say: "No one should start reading the passage until instructed".
3. Place the improvised number cards on the board. Take note of the time started. After thirty seconds (30 seconds) that the pupils have started reading, start flashing the cards (begin with 30) and every ten seconds thereafter (10 seconds interval). Continue flashing the cards until everybody has finished reading the passage.
Say: "Read the passage silently. After reading the passage, look at the number shown on the number card. Write the number on the space provided (Reading Time: _____ Seconds)."

Step 3: Administering the Grade Level Passage for Comprehension

1. Let the pupils answer the questions that follow. Tell them to encircle the letter of their answer.
2. After all the pupils have finished answering the questions, retrieve the passage. Check the answers and write the pupil's score on the space provided (Score: _____).
3. Transfer the marks of the pupil in the Phil-IRI Form 1 to his/her Individual Phil-IRI Form 2.

A sample accomplished Phil-IRI Form 1 follows.

Phil-IRI Form 1-Pretest

*Sample Accomplished Individual Grade Level Passage Rating Sheet
(Pupil holds this sheet)*

Name : Ryan Joshua Espinoza
Reading Time: 80 Seconds

Grade & Section III-Orchid
Score : 5

GRADE LEVEL PASSAGE RATING SHEET

Direction: Read the passage silently. Record your reading time as soon as you finish reading. Read the questions and encircle the letter of your answer.

Lost at Sea

The weather was fine. The day was bright and the sea was calm. Father and Ben went fishing. Father prepared his fishing rod, reel and boat. They rowed the boat until they were at the middle of the sea.

But in the afternoon, rain poured down. The wind was getting stronger. It pushed their boat farther and farther out to sea. It was difficult for them to go back to the shore. The great waves carried their boat to the other side of the island. They could not find their way back. They were lost at sea.

Mother was now worried. She asked the help of their neighbors. The men searched for the lost boat. Later, they found the boat hiding behind a big rock.

Grade III
No. of words: 131

Questions:

1. What is the story about? √

- a) fishing
- b. farming
- c. hunting
- d. gardening

2. What was the weather like when the story began? √

- a. dry
- b. wet
- c) fine
- d. stormy

3. What happened in the afternoon? √

- a. It became foggy.
- b. It started to rain.
- c. The boat turned over.
- d. The sun shone brightly.

4. Why was it difficult for Father and Ben to go back? X

- a. because the thunder roared
- b. because the fog was getting thicker
- Ⓒ because the great waves were too high
- d. because the strong wind pushed their boat to the sea

5. How did Mother feel about Father and Ben's situation? ✓

- a. She felt sad.
- b. She felt lonely.
- Ⓒ She was worried.
- d. She was discouraged.

6. How did the weather affect Father and Ben's life? X

- Ⓐ The weather taught them to sail.
- b. The weather set them free from danger.
- c. The weather gave them time for each other.
- d. The weather caused the dangers in their lives.

7. What does the story prove about weather? ✓

- a. It is merciful.
- b. It is constant.
- c. It is a part of life.
- Ⓓ It is unpredictable.

Step 4: Recording Individual and Class Reading Profile

A. Individual Summary Record

1. Each pupil has an individual summary record which has three parts:

- Part A - Speed
- Part B - Comprehension
- Part C - Summary

2. For Part A - Speed, compute the reading speed of each pupil using the formula below:

$$\text{Reading Speed} = \frac{\text{No. of words in the passage}}{\text{Reading time in seconds}} \times 60$$

Example (to compute Ryan Joshua's reading speed)

$$\frac{131}{80} \times 60 = 98 \text{ wpm}$$

Ryan Joshua's reading speed: *Average*

3. Write the speed level of the pupil under the appropriate column. Identify the speed level of the pupil as fast, average and slow using the standard specified in the form (Refer to Table 1, page 2.)
4. For Part B - Comprehension, mark each correct answer of the pupils in every question with one (1) or incorrect answer with (0) under the appropriate column.
5. Enter the total score under the Score (%) column.
6. Compute the comprehension level of each pupil using the formula below:

$$\text{Comprehension (C)} = \frac{\text{no. of correct answers}}{\text{no. of questions}} \times 100 = \% \text{ of CR}$$

