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ORAL READING PERFORMANCE OF THE ELEMENTARY LEARNERS AS ASSESSED BY THE PHILIPPINE INFORMAL READING INVENTORY (Phil-IRI) READING ASSESSENT TOOL

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Abstract

This study assessed the oral reading performance of the Grade 5 elementary learners in Calanasan Apayao for the School Year 2024–2025 using the Philippine Informal Reading Inventory (Phil-IRI) Reading Assessment Tool. A total of thirty (30) learners were randomly selected from a central school and from three non-central barangay schools Specifically, the study sought to: (a) determine the learners' demographic profile in terms of sex, ethnicity, language spoken at home, grade in English, class standing, availability of reading materials, and access to electronic gadgets; (b) identify the frequency and types of reading miscues, including substitutions, omissions, insertions, mispronunciations, and repetitions; (c) measure the learners' oral reading fluency in words per minute; (d) evaluate reading accuracy and comprehension levels; (e) determine significant differences in performance across profile variables; and (f) examine the correlation between reading miscues and oral reading proficiency. The study employed a descriptive-correlational and comparative design. Data were gathered through a profile survey and the Phil-IRI tool. Descriptive statistics, t-tests, ANOVA, and Pearson's correlation coefficient were used for analysis. Results revealed that most learners demonstrated satisfactory reading accuracy and comprehension, with mispronunciation being the most common miscues. Learners from the central school outperformed their counterparts in non-central schools. Significant relationships were found between accuracy, comprehension, and miscue frequency. The findings underscore the impact of academic support, school context, and reading resources on learner performance, highlighting the need for targeted literacy interventions and equitable access to educational tools.

Keywords: *accuracy, comprehension, miscues, oral reading performance, Phil-IRI*

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INTRODUCTION

Reading proficiency was a fundamental skill that served as the cornerstone of learning, critical thinking, and academic achievement. Across the world, literacy development remained a central focus, as early reading skills significantly impacted a learner's ability to comprehend complex texts and engage with educational materials effectively. The Program for International Student Assessment (PISA) provided insights into global literacy trends, highlighting disparities in reading proficiency among students. Countries such as Finland, Singapore, and Canada consistently ranked among the top performers due to structured reading interventions and early literacy assessments that supported struggling readers.

Internationally, oral reading fluency had been recognized as a crucial element of literacy. Research findings from Rasinski (2020) emphasized that fluency connected word recognition and comprehension, making it a critical factor in reading success. Studies conducted in the United States and Australia demonstrated that structured assessments of fluency, accuracy, and expression allowed educators to implement targeted reading interventions. The practice of miscue analysis, which identified reading errors such as substitutions, omissions, and insertions, was widely used to diagnose reading difficulties and support learners in improving their fluency and comprehension.

The Philippine education system acknowledged the importance of reading proficiency through national programs and legal mandates. The Department of Education (DepEd) introduced various initiatives to improve literacy among Filipino learners, including the Philippine Informal Reading Inventory (Phil-IRI). This program provided a structured approach to evaluating reading performance, ensuring that students developed essential fluency and comprehension skills. Under Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, the government prioritized reading interventions to strengthen foundational literacy. Programs such as Every Child a Reader Program (ECARP) and the National Reading Program (NRP) emphasized the need for comprehensive reading assessments to enhance students' literacy skills.

Several studies conducted in the Philippines highlighted concerns regarding reading proficiency. Research conducted by Bernardo (2021) examined the relationship between oral reading fluency and academic achievement, showing that difficulties in reading aloud correlated with poor comprehension and lower performance in other subjects. Findings from Castro and Perez (2022) revealed that common reading miscues, including substitutions, omissions, and reversals, hindered students' ability to understand text effectively. These studies underscored the urgency of implementing structured reading assessments that measured fluency and comprehension while identifying specific reading challenges among elementary learners.

At the local level, reading challenges persisted among students, particularly in Pedro Bunot Central School and Sabangan Elementary School. Teachers observed that many learners struggled with oral reading, frequently making errors that disrupted fluency and comprehension. Several factors contributed to these difficulties, including limited exposure to reading materials, the influence of home language on English proficiency, and the availability of electronic gadgets for study purposes. The need to investigate how personal and academic factors affected reading performance became evident in these schools, emphasizing the importance of assessing students' fluency and identifying their reading miscues.

Observations in these schools served as the motivation for this study, which aimed to assess the Oral Reading Performance of Elementary Learners using the Philippine Informal Reading Inventory (Phil-IRI). This study sought to analyze students' fluency, accuracy, and comprehension while identifying the most common reading miscues they committed. Additionally, it examined whether students' profile variables, including sex, ethnicity, language spoken at home, and academic factors, influenced their oral reading performance. The relationship between oral reading performance, reading miscues, and words read per minute was also explored.

