Baseline Report:

Reading Beyond Sight - Improving Reading Scores of Children with Visual Impairment in Early Primary Education

Resources for the Blind, the Philippines

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For All Children Reading: A Grand Challenge for Development

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Table of Contents

I. Executive Summary

Recognizing that literacy is fundamental to learning, skill acquisition, and success in primary school and beyond, education stakeholders are increasing their focus on the assessment of early grade reading skills. The Early Grade Reading Assessment (EGRA) is an oral student assessment designed to measure the most basic foundational skills for literacy acquisition in the early grades: recognizing letters of the alphabet, reading simple words, understanding sentences and paragraphs, and listening with comprehension.[1] The EGRA methodology was developed under EdData II, and has been applied in more than 30 countries and 60 languages.[2]

All Children Reading (ACR): A Grand Challenge for Development is a partnership between the United States Agency for International Development (USAID), World Vision, and the Australian Government. ACR has adopted the standard EGRA to systematically assess reading skills across all Round 2 grantees. The instrument is adapted according to each grantee's project context.

In the Philippines, Resources for the Blind Incorporated (RBI)'s Reading Beyond Sight project focused on Improving Reading Scores of Children with Visual Impairment [3] in Early Primary Education will give first through third grade students with low vision or blindness access to age- and level-appropriate textbooks and reading materials.

To determine the learning levels of students prior to the start of the intervention, a baseline assessment was conducted using the EGRA. This assessment was adapted for students with low vision or blindness in the Filipino context. Students were assessed using the adapted tool, which included five reading tasks in two languages – Filipino and English. These students were assessed on phonological awareness (letter sounds), alphabetic knowledge (non-word reading fluency), oral reading fluency, reading comprehension, and listening comprehension.[4]

School-to-School International, in collaboration with RBI, a Filipino NGO, and the Department of Education (DepEd) in the Philippines conducted the EGRA baseline assessments in Filipino and English with 161 students with low vision/blindness in 30 schools (15 intervention schools and 15 control schools) for the Improving Reading Scores of Children with Visual Impairment in Primary Education project.[5]

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[1] RTI International and International Rescue Committee. (2011). *Guidance Notes for Planning and Implementing Early Grade Reading Assessments.*

[2] USAID EdData II. Available at: https://www.eddataglobal.org/reading/

[3] *Visual impairment is defined by the Centers for Disease Control and Prevention (CDC) as eyesight that cannot be corrected to a "normal level." There is a spectrum of visual impairment with blindness as the most extreme end. For the purposes of the project each school will have materials for blind and low vision students depending on each school's needs.*
http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/VisionLossFactSheet.pdf

[4] RTI International and International Rescue Committee. (2011). *Guidance Notes for Planning and Implementing Early Grade Reading Assessments.*

[5] *Also referred to as the "project" for ease of reference.*

This baseline report summarizes the methodology and findings from the baseline EGRA assessments and provides recommendations for implementation. Accommodations made specifically for students with low vision or blindness are noted in bold font.

Key Findings

Filipino EGRA

- **Type of visual impairment (disability status) impacted student performance in non-word fluency, oral reading fluency, and reading comprehension.** Students with low vision had higher fluency rates than students with blindness.
- **Even when students were able to read, they were not able to understand the meaning of the text.** Almost half of all students were reading with *limited* comprehension (read at least one word of a reading passage but answered less than three of five comprehension questions correctly); 15% of all students were reading fluently with comprehension (answered at least four out of five comprehension questions correctly).
- **One-fifth of all students were unable to read any of the reading passage** (i.e., students identified as 'zero-scores').
- **Students in both treatment and control groups had comparable performance on all tasks** (e.g., mean fluency rates for timed tasks: letter sounds, non-word reading and oral reading; proportion of zero-scores on all timed and untimed tasks; and mean scores on reading and listening comprehension questions answered correctly).

Mean fluency rates for all students and the number of zero-score students are reported in Table 1, below, for letter sounds, non-word reading and oral reading tasks in Filipino.

Executive Summary Table 1. Mean Fluency Rates for Timed Tasks on Filipino EGRA

Task	N	Treatment	Control	All Students	Zero scores (n)
Letter sound knowledge (correct letter sounds per three minutes)	158	13.9	15.6	14.7	14
Non-word reading (correct non-words read per three minutes)	157	9.7	9.3	9.5	34
Oral reading fluency (correct words per three minutes)	153	14.8	14.7	14.8	33

English EGRA

- **Type of visual impairment (disability status) impacted student performance in non-word fluency and reading comprehension.** Students who are low vision had

higher fluency rates than students who are blind. Most notably, however, students who are blind had *higher* scores in listening comprehension than students who are low vision.

- **Even when students were able to read, they were not able to understand the meaning of the text.** Almost two-thirds of all students were reading with *limited* comprehension (read at least one word of a reading passage but answered less than three of five comprehension questions correctly); one percent or less of all students were reading fluently with comprehension (answered at least four out of five comprehension questions correctly).
- **One-third of all students were unable to read any of the reading passage** (i.e., students who were identified as 'zero-scores').
- **Students in both treatment and control groups had comparable performance on all tasks** (mean fluency rates for timed tasks: letter sounds, non-word and oral reading; proportion zero-scores on all timed and untimed tasks; and mean score on reading and listening comprehension questions answered correctly).

Mean fluency rates for all students and the number of zero-score students are reported in Table 2, below, for letter sounds, non-word reading and oral reading tasks in English.

Executive Summary Table 2. Mean Fluency Rates for Timed Tasks in English

Task	N	Treatment	Control	All Students	Zero scores (n)
Letter sound knowledge (correct letter sounds per three minutes)	153	20.1	19.5	19.8	15
Non-word reading (correct non-words read per three minutes)	148	8.1	7.5	7.8	39
Oral reading fluency (correct words per three minutes)	150	10.6	10.2	10.4	46

II. Project Description

The project is designed to give students who are blind/low vision (defined as "visually impaired" by the Centers for Disease Control and Prevention)[6] students in Grades 1 to 3 access to age- and level-appropriate textbooks and reading materials in schools in the Philippines. The project will also provide schools with access to technology including magnifying software, text-to-speech software, braille embosser machines, and braille displays to read text tactually that is typically displayed on a computer monitor, and

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[6] *Visual impairment is defined by the Centers for Disease Control and Prevention (CDC) as eyesight that cannot be corrected to a "normal level." There is a spectrum of visual impairment with blindness as the most extreme end. For the purposes of the project each school will have materials for students who are blind/low vision depending on each school's needs.*
http://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/VisionLossFactSheet.pdf

portable digital magnifiers. Training for teachers and parents of students who are blind/low vision will show how to use the materials to improve reading at school and at home.

The project aims to improve access to these resources for students who are blind/low vision. Historically, the production of reading materials for students who are blind/ low vision has taken place in Manila on a small scale. Due to the distribution and logistical challenges that come with working in a nation of more than 7,000 islands, braille and large print resources have not always been available to students who are blind/low vision. Furthermore, not every student who is blind/low vision needs braille to read. Certain students who are low vision would benefit more from large print resources than braille. Providing accessible reading resources for students who are blind/low vision requires an array of options that can be quickly deployed depending on the needs of the student population.

III. Purpose

The purpose of the project is to improve the reading proficiency of children who are blind/low vision by making reading resources accessible to them. The project aims to accomplish this by providing technology and training to school teachers to provide critical learning materials to students who are blind/low vision. This technology includes a desktop computer, a braille embosser, an electronic braille display, text-to-speech software for English, magnifying software to enlarge text, portable digital audio players, and digital magnifiers. Equipment will be delivered to each school, as needed, based on the population they serve. Each school will receive training from RBI on the appropriate usage of this technology. All reading materials for this project were made available by the DepEd, which digitized and posted more than 500 grade-appropriate books in English, Filipino, and 15 other languages on a learning portal for open source use. The project aims to provide reading enhancement materials in accessible formats for children who are blind/low vision to increase access to a greater variety of reading materials and help the target population read at grade level.

Improving parent engagement in their children's reading is another key component of the project. Over the course of the project, workshops will help parents understand how to teach their children at home by providing training on basic braille reading and writing, as well as abacus-based mathematics.

To determine the impact of the project's interventions, Grade 1 to 3 students' reading skills were measured prior to the beginning of the project (hereafter referred to as baseline). Students in both project schools (hereafter referred to as treatment schools) and students in non-participating schools (hereafter referred to as control schools) were assessed at baseline, and will be reassessed at the end of the project to determine the

change in reading abilities of students in treatment and control schools; and subsequently, determine the difference in performance between students in treatment and control schools. This report summarizes findings from the baseline assessment of reading abilities for students in treatment and control schools.

IV. Evaluation Design and Methodology

To measure results of the program, Grade 1 to 3 students' reading skills were assessed at baseline using the Early Grade Reading Assessment (EGRA); students will be reassessed again at endline. The baseline assessment was conducted in September 2015 while the endline is scheduled for September 2016.[7] Together, the baseline and endline will measure gains across all three grades. Results from students in 15 intervention schools will be compared to results from students in 15 control schools at baseline and at endline.

Research Questions

The research questions that the baseline assessment aimed to answer were:

1. Does student performance in the two groups (treatment and control) differ?
2. Does student performance in the two groups (treatment and control) differ by gender and visual disability?

Instrument Development

STS facilitated an EGRA adaptation workshop from September 14-18, 2015 (see Annex A). The workshop resulted in two EGRAs; one in English and one in Filipino. In both assessments, students were presented with instructions in either Cebuano or Filipino as appropriate.

All 161 children took both EGRAs during the baseline data collection since student reading abilities in both languages are of interest to the project.[8]

The EGRA tools consisted of five reading tasks in both the Filipino and English assessments:

1. Letter Sound Knowledge
2. Non-word Reading
3. Oral Reading Fluency
4. Reading Comprehension
5. Listening Comprehension

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[7] The school year in the Philippines lasts from June through April. This means that a student who starts the intervention in Grade 1 at baseline will be mid-way through their Grade 2 year by the project endline. The intervention continues through all school breaks.
[8] In the Philippines, children begin using both English and Filipino from Grade 1. Filipino is not the home language of all students in the sample and the project will be supporting reading in both languages throughout the year. As a result, the project felt it important to assess in both languages. For both EGRAs, the team created stimuli in both large print for students who are low vision and braille for students who are blind.

These tasks were selected to ensure that students across each of the All Children Reading (ACR) grant-funded projects were assessed on core reading skills. To that end, School-to-School International (STS), in consultation with a literacy expert, determined that a minimum of four tasks should be included across projects: letter sound knowledge, non-word reading, oral reading fluency, and reading comprehension. The fifth task, listening comprehension, was selected because 1) it is widely considered a core EGRA task and 2) it would help measure vocabulary among students who are blind/low vision regardless of the degree of their impairment.

