

Grade 1 Oral Reading Verification Test: Pre and Post Results



The facet of lack of reading readiness was one of the apparent difficulty observed by the teachers among many of the grade one students at the start of this school year 2018-2019. The observations were partially validated after all the class advisers conducted an individual reading evaluation to their students and through each daily practice were students can easily answer test questions of teachers that were read to them but if they're left on their own the drawback becomes evident. The issue was raised to the principal, Dr. Alexander S. Acosta and this led to the conception of the first ever Grade 1 Reading Verification. The program aimed to discover the number of students per class with reading problems and thereby create feasible interventions to reduce if not to totally eradicate the number.

From October 30 to November 1, 2018, seven vice principals in the persons of Dr. Nida H. Garcia, Dr. Cleofe Macaraeg-Pascual, Dr. Wilgie Mae T. Serna, Dr. Karen A. Cañete, Dr. Noemi F. Formaran, Mr. Jerome B. Constantino and Mr. Michaelino A. Saratan joined forces and conducted the Pre- Oral Reading Verification Test. Last March 5-6, 2019, the same set of vice principals conducted the Post-Oral Verification Test using the same reading tool. Below is the table that shows the comparative results of the said tests.

(Pretest Results)

(Posttest Results)

Dates Given: October 30-November 1, 2018

Dates Given: March 5-6, 2019

SECTION	Number of Students Present	Can Hardly Read	Cannot Read	SECTION	Number of Students Present	Can Hardly Read	Cannot Read
Aster	35	6	0	Aster	34	0	0
Camia	34	8	1	Camia	35	5	1
Daisy	35	3	0	Daisy	34	3	0
Iris	34	0	0	Iris	35	0	0
Jasmine	35	25	0	Jasmine	35	4	0
Lily	34	7	0	Lily	35	5	0
Lotus	34	20	1	Lotus	33	11	0
Rose	31	4	1	Rose	34	5	1
Santan	33	7	12	Santan	31	8	7
Tulip	27	3	1	Tulip	27	3	0
Zinnia	34	2	0	Zinnia	35	2	0

NOTE: *There were 2 Santan students who were diagnosed as "Can Hardly Read" during the Pretest who have left school during the Posttest.*

The figure shows that there were three hundred sixty-six (366) students present during the pretest and three hundred sixty-eight (368) during the posttest. It also shows that eighty-five (85) students "can hardly read" during the pretest and forty-six (46) during the posttest. Furthermore, it shows that during the pretest there were sixteen (16) students "who cannot read" and nine (9) during the posttest.

Indeed, the results above clearly indicate a significant reduction of students "who can hardly" and those "who cannot read". It is then but fitting to say that the aim of the Reading Inventory Program was attained and success was achieved. This favorable outcome was made possible through the interventions done by the teachers, the reading specialist, the vice-principals, the parents, and above all the innovator of the program, Dr. Alexander S. Acosta.