



## **Assessment of Reading Competencies of Children in St. Therese's Lower Basic School, Grade1 and 2**

# **Analysis of Reading Competencies of Children in St. Therese's Lower Basic School**

### ***Findings of the Research on Literacy Development at the Primary Level and How it Impacts Student Performance***

## **Summary**

The Assessment was conducted on a total of 330 students in primary 1 and 2 of which 177 of them were female students and 153 of them were male students. The assessment was conducted to understand the challenges of literacy education at the primary level to support with the provision of data as we work towards developing teaching and learning materials to support students learning large classroom sizes.

## **Introduction**

This survey aims to investigate the literacy levels of primary school students and explore the relationship between their literacy skills and overall academic performance. By assessing reading, listening and writing abilities, comprehension skills, and other foundational literacy competencies, we seek to understand the extent to which these skills influence students' performance in various subjects. Furthermore, this study will delve into external factors, such as home environment, access to resources, and teaching quality, to provide a holistic view of the determinants of primary school literacy. The insights gained from this survey will be instrumental in informing educational strategies, curricular decisions, and intervention programs designed to enhance student success and literacy development in primary education.

The research was conducted on a four-skill test assessment with 30% of the class size of each grade. Students were assessed on:

- Reading
- Listening
- Speaking
- Writing

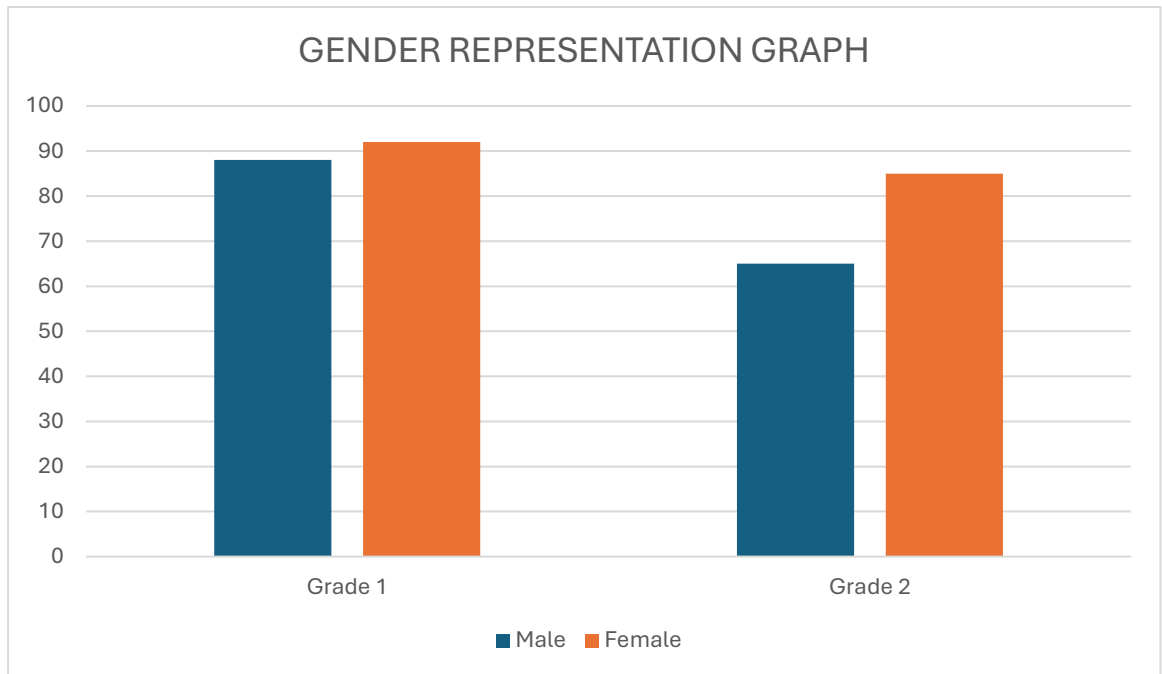
For each class type, students were assessed based on their performance level in the following categories;

- High Achievers, students performing on the top of the class
- On Track, students performing on average



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- Needs Additional Support, students performing on the low percentile based on their result assessment.