To develop the tools, STS conducted a five-day workshop to adapt an existing Filipino EGRA and to develop an English EGRA instrument. Workshop participants included:

> 2 – Braille Specialists
> 1 – EGRA Focal Person, Dept. of Education
> 2 – Special Education Program Supervisors, Dept. of Education
> 1 – Research Specialist, BASA Pilipinas (Reading Philippines)
> 1 – Chief Braillist, RBI
> 2 – Project Staff, RBI
> 2 – STS Trainer/Consultants

The team reviewed the subtasks and their objectives, pre-tested the assessment, and made final adjustments before conducting the baseline assessment. The goal of the workshop was to have two versions of the Filipino and English EGRA validated and equated to be used for the baseline and endline assessment. To achieve this objective, the participants developed the following:

1. Two letter sounds subtasks (one English, one Filipino)
2. Two non-word reading subtasks (one English, one Filipino)
3. Six reading passages for the oral reading fluency task with reading comprehension questions (three English and three Filipino)[9]
4. Four listening comprehension passages (two English, two Filipino)

The team created three different versions of the EGRA that included two stories each for the pre-test to ensure the maximum exposure for each of the three stories. **The stories were developed for students who are blind/low vision and avoided using visual references to support the narrative. For example, avoiding a story about a red balloon if the color of the balloon is a critical component to the story.**

To assess both the students who are low vision and those who are blind, the team developed stimuli in braille and large print. **The literacy and braille experts determined**

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[9] The reading passages were utilized for both the Oral Reading Fluency (ORF) and Reading Comprehension tasks.

that students should have three minutes to read on the timed tests.[10] Thirty-two point font was used on the largest print stimuli for children who are low vision. RBI staff chose this size because 32-point font is the standard size for large print text. There was discussion about whether or not to print the stimuli in a larger font but that would be an accommodation beyond what is normal for students to receive in school and not a valid measure of what they can read in their current school environments. Additionally, the team, which included a braille reading specialist, created **two different braille versions** of the stimuli. To support more fluent, quick reading, English and Filipino braille employ contractions, abbreviating vowels and other letter combinations in more complex texts. These braille contractions are introduced in Grade 2 for English and Grade 3 for Filipino. Both RBI and the DepEd thought students in Grades 1 and 2 should have uncontracted stimuli, and Grade 3 students should read the words and stories in their contracted form in English. The Filipino braille curriculum does not introduce contractions until Grade 3 and full contractions are not used until Grade 4. Therefore using contracted braille was not an issue on part of the EGRA.

Based on the feedback and scores from the pretesting and piloting, two complete versions of both the Filipino and English were finalized, one to be used for the baseline and the other for the endline. The team also learned that Grade 3 students were not exposed to contracted braille therefore all braille readers Grades 1-3 used an uncontracted braille stimulus in English. The EGRA is attached in Annex F.

Sampling Population

Out of a population of 45 schools that RBI staff deemed accessible to the project and that had a population of children who are blind/low vision, 30 schools were randomly selected. Of these 30, RBI randomly assigned schools to the treatment and control groups.[11] After randomization, the sample consisted of treatment and control schools on all three main island groups: Luzon, Visayas, and Mindanao.

The EGRA was administered to a total of 161 students in the 30 sampled schools. Once the schools were selected, assessors used national data to identify Grade 1-3 students with low vision or blindness at each school and conducted the baseline assessment with each of them. The average age of students who were tested was 10.2 years old and ranged from 5 years old to 19 years old. The sample, by gender, grade, treatment group, disability status, and location is presented in Table 1.

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[10] In consultation with braille reading experts and confirmed by the adaptation team, it was determined that students with visual impairment should have three minutes to read on their timed tests to account for the slower processing times. Traditionally students have one minute for each of the timed EGRA subtasks. As a result, fluency rates for letter-sound, non-word reading, and oral passage reading are less comparable to traditional EGRA results.

[11] The population of vision impaired students is divided between blind students and students deemed to have "low vision." These two groups have different learning needs and will receive different treatments to meet these needs. For the purposes of this analysis these two groups are combined and described as vision impaired. Results for each group will be disaggregated.

Table 1: Sample by gender, grade, and group

	Number of Students (n)	Percentage of Sample (%)
Male	84	52.2
Female	76	47.2
Gender missing	1	0.6
Grade 1	72	44.7
Grade 2	39	24.2
Grade 3	49	30.4
Grade missing	1	0.6
Intervention	82	50.9
Control	79	49.1
Low Vision	80	49.7
Blind	81	50.3
Luzon	112	69.6
Visayas	40	24.8
Mindanao	9	5.6
Total Sample	**161**	**100**

*Analyses by gender throughout this report are based on 160 students for whom gender was reported.

V. Fieldwork Preparation and Data Collection

Assessor Training

The EGRA assessor training workshop and piloting took place from September 19-23, 2015. The agenda for the training can be found in Annex B. The assessors were current or former RBI field workers or teachers who had experience working with students who are blind/low vision. Over the course of the training, participants:

- Reviewed the EGRA principles and gained a comprehensive understanding of the EGRA instrument components;
- Practiced EGRA administration and scoring procedures;
- Practiced conducting the EGRA assessment on tablets;
- Became familiar with the roles and responsibilities of both supervisors and assessors in the field;
- Participated in an Inter-Rater Reliability (IRR) test administration and scoring.

Inter-Rater Reliability (IRR) Test

Inter-Rater Reliability tests were performed at the end of the five-day training. IRR is a measure of reliability used to assess the degree to which different assessors agree in their assessment decisions. IRR tests ensured that the different assessors interpreted answers in the same way; assessors may disagree within an acceptable level (10%) and it will have minimal effect on the EGRA score for each student. The majority of RBI's assessors

performed well enough on the IRR tests administered during the training and the school practice sessions to meet and exceed the inter-rater reliability threshold of 90%. Those who were unable to reliably assess students above a 90% reliability level were placed on teams as assistants and did not conduct the EGRA with students.

Institutional Review Board for Human Participants (IRB)

The Institutional Review Board is responsible for ascertaining the acceptability of proposed research in terms of institutional commitments and regulations, applicable laws, standards of professional conduct and practice, and ethical and societal norms. The IRB examines subject recruitment procedures, proposed remuneration, and the informed consent process. The Board also evaluates the potential risks and benefits to participants outlined in each protocol.

In consultation with World Vision, RBI submitted the EGRA instruments and protocols to Solutions IRB and the RBI Deputy Director completed the required Research Ethics training. RBI received approval for their research project prior to the baseline data collection.

Data Analysis

The data were analyzed using STATA and Excel, which resulted in graphs and frequency tables. The final analytical sample consisted of 161 students. Differences between control and treatment groups were tested for significance; where found, these differences are noted in the results. Mean scores on each task were compared using ANOVA and differences in the proportion of zero-score students (or non-readers) was compared using the chi-square test for significance. ANOVA, which stands for Analysis of Variance, is a statistical model used to analyze the differences between group means, which helps identify differences in the sample the can be generalized to the population. Students who were missing data on the demographic variable of interest (such as one student missing a gender identification) were excluded from those analyses, but were included elsewhere.

Furthermore, for each task, decision rules were applied to exclude outliers. For example, if the time remaining for a timed task resulted in a fluency rate that was outside a reasonable range, then that student's fluency rate was not included in the analyses. Reasonable ranges for time remaining were based on multiple factors, including the rate at which letters or words in the language tested are typically read and the mean fluency rate with and without the outlier data point(s).

A description of each subtask is provided in Table 2.

Table 2. EGRA Subtask Names and Data Analysis Method

Subtask	Type	Analysis
Letter Sound Knowledge[12]	Timed	Measured in correct letter sounds read at three minutes time. Letter sound knowledge is a measure of phonological awareness. Each student had the opportunity to read up to 100 upper and lower case letters.
Non-word Reading	Timed	Measured in correct "non-words" read at three minutes time. Non-Word Reading measures decoding. Each student had the opportunity to read up to 50 two and three syllable "non-words."
Oral Reading Fluency (ORF)	Timed	Measured in correct words read at three minutes time. ORF is a decoding and reading fluency measure. Each student had the opportunity to read 59 words in Filipino and 69 words in English. The ORF passage formed the textual basis for the Reading Comprehension Subtask.
Listening Comprehension	Untimed	Measured in number of correct answers verbally delivered to the assessor. Listening Comprehension is a measure of vocabulary. Each student had the opportunity to answer four questions based on a passage read to them by the assessor.
Reading Comprehension	Untimed	Measured in number of correct answers verbally delivered to the assessor based on questions asked about the passage read as part of the ORF subtask. Each student had the opportunity to answer five questions.

VI. Summary of Findings

This section summarizes findings from the Filipino and English EGRA baseline assessments that were administered to 161 students in Grades 1 to 3 in the 30 selected schools – 15 treatment and 15 control.

Results are presented for both timed and untimed tasks. Three of the five tasks were timed: letter-sound knowledge, non-word reading, and oral reading fluency. The reading and listening comprehension tasks were untimed. All student scores on the timed tasks were recorded at the three-minute mark. While EGRA administration traditionally calls for one-minute fluency rates, **three minutes were allotted for students** who are blind/low vision**.** The same adjustment was made in other ACR projects for students who are

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[12] To accommodate the vision impaired students that are the focus of this intervention all three fluency tasks (letter sound knowledge, non-word reading, and oral reading fluency) were calculated at the three-minute mark as opposed to the more traditional one-minute mark.

blind/low vision. Upon discussion, the braille and EGRA specialists in the Philippines found the change appropriate in this context as well.

In this report, results are first presented for the test administered in Filipino followed by results for the test administered in English. For each test and task, results are presented by group (treatment or control) and within each group, by gender and by disability status (blind or low vision). Data tables by disability status are included in the body of the report; data tables by gender are presented in Annex C (Filipino) and Annex D (English). Item-level statistics for both assessments are provided in Annex E.

VII. Results by Group and Gender

Filipino EGRA

For each task in the Filipino EGRA, the following results are reported: the items attempted by students in both groups (treatment and control), the mean fluency rate (for timed tasks), proportion of zero-scores, and differences in fluency rates and proportion zero-scores by gender and disability status (low vision or blind).

Letter Sound Knowledge

In the three minutes allotted for this task, students in the control group were able to correctly identify up to 50.3 letter sounds with a range of 1 to 100 letters attempted. Students in the treatment group were able to correctly identify up to 55.3 letter sounds and attempted a range of 5 to 100 letters. The difference in the average fluency rate for letter sounds between treatment and control groups was not statistically significant; therefore, **the average letter sound fluency rate for students in both treatment and control groups was 14.7 correct letter sounds per three minutes.**

The proportion of zero-scores, or students unable to identify a single letter sound correctly, was also examined. **Overall, 9% of the sample (n=14) were unable to identify a single letter sound correctly.** By group, the proportion of students unable to identify a letter sound correctly was comparable (differences were not statistically significant). In other words, almost 1 out of 10 students in both treatment and control groups were unable to identify a single letter sound correctly.

