05 February 2024

SCHOOLS DIVISION MEMORANDUM
No. 04 ,   s. 2024

ADMINISTRATION OF PHIL IRI-BASED PASSAGES FOR GRADES 1 TO 3

To: Assistant Schools Division Superintendent
Chief Education Supervisors
Public Elementary Schoolheads
All Others Concerned

1. This Office announces the Administration of Philippine Informal Reading Inventory-Based Passages for Grades 1 to 3 on February 7 and 8, 2024.

2. This activity aims to assess the reading level of Grades 1 to 3 learners in English to determine the appropriate reading intervention that must be given to them.

3. Online submission of reports will be on or before February 12, 2024 to OneDrive link to be shared with the schoolheads.

4. The administration of the passages shall be held during the English class of learners to be administered by the English teacher or adviser.

5. Enclosed are the reading passages and guidelines in administering the passages.

6. For queries, please communicate with Miss Aileen G. Mactal, EPS-English, through her messenger or cellphone number 09175990328.

7. Wide dissemination of this Memorandum is earnestly desired.
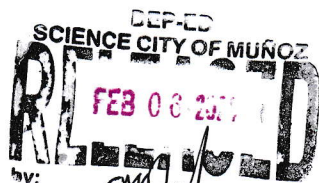
JOHANNA N. GERVACIO PhD, CESO V
Schools Division Superintendent

Encl: As stated
Reference: None
To be indicated in the Perpetual Index
Under the following subjects:

READING ASSESSMENT

CID/AGM-phil-iri based passages
004/January 31, 2024

Enclosure No. 1 to Schools Division Memorandum No. 04, s. 2024

Pre-test Passage for Grade 1

Dan's Cow

Dan is on the farm. He went to his cow.

He calls his cow, Biggy. Biggy is big and brown.

It gives him milk. He loves Biggy very much.

No. of Words: 21

Directions: Read the story carefully and answer the following questions. Choose the letter of the correct answer.

1. Who is on the farm?
   a. Dan   b. Don   c. Ben

2. What is the name of the cow?
   a. Belly   b. Biggy   c. Betsy

3. In what ways does Biggy help Dan?
   a. It gives him milk
   b. It gives him egg
   c. It gives him fruits

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4. What kind of animal is Biggy?

    a. mother cow

    b. baby cow

    c. father cow

5. How can you show your love for animals?

    a. by hurting them

    b. by not feeding them

    c. taking good care of them

Pre-test Passage for Grade 2

Mousy and Squeaky

In a cozy little house, there lived a mouse named Mousey with her sister Squeaky. They played and laughed, so sweet and funny. Squeaky's hugs were warm and tight. Their love for each other was like a gentle tug.

No. of words: 42

Directions: Read the story carefully and answer the following questions. Choose the letter of the correct answer.

1. What were the names of the two sisters in the passage?

    a) Daisy and Rose

    b) Sunny and Cloudy

    c) Sweet and Funny

    d) Mousey and Squeaky

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2. Where did the two sisters live?

   a) In a tree

   b) In a big castle

   c) In a crowded city

   d) In a cozy little house

3. How did Mousey and Squeaky feel about each other?

   a) They love each other.

   b) They fought all the time.

   c) They didn't like each other.

   d) They were afraid of each other.

4. What do you think a "cozy little house" means in the passage?

   a) A scary house

   b) A noisy house

   c) A big, cold house

   d) A small, comfortable house

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5. What other title can you give for the passage?

   a) The Mice

   b) Best Friend

   c) Little House

   d) Mouse's Love for Sister

6. How will you describe the relationship of Mousey and Squeaky?

Why do you think the passage describes their love as "sisterly"?

   a) They were enemies.

   b) They were friends, not sisters.

   c) They were cousins, not sisters.

   d) They had a special bond as sisters.

Pre-test Passage for Grade 3

THE COCONUT

The coconut is a tall palm tree. It has no branches. The trunk is strong. It makes a good post. We get oil from the ripe coconut milk. The young coconut meat is good to eat. It is good for making candies and salad. Doormats are made out of the coconut husk. The coconut leaves are woven into baskets. Brooms are made from the midribs of the leaves. Coconut shells are made into buttons, coconut shell banks, and many others. How useful the coconut is!

No. of words: 87

1. What word tells about coconut tree?
a. big   b. small   c. short   d. big

2. Does the coconut tree have branches?
a. Yes   b. No   c. does not tell   d. not sure

3. What part of the coconut tree is good for a post?

a. fruit   b. fruit   c. roots   d. trunk

4. From where can we get oil?

a. from the trunk

b. from the leaves

c. from the coconut husk

d. from the ripe coconut milk

5. Which is good to eat?

a. coconut husk

b. coconut leaves

c. coconut meat

d. coconut trunk

6. What part is made into doormats?

a. husk   b. leaves   c. midribs   d. shell

7. What can be made from midribs?

a. brooms   b. buttons   c. candies   d. soup

8. What part is woven into baskets?

a. husk   b. leaves   c. shell   c. trunk

Enclosure No. 2 to Schools Division Memorandum No. 04, s. 2024

1. Computing the Oral Reading Score per Passage

The computation of the oral reading score involves 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. Pedro's oral reading illustrates a sample computation of miscues.

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

Example: Pedro's Performance in Oral Reading
No. of words in the passage: 65
No. of miscues: 15

$65 - 15 = \dfrac{50}{65}$ x100 = 76.9%

Pedro's rating in oral reading is 76.9%

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2. 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 (Looked Back).

If Pedro got 4 correct answers out of the 7 comprehension questions, his comprehension level is computed using the following formula:

$C = \dfrac{\text{No. of correct answers}}{\text{No. of questions}} \times 100 = \%$ of comprehension

No. of correct answers: 4
Total no. of questions: 7
4/7 = 57

Pedro's comprehension: 57%

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3. Percentage for Comprehension Scores

This table 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.

No. of items	Score in Comprehension	%
5	5	100
	4	80
	3	60
	2	40
	1	20

No. of items	Score in Comprehension	%
6	6	100
	5	83
	4	67
	3	50
	2	33
	1	17

No. of items	Score in Comprehension	%
7	7	100
	6	86
	5	71
	4	57
	3	43
	2	29
	1	14

No. of items	Score in Comprehension	%
8	8	100
	7	88
	6	75
	5	63
	4	50
	3	38
	2	25
	1	13

4. 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% and below

5. Student's Reading Profile per Passage

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

6. For students identified as non-readers, or those who cannot read, Phil IRI Listening Comprehension shall be administered. The purpose is to find out how well a student understands the selection which will be read by the teacher. The teacher reads the multiple choice questions and the student answers them orally.