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0 ratings0% found this document useful (0 votes)3K viewsThe document provides standards for both oral and silent reading. For oral reading, it instructs readers to stand straight, hold the book with the left hand, read aloud with expression whileAl-enhanced title and descriptionSaveSave Standards for Oral Reading For Later0%0% found this document useful. undefined The Philippine Informal Reading Inventory (Phil-IRI) is an initiative of the Bureau of Learning Delivery, Department of Education (DepEd) 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, which aims to make every Filipino child a reader and a writer at his/her grade level. The Phil-IRI is an informal reading inventory composed of graded passages designed to determine the individual students performance in oral reading, silent reading and listening comprehension. These three types of assessments aim to find the students independent, instructional and frustration levels. The data from these measures could be used to design or adjust classroom, small group or individualized instruction to fit the students needs and abilities. The Phil-IRI is not the sole assessment tool that provides the holistic reading performance of the students; it only provides an approximation of the students abilities and could be used in combination with other reliable tools of assessment. The data shall also serve as one of the bases in planning, designing/redesigning the reading programs or activities in the school to improve the overall school reading performance. The entire set or package of Phil-IRI materials consists of: 1) Manual of Administration, 2) Group Screening Test in Filipino (GST) from Grades III-VI, 3) Group Screening Test in English from Grades IV to VI, 4) Graded Passages from Grade II to VII (Sets A, B, C, D) in English and Grades I to VI in Filipino (Sets A, B, C, D) and, 5) Forms for recording purposes both in English and Filipino. It is important for the teachers to study the manual and be oriented on the proper administration of the 2018 Phil-IRI. The Philippine Informal Reading Inventory (Phil-IRI) was created to provide classroom teachers a tool for measuring and describing reading performance. It is an assessment tool composed of graded passages designed to determine a students reading level. It is important to note that the Phil-IRI only provides an approximation of the learners abilities and may be used in combination with other reliable tools of assessment. The development of the Phil-IRI is one of the initiatives put in place in support of the Every Child A Reader Program (ECARP). Before teachers can design and provide appropriate reading instruction for their students, they should be armed with information about their students current reading levels and abilities. This diagnostic approach to describing how children read embraces inclusionary principles that emphasize the need for education that is learner-oriented, responsive and culturally sensitive. The Phil-IRI is one of the diagnostic tools that teachers can use to determine students abilities and needs in reading. The Revised Phil-IRI was prepared in early 2013, prior to the introduction of the K-12 Curriculum. The readability level of the selections for oral and silent reading were based on the old English and Filipino curricula and were validated to pupils who were products of these old curricula; they were taught to read in Filipino and in English starting in Grade 1. Under the K-12 curriculum, the pupils are introduced to Reading in Filipino during the first semester of Grade 2 while Reading in English is introduced during the second semester. For example, the curriculum in Phonics and Word Recognition for Grade 2 English during the second semester is reading short e, a and i words in consonant-vowel-consonant pattern. By Grade 3, the curricular offering under word recognition is as follows: First QuarterSecond QuarterThird QuarterFourth QuarterRead words with short o and u sounds in CVC pattern and common sight words; read 2-syllable words consisting of short e to u sound (e. g.: basket, hotdog, sunset).Read words with initial consonant blends (l, r and s blends) followed by short vowel sounds, read words with initial and final consonant digraph ch and sh.Read words with long a, i, o and u sound (ending in e) one syllable and 2-syllables. Read words with vowel digraphs ai (pail), ay (bay), ea (lead), ee (seed; read words with vowel diphthongs oy (boy), oi (boil), ou (out) and ow (bow); read some irregularly spelled words (e.g. such as enough, through, beautiful). Aside from adjusting the readability level of the Phil-IRI selections based on the present curriculum, the Phil-IRI constructed in 2013 was revalidated to