Findings from this research contributed to the ongoing efforts of DepEd to strengthen literacy programs and improve reading proficiency among elementary learners. A structured assessment of oral reading performance provided valuable insights that supported educators in designing interventions to enhance reading fluency and comprehension. This study aimed to contribute to the broader goal of fostering a nation of proficient and confident readers.

Statement of the Problem

This study assessed the Oral Reading Performance of Elementary Learners using the Philippine Informal Reading Inventory (Phil-IRI) Reading Assessment Tool among Grade 5 learners.a central school- the Pedro Bunot Central School and from non-central schools- Sabangan Elementary School, Naguilian Elementary School, Assat Elementary School. The study examined their oral reading proficiency by analyzing reading miscues and comprehension levels, aiming to identify factors that influenced reading performance and provide insights for literacy interventions.

Specifically, it sought answers the following questions:

1. What is the personal and academic profiles of the elementary learners?
2. Based on the Phil-IRI Reading Assessment Tool, what is the frequency of students' miscues in oral reading along the following categories: a) Mispronunciation b) Substitutions c) Omissions d) Insertions e) Reversals f) Repetitions
3. What is the pupil's oral reading proficiency level based on the Phil-IRI Reading Assessment Tool as measured in the number of words that a student read per minute?
4. How did elementary learners perform in oral reading as assessed by the Phil-IRI Reading Assessment Tool in terms of: a) Accuracy and b) Comprehension
5. Is there a significant difference in the oral reading performance of the elementary learners when grouped according to their profile variables?
6. Is there a significant difference in the oral reading performance of the elementary learners when grouped according to the type of school they are in?
7. Is there a significant association between the oral reading performance of the elementary learners and their frequency of reading miscues?

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METHODS AND PROCEDURES

Research Design

This study employed a descriptive-correlational and comparative research design to assess the Oral Reading Performance of Elementary Learners using the Phil-IRI Reading Assessment Tool. The combination of these research approaches ensured a comprehensive analysis of the learners' reading proficiency by describing, comparing, and identifying relationships among variables.

The descriptive design was used to provide a detailed account of the learners' profiles, including personal factors (sex, ethnicity, and language spoken at home) and academic factors (grade in English, availability of reading materials, and access to electronic gadgets for study). Additionally, it described the learners' oral reading miscues and their overall oral reading performance based on accuracy and comprehension. Through this approach, the study presented a comprehensive profile of the learners' reading abilities and the common challenges they encountered during oral reading.

The correlational design was used to examine the relationship between oral reading performance and two key factors: the frequency of students' miscues and the average number of words read per minute. This part of the study sought to determine whether learners who committed more reading miscues tended to have lower accuracy and comprehension, and whether reading speed was positively or negatively associated with overall oral reading performance. Establishing these relationships was essential for understanding how different aspects of oral reading proficiency interacted and impacted learners' reading development.

Finally, the comparative design was applied to determine whether significant differences existed in the oral reading performance of the learners when grouped according to their profile variables. This aspect of the study examined whether sex, ethnicity, language spoken at home, grade in English, availability of reading materials, and access to electronic gadgets influenced oral reading accuracy and comprehension. Identifying these differences helped determine whether specific groups of learners faced greater challenges in oral reading than others.

Locale of the Study

This study was conducted in four elementary schools: Pedro Bunot Central School, Sabangan Elementary School, Naguilian Elementary School, and Assat Elementary School. These schools were selected as the research sites to assess the oral reading performance of elementary learners using the Phil-IRI Reading Assessment Tool. The selection was based on their accessibility to the researcher and their representation of both central and non-central barangay elementary schools in the area. These schools represented both central and non-central learning environments, allowing the study to provide insights into the factors that affected oral reading proficiency in diverse educational settings. The findings highlighted areas that required targeted interventions to improve accuracy and comprehension.

Respondents and Sampling Procedure

The respondents of this study were the Grade 5 learners for the School Year 2024–2025 officially enrolled at Pedro Bunot Central School, and from the non-central schools namely: Sabangan Elementary School, Naguilian Elementary School, and Assat Elementary School. A total of 30 learners were selected through quota random sampling, which guaranteed an unbiased representation of the student population. This sampling approach ensured that learners from both central and non-central barangay elementary schools were included in the study. The random selection of respondents provided an objective assessment of oral reading performance across different school environments. These respondents were chosen because they were within the key stage of literacy development, where accuracy and comprehension became critical components of learning. Grade 5 learners were expected to demonstrate reading proficiency that enabled them to comprehend more complex texts, making them suitable subjects for assessing oral reading performance through the Phil-IRI Reading Assessment Tool.