Average fluency was also examined by disability status (blind versus low vision) and by gender. When examining the effect of disability status, no significant differences were observed in either group. Furthermore, by gender, there were no significant differences in the performance of boys and girls in either group on this task. Put simply, student performance on this task was comparable across gender, disability status and group. Table 3 shows the average letter sound fluency rates by disability status and by treatment group.

Table 3: Filipino Letter Sound Fluency by Treatment Group and Disability Status

Group	Disability Status		N	Mean Fluency	SD[13]	Zero Scores (n)[14]
Treatment	Low Vision		40	16.7	14.5	2
	Blind		40	11.0	10.3	5
		Total	80	13.9	12.8	7
Control	Low Vision		38	14.9	12.2	3
	Blind		40	16.3	14.1	4
		Total	78	15.6	13.2	7
		All Students	158	14.7	12.9	14

Non-Word Reading

Students in the control and treatment groups attempted between 1 and 50 non-words; the range of correct responses was also between 1 and 50 non-words in the three minutes allotted for this task. The difference in the average non-word fluency rate between treatment and control groups was not statistically significant; therefore, **the average non-word fluency rate for students in both treatment and control groups was 9.5 correct non-words per three minutes.**

The proportion of zero-scores, or students unable to read a single non-word correctly, was also examined. **Overall, 22% of the sample (n=34) were unable to identify a single non-word correctly.** By group, the proportion of students unable to identify a letter sound correctly was comparable. In other words, 1 out of 5 students in both treatment and control groups were unable to identify a single non-word correctly.

By gender, there were no significant differences in the performance of boys and girls in both groups on this task. However, when examining the effect of disability status, **students who are low vision had higher mean scores than students who are blind**; this held true for both groups. Table 4 shows the average non-word fluency rates by disability status and by treatment group.

Table 4: Filipino Non-Word Fluency by Treatment Group and Disability Status

Group	Disability Status	N	Mean Fluency	SD	Zero Scores (n)
Treatment	Low Vision	39	12.5*	12.4	6
	Blind	40	6.9	6.9	10

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[13] SD=Standard Deviation. The standard deviation of the measure of interest (here, mean fluency rates) describes how spread out the scores are. Smaller SD values indicate that the majority of values lie close to the mean; larger SD values indicate that mean fluency rates varied and were more spread out.

[14] Zero-scores are the proportion of students who were unable to correctly identify a single letter sound.

			Total	79	9.7	10.3	16
Control	Low Vision			37	9.9*	13.1	10
	Blind			41	8.8	8.3	8
			Total	78	9.3	10.5	18
		All Students		157	9.5	10.5	34

Indicates that the mean difference between the two groups was significant at the p<0.05 level.

Oral Reading Fluency

Students in the two groups attempted between 1 and 59 words of the reading passage. **On average, the fluency rate for all students was 14.8 correct words per three minutes.** The fluency rates of students in the treatment and control groups were not significantly different.

Similar to the previous task, the proportion of zero-scores was comparable in both groups; **22% of students (n=33) were unable to read a single word.**

Average fluency was also examined by disability status (blind versus low vision) and by gender. When examining the effect of disability status, **students who are low vision significantly outperformed students who are blind**; this held true for both treatment and control groups. However, by gender, there were no significant differences. Table 5 shows the average letter sound fluency rates by disability status and by treatment group.

Table 5: Filipino Oral Reading Fluency (ORF) by Treatment Group and Disability Status

Group	Disability Status		N	Mean Fluency	SD	Zero Scores (n)
Treatment	Low Vision		38	22.6*	23.2	6
	Blind		40	7.5	9.7	12
		Total	78	14.8	19.1	18
Control	Low Vision		35	18.3*	20.6	9
	Blind		40	11.6	13.2	6
		Total	75	14.7	17.2	15
	All Students		153	14.8	18.2	33

Indicates that the mean difference between the two groups was significant at the p<0.05 level.

Reading Comprehension

Students' reading comprehension scores are directly related to how far they read the passage in the previous task. As such, the results for this task are based on only those students who were not zero-score students in the oral reading fluency task.

On average, students in the control group answered 1.8 items out of 5 correctly; students in the treatment group answered 1.6 items out of 5 correctly. The difference between the two groups was not statistically significant.

Overall, almost half of the students (50%, n=79) were unable to answer a single comprehension question correctly; this includes students who were not asked a single question because they were not able to read any of the reading passage.

When examining the effect of disability status, **students who are low vision significantly outperformed students who are blind**; this was true for both treatment and control groups. However, by gender, there were no significant differences. Table 6 shows the average number of reading comprehension items answered correctly by disability status and by treatment group.

Table 6: Filipino Reading Comprehension by Treatment Group and Disability Status

Group	Disability Status		N	Mean Score	SD	Zero Scores (n)
Treatment	Low Vision		41	2.2*	2.2	18
	Blind		40	1.0	1.6	24
		Total	81	1.6	1.9	42
Control	Low Vision		36	1.8*	2.0	18
	Blind		40	1.7	1.9	19
		Total	76	1.8	1.9	37
		All Students	157	1.7	2.0	79

Indicates that the mean difference between the two groups was significant at the p<0.05 level.

Furthermore, oral reading fluency and reading comprehension were examined together to identify the proportion of students who are able to read *with* comprehension.

For students who were able to read at least one word of the reading passage, their comprehension levels were categorized into four groups as follows: students who were able to read at least one word of the passage but were unable to correctly answer 60% of the comprehension questions were identified as reading with *limited comprehension*; those who read at least one word and answered 60-80% of comprehension questions correctly were identified as reading *with comprehension*, and students who read at least one word and answered more than 80% of comprehension questions correctly were identified as reading *fluently* with comprehension.

The results show that the largest proportion – almost half of all students - were reading with limited comprehension at baseline; furthermore, one-fifth of all students were unable to read any of the reading passage (i.e., zero-scores). Figure 1 shows the proportion of students in each reading category by group and for all students.

Figure 1. Proportion of Students at Various Levels of Reading Proficiency in Filipino
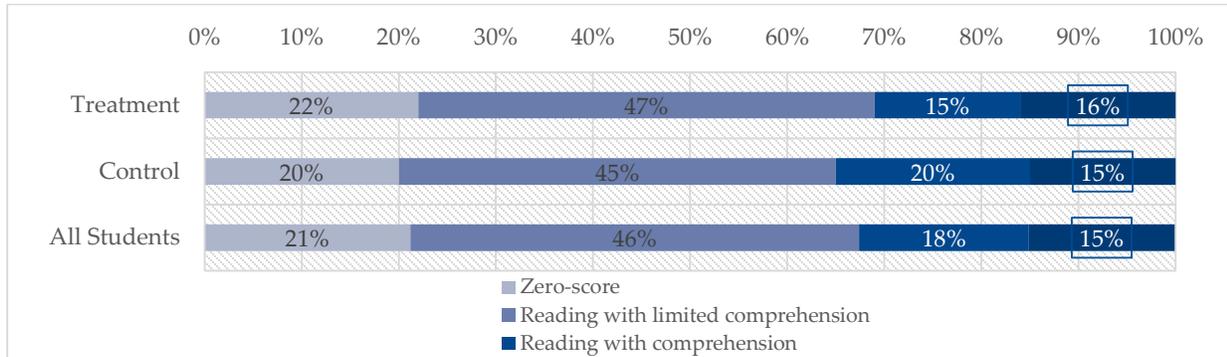
Categories determined as follows: Non-reader = 0 on ORF portion; reading with limited comprehension = less than 60% on reading comprehension and more than 0 on ORF; reading with comprehension = between 60-80% on reading comprehension; and reading fluently with comprehension = reading comprehension score over 80%. N sizes were as follows for zero-scores, readers with limited comprehension, readers with comprehension, and fluent readers with comprehension, by group: treatment – 18, 38, 12, 13; control – 15, 34, 15, 11.

Listening Comprehension

On average, students in both the treatment and control groups answered 2.6 listening comprehension items out of 4 correctly. The difference between the two groups was not statistically significant.

Overall **16% of students (n=25) were unable to answer a single listening comprehension question correctly;** this was the second lowest proportion of zero-scores for all Filipino language subtask (the lowest proportion of zero-scores was observed on the letter sound knowledge task).

When examining the effect of disability status, no significant differences were observed in either group. Furthermore, by gender, there were no significant differences in the performance of boys and girls in either group. In other words, student performance on listening comprehension (as with letter sound knowledge) was comparable across gender, disability status and group. Table 7 shows the average number of listening comprehension items answered correctly by disability status and group.

Table 7: Filipino Listening Comprehension by Treatment Group and Disability Status

Group	Disability Status		N	Mean Score	SD	Zero Scores (n)
Treatment	Low Vision		41	2.6	1.4	7
	Blind		40	2.6	1.4	5
		Total	81	2.6	1.4	12
Control	Low Vision		36	2.4	1.5	8
	Blind		40	2.8	1.3	5
		Total	76	2.6	1.4	13
		All Students	157	2.6	1.4	25

Indicates that the mean difference between the two groups was significant at the p<0.05 level.

English EGRA

This section presents results for the English EGRA. Since the same students were assessed for both tests, the total number of students was 161. Furthermore, the English EGRA included the same five subtasks.

Letter Sound Knowledge

In the three minutes allotted for this task, students in the control group were able to correctly identify up to 63.9 letter sounds correctly while students in the treatment group were able to correctly identify up to 69.9 letter sounds correctly and students in both groups attempted between 1 and 100 letter sounds. The difference in the average fluency rate for letter sounds between treatment and control groups was not statistically significant; therefore, the **average letter sound fluency rate for students in both treatment and control groups was 19.8 correct letter sounds per three minutes.**

Overall **10% of all students (n=15) were unable to identify a single letter sound correctly.** The proportion of zero-score students was comparable for both groups (differences were not statistically significant). Put simply, approximately 1 out of 10 students in both groups were unable to identify a single letter sound correctly. Table 8 shows the number and average score on letter sound knowledge of students by disability status and group.

When examining scores by disability status (blind versus low vision) and by gender, there were no significant differences for both groups, as explained through the two-way ANOVA statistical test- which accounts for artifacts in the sample (errors) which would take away from the true effect of varying performance across groups by disability. In other words, student performance on this task was comparable across gender, disability status and group. Table 8 shows the average letter sound fluency rates by disability status and by treatment group.

Table 8: English Letter Sound Fluency by Treatment Group and Disability Status

Group	Disability Status	N	Mean Fluency	SD	Zero Scores (n)
Treatment	Low Vision	38	24.3	16.7	1
	Blind	40	16.0	13.8	3
	Total	78	20.1	15.7	4
Control	Low Vision	35	19.7	16.3	6
	Blind	40	19.4	16.6	5
	Total	75	19.5	16.4	11
	All Students	153	19.8	15.9	15

Non-Word Reading

Students in the control and treatment groups attempted between 1 and 50 non-words; the range of correct responses was between 0 and 46 non-words in the three minutes allotted for this task. The difference in the average non-word fluency rate between treatment and control groups was not statistically significant; therefore, **the average non-word fluency rate for students in both treatment and control groups was 7.8 correct non-words per three minutes.**

Approximately **one quarter of students (26%, n=39) were unable to read a single English non-word correctly.** By group, the proportion of students unable to identify a letter sound correctly was comparable. In other words, 1 out of 4 students in both treatment and control groups were unable to identify a single English non-word correctly.