the present group of learners in 2016 to give a better assurance that the readability levels of the selections are appropriate for the grade levels for which they are assigned. Nineteen schools, each representing a particular Mother Tongue, were chosen for the revalidation. Phil-IRI Filipino was administered to Grade 3 and 4 pupils while Phil-IRI English was administered to Grade 4 and 5 pupils. The MTB-MLE coordinator/Master teacher/the subject teacher in Filipino and English/ the class adviser who had a training in ELLN conducted the revalidation. The result of the examination of the literacy curriculum in both English and Filipino as well as the revalidation were the bases for adjusting the Phil-IRI selections both in the Screening Test and the Pretest and Posttest. The Phil-IRI Group Screening Test (GST) can tell teachers whether students are reading at, above, or below their grade levels. The individually administered Phil-IRI Graded Passages can be used to assess students Oral Reading, Silent Reading Comprehension and/or Listening Comprehension levels. When used to assess oral reading skills, the Phil-IRI may be used to describe decoding and word recognition, fluency and comprehension. The students performance in decoding (the ability to read isolated words using phonics knowledge) and word recognition (the ability to automatically identify words on sight) is measured through a Reading Miscue Inventory (Phil-IRI Form 3A and 3B; Grade Level Passage Rating Sheet). The child is asked to read a passage and each word read incorrectly is noted and marked. In terms of fluency (the ability to read with speed, accuracy and prosody), the time taken by the child to read a passage is recorded and the number of words that he/she can read per minute is computed. Furthermore, a qualitative description of the childs manner of reading is described via a checklist. Finally, test takers comprehension skills (the ability to create meaning) may be gauged by having the child answer five to eight questions of varying difficulty based on the graded passage after it has been read. When used to assess Silent Reading Comprehension, Phil-IRI may be used to describe reading speed and comprehension. The students reading speed is measured by recording the time it takes the child to read each passage completely. Silent reading comprehension is measured by asking the student to answer five to eight questions of varying difficulty after a passage has been read. When used to assess listening comprehension, the Phil-IRI may be used by having the student listen to the passages as they are read by the test administrator and answer five to eight questions of varying difficulty about each passage. For all three types of individual assessments (oral reading comprehension, listening comprehension and silent reading comprehension), the aim is to find the learners independent, instructional and frustration levels, so that teachers know what level of reading materials the student can read and understand well, as well as what level of reading materials the student is not ready for. Since the Phil-IRI is administered at the start and at the end of the school year, it can also tell teachers about the growth and changes in students reading skills and levels. The Phil-IRI may be used to: a. Group Reading Level The Phil-IRI GST can be used to determine a whole class reading level, and identify particular students who may need more assistance in performing reading tasks. b. Individual Reading Level The individually administered Phil-IRI Graded Passages can be used to determine a students independent, instructional and frustration levels for three types of literacy tasks: Oral Reading, Silent Reading, and Listening Comprehension. c. Monitor Growth and Response to Intervention Pretest and Posttest results of the Phil-IRI can be compared to monitor growth in students reading skills, as well as determine the efficacy of the program or reading interventions conducted by the school and/or classroom teachers. d. Describe Reading Behaviors The recording of the students oral reading behaviors during the conduct of the individually administered Phil-IRI Graded Passages can help the teacher describe a students reading performance and behavior. It specifies the number of words read per minute, the cues used for identifying or recognizing words, manner of reading, etc. Types of miscues as well as types of comprehension questions answered correctly can also be analyzed by the teacher to help him/her design appropriate reading lessons or interventions. All students in Grades 3 to 6 will undergo the Phil-IRI Group Screening Test (GST) in Filipino, while students in Grades 4 to 6 will undergo the GST in English. Students identified to be performing below level