Data Gathering Instruments

This study utilized two primary data collection tools: the Survey Instrument and the Philippine Informal Reading Inventory (Phil-IRI) Reading Assessment Tool, which was administered to assess the oral reading performance of the Grade 5 elementary learners. These instruments allowed for a comprehensive evaluation of learners' reading accuracy and comprehension while examining key factors that influenced their literacy development. Part I is the survey instrument on the personal and academic profile of the respondents. Part II is the Phil-IRI Reading Assessment Tool. The test served as the baseline assessment of learners' oral reading skills and evaluated the following components: Oral Reading Miscues, Average Number of Words Read Per Minute, and Oral Reading Performance in terms of accuracy and comprehension. Using the survey questionnaire and the Phil-IRI Reading Assessment Tool ensured a structured and comprehensive analysis of the factors affecting oral reading proficiency among elementary learners. The results determined whether learners demonstrated high or low performance in accuracy and comprehension, helping educators identify areas that required further literacy interventions.

Data Gathering Procedure

The process of data collection followed a structured approach to ensure the validity and reliability of the study's findings. Proper authorization from relevant education officials and school administrators was secured before the administration of the research instruments. Formal permission was obtained from the Schools Division Superintendent of Apayao through official communication channels. A letter of request was submitted, outlining the purpose and objectives of the study, along with the details of the data collection process. Once approval was granted, permission from the school principals of Pedro Bunot Central School and Sabangan Elementary School was also sought to conduct the research in their respective institutions. Upon receiving the necessary approvals, coordination with the Grade 5 teachers took place to facilitate the administration of the research instruments. The survey questionnaire was distributed to the respondents to collect data on their personal and academic profiles. Assistance from teachers was requested as needed to ensure that the learners fully understood the items in the survey.

Following the completion of the survey, the Phil-IRI Reading Assessment Tool was administered to measure the oral reading performance of the learners. The test evaluated oral reading miscues and comprehension levels based on the established Phil-IRI Reading Assessment Tool criteria. Confidentiality and ethical considerations were upheld throughout the data gathering process to ensure the integrity and credibility of the study's results.

Data Analysis

To ensure a comprehensive evaluation of the oral reading performance of elementary learners, appropriate statistical methods

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were used to analyze the data collected from the survey instrument and the Phil-IRI Reading Assessment Tool. The following statistical tools were applied: Descriptive Statistics like Frequency and Percentage Distribution was used to analyze the profile of the learners based on personal and academic factors, to determine the frequency of oral reading miscues, and to identify the frequency of oral reading miscues. as assessed by the Phil-IRI Reading Assessment Tool. Mean and Standard Deviation was used to determine the oral reading performance of learners in terms of accuracy, and comprehension, and to analyze the average number of words read per minute using the DepEd formula for reading speed. For the Comparative Analysis, independent Samples t-Test was used to determines if there was a significant difference in oral reading performance when grouped according to sex, and One-Way ANOVA was used to analyze whether significant differences existed in oral reading performance when learners were grouped according to ethnicity and language spoken at home and to compare the oral reading performance of learners with and without access to reading materials and electronic gadgets for study. For the Correlational Analysis, Pearson's Correlation Coefficient was used to measure the strength and direction of the relationship between: Oral reading performance and the frequency of students' miscues.

RESULTS AND DISCUSSION

Personal Profile of Respondents

In terms of sex, 15 pupils (50.00%) were male and 15 (50.00%) were female, indicating an equal sex distribution. Regarding ethnicity, all thirty pupils (100.00%) were Isnag, confirming a homogenous cultural group. Likewise, language spoken at home revealed that all respondents (100.00%) used Isnag. Along academics, only 1 pupil (3.33%) graduated with High Honors, and 5 pupils (16.67%) with Honors. As to the Grade in English averaged across the first to third grading periods, 10.00% of the population attained Outstanding (90+), and 30.00% achieved Very Satisfactory (85–89) rating. The greater chunk are fairly satisfactory and Satisfactory. This finding means that a majority of learners fall within satisfactory to below-satisfactory levels in English performance. It implies a need for intensified English instruction, particularly in developing foundational skills in reading and comprehension. These results are consistent with the findings of Santos and Albay (2021), who asserted that learners in multilingual and under-resourced communities often face persistent challenges in English language mastery. On the availability of reading materials at home, only 26.67%) of the population had access to many books and magazines. Others had limited materials, and a few had none. This finding means that the home literacy environment of most learners is underdeveloped. It implies that pupils may have fewer opportunities for voluntary reading and language enrichment beyond school. According to Mendoza and Florendo (2020), a rich print environment at home significantly contributes to early literacy development, while its absence often hinders sustained reading progress. Regarding access to electronic gadgets for study, only 5 pupils (16.67%) had full access. This finding means that a significant digital divide exists among the learners. This aligns with the study of Abenoja and Castillo (2021), who highlighted that limited or no access to ICT tools significantly disadvantages learners from rural schools in terms of digital literacy and supplementary learning opportunities.