As with performance on the Filipino EGRA non-word task, **students who are low vision significantly outperformed students who are blind in both control and treatment groups**. By gender, there were no significant differences in the performance of boys and girls in both groups on this task. Table 9 shows the average non-word fluency rates by disability status and group.

Table 9: English Non-Word Reading by Treatment Group and Disability Status

Group	Disability Status		N	Mean Fluency	SD	Zero Scores (n)
Treatment	Low Vision		38	10.2*	10.1	7
	Blind		38	6.0	6.3	11
		Total	76	8.1	8.6	18
Control	Low Vision		33	9.1*	9.9	12
	Blind		39	6.1	5.8	9
		Total	72	7.5	8.1	21
		All Students	148	7.8	8.4	39

Indicates that the mean difference between the two groups was significant at the p<0.05 level.

Oral Reading Fluency

Students in the two groups attempted between 0 and 69 words of the reading passage. **On average, the fluency rate for all students was 10.4 correct words per three minutes.** The fluency rates of students in the treatment and control groups were not significantly different.

Overall, nearly one-third of students (31%, n=46) were unable to read a single word in the English passage correctly. The proportion of students who received zero-scores was comparable across both groups.

When examining the effect of disability status, **students who are low vision significantly outperformed students who are blind;** this held true for both treatment and control groups. However, by gender, there were no significant differences. Table 10 shows the average letter sound fluency rates by disability status and by treatment group.

Table 10: English Oral Reading Fluency (ORF) by Treatment Group and Disability Status

Group	Disability Status		N	Mean Fluency	SD	Zero Scores (n)
	Low Vision		37	16.8	20.1	8
Treatment	Blind		39	4.7	5.9	13
		Total	76	10.6	15.8	21
	Low Vision		34	14.7	17.5	12
Control	Blind		40	6.4	9.7	13
		Total	74	10.2	14.4	25
		All Students	150	10.4	15.1	46

Reading Comprehension

As noted for the reading comprehension task in Filipino, the results for this task are based on only those students who were not zero-score students in the oral reading fluency task.

On average, students in the control group answered 0.6 items out of 5 correctly; students in the treatment group answered 0.5 items out of 5 correctly. The difference between the two groups was not statistically significant.

Overall, almost three-fourths of students (76%, n=117) were unable to answer a single English comprehension question correctly. Of the students who were asked at least one comprehension question, the majority were unable to answer more than 1 question correctly.

When examining the effect of disability status, **students who are low vision significantly outperformed students who are blind**; this was true for both treatment and control groups. However, by gender, there were no significant differences. Table 11 shows the average number of reading comprehension items answered correctly by disability status and by treatment group.

Table 11: English Reading Comprehension by Treatment Group and Disability Status

Group	Disability Status		N	Mean Score	SD	Zero scores (n)
	Low Vision		40	0.7*	1.3	28
Treatment	Blind		40	0.3	0.5	32
		Total	80	0.5	1.0	60

	Low Vision	35	0.8*	1.3	27
Control	Blind	40	0.5	1.0	30
	Total	75	0.6	1.2	57
	All Students	155	0.6	1.1	117

Indicates that the mean difference between the two groups was significant at the p<0.05 level.

Furthermore, oral reading fluency and reading comprehension were examined together to identify the proportion of students who are able to read with comprehension. Categories were determined similar to those described in the Filipino reading comprehension section.

The results show that **the largest proportion – almost two-thirds of all students - were reading with limited comprehension;** almost one-third of all students were unable to read any of the reading passage (i.e., zero-scores). Figure 2 shows the proportion of students in each reading category by group and for all students.

Figure 2. Proportion of Students at Various Levels of Reading Proficiency in English
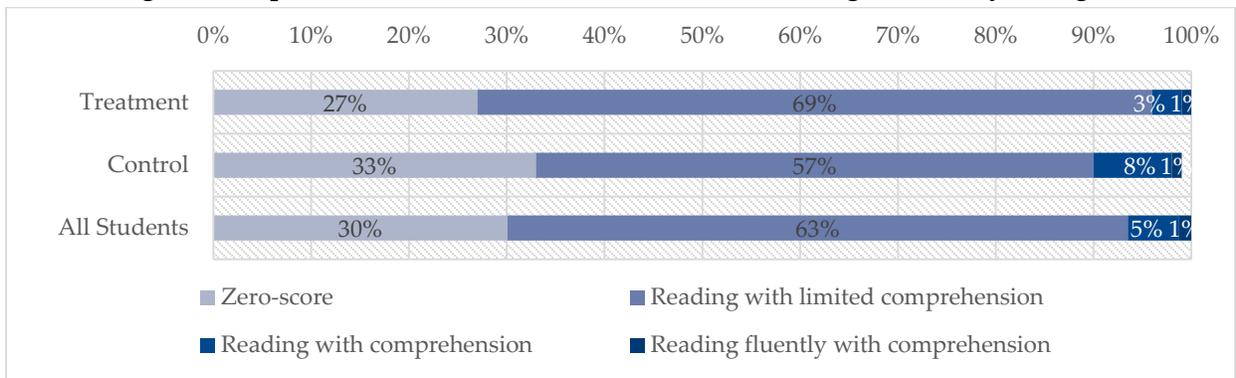
Categories determined as follows: Non-reader= 0 on ORF portion; reading with limited comprehension = less than 60% on reading comprehension and more than 0 on ORF; reading with comprehension = between 60-80% on reading comprehension; and reading fluently with comprehension = reading comprehension score over 80%. N sizes were as follows for zero-scores, readers with limited comprehension, readers with comprehension, and fluent readers with comprehension, by group: treatment – 21, 54, 2, 1; control – 25, 43, 6, 1.

Listening Comprehension

On average, students in the control group answered 0.9 listening comprehension items out of 4 correctly; students in the treatment group answered 0.6 items out of 4 correctly. The difference between the two groups was not statistically significant.

Overall, 58% of students (n=89) were unable to answer a single listening comprehension question correctly about a passage that was read to them in English. The proportion of zero-scores was comparable in both groups.

One possible explanation for the lower English listening comprehension scores is that students are not exposed to English in the home and do not begin studying English in school until Grade 2 or Grade 3. Students in the target population typically use a mother tongue in the home and have some access to Filipino through school, television, and social media, but understanding of English at this age is limited.

By disability status, results were notably different than for those observed in other tasks. **Most notably, the trend appears to reverse for this particular task with students who are blind significantly outperforming students who are low vision; this was true for both treatment and control groups**. By gender, however, there were no significant differences. Table 12 shows the number and percentage of students by group and disability status who answered a specific number of comprehension questions correctly.

Table 12: English Listening Comprehension by Treatment Group and Disability Status

Group	Disability Status	N	Mean Score	SD	Zero Scores (n)
Treatment	Low Vision	39	0.5	0.7	28
	Blind	40	0.8*	1.0	22
	Total	79	0.6	0.9	50
Control	Low Vision	35	0.7	0.9	22
	Blind	39	1.1*	1.1	17
	Total	74	0.9	0.9	39
	All Students	153	0.8	1.0	89

Indicates that the mean difference between the two groups was significant at the p<0.05 level.

VIII. Contextual Factors

To better understand students who are blind/low vision and their learning in the classroom, the following background information was captured through a student survey at the end of the EGRA. This also provided insight into the learning-teaching differences between students and teachers. The following factors may explain some factors contributing to the low reading scores of students who are blind/low vision.

Books in accessible format – At the school level, bi-weekly visits from field workers show that only 10% of the 30 schools have access to braille and other accessible reading materials provided by the DepEd, most of these schools are in the National Capital Region. The DepEd has limited capacity to meet the demand for braille reading materials in time. Also, textbooks for Grade 1-3 using the new K12 curriculum are not yet fully available for production and distribution.

Among the 30 target schools, 86% do not have braille embossers to immediately produce braille reading materials. Most of them manually produced braille reading materials using the Perkins Braillers, and slates and stylus. None of the 30 target schools have the complete set of adaptive equipment we provided to produce accessible materials and support the children's reading activities.

In the home, the student survey found that over half (58%) of students had access to uncontracted braille materials, while a fifth (22%) had access to print and a fifth (20%) had access to large print. Nearly 54% of respondents reported having English materials at home, while 78% reported Filipino materials.

Parent/Family Involvement: Information on parent/family involvement in student reading was collected through a student survey at the beginning of the EGRA as well as through bi-weekly visits from RBI field staff.

The student survey found that 40% of respondents said their mothers helped them read at home; however, frequency or extent of support is not clear. More than 16% of respondents said that their older sisters helped them read at home and over 7% received reading support from their fathers. Of those, the mother was the most common figure identified in the home as being able to read braille. Twenty respondents (13%) said their mothers could read braille. However, the largest proportion of respondents (nearly 17%) said no one could read braille in the home.

Interviews with parents and bi-weekly visits from field staff provide a more detailed picture of the reading conditions at home. These interviews suggest that roughly 90% of the target population's students do not receive regular encouragement to read at home, nor set aside time to read at home on a daily basis. (Table 13) Because of limited braille books, teachers do not always allow *c*hildren to bring their books home to practice reading. Parents also disclosed they are not familiar with braille and could not support their children's reading activities at home.

Table 13: Frequency of Reading Support and in the Home Based on Parent Interviews

	Number of Parents (n)	Percentage of Sample (%)
Daily reading at home with family	16	10.7
Irregular reading schedule at home with family	58	38.7
No reading follow-up at home	76	50.6
Total Sample	**150**	**100**

Sample of 150 parents, based on parent interviews and bi-weekly visits from field workers.

Adaptive Reading Aids: Children who are blind/low vision need adaptive reading devices to read text out loud. The digital books and DAISY player provided to the 15

intervention schools help facilitate decoding, reading fluency, and comprehension. However, 95% of the 30 target schools did not have access of these adaptive reading aids before this project began. Only 16% of the target schools have magnifiers, high powered prescription glasses, and Closed Circuit Television available for children with low vision.

IX. Conclusions

Overall results reveal that students in both treatment and control groups had comparable performance in all timed and untimed tasks—letter sound knowledge, non-word reading, oral reading fluency, reading comprehension and listening comprehension. However, the results show significant differences by type of disability: low vision and blindness. Students who are low vision had higher fluency rates than students who are blind, specifically in terms of letter sound knowledge, non-word decoding, oral reading fluency and reading comprehension.

While some students are able to read words on the page, it is also evident that their ability to comprehend the meaning of the text is low. Almost half of the students were reading with limited comprehensions. As the results show, only 15% of all students were reading fluently with comprehension, particularly in English.

Contextual factors affecting the results include: availability of equipment, parent support and accessible materials.