Gender representation of students interviewed in each grade is as follows:

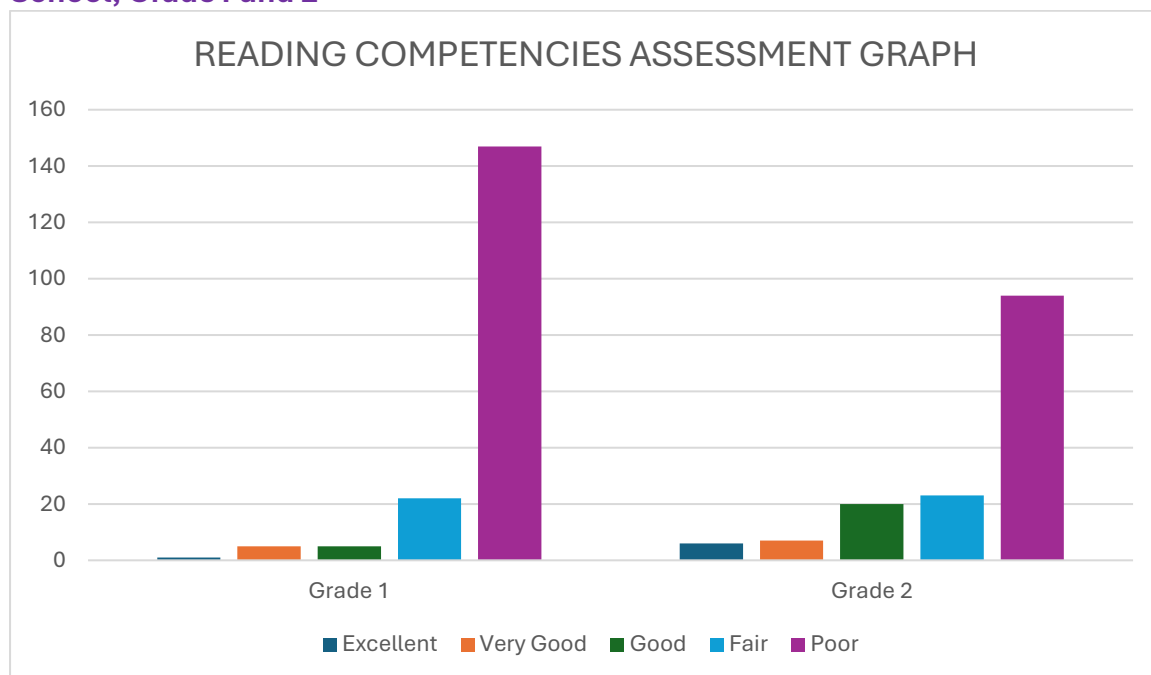
- Grade 1, 88 Males and 92 females
- Grade 2, 65 Males and 85 females

## Reading Competencies Assessment by Performance Grading

The reading competency assessed the students reading ability using similar passages from the learning materials on each grade. After interviewing 330 students, the following results were obtained as reflected on the chart below.



## Assessment of Reading Competencies of Children in St. Therese's Lower Basic School, Grade1 and 2



Overall results:

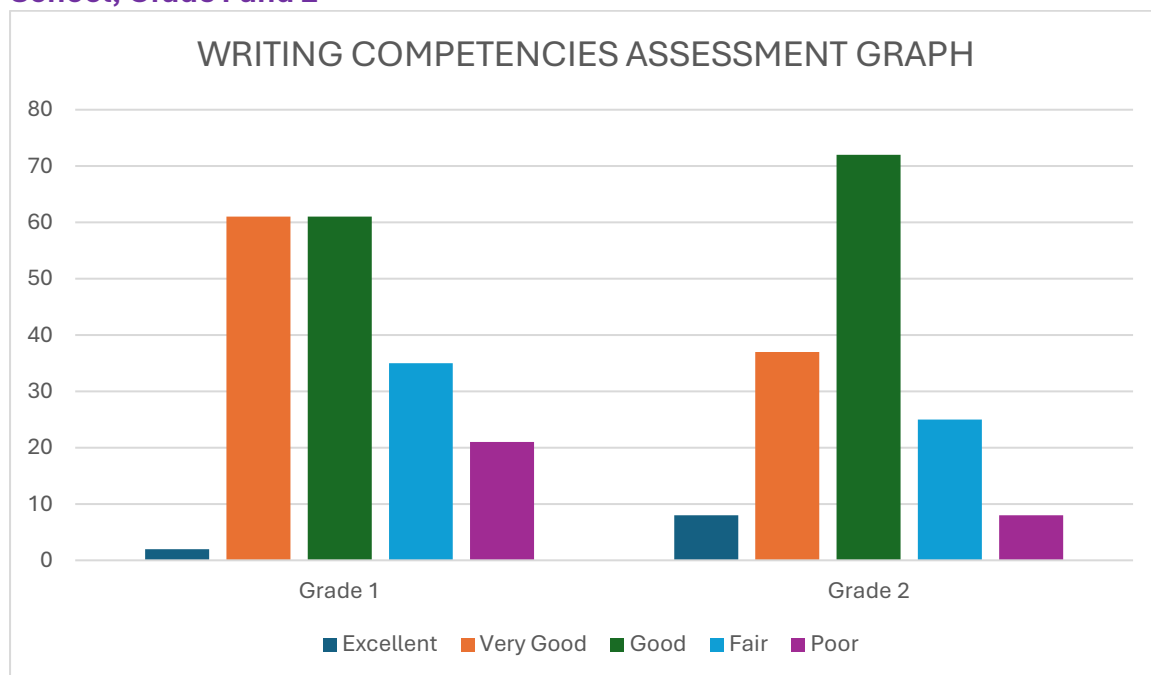
- Only 11 out of 180 students interviewed were able to read in grade 1.  
Out of these, 1 student was excellent in reading, 5 students were Very Good, 5 were just Good, 22 were fair and 147 were poor in reading
- Only 33 out of 150 students interviewed in grade 2 were able to read.  
Out of these, 6 students were excellent in reading, 7 student was Very Good, 20 were just Good, 23 were fair and 94 were poor in reading