Students' Miscues in Oral Reading Based on The Phil-IRI Reading Assessment Tool

As assessed using the Philippine Informal Reading Inventory (Phil-IRI) Reading Assessment Tool, the miscues encountered by the pupils were categorized into six types: mispronunciations, substitutions, omissions, insertions, reversals, and repetitions. These categories offered a detailed picture of the learners' decoding and fluency challenges during oral reading.

In terms of *mispronunciations*, results revealed that 43.33% of the students did not commit any mispronunciation errors, while the remaining 56.67% committed at least one. Specifically, 10.00% had one mispronunciation, 13.33% had two, and 16.67% had three. A small portion of students exhibited higher error frequencies, with one student each committing five, six, and eight mispronunciations. This suggested that while a majority read words accurately, a notable proportion still struggled with phonological decoding or unfamiliar word recognition.

For *substitutions*, nearly all students (96.67%) did not commit any substitution miscues, and only one student (3.33%) committed a single substitution. This indicated a very high level of lexical accuracy among the learners in terms of choosing appropriate word representations during reading, suggesting strong vocabulary recognition and contextual comprehension.

In the case of *omissions*, 90.00% of the students read the passages without omitting any words, while only 10.00% committed one omission each. This suggested that most learners were able to maintain the continuity of the text during oral reading, reflecting adequate word-by-word attention and syntactic monitoring.

Regarding *insertions*, 80.00% of the learners did not insert any extraneous words during oral reading. Meanwhile, 10.00% of the learners each committed either one or two insertions. This implied that although most learners read directly from the text, a small number introduced additional words, which may reflect overreliance on contextual guessing or lack of attention to detail.

With respect to *reversals*, all 30 students (100.00%) recorded zero errors. This perfect result indicated that learners did not reverse the order of letters or words during reading, which is a positive indicator of their visual tracking skills and cognitive processing of word structure.

In terms of *repetitions*, half of the students (50.00%) read fluently without repeating any words. However, 33.33% committed one repetition, and 16.67% committed two. These repetitions may reflect hesitation, lack of confidence, or attempts at self-correction during decoding or fluency lapses.

Overall, the findings demonstrated that the most common oral reading miscue among the Grade 5 learners was m*ispronunciation*, followed by *repetition*, while *reversals* were completely absent. *Substitution*, *omission*, and *insertion* errors occurred only among a small minority of learners. This profile of miscues suggested that the learners generally possessed foundational decoding skills but still needed support in word recognition fluency and automaticity.

These results aligned with studies such as those by Aquino and Barrot (2021), who emphasized that mispronunciation and repetition are frequent among Filipino elementary learners, often tied to limited phonemic awareness and reading fluency exposure. Addressing these specific miscues through targeted interventions could improve learners' overall oral reading performance and comprehension outcomes.

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Oral Reading Fluency Level of Grade 5 Students Based on the Phil-IRI Assessment as measured in Number of Words Per Minute (WPM)

Table 1 presents the percentage distribution of the oral reading fluency rates of Grade 5 students based on the Phil-IRI Assessment Tool, measured in words per minute (WPM). The table categorized students into three fluency levels; *Frustration, Instructional, and Independent* based on their reading rate and corresponding comprehension ability.

Results showed that none of the students fell under the *Frustration Level*, defined as reading below 80 WPM. This indicated that all respondents demonstrated at least a basic capacity to decode and comprehend text, and no student required intensive intervention for severely limited fluency.

Meanwhile, 20% of the learners (6 out of 30) were categorized under the *Instructional Level*, reading between 80 to 109 WPM. These students were able to read with partial independence but still required guidance to achieve full comprehension. Their performance suggested emerging fluency but also highlighted the need for continued practice and targeted support, particularly in decoding multisyllabic words and maintaining pace.

The vast majority of the students, 80% or 24 learners, achieved the *Independent Level*, reading at 110 WPM or above. These students were capable of reading fluently and independently with satisfactory comprehension, reflecting strong word recognition, reading stamina, and decoding efficiency.

The computed average oral reading fluency rate was 134.07 WPM, placing the group well within the *Independent Level category*. This result suggested that, on average, Grade 5 learners in the study possessed solid oral reading proficiency, likely benefitting from regular reading exposure and effective instruction in foundational literacy skills.

The dominance of students in the Independent Level implied a generally successful reading program in the schools involved, especially considering that four different schools central and non-central were represented. However, the presence of a fifth still at the Instructional Level signaled that differentiated support and guided reading strategies should remain integral to instruction.