Example: (to compute Ryan Joshua's comprehension)

$$\frac{5}{7} \times 100 = 71\%$$

Ryan Joshua's comprehension level: *Frustration*

7. Identify the comprehension level of the pupil referring to Table 1, page 2.

(See sample on page 10 for steps 1-7 in recording Individual Summary Record)

Phil-IRI Form 2

Name: Ryan Joshua Espinoza
(Pangalan)

School: Mangaldan Central School
(Paaralan)

Date:
(Petsa)

Pretest: October 6, 2008
(Panimulang Pagtataya)

Posttest: _____
(Panapos na Pagtataya)

Grade/Section: III- Orchid
(Baitang/Pangkat)

Teacher: Mrs. Irene Castro
(Guro)

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

Pretest (Panimulang Pagtataya)											
A. Speed (Bilis sa Pagbasa)											
No of Words/Minute (WPM)	Reading Time (Nagugol na Oras sa Pagbasa)						Speed Level (Antas ng Bilis sa Pagbasa)				
98	80						Average				
B. Comprehension (Pang-unawa sa Binasa)		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Score (Iskor) (%)	Comprehension Level (Antas ng Pang-unawa)
		1	1	1	0	1	0	1		5	Frustration

8. Identify the reading level of the pupil in reading speed and comprehension using Table 2 below.

Table 2. PHIL-IRI Silent Reading, Speed and Comprehension Reading Level

Reading Speed	Comprehension	Reading Level
Fast	Independent	Independent
Fast	Instructional	Instructional
Fast	Frustration	Frustration
Average	Independent	Independent
Average	Instructional	Instructional
Average	Frustration	Frustration
<i>Slow</i>	<i>Independent</i>	<i>Instructional</i>
Slow	Instructional	Instructional
Slow	Frustration	Frustration

Therefore, Ryan Joshua, a Grade III pupil who got 92 wpm (average) in reading speed and 71% in comprehension (frustration) will have an overall reading level of Frustration.

However, it should be noted that since the goal of reading is constructing meaning, the comprehension score will be given more weight than speed. This means that if the score in comprehension is independent and the speed is in the slow level, the child belongs to instructional level (see example in Table 2, page 10 in italic form). In short, if the scores in the two extremes, slow and independent, give consideration to the comprehension score and mark it lower than the independent because of slow level in speed. Hence, in this case, the child's level is *Instructional*.

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 column.
10. For Part C – Summary, write the speed, comprehension and reading level on the space provided during the pretest. Follow the same procedures 1-9 on the appropriate column during the posttest. (See sample below for step 10).

Name: Ryan Joshua Espinoza
(Pangalan)

School: Mangaldan Central School
(Paaralan)

Date:
(Petsa)

Pretest: October 6, 2008
(Panimulang Pagtataya)

Posttest: _____
(Panapos na Pagtataya)

Grade/Section: III- Orchid
(Baitang/Pangkat)

Teacher: Mrs. Irene Castro
(Guro)

INDIVIDUAL SUMMARY RECORD (Lagom ng Pansariling Talaan sa Pagbasa)

Pretest (Panimulang Pagtataya)										
A. Speed (Bilis sa Pagbasa)										
No of Words/Minute (WPM)	Reading Time (Nagugol na Oras sa Pagbasa)						Speed Level (Antas ng Bilis sa Pagbasa)			
98	80						Average			
B. Comprehension (Pang-unawa sa Binasa)	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Score (Iskor) (%)	Comprehension Level (Antas ng Pang-unawa)
	1	1	1	0	1	0	1		5	Frustration

C. Summary

(Lagom)

Pretest

(Panimulang Pagtataya)

Speed: Average

(Bilis sa Pagbasa)

Comprehension: Frustration

(Pang-unawa)

Reading Level: Frustration

(Antas ng Pagbasa)

B. Class Reading Profile

- 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.
- For the pretest, check the pretest column corresponding to the pupil's speed level and comprehension level (columns 2 & 3) and the reading level (column 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 5. An example of a Class Reading Profile is shown on the next page.