X. Recommendations

Based on the results observed in the baseline assessment, the following recommendations should be addressed by RBI project staff

1. **Strengthen the support for classrooms and teachers.** There are many activities to support the needs of students who are blind/low vision. As such, teachers need expertise on a variety of techniques and technology. This is a critical part of Activity No. 3 from the proposal, which provides teachers with training on the use of technology to assist students, access content and convert materials into formats that are usable in the classroom by students who are blind/low vision. Teachers often prioritize the interventions they are most comfortable with as opposed to those that are best for the student. The bi-weekly visits should ensure this is not happening.
2. **Provide domain specific resources and training**. There was a noticeable gap between students who are low vision and students who are blind. These different groups need different support. Teachers who are working with each of these populations need to have ability-specific interventions prepared.

3. **Preempt braille bottleneck.** At the proposal stage, RBI noted that any hardcopy materials to be translated to braille would require the use of special software, a labor intensive process. RBI project staff will need to ensure that demand is not outpacing the supply of braille books.

XI. Annex A. Adaption Workshop and Instrument Pre-Testing

Date	Activity
Mon., Sept. 14	Overview of EGRA instrument and revision of Subtasks 1 and 2 (Letter Sound and non-word reading). Adaptation of Filipino and English Letter Sounds and Non-words to braille.
Tues., Sept. 15	Review and revision of Subtasks 3-4 (Oral Reading Fluency, Reading Comprehension). Adaptation of Filipino and English Oral Reading Fluency and Reading Comprehension to VIS context and braille.
Wed., Sept. 16	Review and revision of Subtask 5 (Listening Comprehension). Adaptation of Filipino and English Listening Comprehension to VIS context; Review and finalization of all subtasks; Administration Procedures, Pilot-Testing Prep; Tangerine training
Thurs., Sept. 17	Pilot-testing of Filipino and English instruments with blind and low vision children in Philippines National School for the Blind and Commonwealth School.
Fri., Sept. 18	Debriefing session on pretest and instrument revision. Presentation of Pre-Test results to DepEd and RBI stakeholders

XII. Annex B: Assessor Training Piloting Schedule

Date	Activity
Mon., Sept. 19	Opening ceremony Presentation of adaptation workshop and pretest results Introduction to EGRA Training session 1: Administering EGRA in Tangerine Training session 2: Letter Sounds in Filipino
Tues., Sept. 20	Training session 3: Letter Sounds in English Training session 4: Non-word Reading in Filipino Training session 5: Non-word Reading in English Training session 6: Oral Reading Fluency in Filipino
Wed., Sept. 21	Training session 7: Oral Reading Fluency in English Training session 8: Listening Comprehension in Filipino Training session 9: Listening Comprehension in English Training session 10: Student Questionnaire and Book Awareness Training session 11: Full practice of EGRA administration in Tangerine

	Preparations for pilot	
Thurs., Sept. 22	Pilot in 6 schools around Manila	
	Debriefing meeting	
Fri., Sept. 23	Assessor goal setting	
	Practice sessions in Tangerine	
	Training session 12: Administering paper-based EGRA	
	Final Inter-Rater Reliability session	
	Selection of Assessors & Assistants	
	Preparations for data collection	

XIII. Annex C. Filipino EGRA Results by Gender

Table 15: Filipino Letter Sound Knowledge by Treatment Group and Gender

Group	Gender	N	Mean Fluency	SD	Zero Scores (n)
Treatment	Male	35	14.8	12.8	2
	Female	45	13.1	12.9	5
	Total	80	13.9	12.8	7
Control	Male	48	15.3	13.7	6
	Female	30	16.2	12.5	1
	Total	78	15.6	13.2	7
	Sample Total	158	14.7	12.9	14

Table 16: Filipino Non-Word Reading by Treatment Group and Gender

Group	Gender	N	Mean (3 min fluency)	SD	Zero Scores (n)
Treatment	Male	36	10.9	9.9	5
	Female	43	8.6	10.6	11
	Total	79	9.7	10.3	16
Control	Male	48	8.6	11.3	13
	Female	29	10.5	10.1	5
	Total	77	9.3	10.5	18
	Sample Total	156	9.5	10.5	34

Table 17: Filipino ORF by Treatment Group and Disability Status

Group	Gender	N	Mean Fluency	SD	Zero scores (n)
Treatment	Male	35	16.5	17.2	7
	Female	43	13.5	20.6	11
	Total	78	14.8	19.1	18
Control	Male	46	14.7	18.1	11
	Female	28	14.9	16.3	4
	Total	74	14.7	17.2	15
	Sample Total	152	14.8	18.2	33

Table 18: Filipino Reading Comprehensions Questions Correct

Group	Number of Questions Correct	Male N	Male %	Female N	Female %	N Total	% Total
Treatment	0	16	44.4%	25	55.6%	42	50.6%
	1	4	11.1%	5	11.1%	9	11.1%
	2	4	11.1%	2	4.4%	6	7.4%
	3	0	0.0%	4	8.9%	4	4.9%
	4	6	16.7%	2	4.4%	8	9.9%
	5	6	16.7%	7	15.6%	13	16.1%
	Total	36	100%	45	100%	82	100%
Control	0	23	48.9%	11	39.3%	37	45.3%
	1	5	10.6%	2	7.1%	7	9.3%
	2	4	8.5%	4	14.3%	9	10.7%
	3	2	4.3%	4	14.3%	6	8.0%
	4	7	14.9%	2	7.1%	9	12.0%
	5	6	12.8%	5	17.9%	11	14.7%
	Total	47	100%	28	100.%	79	100%

Table 19: Filipino Listening Comprehensions Questions Correct

Group	Number of Questions Correct	Male		Female		N Total	% Total
		N	%	N	%		
Treatment	0	3	8.3%	8	17.8%	11	13.6%
	1	2	5.6%	5	11.1%	7	8.6%
	2	7	19.4%	8	17.8%	15	18.5%
	3	10	27.8%	11	24.4%	21	25.9%
	4	14	38.9%	13	28.9%	27	33.3%
	Total	36	100%	45	100%	81	100%
Control	0	9	19.2%	1	3.6%	10	13.3%
	1	3	6.4%	3	10.7%	6	8.0%
	2	7	14.9%	6	21.4%	13	17.3%
	3	13	27.6%	4	14.3%	17	22.7%
	4	15	31.9%	14	50.0%	29	38.7%
	Total	47	100%	28	100%	75	100%

XIV. Annex D. English EGRA Results by Gender

Table 20: English Letter Sound by Treatment Group and Gender

Group	Gender	N	Mean (3 min fluency)	SD	Zero scores
Treatment	Male	36	20.9	14.3	1
	Female	42	19.3	17.0	3
	Total	78	20.1	15.7	4
Control	Male	46	18.9	17.7	9
	Female	28	20.6	15.6	2
	Total	74	19.5	16.4	11
	Sample Total	152	19.8	15.9	15

Table 21: English Non-Word Reading by Treatment Group and Gender

Group	Gender	N	Mean Fluency	SD	Zero scores (n)
Treatment	Male	35	7.9	6.8	7
	Female	41	8.2	10.1	11
	Total	76	8.1	8.6	18
Control	Male	44	7.2	7.6	13
	Female	27	7.8	9.1	8
	Total	71	7.5	8.1	21
	Sample Total	147	7.8	8.4	39

Table 22: English ORF Reading by Treatment Group and Gender

Group	Gender	N	Mean (3 min fluency)	SD	Zero Scores
Treatment	Male	34	12.4	15.1	10
	Female	42	9.1	16.4	11
	Total	76	10.6	15.8	21
Control	Male	46	10.2	14.6	17
	Female	27	10.6	14.4	8
	Total	73	10.2	14.4	25
	Sample Total	149	10.4	15.1	46

Table 23: English Reading Comprehensions Questions Correct

Group	Number of Questions Correct	Male		Female		N Total	% Total
		N	%	N	%		
Treatment	0	24	66.7%	36	78.3%	60	73.2%
	1	9	25.0%	5	10.9%	14	17.1%
	2	0	0.0%	4	8.7%	4	4.9%
	3	2	5.6%	0	0.0%	2	2.4%
	4	0	0.0%	0	0.0%	0	0.0%
	5	1	2.8%	1	2.2%	2	2.4%
	Total	36	100%	46	100%	82	100%
Control	0	35	72.9%	22	73.3%	57	73.1%
	1	6	12.5%	3	10.0%	9	11.5%

2		3	6.3%	2	6.7%	5	6.4%
3		1	2.4%	2	6.7%	3	3.9%
4		2	4.2%	1	3.3%	3	3.9%
5		1	2.1%	0	0.0%	1	1.2%
	Total	48	100%	30	100%	78	100%

Table 24: English Listening Comprehensions Questions Correct

Group	Number of Questions Correct	Male		Female		N Total	% Total
		N	%	N	%		
Treatment	0	21	58.3%	29	63.0%	50	61.0%
	1	8	22.2%	8	17.4%	16	19.5%
	2	6	16.7%	7	15.2%	13	15.9%
	3	1	2.8%	2	4.4%	3	3.7%
	4	0	0.0%	0	0.0%	0	0.0%
	Total	36	100%	46	100%	82	100%
Control	0	23	47.9%	16	53.3%	39	50.0%
	1	13	27.1%	5	16.7%	18	23.1%
	2	8	16.7%	7	23.3%	15	19.2%
	3	3	6.3%	2	6.7%	5	6.4%
	4	1	2.1%	0	0.0%	1	1.3%
	Total	48	100%	30	100%	78	100%

Table 25: Number of Students Included in Results for Each Task by Group

Language	Subtask	Control/ Treatment	Zero/ Non-Zero Score	Visual Impairment	Gender
Filipino					
	Letter Sound	158	160	158	158
	Non-Word	157	159	157	156
	ORF	153	157	153	152
	R Comp	157	N/A	161	156
	List Comp	157	N/A	161	156
English					
	Letter Sound	153	156	153	152
	Non-Word	148	154	148	147
	ORF	150	155	150	149
	R Comp	155	N/A	161	160
	List Comp	153	N/A	161	160

XV. Annex E. Item-Level Statistics

Filipino Item Level Statistics

Item-Test Correlation and Cronbach Alpha by Item

Task	Alpha
Letter sound	0.989
Non-word reading	0.985
Reading comprehension	0.896
Listening comprehension	0.770

Variable	Obs	Mean	Std. Dev.	Min	Max
Letter sound	161	39.75	31.87	0	98
Non-word reading	161	21.05	17.96	0	49
Oral reading fluency	161	26.34	23.98	0	59
Reading comprehension	157	1.68	1.951	0	5
Listening comprehension	157	2.59	1.395	0	4