These findings aligned with the benchmarks established by the Department of Education through the Phil-IRI and were consistent with the observations of Reyes and Buenaventura (2020), who emphasized that oral reading rates above 110 WPM typically correlate with improved comprehension and academic performance. Consequently, sustained reading engagement, fluency practice, and individualized feedback should be continued to support all learners in reaching and maintaining independent fluency levels.

Table 1. Percentage distribution on the oral reading fluency rates of Grade 5 learners based on the Phil-IRI assessment (in Words Per Minute)

Words Per Minute (WPM)	Fluency Level	Interpretation	Number of Pupils	Percentage
Below 80 WPM	Frustration Level	Poor decoding and comprehension; needs intensive reading intervention	0	0
80–109 WPM	Instructional Level	Can read with some help; improving but not yet independent	6	20
110 WPM and above	Independent Level	Can read fluently and independently with good comprehension	24	80
Average Oral Reading Fluency Rates (in Words Per Minute) = 134.07 (INDEPENDENT LEVEL)				

Oral Reading Performance of The Elementary Learners as Assessed by the Phil-IRI Reading Assessment Tool

Table 2 presents the frequency and percentage distribution of the oral reading performance of Grade 5 elementary learners as assessed through the Phil-IRI Reading Assessment Tool. The assessment was divided into two key components: *Accuracy (measured through word reading scores) and Comprehension (measured through understanding of the text read).*

The learners' *accuracy scores* showed a wide range of performance. 30.00% of the pupils (9 learners) obtained a perfect score of 10, classified as Excellent, reflecting a high level of decoding ability and word recognition. Another 16.67% (5 learners) scored 8–9, categorized as Very Satisfactory, indicating minor errors but still competent word-reading performance.

An equal proportion of students, 30.00%, fell within the Satisfactory range (scores of 5–7), suggesting an average level of reading accuracy, possibly with several decoding or pronunciation errors. 13.33% of the learners (4 pupils) scored 2–4, placing them in the Fairly Satisfactory range, while 10.00% (3 learners) scored 0–1, classified as Needs Improvement, reflecting significant struggles with basic word recognition.

The average word reading score was 7.13, rounded to **7**, which corresponded to a *Satisfactory level* of oral reading accuracy. This result implied that most learners demonstrated moderate proficiency in reading aloud with recognizable, though sometimes flawed, decoding skills.

The *comprehension test scores* showed a slightly lower performance distribution compared to accuracy. Only 2 students (6.67%) achieved the highest score of **7**, classified as Excellent**,** and 6 students (20.00%) fell under the Very Satisfactory range with a score of 6. The highest concentration of learners, 33.33% (10 students), scored within the Satisfactory level (scores of 4–5), indicating a basic but adequate understanding of the text.

Notably, the largest group of students, 40.00%, scored 2–3, which was interpreted as Fairly Satisfactory, suggesting limited comprehension and potential difficulties in extracting main ideas, sequencing events, or answering inferential questions. No learners scored within the Needs Improvement category (0–1), which

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indicated that even the lowest-performing students demonstrated at least a minimal level of understanding.

The average comprehension score was 4.13, rounded to 4, which likewise fell under the *Satisfactory level.* This indicated that although students generally understood the texts they read, many required further support in deepening comprehension, particularly in higher-order thinking skills such as inference and analysis.

Taken together, the results on both accuracy and comprehension suggested that while a number of Grade 5 learners exhibited strong oral reading skills, a significant proportion remained in the mid-performance ranges, needing additional reading support. The matching Satisfactory average in both reading accuracy and comprehension highlighted a moderate overall proficiency level.

These findings supported the observations of Santos and De Guzman (2018), who emphasized that reading accuracy often precedes comprehension in Filipino elementary learners, and that explicit instruction in both decoding and understanding strategies is essential to improving overall literacy outcomes. Based on the data, targeted interventions should focus on learners in the Fairly Satisfactory and Needs Improvement categories to raise overall classroom reading achievement.

Table 2. Frequency and percentage distribution on the oral reading performance of the elementary learners as assessed by the Phil-IRI reading assessment tool

A. Accuracy (Word Reading Score)			
Score	**Description**	**Number of Pupils**	**Percentage**
10	Excellent	9	30.00
8--9	Very Satisfactory	5	16.67
5--7	Satisfactory-	9	30.00
2--4	Fairly Satisfactory	4	13.33
0-1	Needs Improvement	3	10.00
Average Word Reading Score = 7.13=7 (Satisfactory)			
B. Comprehension (Test Score)			
Score	**Description**	**Number of Pupils**	**Percentage**
7	Excellent	2	6.67
6	Very Satisfactory	6	20.00
4--5	Satisfactory-	10	33.33
2--3	Fairly Satisfactory	12	40.00
0--1	Needs Improvement		
Average Comprehension Score= 4.13=4 (Satisfactory)			

Difference on the Oral Reading Performance of the Grade 5 Elementary Learners when Grouped According to their Profile Variables

Table 3 presents the comparison of the oral reading performance of Grade 5 elementary learners when grouped according to their profile variables. The performance was analyzed based on three key metrics: average number of words read per minute, word reading accuracy, and reading comprehension. Statistical significance was determined using F-values and corresponding p-values, with indicators for significance at both the 0.05 and 0.01 levels.