of expectation (those with a total Raw Score below 14 in the Phil-IRI GST) should undergo further assessment through the individually administered Phil-IRI graded passages. The following table below shows the administration schedule of Group Screening Test and the Individualized Phil-IRI assessments. Group assessments must be conducted within class time while individual assessments may be conducted outside class hours. The administration of the Phil-IRI GST for a whole class takes approximately 30 minutes. The time it takes to administer the Phil-IRI Graded Passages would vary for each student. All Filipino subject teachers for Grades 3 to 6 and English subject teachers for Grades 4 to 6 can administer the Phil-IRI Group Screening Tests in their respective classes. ELLN-trained teachers can administer the Phil-IRI Graded Passages to individual students who need further assessment. The region and/or division can also conduct training programs to teachers on the conduct of the Phil-IRI. Teachers who will administer the Phil-IRI should read the manual thoroughly and prepare all the necessary materials and forms prior to the scheduled date of test administration. The Phil-IRI materials will be uploaded to the Learning Resource Management Development System (LRMDS) portal of the DepEd website which can be downloaded by the teachers, school heads and education supervisors. Schools are advised to use the MOOE funds for the reproduction and distribution of the materials to teachers. Download 2018 Phil-IRI Manual READ: Phil-IRI Reading Materials (Filipino Graded Passages) Phil-IRI Reading Materials (English Graded Passages) 1. Philippine Informal Reading Inventory (Phil-IRI)Prepared by: Annabelle M. Parel MELT 114 - Developmental Reading Reviewed and Checked by: Ma. Martha Manette A. Madrid, Ed.D. Professor, Graduate Institute Master in Education, major in Language Teaching Panacific University North Philippines Urdaneta City, Pangasinan, Philippines 2. Introduction The Philippine Informal Reading Inventory (PIRI) 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 DepEd: Every Child A Reader Program (ECARP), its goal is to enable every Filipino child to communicate both in English and Filipino through effective reading instruction. 3. Background Information PIRI 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 pupils word recognition and comprehension ability as well as his reading speed are informally assessed qualitatively and quantitatively through stories and passages. 4. Assessment Tools PIRI Oral Reading Test English PIRI Oral Reading Test Filipino PIRI Speed and Comprehension English PIRI Speed and Comprehension Filipino 5. Description The PIRI Oral assessment tool attempt to measure the pupils comprehension level with fluency within the context of oral assessment. PIRI speed and comprehension assessment tool aims to measure the pupils comprehension level within a timeframe. 6. Level of Questions Literal questions whose answers are explicitly stated/given in the story Interpretative these are questions which require children to read between the lines to find the answer. The answers are not directly stated in the text. Critical these are questions which elicit analysis, synthesis, judgment in the context of the authors point of view as well as the readers point of view Applied these are questions that draw from the child his own way of visualizing things based on his own scheme. These questions elicit the readers opinion/decision as applied in daily life situations. 7. Reading Levels Frustration This is the lowest level. The pupil shows withdrawal from reading situations by refusing to read. Instructional It is the level at which the pupil can profit from instruction. Independent It is the highest level at which a pupil can read independently and with ease without the help or guidance of the teacher. Non Reader a pupil who is unable to recognize and sound out letter-sound connections for single consonants, consonant blends, and others. 8. Computation Word Recognition (WR) No. of major miscues/no. of words in the passage x 100 = % of miscues M/N x 100 = % of M Example: 2/64x100 = 3% % correct = 100%- 3% of M % correct = 97% Independent Level 9. Comprehension No. of correct answers/no. of questions x 100 = % of CR Example: % of CR = 5/7 x 100 of CR = 71% Instructional 10. Reading Speed Reading Speed = No. of words in the passage/reading time (sec) x 60 Example: 131/80 x 100 = 98 wpm Reading Speed = Average 11. PIRI ORAL TEST CRITERIA Level Word Comprehension RecognitionIndependent 97% - 100% 80% - 100% Instructional 90% - 96% 59% - 73% Frustration 89% - below 58 % - below 12. Silent Reading Test CriteriaReading Level/Grade Reading Speed Comprehension Independent Fast Readers And 90 100% correct