Sound Identification Item Statistics

Item difficulty (p) and discrimination (d) for non-word reading in Filipino

	p	d
Item1	.7639752	0.4422
Item2	.6521739	0.6382
Item3	.6149068	0.5964
Item4	.5403727	0.6661
Item5	.6832298	0.5879
Item6	.7204969	0.5593
Item7	.5217391	0.6666
Item8	.5341615	0.6169
Item9	.6708075	0.5269
Item10	.5590062	0.5329
Item11	.5900621	0.5708
Item12	.6086957	0.6696
Item13	.6708075	0.5870
Item14	.484472	0.6716
Item15	.4968944	0.5945
Item16	.552795	0.6430
Item17	.6770186	0.5591
Item18	.5714286	0.6360
Item19	.5031056	0.7244
Item20	.5652174	0.6347
Item21	.5465839	0.4981
Item22	.689441	0.6218

Item23	.515528	0.6553
Item24	.7204969	0.5779
Item25	.757764	0.5689
Item26	.4720497	0.5763
Item27	.6149068	0.5923
Item28	.3602484	0.5329
Item29	.7329193	0.6088
Item30	.4968944	0.7083
Item31	.5093168	0.6750
Item32	.4720497	0.6902
Item33	.5217391	0.7194
Item34	.5217391	0.7154
Item35	.4720497	0.7587
Item36	.4037267	0.7380
Item37	.5590062	0.7572
Item38	.5279503	0.6983
Item39	.4285714	0.7379
Item40	.3975155	0.6839
Item41	.4347826	0.7439
Item42	.5465839	0.6826
Item43	.4347826	0.7451
Item44	.4409938	0.7323
Item45	.4223602	0.7660
Item46	.3850932	0.7071
Item47	.3975155	0.8123
Item48	.4037267	0.8078
Item49	.4161491	0.8298
Item50	.4782609	0.7139
Item51	.378882	0.7955
Item52	.4161491	0.7899
Item53	.3664596	0.8167
Item54	.3540373	0.7626
Item55	.3913043	0.8117
Item56	.3664596	0.8225
Item57	.3726708	0.8408
Item58	.3975155	0.7309
Item59	.3043478	0.7486
Item60	.3850932	0.8223
Item61	.310559	0.8334
Item62	.2981366	0.7640
Item63	.2981366	0.7907
Item64	.2981366	0.6693
Item65	.3416149	0.7636
Item66	.2732919	0.8092

Item67	.2608696	0.7469
Item68	.2670807	0.8048
Item69	.3354037	0.7408
Item70	.2670807	0.7935
Item71	.2795031	0.8080
Item72	.2732919	0.7810
Item73	.3167702	0.7601
Item74	.2919255	0.7332
Item75	.2049689	0.7046
Item76	.242236	0.7882
Item77	.2546584	0.7895
Item78	.1801242	0.6560
Item79	.242236	0.7849
Item80	.2049689	0.7480
Item81	.242236	0.7169
Item82	.2298137	0.7607
Item83	.1118012	0.4853
Item84	.242236	0.7104
Item85	.2360248	0.6845
Item86	.2049689	0.7110
Item87	.2173913	0.6998
Item88	.1925466	0.6173
Item89	.1863354	0.7055
Item90	.1925466	0.7076
Item91	.1677019	0.6221
Item92	.1801242	0.6824
Item93	.1490683	0.6171
Item94	.1863354	0.6442
Item95	.0807453	0.3666
Item96	.1490683	0.6076
Item97	.1304348	0.5646
Item98	.1614907	0.6437
Item99	.136646	0.5770
Item100	.1242236	0.5804

Non-Word Reading Item Statistics

Item difficulty (p) and discrimination (d) for non-word reading in Filipino

	p	d
Item1	.7391304	0.6259
Item2	.5900621	0.7435
Item3	.5093168	0.7585
Item4	.4658385	0.6484
Item5	.5341615	0.7333

Item6	.4906832	0.6986
Item7	.552795	0.7096
Item8	.6459627	0.6783
Item9	.5341615	0.7297
Item10	.5900621	0.7038
Item11	.4658385	0.8340
Item12	.4037267	0.6021
Item13	.5403727	0.7282
Item14	.5031056	0.8303
Item15	.4534161	0.8053
Item16	.6024845	0.7518
Item17	.6273292	0.7032
Item18	.552795	0.8064
Item19	.5279503	0.7980
Item20	.4347826	0.8266
Item21	.5776398	0.7966
Item22	.5031056	0.7650
Item23	.4658385	0.8333
Item24	.4409938	0.7100
Item25	.5590062	0.8251
Item26	.4037267	0.8116
Item27	.5031056	0.8259
Item28	.2857143	0.5881
Item29	.4037267	0.8190
Item30	.3913043	0.7777
Item31	.4285714	0.8091
Item32	.3850932	0.8196
Item33	.3726708	0.8036
Item34	.3664596	0.8254
Item35	.3229814	0.7380
Item36	.3291925	0.7910
Item37	.3416149	0.8244
Item38	.3416149	0.8359
Item39	.2981366	0.7526
Item40	.2546584	0.7114
Item41	.2919255	0.7727
Item42	.3043478	0.8005
Item43	.1925466	0.6128
Item44	.2795031	0.7435
Item45	.2236025	0.6534
Item46	.2546584	0.7130
Item47	.1304348	0.5027
Item48	.2360248	0.6494
Item49	.1925466	0.6001

Item50	.2111801	0.6707

Reading Comprehension Item Statistics

Item difficulty (p) and discrimination (d) for reading comprehension in Filipino

	p	d
Item1	.2981366	0.6553
Item2	.4968944	0.6992
Item3	.2795031	0.7953
Item4	.3229814	0.8164
Item5	.242236	0.7709

Listening Comprehension Item Statistics

Item difficulty (p) and discrimination (d) for listening comprehension in Filipino

	p	d
Item1	.6397516	0.5840
Item2	.7391304	0.6402
Item3	.6956522	0.6096
Item4	.447205	0.4651

English Item Level Statistics

Item-Test Correlation and Cronbach Alpha by Item

Task	Alpha
Letter sound	0.992
Non-word reading	0.978
Reading comprehension	0.762
Listening comprehension	0.579

Variable	Obs	Mean	Std. Dev.	Min	Max
Letter sound	161	47.71	35.44	0	100
Non-word reading	160	16.63	15.54	0	50
Oral reading fluency	161	20.14	23.18	0	69
Reading comprehension	155	0.54	1.09	0	5
Listening comprehension	153	0.78	0.97	0	4

Sound Identification Item Statistics

Item difficulty (p) and discrimination (d) for letter sound knowledge in English

	p	d
Item1	.6770186	0.6067
Item2	.689441	0.5352

Item3	.689441	0.6246
Item4	.6024845	0.6529
Item5	.689441	0.6511
Item6	.621118	0.6668
Item7	.6086957	0.6746
Item8	.6459627	0.6776
Item9	.7515528	0.6346
Item10	.4968944	0.6939
Item11	.5403727	0.5641
Item12	.4720497	0.6561
Item13	.5031056	0.6795
Item14	.5962733	0.7076
Item15	.6273292	0.6501
Item16	.5093168	0.7101
Item17	.5962733	0.7865
Item18	.7204969	0.7125
Item19	.6273292	0.7371
Item20	.5279503	0.6846
Item21	.552795	0.7478
Item22	.3478261	0.5569
Item23	.5652174	0.7592
Item24	.7018634	0.7029
Item25	.7080745	0.6845
Item26	.5590062	0.7660
Item27	.5465839	0.7151
Item28	.4906832	0.7153
Item29	.6149068	0.7296
Item30	.6708075	0.6186
Item31	.5031056	0.7334
Item32	.6645963	0.7054
Item33	.5776398	0.7252
Item34	.621118	0.7271
Item35	.6086957	0.6735
Item36	.6521739	0.6998
Item37	.552795	0.7489
Item38	.5714286	0.7409
Item39	.4720497	0.6982
Item40	.5900621	0.7335
Item41	.484472	0.7242
Item42	.5900621	0.7111
Item43	.5279503	0.8324
Item44	.5652174	0.7242
Item45	.484472	0.7718
Item46	.4906832	0.7849

Item47	.6024845	0.7691
Item48	.5590062	0.7988
Item49	.4658385	0.7691
Item50	.552795	0.7586
Item51	.5403727	0.7668
Item52	.5341615	0.7812
Item53	.4658385	0.7995
Item54	.515528	0.8461
Item55	.5652174	0.8093
Item56	.4968944	0.8312
Item57	.447205	0.7826
Item58	.4223602	0.7601
Item59	.5279503	0.8127
Item60	.4534161	0.8192
Item61	.3975155	0.7349
Item62	.4037267	0.8056
Item63	.447205	0.7794
Item64	.3850932	0.7946
Item65	.4099379	0.8107
Item66	.3664596	0.7962
Item67	.4285714	0.7732
Item68	.3975155	0.8320
Item69	.4285714	0.8097
Item70	.4223602	0.8024
Item71	.4347826	0.8045
Item72	.3602484	0.8024
Item73	.3043478	0.7120
Item74	.3913043	0.7979
Item75	.3291925	0.7050
Item76	.378882	0.7605
Item77	.3975155	0.7816
Item78	.3291925	0.8189
Item79	.3043478	0.7767
Item80	.3664596	0.7829
Item81	.3354037	0.8015
Item82	.3167702	0.7867
Item83	.3043478	0.7608
Item84	.3664596	0.7640
Item85	.3354037	0.7879
Item86	.2919255	0.7373
Item87	.2795031	0.7227
Item88	.2546584	0.7026
Item89	.3291925	0.7316
Item90	.242236	0.6891

Item91	.2732919	0.7293
Item92	.242236	0.6895
Item93	.2732919	0.7245
Item94	.3043478	0.7159
Item95	.2795031	0.7572
Item96	.2670807	0.7052
Item97	.2732919	0.7077
Item98	.2857143	0.6722
Item99	.2049689	0.6469
Item100	.2608696	0.6461

Non-Word Reading Item Statistics

Item difficulty (p) and discrimination (d) for non-word reading in English

	p	d
Item1	.552795	0.6468
Item2	.5962733	0.7294
Item3	.5962733	0.7294
Item4	.5465839	0.6832
Item5	.447205	0.6510
Item6	.4223602	0.7051
Item7	.5652174	0.7078
Item8	.5590062	0.6569
Item9	.3850932	0.6833
Item10	.4037267	0.7031
Item11	.4161491	0.7770
Item12	.4968944	0.6891
Item13	.2732919	0.5423
Item14	.2298137	0.5784
Item15	.515528	0.6838
Item16	.447205	0.6249
Item17	.2670807	0.5300
Item18	.5838509	0.7793
Item19	.3913043	0.7093
Item20	.4161491	0.7282
Item21	.2546584	0.6350
Item22	.2484472	0.6399
Item23	.1242236	0.4974
Item24	.378882	0.6737
Item25	.3291925	0.6877
Item26	.4099379	0.7765
Item27	.3602484	0.7654
Item28	.4223602	0.8128
Item29	.2236025	0.7118

Item30	.2919255	0.7668
Item31	.1863354	0.6396
Item32	.2608696	0.6236
Item33	.1677019	0.6251
Item34	.2981366	0.7294
Item35	.310559	0.7708
Item36	.2919255	0.7483
Item37	.1925466	0.6507
Item38	.2857143	0.7723
Item39	.1677019	0.6907
Item40	.2111801	0.7201
Item41	.1801242	0.6750
Item42	.1925466	0.6856
Item43	.2670807	0.7620
Item44	.242236	0.7369
Item45	.1552795	0.6584
Item46	.2298137	0.7151
Item47	.1304348	0.5715
Item48	.1490683	0.6682
Item49	.1055901	0.5539
Item50	.0559006	0.4357

Reading Comprehension Item Statistics
Item difficulty (p) and discrimination (d) for reading comprehension in English

	p	d
comp_eng_1	.2298137	0.4961
comp_eng_2	.068323	0.5038
comp_eng_3	.0869565	0.6548
comp_eng_4	.0496894	0.6224
comp_eng_5	.0931677	0.5116

Listening Comprehension Item Statistics
Item difficulty (p) and discrimination (d) for listening comprehension in English

	p	d
Item1	.3975155	0.5162
Item2	.0496894	0.2964
Item3	.173913	0.5406
Item4	.0745342	0.1809

XVI. Annex F. Instruments

RBI Baseline EGRA.pdf

Rbi Baseline Filipino

Last Updated: 1443428744000

Enumerator Name

Date and Time

Date

Time

School Location

Area

Region

District

School

ID

ID

ID

Consent

Magandang [Umaga / Hapon]! Ako si ___. Naririto ako ngayon para malaman kung papaano magbasa ang mga bata.

