

# PhilEd Data: Analytical support for early grade reading in the Philippines

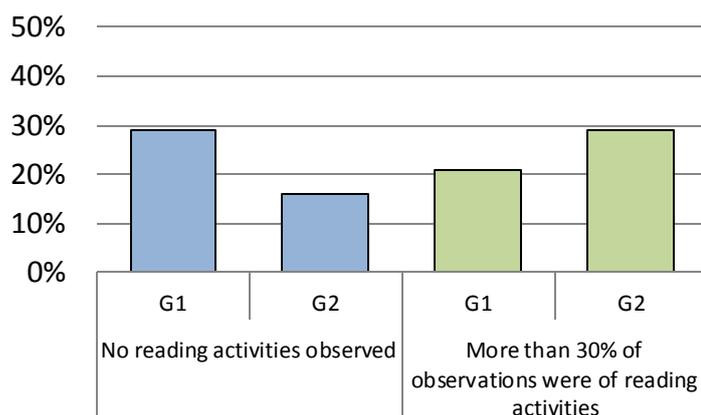
## Ilokano EGRA: Summary of Results

Region I has a well-developed MTB-MLE program, and has been pioneering mother-tongue instruction in Ilokano since 2011. The region was the site of the first regional EGRA conducted in 2013 through USAID/Philippines and DepED. In 2012, prior to the full implementation of MTB-MLE, all concerned teachers were trained. The region likewise initiated trainings for the Education Program Supervisors and Public Schools District Supervisors. This region receives support from USAID/Basa Pilipinas.

According to data from this study:

- \* **95%** of teachers say Ilokano is their mother tongue.
- \* **86%** of students say that Ilokano is spoken in their home.
- \* Ilokano was observed being used during a reading lesson **99%** of the time and during another subject area **97%** of the time.
- \* **13%** of grade 1 and **11%** of grade 2 students report that the teacher never uses the MT learner's guide.
- \* **19%** of teachers believe that children should be able to read Ilokano in grade 1.
- \* In **33%** (grade 1) to **28%** (grade 2) of observations recorded, no instruction was taking place.

Percent of the reading lesson in which:



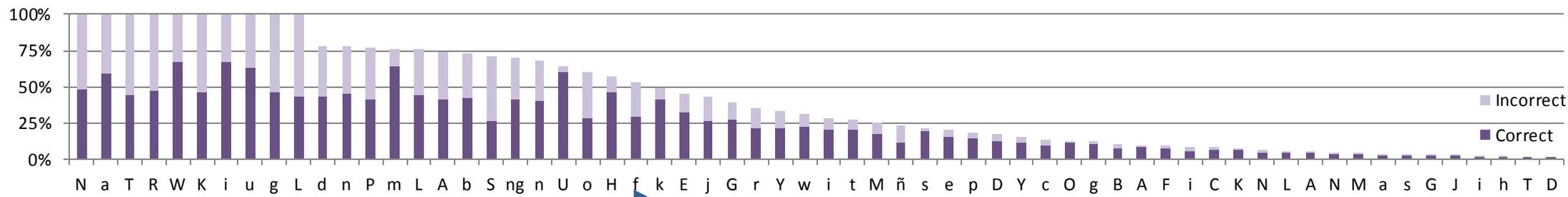
	Grade 1	Grade 2
All pupils have learning materials	84%	77%
All teachers have the teacher's guide	28%	38%
Teachers believe they have sufficient materials	32%	21%

Children learning to read in Ilokano demonstrated relatively high levels of skill, with the exception of the task of listening comprehension, in which 49% of children in Grade 1 and 29% in Grade 2 could not answer any question correctly about a short story they heard.

Children in Grade 1 read on average 15 correct letter sounds per minute, 17 correct non-words per minute, and 21 correct familiar words per minute. In Grade 2 the non-word and familiar word reading averages double. In both grades, at least 20% of children could not identify a single letter sound correctly. Zero scores decreased by at least half on other tasks, leaving 12% of children who cannot read any familiar words or any words of the short story, and 20% of children who cannot decode any non-words in Grade 2. All children combined, 21% of could read short stories at a rate of 40 correct words per minute or more, and 19% read with more than 80% accuracy.

A key issue in this region is making sure that children attend the school that uses their home language, and developing appropriate teaching strategies for improving reading fluency in an agglutinative language, and that every teacher has a guide to support implementation.

*The ability to read and understand a simple text is one of the most fundamental skills a child can learn.*



33% of children in grade 1 and 13% of children in grade 2 could not read the first sentence.

A majority of children attempted 24 letter sounds in one minute, which amounts to more than 2 seconds per letter. When provided a set of simple one- or two-syllable words, they could correctly identify the word with a different sound only half the time.

Napan da Dino ken ti gayyemna idiy plasa.  
Nangitugotda iti sipa ta agay-ayamda sadiay. Idi  
 addadan idiy plasa nakitada nga | adu ti tattao ken adda  
 pabuya. Nagbuya laengen dagiti aggayyem. Saanda | a  
 napuotan a rumabii gayamen. Nagdardaras garud a  
 pimmanaw da Dino ken ti gayyemna. ✓

Children\* read common familiar words like this correctly 77% (G1) to 89% (G2) of the time, at a rate of 28 to 76 correct words per minute, respectively.

In this passage, children\* most frequently misread the underlined words.

\*excludes children with "zero" scores



On average, grade 1 children read 20 words in one minute, with 10 mistakes.



On average, grade 2 children read 31 words in one minute with 8 mistakes.

In Grade 2, 27% of children read to the end of the story within one minute and attempted 5 questions. On average, they answered half of the comprehension questions correctly. In Grade 1, 5% of children attempted all 5 questions. Average comprehension was 25% of all questions attempted.



Boys and girls combined, 19% of children are reading with comprehension (80%) or more. These children are reading in a range of 41 to 54 correct words per minute.

In both grades, girls read up to 50% more fluently and 43% more accurately than boys. The result are comprehension scores at least 40% higher than boys and fewer girls with zero scores.