answers I 70 above 8 correct answers II 100 above III 120 above IV 140 above V 170 above VI 190 above Instructional Average Readers And 75 89 % correct answers I 31 69 % correct answers II 61 99 III 91 119 IV 111 139 V 141 169 VI 161 189 Frustration Slow Readers And below 75% correct answers I 30 below 5 items and below II 60 below III 90 below IV 110 below V 140 below VI 160 below 13. Interpretation of Oral/Silent Reading Test Results Oral Reading Test Word Recognition Comprehension Reading Level Independent Independent Independent Instructional Instructional Independent Frustration Frustration Frustration Frustration Frustration Frustration Frustration Frustration Frustration Frustration Non Reader Listening Capacity Non Reader 14. Silent ReadingReading Speed Comprehension Reading Level Fast Independent Independent Fast Instructional Instructional Fast Frustration Frustration Average Independent Independent Average Instructional Instructional Average Frustration Frustration Slow Independent Instructional Slow Instructional Instructional Slow Frustration Frustration 15. WORD RECOGNITION ERROR MARKING SYSTEM FOR GRADED PASSAGES Miscue Marking CommentMispronunciation Bolders ---- The pupil attempts to pronounce the word but brothers produces a nonsense word rather than the real one Substitution Dear ---- their The Pupil substitutes a real word that is incorrect.Refusion to The pupil neither pronounces the word nor attempts/pronounce to do so. The teacher pronounces the word so that testing can continue.Insertion Star up in the sky The pupil inserts a word or a series of words that does not appear in the text.Omission To make a wish The pupil omits a word or continuous sequence of words in the text but continues to read.Repetition The pupil repeats one or more words that have been read. Groups of adjacent words that are repeated count as one repetition. Reversal The pupil reverses the order of words or letters. 16. Forms PIRI Form 1 Graded Level Passage Rating PIRI Form 2 Individual Summary Record PIRI Form 3 Class Reading Profile 17. THANK YOUVERY MUCH!!!! 0 ratings0% found this document useful (0 votes)23 viewsSaveSave Every Standard for Silent & Oral Reading For Later0%0% found this document useful. undefined The Philippine Informal Reading Inventory (Phil-IRI) is an initiative of the Bureau of Learning Delivery, Department of Education (DepEd) that directly addresses its thrust to make every Filipino child a reader. 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Schools are advised to use the MOOE funds for the reproduction and distribution of the materials to teachers. Download 2018 Phil-IRI Manual READ: Phil-IRI Reading Materials (Filipino Graded Passages) Phil-IRI Reading Materials (English Graded Passages) Teacher Tool and Material for Reading Assessment is now Available in Creative Guro! The Philippine Informal Reading Inventory (Phil-IRI) is an initiative of the Bureau of Learning Delivery, 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, which aims to make every Filipino child a reader and a writer at his/her grade level. The Phil-IRI is an informal reading inventory composed of graded passages designed to determine the individual students performance in oral reading, silent reading and listening comprehension. 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Thus, the DepEd through the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD) shall continue to administer the Revised Philippine Informal Reading Inventory (Phil-IRI) assessment to learners in public elementary schools nationwide effective School Year 2018-2019. The Phil-IRI used as a classroom-based assessment tool aims to measure and describe the learners reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension. These three types of assessment aim to determine the learners independent, instructional and frustration levels. The Phil-IRI data shall also serve as one of the bases in planning, designing/redesigning the reading instruction of the teachers and the schools reading programs or activities to improve the overall schools reading performance.For more information, contact the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD), 4th Floor, Bonifacio Building, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City through telephone nos. (02) 687-2948 or (02) 637-4347 or email tld.bld@deped.gov.ph.Immediate dissemination of this Memorandum is desired. LEONOR MAGTOLIS BRIONESSecretary DOWNLOAD: 2018 Phil-IRI Manual Literacy is one of the most fundamental skills a child can learn. Reading is the foundation for all academic learning. Learning to read, write and count is crucial to a childs success in school and in later life. Literacy improvement is one of the priorities of the Department of Education (DepEd). It is anchored on the flagship program of the Department: Every Child A Reader Program, which aims to make every Filipino child a reader and a writer at his/her grade level. The Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool is aimed to be used as a classroom-based assessment tool to measure and describe students reading performance. Information gathered from the assessment can help classroom teachers design and provide appropriate reading instruction for their students. This diagnostic approach to describing how children read embraces inclusionary principles that emphasize the need for education that is learner-oriented, responsive and culturally sensitive. At the school level, the information from Phil-IRI assessment will help school heads plan for appropriate school reading programs or activities for improved student learning outcomes.Informal reading inventories are designed to provide greater insight into an individual learners reading level vis-a-vis a specific passage in order to allow teachers to customize instruction to the needs of their students (Rutledge, 1998). The underlying assumption is that an approximation of a students literacy abilities is best shown through his/her performance in actual reading and writing tasks. This is in contrast to formal reading tests that are standardized and often conducted for the purpose of comparing a students performance with that of others (Weaver, 2014). This DepEd Order provides the guidelines for the administration of the revised Philippine Informal Reading Inventory (Phil-IRI). The tool is administered for Grades 3 to 6 learners in public elementary schools nationwide. It defines the responsibilities of the different levels of governance pertaining to the dissemination and utilization of the said tool. For the purposes of this Order, the following terms are defined and understood as follows: a. Phil-IRI refers to the revised assessment tool composed of a set of graded passages administered to the whole class and to individual students, which was designed to determine a students reading level. b. Phil-IRI Group Screening Test (GST) is a 20-item group-administered reading comprehension test for each grade level covering Grade 3 to Grade 6 in Filipino and Grade 4 to Grade 6 in English. The objective of the GST is to identify students who need further testing. c. Phil-IRI Graded Passages refer to informal assessment tools used to record individual students performance in oral reading, silent reading and listening comprehension. There are four sets (Sets A, B, C and D) of passages for both Filipino and English spanning Kindergarten to Grade 7 levels which can be used for both pretesting and post-testing. The Phil-IRI Oral Reading Test is administered in order to: identify the students miscues in oral reading;record the number of words that a student reads per minute; andfind out how well a student understands the passage read The Phil-IRI Listening Comprehension is administered when the student is identified as a nonreader. The purpose is to find out how well a student understands the selection which will be read by the test administrator/teacher. Then the test administrator reads the multiple choice questions and the student answers them orally. The Phil-IRI Silent Reading Test maybe administered after the Oral Reading Test is conducted to further check the students comprehension skill. d. Phil-IRI Testing Kit is a set of materials composed of a) the Manual of Administration, b) Group Screening Test for English and Filipino, c) Graded Passages with Comprehension Questions for English and Filipino, and d) Phil-IRI forms. These guidelines establish the standardized procedures on administering the Phil-IRI as described in this DepEd Order. This procedure, when applied and strictly followed, should ensure that: a. teachers and school heads can adopt an evidence-based approach to classroom instruction; b. literacy instruction is learner-oriented and responsive to the strengths and needs of individual students and/or whole class; and c. it supports DepEd Order No. 8, s 2015 Policy Guidelines on Classroom Assessment for the Kto12 Basic Education Program. The Bureau of Learning Resources (BLR) is responsible for uploading the Phil-IRI materials thru the Learning Resource Management Development System (LRMDS) portal of the DepEd website before the start of the school year in time for the opening of classes. These can be downloaded by the teachers, school heads and education supervisors. To ensure that teachers have the complete set of materials, the schools are advised to use the MOOE funds for the reproduction and distribution. It is necessary that the region/division shall conduct an orientation-training to teachers on the proper