Kailangan namin ang tulong mo. Pero kung ayaw mo, hindi ka namin pipilitin.

Magbabasa tayo ng mga titik, mga salita at maikling kwento sa Filipino at English.

Gagamit ako ng **tablet**. Oorasan kita sa iyong pagbabasa.

Hindi ito pagsusulit / test at hindi ito makaaapekto sa iyong marka sa paaralan.

Tatanungin kita tungkol sa iyong pamilya at sa iyong nakagawian sa pagbasa.

Hindi nila malalaman ang iyong pangalan at walang makaaalam sa iyong mga sagot.

Muli, kung ayaw mong sumali, hindi kita pipilitin. Gayun din kung ayaw mong sumagot sa mga tanong.

Mayroon ka bang tanong?

Pumapayag ka bang sumali?

Did the student consent? ☐

Student Information

1. What is the student's gender?

☐ Male　　☐ Female

2. What is your full name?

3. How old are you?

4. What is your grade level?

Student Questionnaire

1. Level of visual impairment ((Info from teacher))

☐ Low Vision: Print Reader (Font Size 16) with Low Vision Device ☐ Low Vision: Print Reader (Font Size 16) with no Low Vision Device

☐ Low Vision: Large Print reader (Font size 24) (with Low Vision Device) ☐ Low Vision: Large Print reader (Font size 24) (With No LVD)

☐ Low Vision: Large Print reader (Font size 32)With Low Vision Device ☐ Low Vision: Large Print reader (Font size 32)(With No LVD)

☐ Low Vision: Braille reader Uncontracted ☐ Low Vision: Braille reader Contracted ☐ Blind: Braille Uncontracted

☐ Blind: Braille Contracted

2. Anong gamit mong salita sa bahay?

☐ Tagalog ☐ English ☐ Ilokano ☐ Hiligaynon ☐ Cebuano ☐ Other

3. Nag kinder ka ba?

☐ Yes ☐ No ☐ No Response

4. Kung Oo, na ka "self-contained" ka ba o regular class?

☐ Self-Contained ☐ Regular ☐ No Response

5. Gaano katagal kang nag Kinder?

6. Meron ka bang babasahin sa bahay?

☐ Yes ☐ No ☐ No response

7. Kung meron alin sa mga sumusunod?

☐ Braille: Uncontracted ☐ Braille: Contracted ☐ Print ☐ Large Print ☐ Audio ☐ No Response

8. Sa anong wika?

☐ English ☐ Filipino ☐ Other ☐ Don't Know

9. May mga babasahin ka ba sa silid-aralan?

☐ Yes ☐ No ☐ No response

10. Kung meron alin sa mga sumusunod?

☐ Braille: Uncontracted ☐ Braille: Contracted ☐ Print ☐ Large Print ☐ Audio ☐ No response

11. Sa anong wika?

☐ Filipino ☐ English ☐ Other ☐ No response

12. Sino ang tumutulong sa iyo sa pagbasa sa bahay?

☐ Nanay ☐ Tatay ☐ Ate ☐ Kuya ☐ Nakakabatang kapatid ☐ Iba pa ☐ No one ☐ No response

13. Sino sa kapamilya mo ang marunong magbasa ng Braille?

☐ Nanay ☐ Tatay ☐ Ate ☐ Kuya ☐ Nakakabatang kapatid ☐ Iba pa ☐ No one ☐ No response

14. Gumagamit ka ba ng LVDs sa malapitang pagbasa?

☐ Yes ☐ No ☐ No response

15. Anong LVDs ang ginagamit mo?

☐ Stand magnifier ☐ Hand magnifier ☐ Eye glasses ☐ Book stand ☐ Reading guide ☐ Other ☐ No response

Book Awareness

1. Ang mga bata ba ay gumagamit ng braille o large print na aklat?

☐ Braille Book ☐ Large Print Book

2. Hawakan nang wasto ang aklat (binding sa kaliwa) (Ilagay ang aklat sa patag na lugar malapit sa bata at sabihing kunin ang aklat na parang magbabasa.)

☐ Nagagawang mag-isa ang gawain ☐ Nagagawa ang gawain nang may tulong ☐ Hindi nagagawang mag-isa ang gawain

3. Nabubuklat ang aklat mula kanan pakaliwa. (Sabihin sa bata na buklatin ang aklat sa isang pahina.)

☐ Nagagawang mag-isa ang gawain ☐ Nagagawa ang gawain nang may tulong ☐ Hindi nagagawang mag-isa ang gawain

4. Tingnan ang pahina at tingnan kung may mga nakasulat dito. (Sabihin sa bata, tingnan ang pahina at tingnan kung may mga nakasulat dito.)

☐ Nagagawang mag-isa ang gawain ☐ Nagagawa ang gawain nang may tulong ☐ Hindi nagagawang mag-isa ang gawain

5. Paghanap sa itaas na bahagi ng aklat (Sabihin sa bata na hanapin ang itaas na bahagi ng aklat.)

☐ Nagagawang mag-isa ang gawain ☐ Nagagawa ang gawain nang may tulong ☐ Hindi nagagawang mag-isa ang gawain

6. Paghanap sa ibabang bahagi ng aklat (Sabihin sa bata na hanapin ang ibabang bahagi ng aklat.)

☐ Nagagawang mag-isa ang gawain ☐ Nagagawa ang gawain nang may tulong ☐ Hindi nagagawang mag-isa ang gawain

7. Paghanap sa kanang bahagi ng aklat (Sabihin sa bata na hanapin ang kanang bahagi ng aklat.)

☐ Nagagawang mag-isa ang gawain ☐ Nagagawa ang gawain nang may tulong ☐ Hindi nagagawang mag-isa ang gawain

8. Paghanap sa kaliwang bahagi ng aklat (Sabihin sa bata na hanapin ang kaliwang bahagi ng aklat.)

☐ Nagagawang mag-isa ang gawain ☐ Nagagawa ang gawain nang may tulong ☐ Hindi nagagawang mag-isa ang gawain

9. Paghanap sa unang pahina ng aklat (Sabihin sa bata na hanapin ang unang pahina ng aklat.)

☐ Nagagawang mag-isa ang gawain ☐ Nagagawa ang gawain nang may tulong ☐ Hindi nagagawang mag-isa ang gawain

10. Paghanap sa huling pahina ng aklat (Sabihin sa bata na hanapin ang huling pahina ng aklat.)

☐ Nagagawang mag-isa ang gawain ☐ Nagagawa ang gawain nang may tulong ☐ Hindi nagagawang mag-isa ang gawain

11. Paghanap ng pahina ng pamagat ng aklat (Sabihin sa bata na hanapin ang pahina ng pamagat ng aklat.)

☐ Nagagawang mag-isa ang gawain ☐ Nagagawa ang gawain nang may tulong ☐ Hindi nagagawang mag-isa ang gawain

12. Paghanap sa unang linya sa pahina ng aklat (Sabihin sa bata na hanapin ang unang linya sa pahina ng aklat.)

☐ Nagagawang mag-isa ang gawain ☐ Nagagawa ang gawain nang may tulong ☐ Hindi nagagawang mag-isa ang gawain

13. Paghanap sa huling linya sa pahina ng aklat (Sabihin sa bata na hanapin ang huling linya sa pahina ng aklat.)

☐ Nagagawang mag-isa ang gawain ☐ Nagagawa ang gawain nang may tulong ☐ Hindi nagagawang mag-isa ang gawain

14. Pagkilala sa mga salita (Sabihin sa bata na basahin ang anumang salita sa pahina.)

☐ Nagagawang mag-isa ang gawain ☐ Nagagawa ang gawain nang may tulong ☐ Hindi nagagawang mag-isa ang gawain

Letter Sound Knowledge-Filipino

Narito ang isang pahina ng mga letra ng **Alpabetong Filipino**. Sabihin mo sa akin ang **TUNOG** ng lahat ng mga letra na kaya mo. Inuulit ko, **TUNOG** at **hindi PANGALAN** ng letra ang iyong ibibigay.

Halimbawa, ang tunog ng letra na ito [point to "S"] **ay "S"**.

1. **Ngayon ay subukin mo ito. Sabihin mo sa akin ang tunog ng letra na ito** [point to "m"]:

[If correct] : **Magaling, ang tunog ng letra na ito ay / m /.**

[If incorrect] : **Ang tunog ng letra na ito ay / m /.**

2. **Subukin natin ang isa pa. Sabihin mo sa akin ang tunog ng letra na ito** [point to "i"]:

[If correct] : **Magaling, ang tunog ng letra na ito ay / i /.**

[If incorrect] : **Ang tunog ng letra na ito ay / i /.**

Kapag sinabi kong **simulan,** sabihin mo ang **TUNOG** ng mga letra sa abot ng iyong makakaya. Ako ay makikinig sa iyo. Sabihin ang tunog ng mga letra **SA FILIPINO**.

Naiintindihan mo na ba?

Handa ka na ba?