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.

SAMPLE CLASS READING PROFILE

Grade: III- Orchid
 Total No. of Enrolment: 50
 Total No. of Pupil Tested: 50
 School: Mangaldan Central School

Date:
 Pre Test: October 6, 2008
 Post Test: March 5, 2009

1 Name of Pupil	2 Speed Level						3 Comprehension Level						4 Reading Level						5 Remarks (Improved/ Regressed)
	Slow		Average		Fast		Frustration		Instructional		Independent		Frustration		Instructional		Independent		
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
1. Aquino, Jane			✓			(((((Improved
2. Bautista, Alma	((((((Improved
3. David, Minerva			((((((Improved
4. Fajardo, Liza			((((((Improved
5. Ilarde, Lizel	((((((Improved
6. Mercado, Joy			((((((Improved
7. Pascual, Elsa			((((((Improved
8. Velasquez, Marivic			((((((Improved

4. Submit a copy of the Class Reading Profile to the principal/school head who shall consolidate the School Reading Profile.
5. 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 reading level performance in the School Reading Profile form (see *Phil-IRI Form 4. School Reading Profile*). Shown on the next page, 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 in number.
3. Submit the accomplished School Reading Profile (Phil-IRI Form 4) 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: Mangaldan Central School
 District: Mangaldan I
 Division: Pangasinan II
 Region: I

Date
 Pretest: October 6, 2008
 Posttest: March 5, 2009

1			2						3						4						5			
Grade	Enrolment	Pupil Tested	Speed Level						Comprehension Level						Reading Level						Change			
			Slow		Average		Fast		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	Frus
I	90	82	82	45	30	25	20	12	32	48	50	29	30	5	4	40	25	30	35	12	22	15	5	10
II	75	73	73	40	30	20	25	13	18	35	20	22	32	16	21	35	20	29	33	9	20	15	4	11
III	78	75	75	32	20	31	38	12	17	32	16	30	39	13	20	30	18	32	40	13	17	12	8	4
IV	80	76	76	28	20	35	40	13	16	33	20	35	40	8	16	32	20	25	35	19	21	12	10	2
V	70	69	69	21	15	32	25	16	29	21	12	35	40	13	17	25	15	32	38	12	16	10	6	4
VI	85	83	83	35	20	36	45	12	18	40	25	30	38	13	17	25	15	34	48	10	20	24	14	10



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. |
| Informal Silent Reading | - | an assessment on the child's speed 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. |
| Philippine Informal Reading Inventory (Phil-IRI) | - | a set of oral and silent 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 scores 74% & below in comprehension and classified as slow reader with the following reading speed per grade level:
 - Grade I - 30 below
 - Grade II - 60 below
 - Grade III - 90 below
 - Grade IV - 110 below
 - Grade V - 140 below
 - Grade VI - 160 below

b) Instructional

- The pupil scores 75-89% in comprehension and classified as average reader with the following reading speed per grade level:
 - Grade I - 31-69
 - Grade II - 61- 99
 - Grade III - 91- 119
 - Grade IV - 111- 139
 - Grade V - 141 - 169
 - Grade VI - 161 - 189

c) Independent

- This is the highest reading level.
- The pupil scores 90-100% in comprehension and classified as fast reader with the following reading speed per grade level:
 - Grade I - 70 above
 - Grade II - 100 above
 - Grade III - 120 above
 - Grade IV - 140 above
 - Grade V - 170 above
 - Grade VI - 190 above

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

References

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

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