administration of the revised Phil-IRI which shall be part of the Early Language Literacy and Numeracy (ELLN) Program of the Department of Education. All students will undergo the Phil-IRI Group Screening Test (GST) in Filipino, and/or English. Students identified to be performing below level of expectation (those with a total Raw Score below 14 in the Phil-IRI GST) should undergo further assessment through the individually administered Phil-IRI Graded Passages. Table 1 shows the schedule of activities in relation to the administration of the Phil-IRI. Table 1. Schedule of Activities Uploading of Phil-IRI to the LRMDS portalBefore the start of the SYOrientation-training to Teachers on the Administration of the ToolsBefore the start of the SY (Summer break as part of INSET) Filipino (for Grade 3 to Grade 6)English(for Grade 4 to Grade 6)Pretest/Posttest Pretest Posttest Phil-IRI Group Screening Test (GST) Conducted within class timeWithin the first or second month of the school yearWithin January to February of the school yearWithin January to February of the school yearWithin January to February of the school yearWithin January to February of the school yearThe standard and efficient implementation of the Phil-IRI. Table 2 shows the roles and responsibilities of the different levels of governance. Table 2. Roles and Responsibilities ActivityResponsible Bureau/Unit/PersonUploading of Phil-IRI to the LRMDS portalBureau of Learning Resources (BLR) DepEd Central OfficeOrientation-training to Teachers on the Administration of the ToolsRegion/Division EPS in charge of ELLN/Languages with HRDD and CIDReproduction and Distribution of the Phil-IRI MaterialsSchool (c/o School MOOE funds)Administration of Group Screening Test (GST) and accomplishment of formsFilipino and English subject teachers for Grades 3 to 6Administration of Individualized Graded Passages and accomplishment of formsELLN trained teachers or classroom teachers trained on the administrationCollection of copies of the accomplished Phil-IRI forms showing results of the assessment and analysis of results to plan, design/redesign and implement schoolwide reading programsSchool Head in collaboration with teachersAnalysis of data to design or modify literacy instruction at the classroom and/or school level (i.e., individualized reading remediation plans)Classroom teachersCapacity building for teachers on the conduct of additional assessment training programs and interventionsRegion/Division EPS in charge of ELLN/LanguagesDevelopment and Maintenance of School Phil-IRI DatabaseSchool/School Head or designated staff The teachers who will administer the Phil-IRI should read the manual thoroughly and prepare all the necessary materials and forms prior to the scheduled date of test administration. The details on the mechanics of the administration, which include directions for administering, scoring and interpreting data, are contained in the manual of administration. The Handbook for Reading Intervention as part of the Phil-IRI material or other appropriate reading activities can be used as guide or reference for interventions. The schools/school heads shall ensure that a school database of Phil-IRI results will be developed and maintained. This will provide historical data for the school as they analyze the trends and develop more appropriate interventions for our learners. To ensure the effective implementation of the policy, Table 3 shows the roles and responsibilities of the different levels of governance in monitoring the administration of Phil-IRI. Table 3: Roles and Responsibilities in M & E Activity/Person/s Responsible and AccountableSchedule of MonitoringAdministration of Phil-IRIRegion and Division Supervisors in English and FilipinoJune-July (within the 1st quarter of the SY) January-February (within the 4th quarter of the SY)School HeadsPart of the regular instructional supervision (class hours)Policy Review and EvaluationTLD-BLD staffOnce a year (3rd/4th quarter of the SY) Rutledge, S. (1998). Informal Reading Inventory. Retrieved from Weaver, B. (2014). Formal vs Informal Assessments. Retrieved from DepEd Order No. 8, s 2015 Policy Guidelines on Classroom Assessment for the Kto12 Basic Education Program. For existing Orders and Memoranda inconsistent with this Order are rescinded. These guidelines will remain in force and effect, unless sooner, repealed, amended or rescinded. Immediate dissemination of and strict compliance with this Order is directed. 92%(12)92% found this document useful (12 votes)3K viewsSaveSave Standards for reading.docx For Later92%92% found this document useful. undefined

Criteria for oral reading. Oral reading in filipino. What is oral reading. Oral reading rate. Standard for oral reading. Oral reading examples.