

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

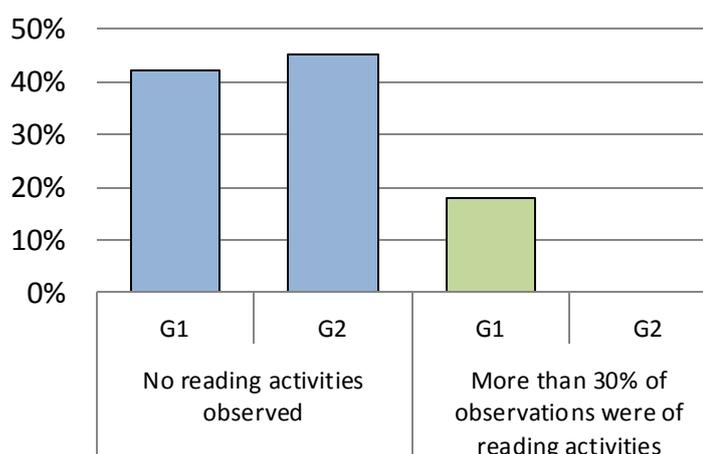
Maguindanaoan EGRA: Summary of Results

The ARMM region has been implementing MTB-MLE since 2012, and trainings began in the region as early as 2010. This region is receiving support from the Australian Agency for International Development through the BEAM program. Access to education and outcomes and been improving despite the particular challenges of this region, including political instability, poverty and highly diverse communities resulting in classrooms where multiple languages are represented among the children.

According to data from this study:

- * **83%** of teachers say Maguindanaoan is their mother tongue.
- * **98%** of students say that Maguindanaoan is spoken in their home.
- * Maguindanaoan was observed being used during a reading lesson **87%** of the time and during another subject area **49%** of the time.
- * **45%** of grade 1 and **43%** of grade 2 students report that the teacher never uses the MT learner's guide.
- * **3%** of teachers believe that children should be able to read Maguindanaoan in grade 1.
- * In **15%** of observations recorded in both grades, no instruction* was taking place.

Percent of the reading lessons in which:



	Grade 1	Grade 2
All pupils have learning materials	49%	32%
All teachers have the teacher's guide	46%	23%
Teachers believe they have sufficient materials	29%	28%

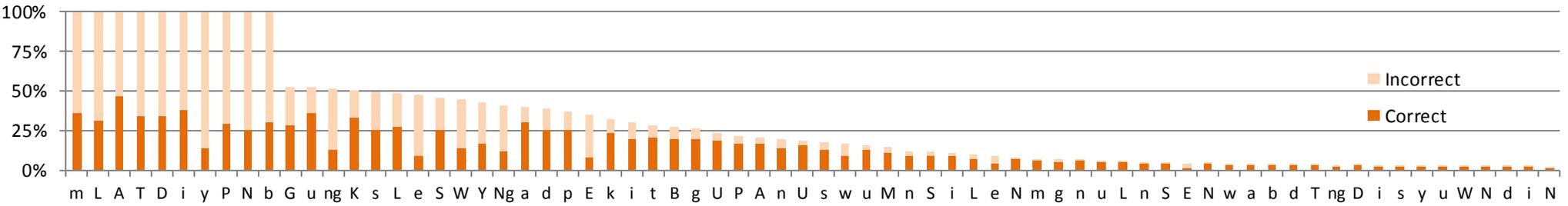
Children learning to read in Maguindanaoan are improving scores significantly from Grade 1 to Grade 2, yet G2 scores are equivalent to Grade 1 in other regions/languages. An important factor reducing overall averages is the high proportion of zero scores across subtests, from 68% who could not decode a single non-word in Grade 1 to 38% who could not read a word of the short story in Grade 2.

Children in Grade 1 read on average 7 correct letter sounds per minute, 5 correct non-words per minute, and 6 correct familiar words per minute. In Grade 2 the non-word and familiar word reading averages triple. Both grades combined, 11% of children could read short stories at a rate of 40 correct words per minute or more, and 30% read with more than 80% accuracy. Only 8% of children were able to answer at least 80% of comprehension questions correctly.

While teacher expectations related to reading in the mother tongue were low across all regions, this was the only region where no teachers believe children should be able to read in grade 1. Teacher expectations and practices need to be accelerated so that children are reaching higher levels of achievement in G1.

* Coded as teacher is "off task" or "giving procedural instructions or managing behavior")

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



A majority of children attempted 13 letter sounds in one minute, which amounts to about 5 seconds per letter. When provided simple one-syllable words, they could isolate only 3 of 10 initial sounds. Children were most successful with the words "ulan", "tig" and "gansu".

66% of children in grade 1 and 38% of children in grade 2 could not read the first 8 words, and the exercise was discontinued.

Si Amir endu su pakat nin na nageda sa awang.
Minangay silan sa lawas a ig ka nanguwa sa seda.
 Nakakuwa silan sa sakatimba a seda. Pendagangen
 nilan su seda lu sa padian. Nalipatanan nilan i dikena
 gay na padian. Minuli silan ka inilutu nilan su seda.

ORF=7

On average, grade 1 children read 14 words in one minute, with 11 mistakes.

ORF=21

On average, grade 2 children read 24 words in one minute with 11 mistakes.

Children* read common familiar words like this correctly 67% (G1) to 77% (G2) of the time

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

By Grade 2, 6% of children could read to the end of the reading passage within one minute. On average, they answered half of the comprehension questions correctly. In Grade 1, only 15% of children read far enough to be asked even one question.



Boys and girls combined, and across grades, 8% of children are reading with comprehension (80%) or more. These children are reading in a range of 42 to 53 correct words per minute.

In both grades, girls read 52% more fluently and at least 30% more accurately than boys. The results are comprehension scores about 30% better than those of boys.



* excludes children with "zero" scores