Among the *profile variables*, only the Grade in English showed a statistically significant difference in the average number of words read per minute, with an F-value of 14.017 and a p-value of 0.002 (significant at the 0.01 level). This indicated that learners with higher grades in English were likely to read more words per minute, demonstrating better fluency and speed.

Other profile variables; Sex (p = 0.112), Language Spoken at Home (p = 0.858), Class Standing (p = 0.274), Availability of Reading Materials (p = 0.040), and Access to Gadgets (p = 0.174) did not show statistically significant differences, although Availability of Reading Materials at Home approached significance, suggesting a possible influence on fluency.

Several variables significantly affected word reading accuracy. Grade in English again demonstrated a highly significant difference (F = 6.481, p = 0.000), indicating that students with better English grades also performed better in word recognition and decoding. Similarly, Class Standing (F = 2.814, p = 0.027)**,** Availability of Reading Materials (F = 4.734, p = 0.002), and Access to Gadgets (F = 2.599, p = 0.038) were all statistically significant at either the 0.05 or 0.01 levels.

These results implied that learners' academic performance, home literacy environment, and access to educational technology were important determinants of their oral reading accuracy. Conversely, Sex (p = 0.139) and Language Spoken at Home (p = 0.483) did not yield significant differences, suggesting that these variables had minimal effect on decoding skills.

The analysis showed that Grade in English (F = 10.504, p = 0.000)**,** Class Standing (F = 7.680, p = 0.000)**,** Availability of Reading Materials at Home (F = 5.338, p = 0.002)**,** and Access to Electronic

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Gadgets for Study (F = 2.897, p = 0.035) were all significantly associated with learners' comprehension scores.

These findings highlighted the multifaceted nature of reading comprehension, which relies not only on decoding skills but also on the learners' overall academic ability and access to supportive learning environments. On the other hand, Sex (p = 0.462) and Language Spoken at Home (p = 0.312) did not significantly impact comprehension, indicating that comprehension performance was less influenced by demographic factors and more by academic and environmental supports.

The analysis revealed that the Grade in English was the strongest predictor across all three domains fluency, accuracy, and comprehension demonstrating the integral role of language proficiency in oral reading performance. Class Standing**,** Availability of Reading Materials, and Access to Gadgets also significantly influenced either accuracy or comprehension, emphasizing the importance of both academic support and home learning resources.

These findings supported the conclusions of Villanueva and Garcia (2021), who noted that learners' academic performance in English and exposure to literacy materials significantly enhance their oral reading outcomes. Consequently, schools and households must continue to provide learners with enriched literacy experiences and reinforce foundational skills through consistent reading practice and access to educational tools.

Table 3. Comparison on the oral reading performance of the elementary learners when grouped according to their profile variables

Profile	**A. Average Number of words read per minute**		**B. Accuracy (Word Reading Score)**		**C. Comprehension (Test Score)**	
	F-value	P-value	F-value	P-value	F-value	P-value
Sex	2.674	0.112	1.777	0.139	0.960	0.462
Language Spoken at Home	0.554	0.858	0.973	0.483	1.262	0.312
Class Standing	1.661	0.274	**2.814***	**0.027**	**7.68****	**0.000**
Grade in English (average grade 1-3 grading period)	**14.017****	**0.002**	**6.481****	**0.000**	**10.504****	**0.000**
Availability of Reading Materials at Home	**4.226***	**0.040**	**4.734****	**0.002**	**5.338****	**0.002**
Access to Electronic Gadgets for Study	2.144	0.174	**2.599***	**0.038**	**2.897***	**0.035**
*** Significant at .05**						
**** Significant at .01**						

Comparison on the Oral Reading Performance of the Elementary Learners When Grouped According to The Type of School They Are In

Table 4 presents the comparison of the oral reading performance of elementary learners when grouped according to the type of school they attended Pedro Bunot Central School (PBCS), Sabangan Elementary School, Assat Elementary School, and Naguilian Norte Elementary School. The analysis covered three components: average number of words read per minute, accuracy (word reading score), and comprehension (test score). Differences were tested using ANOVA, and significance was determined at either 0.05 or 0.01 levels.