Simulan mo na.

a	n	k	T	m	s	F	p	e	b
L	n	a	d	y	g	i	n	f	r
u	a	j	i	o	h	u	q	o	w
c	V	t	R	M	z	S	E	P	D
Y	O	L	g	B	h	F	C	n	i
L	A	n	m	s	G	J	i	H	a
T	d	R	U	i	n	r	k	A	p
N	s	a	i	v	M	S	Q	n	b
a	s	ng	o	a	g	u	l	t	L
z	p	X	I	ñ	d	Y	N	K	w

Time Remaining

Autostop? ☐

Simple Nonword Decoding-Filipino

Narito ang ilang mga imbentong salita. Basahin mo sa akin ang mga ito sa abot ng iyong makakaya. Huwag mong baybayin o i-spell ang mga ito. [Point to the word "ut"]. **Halimbawa, ang imbentong salitang ito ay "ut."**

---

1. Ngayon subukin mo ito. Pakibasa ang salitang ito [point to the word "dil"]

[If correct] : **Magaling, ang salita ay "dil"**

[If incorrect] : **Ang salita ay "dil"**

---

2. Subukin mo pa ang isa. Pakibasa ang salitang ito [point to the word "mab"]

[If correct] : **Magaling, ang salita ay "mab"**

[If incorrect] : **Ang salita ay "mab"**

Kapag sinabi kong simulan, basahin mo nang malakas ang mga salita. Ako ay makikinig sa iyo. Naiintindihan mo ba?

Handa ka na ba?

Simulan mo na.

ta	sib	pla	nomi	paw
talis	lab	gu	pawa	yat
kra	ayga	kibas	plu	guyon
min	ru	im	hin	plik
ap	og	rit	sanlo	ik
trula	sik	laig	pras	kanit
tig	bapo	damin	bru	ngar
kla	yama	kipa	gitsa	syon
tras	ning	buob	lano	dabup
ngip	goong	nam	taag	krit

Time Remaining _____

Autostop? ☐

Oral Reading Fluency-Filipino Toni's Birthday

Show the child the story in the student stimuli booklet. Say:

Narito ang isang maikling kwento. Basahin mo ito nang malakas. Pagkatapos mong magbasa ay may mga katanungan akong ibibigay na sasagutin mo.

Kapag sinabi kong simulan mo na, basahin mo na ang kwento.

Naiintindihan mo ba?

Handa ka na ba?

Simulan mo na.

Masaya	si	Toni.	Ngayon
ay	kaarawan	niya.	Biglang
dumating	ang	kanyang	mga
kamag-aral.	Nagluto	si	Nanay
ng	pansit	at	manok.
Bumili	ng	cake	at
sorbetes	si	Tatay.	Hinipan
ni	Toni	ang	anim
na	kandila	sa	cake.
Masayang	kumain	ang	pamilya
ni	Toni	at	ang
kanyang	mga	kamag-aral.	Tuwang-tuwa
si	Toni	sa	mga
natanggap	na	regalo	na
gamit	sa	paaralan.	

Time Remaining _____

Autostop? ☐

Reading Comprehension-Filipino Toni's Birthday

May ilang katanungan ako tungkol sa kwento. Sagutin mo ang mga ito sa abot ng iyong makakaya.

---

1. Bakit masaya si Toni? (Correct answer: [kaarawan niya])

☐ Correct   ☐ Incorrect   ☐ No response

---

2. Anu-ano ang mga niluto ng nanay ni Toni? (Possible answer/s: [pansit; manok])

☐ Correct   ☐ Incorrect   ☐ No response

---

3. Ilan ang mga kandila sa cake? (Correct answer: [anim])

☐ Correct   ☐ Incorrect   ☐ No response

---

4. Sinu-sino ang kasamang kumain ni Toni ? (Correct answer: [pamilya at/o mga kamag-aral])

☐ Correct   ☐ Incorrect   ☐ No response

---

5. Ano ang naramdaman ni Toni sa pagdating ng kanyang mga kamag-aral? (Possible answer/s: [masaya, nasorpresa])

☐ Correct   ☐ Incorrect   ☐ No response

Listening Comprehension-Filipino Rosa

Magbabasa ako nang maikling kwento ng **ISANG BESES.** Makinig kang mabuti at pagkatapos sasagutin mo ang aking mga katanungan.

Naiintindihan mo ba?

Si Rosa ay may alagang aso.

Pogi ang kanyang pangalan. Malusog siya.

Isang araw, hindi na siya kumain. May sakit pala siya.

Inalagaan niya ito hanggang sa ito ay gumaling.

Ngayon may mga katanungan ako sayo tungkol sa kwentong iyong narinig.

Handa ka na ba?

---

1. Ano ang pangalan ng alaga ni Rosa? (Correct answer: [Pogi])

☐ Correct   ☐ Incorrect   ☐ No Response

---

2. Bakit hindi kumain ang aso? (Possible answer/s: [may sakit; nagkasakit])

☐ Correct   ☐ Incorrect   ☐ No Response

---

3. Ano ang ginawa ni Rosa? (Possible answer/s: [inalagaan; ginamot])

☐ Correct   ☐ Incorrect   ☐ No Response

4. Paano kaya inalagaan ni Rosa si Pogi? (Possible answer/s: [pinainom ng gamot; pinakain; dinala sa beterinaryo])

☐ Correct ☐ Incorrect ☐ No Response

Letter Sound Knowledge-English

Tapos na tayo sa Filipino. Pumunta naman tayo ngayon sa English. Handa ka na ba?

Narito ang isang pahina ng mga letra ng **Alpabetong ENGLISH**. Sabihin mo sa akin ang **TUNOG** ng lahat ng mga letra na kaya mo. Inuulit ko, **TUNOG** at **hindi PANGALAN** ng letra ang iyong ibibigay.

Halimbawa, ang tunog ng letra na ito [point to "o"] **ay "OH"**.

1. **Ngayon ay subukin mo ito. Sabihin mo sa akin ang tunog ng letra na ito** [point to "v"]:

[If correct] : **Magaling, ang tunog ng letra na ito ay / v /.**

[If incorrect] : **Ang tunog ng letra na ito ay / v /.**

2. **Subukin natin ang isa pa. Sabihin mo sa akin ang tunog ng letra na ito** [point to "L"]:

[If correct] : **Magaling, ang tunog ng letra na ito ay / L /.**

[If incorrect] : **Ang tunog ng letra na ito ay / L /.**

Kapag sinabi kong **simulan,** sabihin mo ang **TUNOG** ng mga letra sa abot ng iyong makakaya. Ako ay makikinig sa iyo. Sabihin ang tunog ng mga letra **SA ENGLISH**.

Naiintindihan mo na ba?

Handa ka na ba?

Simulan mo na.

n	i	S	t	E	n	r	L	a	f
l	H	y	g	A	z	n	o	m	w
d	Q	N	a	e	M	R	W	s	i
T	a	L	s	u	e	t	L	h	A
t	i	k	u	t	v	O	s	J	E
O	E	r	s	o	c	r	B	a	n
r	b	A	r	l	F	i	s	E	a
e	p	H	E	l	u	o	d	t	E
s	t	w	e	C	y	T	H	o	h
D	X	p	e	m	G	N	e	h	o

Time Remaining [   ]

Autostop? ☐

Simple Nonword Decoding-English

Narito ang ilang mga imbentong salita. Basahin mo sa akin ang mga ito sa abot ng iyong makakaya. Huwag mong baybayin o i-spell ang mga ito. [Point to the word "dif"]. **Halimbawa, ang imbentong salitang ito ay "dif."**

---

1. Ngayon subukin mo ito. Pakibasa ang salitang ito [point to the word "ba"]

[If correct] : **Magaling, ang salita ay "ba"**

[If incorrect] : **Ang salita ay "ba"**

---

2. Subukin mo pa ang isa. Pakibasa ang salitang ito [point to the word "tro"]

[If correct] : **Magaling, ang salita ay "tro"**

[If incorrect] : **Ang salita ay "tro"**

Kapag sinabi kong simulan, basahin mo nang malakas ang mga salita. Ako ay makikinig sa iyo. Naiintindihan mo ba?

Handa ka na ba?

Simulan mo na.

af	ig	yat	tib	sen
zom	wa	gar	jaf	fing
blan	yik	moke	veat	tob
rel	niph	sig	elt	dro
wrog	trenk	tace	pask	palt
tra	wix	lar	brish	pling
clade	plick	fobe	lod	sant
jid	wunk	han	shomp	plex
strun	chal	dit	tib	prole
pem	throme	vash	murst	stive

Time Remaining

Autostop?

Oral Reading Fluency-English Mother's Birthday

Show the child the story in the student stimuli booklet. Say:

Narito ang isang maikling kwento. Basahin mo ito nang malakas. Pagkatapos mong magbasa ay may mga katanungan akong ibibigay na sasagutin mo.

Kapag sinabi kong simulan mo na, basahin mo na ang kwento.

Naiintindihan mo ba?

Handa ka na ba?

It	is	mother's	birthday.	Ann
does	not	have	a	gift
for	mother.	She	walks	to
her	room.	Ann	finds	a
box	of	crayons	and	pieces
of	colored	paper.	She	gets
out	her	scissors	and	glue.
She	folds	the	paper	in
half	to	make	a	card.
She	colors	and	cuts	small
flowers	and	puts	them	on
the	card.	Ann	gives	the
card	to	mother	and	kisses
her.	Mother	hugs	Ann.	

Time Remaining [   ]

Autostop?   [ ]

Reading Comprehension-English Mother's Birthday

May ilang katanungan ako tungkol sa kwento. Sagutin mo ang mga ito sa abot ng iyong makakaya.

1. Whose birthday is it? (Correct answer: [mother])

[ ] Correct   [ ] Incorrect   [ ] No response

2. What did Ann find in her room? (Possible answer/s: [crayons; colored paper; scissors; glue])

[ ] Correct   [ ] Incorrect   [ ] No response

3. What does Ann make? (Possible answer/s: [a card; gift for mother])

[ ] Correct   [ ] Incorrect   [ ] No response

4. What does Ann put on the card? (Possible answer/s: [flowers; small flowers])

[ ] Correct   [ ] Incorrect   [ ] No response

5. How does mother feel? (Possible answer/s: [happy; loved; surprised])

[ ] Correct   [ ] Incorrect   [ ] No response

Listening Comprehension-English The Farm

Magbabasa ako nang maikling kwento ng **ISANG BESES.** Makinig kang mabuti at pagkatapos sasagutin mo ang aking mga katanungan.

Naiintindihan mo ba?

Adel and Roy are at the farm.

They see hens. They see cows, too.

Adel feeds the hens.

Roy helps Father milk the cows.

They enjoy helping on the farm!

Ngayon may mga katanungan ako sayo tungkol sa kwentong iyong narinig.

Handa ka na ba?

---

1. Where are Adel and Roy? (Correct answer: [farm])

☐ Correct   ☐ Incorrect   ☐ No Response

---

2. What did Adel do? (Correct answer: [fed the hens])

☐ Correct   ☐ Incorrect   ☐ No response

---

3. Who helped Father milk the cows? (Correct answer: [Roy])

☐ Correct   ☐ Incorrect   ☐ No response

---

4. Why did Adel and Roy help at the farm? (Possible answer/s: [see the animals; milk the cows; help father])

☐ Correct   ☐ Incorrect   ☐ No response

Stimilus

What Stimuli did you use with the child?

☐ Low Vision 16 Font   ☐ Low Vision 24 Font   ☐ Low Vision 32 Font   ☐ Braille Uncontracted   ☐ Braille Contracted

---

Any special accommodations you made for the child? (Please list anything you did to help the child do the assessment.)

☐