## Writing Competencies Assessment by Performance Grading

The writing competence assessed the students writing skills in which they were asked to independently write down their Names, Addresses, Hobbies and other sentences based on their grade levels. After interviewing 330 students, the following results were obtained as reflected on the chart below.



## Assessment of Reading Competencies of Children in St. Therese's Lower Basic School, Grade1 and 2



### Overall Results:

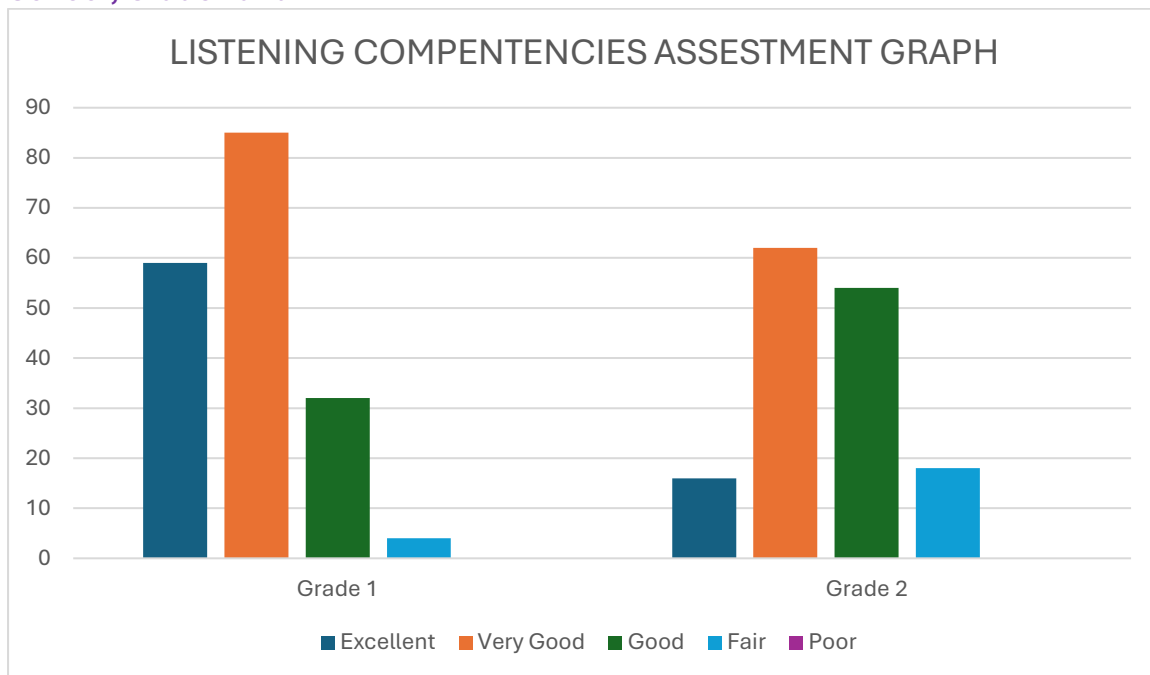
- Out of 180 students interviewed, 124 were able to construct sentences in grade 1. Out of these, 2 students scored excellent, 61 scored very good, 61 scored good, 35 scored fair and 21 scored poor in the Writing Competencies Assessment.
- Out of 150 students interviewed, 117 were able to construct sentences in grade 2. Out of these, 8 students scored excellent, 37 scored very good, 72 scored good, 25 scored fair and 8 scored poor in the Writing Competencies Assessment.