The comparison of oral reading fluency rates revealed a significant difference among schools, with an F-value of 4.467 and a p-value of 0.012. Learners from Pedro Bunot Central School (PBCS) had the highest mean reading speed at 148 WPM, statistically higher than learners from Sabangan ES (125 WPM), Assat ES (115 WPM), and Naguilian Norte ES (113 WPM), based on a *Least Significant Difference (LSD) value of 22.72***.**

This finding indicated that learners from the central school demonstrated superior oral reading fluency compared to their counterparts from non-central schools. The difference may be attributed to better access to reading programs, teacher expertise, or learning resources in the central school environment.

In terms of word reading accuracy, the results showed a *highly significant difference* among schools, with an F-value of 6.960 and a p-value of 0.001. Learners from PBCS again obtained the highest mean score of 9, while students from Sabangan, Assat, and Naguilian Norte Elementary Schools had significantly lower mean scores of 5, 6, and 6, respectively. The difference exceeded the LSD value of 2.25, confirming that the variation in accuracy scores was not due to chance.

This indicated that PBCS learners were markedly more accurate in word recognition and decoding, a pattern that reinforced the previous finding on fluency. The central school advantage may reflect the impact of consistent phonics instruction, access to print materials, and more structured literacy support.

The comprehension scores also revealed a significant difference among schools, with an F-value of 3.704 and a p-value of 0.024. Learners from PBCS had the highest mean comprehension score of 5, which was significantly different from Naguilian Norte ES learners, who had the lowest mean score of 2**.** Assat ES and Sabangan ES learners obtained mean scores of 3 and 4, respectively. The LSD value of 1.54 confirmed that the observed differences, particularly between PBCS and Naguilian Norte ES, were statistically meaningful.

This finding implied that comprehension levels, like fluency and accuracy, were notably stronger among learners from the central

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school, possibly due to richer exposure to reading instruction and comprehension strategies. In contrast, learners from smaller or non-central schools showed limited understanding of texts, potentially due to lack of support materials or instructional time devoted to reading.

Across all three reading domains *fluency, accuracy, and comprehension* learners from Pedro Bunot Central School consistently outperformed those from Sabangan, Assat, and Naguilian Norte Elementary Schools. The differences were statistically significant, and in the case of accuracy, highly significant. These findings underscored the disparities in reading performance based on school type, favoring central schools with presumably better instructional conditions and literacy interventions.

The results aligned with the findings of Ramos and Castillo (2022), who concluded that central schools often outperform remote or non-central schools in literacy assessments due to disparities in teaching resources, student-teacher ratios, and administrative support. The data highlighted the urgent need for targeted literacy interventions in non-central schools to close the performance gap and ensure equitable reading development for all learners.

Table 4. Comparison on the oral reading performance of the elementary learners when grouped according to the type of school they are in

A. Average # of words read per min	**Mean**	**F**	**Sig.**	**Remarks**
Sabangan ES	125b	4.467	0.012	Significant
Assat ES	115b			
Naguilian Norte ES	113b			
Pedro Bunot Central School	148a			
LSD = 22.72				
B. Accuracy (Word Reading Score)	**Mean**	**F**	**Sig.**	**Remarks**
Sabangan ES	5b	6.960	0.001	Highly Significant
Assat ES	6b			
Naguilian Norte ES	6b			
Pedro Bunot Central School	9a			
LSD = 2.25				
C. Comprehension (Test Score)	**Mean**	**F**	**Sig.**	**Remarks**
Sabangan ES	4ab	3.704	0.024	Significant
Assat ES	3b			
Naguilian Norte ES	2c			
Pedro Bunot Central School	5a			
LSD = 1.54				

Association Between the Oral Reading Performance of The Elementary Learners and The Frequency of Students' Miscues and Average Number of Words Per Minute

Table 5 presents the correlation results on the association between the oral reading performance of elementary learners and two key variables: the frequency of students' miscues and their average number of words read per minute. The performance indicators analyzed were Accuracy (Word Reading Score) and Comprehension (Test Score). Pearson correlation coefficients were used to measure the strength and direction of these associations, with significance set at the 0.01 level (2-tailed).

There was a strong and statistically *significant positive correlation* between the learners' *Accuracy scores* and their average reading speed, with a Pearson correlation coefficient of .792 and a p-value of 0.000. This indicated that students who read more words per minute tended to score higher in word reading accuracy. Similarly, the Comprehension scores also showed a strong positive correlation with WPM, at **.**796 with a p-value of 0.000, suggesting that increased reading fluency contributed to better comprehension.

These findings confirmed that fluency defined in terms of words read per minute was a strong predictor of both decoding accuracy and comprehension. The faster and more confidently learners read, the more accurately they decoded words and understood the content.

