



# 2019 National Early Grade Reading Assessment

## SUMMARY OF RESULTS AND RECOMMENDATIONS

### KEY FACTS AND FIGURES

#### Research Design:

⇒ This study replicated the design of a study carried out in 2013: Same schools, same instruments.

*It is not an evaluation of the MTB-MLE policy, but provides some evidence of how later introduction of L2 and L3 languages has affected student performance*

#### Student performance:

##### ⇒ 2019

English ORF = 57 cwpm  
English comprehension = 29%  
Proportion “0” scores = 6.6%

Filipino ORF=61 cwpm  
Filipino comprehension = 62%  
Proportion “0” scores = 4.7%

##### ⇒ Changes:

Decline in average ORF of 8 to 10 cwpm for English and Filipino.

Substantial increase in zero scores in both English and Filipino.

30% of schools showed improvement in average ORF since 2013.

#### More information

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This 2019 study repeats a 2013 study that evaluated the reading skills of a **representative sample of students from across the Philippines using an Early Grade Reading Assessment (EGRA)** carried out by RTI, DepEd and a local research firm. This research design provides an indication of how the switch to MTB-MLE has affected student reading achievement at the end of grade 3. Other studies conducted in the Philippines suggest that teachers are implementing the policy switch, though quality varies from one school to another.

There have been very few studies of MTB-MLE at scale with which to compare the Philippines experience; theory supports both increased or decreased end-of-grade reading scores in the second and third languages a student acquires (L2 and L3) as a result of the introduction of MTB-MLE. As such this study contributes to the evidence base with which to **anticipate the effects of MTB-MLE curriculum, but it is not an evaluation of the Philippines’ policy** as a whole nor a generalizable conclusion of whether MTB education is better or worse than any other model.

The results of the EGRA indicate **an overall decline** in average subtask scores since 2013 and a

substantial **increase in the proportion of zero scores** (students who could not provide any correct response). This amounts to a **decline of 8 to 10 correct words per minute** in both English and Filipino when reading a short story aloud.

At the **average the rate that the students were reading (approximately 60 cwpm)** this change could be within normal variation in reading from one story to the next. It could also be the expected decline given the **fewer hours/years of instruction dedicated to English and Filipino language and literacy instruction** in the new curriculum.

Most importantly, the presence or absence of **quality instructional practice, access to reading materials, explicit instruction in reading in the MT and oral language development in L2 and L3** are most likely at the root of changes in performance, regardless of language policy. All of the possible influences were not measured in this study.

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Cwpm = correct words per minute

L2 = Second language (Filipino)

L3 = Third language (English)

MTB-MLE = mother-tongue based multilingual education

## Summary of Subtask Results

Estimated Mean Scores	2013		2019	
	Score [mean]	Zero scores	Score [mean]	Zero scores
English Listening Comprehension Score (out of 3)	<b>1.0 (33.2%)</b>	<b>45%</b>	<b>0.8 (27.2%)</b>	<b>54%</b>
Correct English Letter Sounds per Minute	<b>22</b>	<b>6.0%</b>	<b>15</b>	<b>24%</b>
Correct English Non-words per Minute	<b>26</b>	<b>6.0%</b>	<b>20</b>	<b>13%</b>
English Oral Reading Fluency	<b>67</b>	<b>1.2%</b>	<b>57</b>	<b>6.6%</b>
English Reading Comprehension (out of 5)	<b>1.6 (32%)</b>	<b>37%</b>	<b>1.4 (29%)</b>	<b>47%</b>
English Dictation (out of 13)	<b>7.2 (55%)</b>	<b>6.5%</b>	<b>4.4 (34%)</b>	<b>17%</b>
Filipino Listening Comprehension (out of 3)	<b>2.0 (66%)</b>	<b>11%</b>	<b>1.9 (62%)</b>	<b>15%</b>
Correct Filipino Non-words per Minute	<b>31</b>	<b>3.3%</b>	<b>26</b>	<b>7.4%</b>
Filipino Oral Reading Fluency	<b>68</b>	<b>1.4%</b>	<b>61</b>	<b>4.7%</b>
Filipino Reading Comprehension (out of 5)	<b>3.7 (73%)</b>	<b>6.4%</b>	<b>3.1 (62%)</b>	<b>12%</b>
Filipino Dictation (out of 12)	<b>7.3 (61%)</b>	<b>5.2%</b>	<b>7.1 (60%)</b>	<b>9%</b>

Girls performed better than boys on all subtasks. Girls' fluency in English = 66 cwpm, Filipino = 70 cwpm

### Study Design

**6** super-regions

**10** division per super-region

**241** schools; 232 schools were the same as in 2013

**10** children per school

Final sample used for analysis:

**2,385** students

Sampled children from **Grade 3** completed both a **Filipino EGRA** and an **English EGRA** (random order). 15% of classrooms were language homogenous, while 52% of classrooms had

3 or more languages among the children in the sample.

Each EGRA consisted of the following subtasks:

- Listening comprehension
- Nonword reading
- Oral reading fluency (short story reading)
- Comprehension (answer questions about the story)
- Dictation

Students also completed a letter sound identification task in English. All instrument items were the **same items children read in 2013**. Data collection took place over a **two-week period in February 2019** (end of the school year).

### Recommendations

The increase in zero scores is an important finding that should be monitored closely to determine why some children are being left behind. It may be that the rapid introduction of Filipino and English, before students reached fluent reading in the mother tongue, may be producing the higher proportion of zero scores, lower average fluency, and low comprehension. Gaining precision in school language mapping and assigning teachers and students to the right language of instruction may also help reduce the chances that children are left behind.