## Listening Competencies Assessment by Performance Grading

Students were assessed on the Listening Skill on their ability to hear five words spoken three times and asked to repeat the words they heard. The graph shows the results of the test. It revealed that students in this grade had a good memorization technique in place based on the teaching style being used at the school.



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### Overall Results:

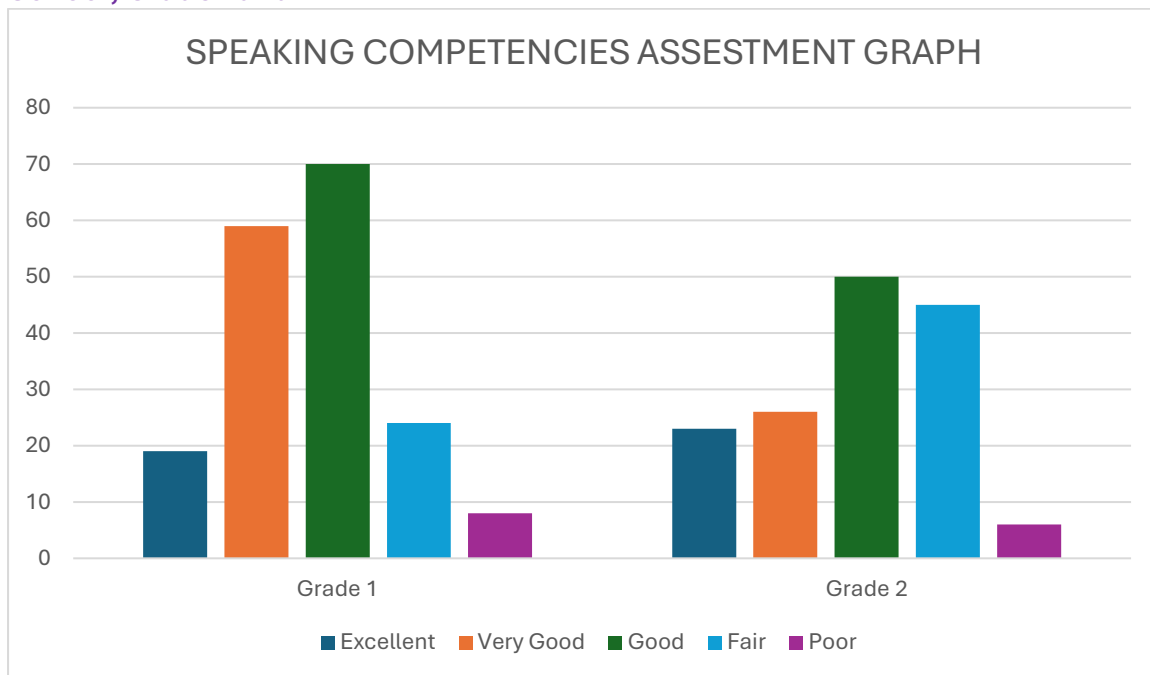
- Out of 180 students interviewed, 176 were able to recall the words in grade 1. Out of these, 59 students were able to recall all five words, 85 were able to recall four and 32 were able to recall three words only. Only 4 students were able to recall two words only.
- Out of 150 students interviewed, 132 were able to recall the words in grade 2. Out of these, 16 students were able to recall all five words, 62 were able to recall four, 54 were able to recall three and 18 were able to recall two words only.

## Speaking Competencies Assessment by Performance Grading

Students were assessed on the Speaking Skill on their ability to engage in basic meaningful conversations in the English Language. The graph below shows the results of the test.



## Assessment of Reading Competencies of Children in St. Therese's Lower Basic School, Grade1 and 2



### Overall results:

- Out of 180 students interviewed, 148 were able to communicate in English in grade 1. Out of these, 19 students were excellent in speaking, 59 were very good, 70 spoke good English, and 24 were able to communicate fairly in English. Only 8 students had extreme difficulties in speaking English.
- Out of 150 students interviewed, 99 were able to communicate in English in grade 2. Out of these, 23 students were excellent in speaking, 26 were very good, 50 spoke good English and 45 were able to communicate fairly in English. Only 6 students had extreme difficulties in speaking English.