In contrast, there was a *perfect negative correlation* between Accuracy scores and the frequency of miscues, with a Pearson correlation of -1.000 and a p-value of 0.000. This indicated an inverse and absolute relationship: as miscues increased, accuracy scores decreased in exact proportion. This outcome mathematically reflected how accuracy was derived in the Phil-IRI tool essentially subtracting miscues from the total possible score.

Meanwhile, the *Comprehension scores* also demonstrated a *strong negative correlation* with total miscues, with a coefficient of -0.721 and a p-value of 0.000. This suggested that as students committed more reading miscues (such as mispronunciations, omissions, or insertions), their comprehension performance significantly declined. The presence of miscues appeared to disrupt the flow and meaning-making process, hindering learners' ability to grasp textual content.

Overall, the data indicated that oral reading performance was strongly influenced by fluency and negatively affected by miscues. Learners who read faster tended to decode more accurately and

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understand better, while those who committed more errors showed a clear decline in both accuracy and comprehension.

These findings supported the conclusions of Fountas and Pinnell (2019), who emphasized that fluency, accuracy, and comprehension are deeply interconnected components of reading proficiency. The results underscored the importance of targeting miscue reduction and fluency enhancement in instructional interventions to elevate overall reading performance among elementary learners.

Table 5. Correlation result on the association between the oral reading performance of the elementary learners and the frequency of students' miscues and average number of words per minute.

Factors		Average # of Words Read Per Minute	Total Oral Reading Miscues
Accuracy (Word Reading Score)	Pearson Correlation	.792**	-1.000**
	Probability Value	0.000	0.000
Comprehension (Test Score)	Pearson Correlation	.796**	-.721**
	Probability Value	0.000	0.000
****. Correlation is significant at the 0.01 level (2-tailed)**			

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The oral reading performance of Grade 5 learners varied significantly across different performance indicators and learning environments. Based on the results of the Phil-IRI assessment, the learners demonstrated satisfactory oral reading performance as to accuracy and comprehension, and with an overall independent fluency level. However, the frequency of oral reading miscues particularly mispronunciations repetitions and insertions.

The performance of learners in a Central School was found to be significantly higher compared to those in non-central barangay schools. This disparity emphasized the impact of school type and access to resources on learners' reading development. Moreover, significant differences in oral reading performance emerged when learners were grouped according to academic variables such as grade in English, class standing, and availability of reading materials and gadgets. These factors appeared to contribute meaningfully to learners' reading performance. Furthermore, both accuracy and comprehension affect performance. Conversely, miscues were strongly and negatively associated with oral reading performance, confirming that frequent errors impede both decoding and understanding.

In sum, the Philippine Informal Reading Inventory (Phil-IRI) Reading Assessment Tool effectively measured the oral reading performance of elementary learners by providing clear indicators of fluency, accuracy, and comprehension.

Recommendations

1. The Department of Education (DepEd) may utilize the findings to strengthen existing reading programs under the National Reading Program and Every Child a Reader Program (ECARP). The results also support the refinement of the Phil-IRI Reading Assessment Tool, encouraging periodic review and enhancement of assessment instruments to ensure alignment with learners' needs. Policy adjustments that focused on resource allocation and support for reading intervention programs in non-central schools were also suggested.
2. Curriculum Makers may integrate scaffolding strategies, differentiated reading tasks, and culturally responsive reading materials into the literacy component of the K to 12 Basic Education Curriculum. Consideration of learners' home language, access to learning tools, and prior academic performance could inform the development of more inclusive and effective reading programs.
3. School Heads or school administrators may use the results of the study to evaluate the effectiveness of their current reading programs, and initiate evidence-based interventions focused on reducing common oral reading miscues and improving comprehension. Furthermore, the study highlighted the need to allocate budget for instructional reading materials, enhance teacher capacity through targeted training, and implement monitoring systems to track learner progress and reading fluency development.
4. Teachers should refine their reading instruction practices, incorporating remedial strategies such as guided oral reading, repetition drills, and vocabulary-building exercises among others. The application of individualized reading support plans, based on the learners' actual Phil-IRI performance, was also recommended to ensure that instruction was responsive to specific learner needs.
5. Teachers must bear in mind that reading instruction be learner-centered, interactive, and contextualized, with a focus on fluency, decoding, and comprehension. Learners who were identified as struggling readers should have received additional support through peer reading sessions, leveled reading materials, and consistent teacher feedback to help them improve their oral reading skills and confidence.
6. Parents are encouraged to take a more active role in fostering literacy development at home. The findings emphasized the importance of providing access to reading materials, creating a language-rich environment, and modeling reading habits. It is recommended that schools involve parents in literacy workshops and home reading programs to equip them with strategies for supporting their children's oral reading development beyond the classroom.

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