



**Riddles of the Sun Education Initiative: Home to Home Primary School
Assessment**

Analysis of Reading Competencies of Children in Home To Home Primary

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 21 students of which 14 of them were female students and 7 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

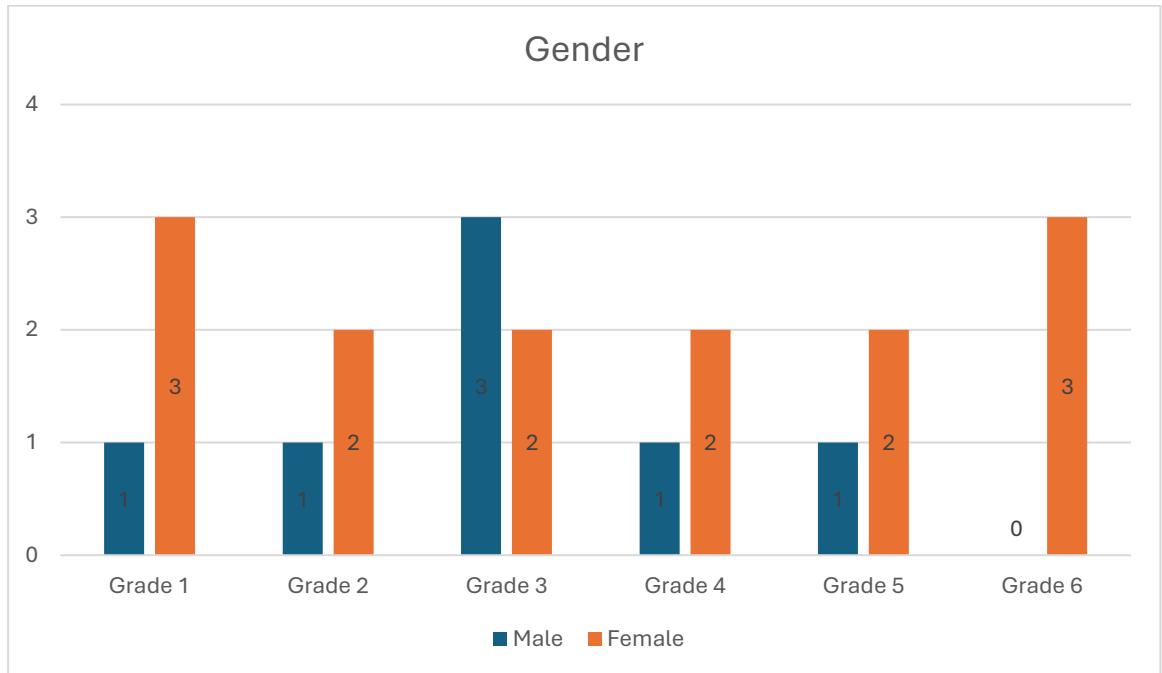
For each class type, students were assessed based on their performance level in the following categories;

- High Achievers, students performing on the top of the class



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- On Track, students performing on average
- 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, 1 Male and 3 females
- Grade 2, 1 Male and 2 females
- Grade 3, 3 Males and 2 females
- Grade 4, 1 Male and 2 females
- Grade 5, 1 Male and 2 females
- Grade 6, 0 Male and 3 females

Reading Competencies Assessment by Performance Grading

The reading competency assessed the students reading ability using a similar passage from Chapter 4 of the Grade 1 English test book. After interviewing 21 students, the following results were obtained as reflected on the chart below.



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Out of the students assessed, the following breakdown was recorded;

- 2 students scored Poor
- 2 students scored Fair
- 3 students scored Good
- 6 students scored Very Good
- 7 students scored Excellent

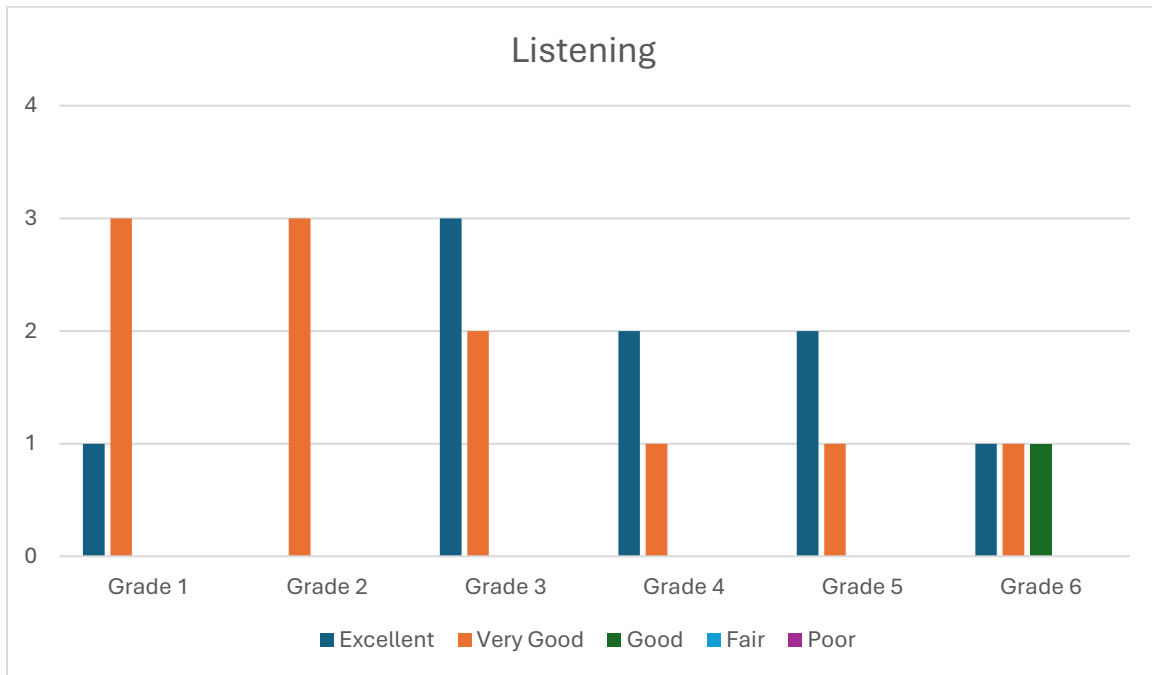
Based on their performance level, 2 of the female students who could read were High Achievers, and 5 of them were On Track students. Out of the 7 male students who could read, 2 of them were High Achievers, and 2 of them were On track students.

Listening Competency

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 21 students interviewed, all of them were able to recall the words.
Out of these, 9 students scored excellent, 11 scored very good, 1 scored good.

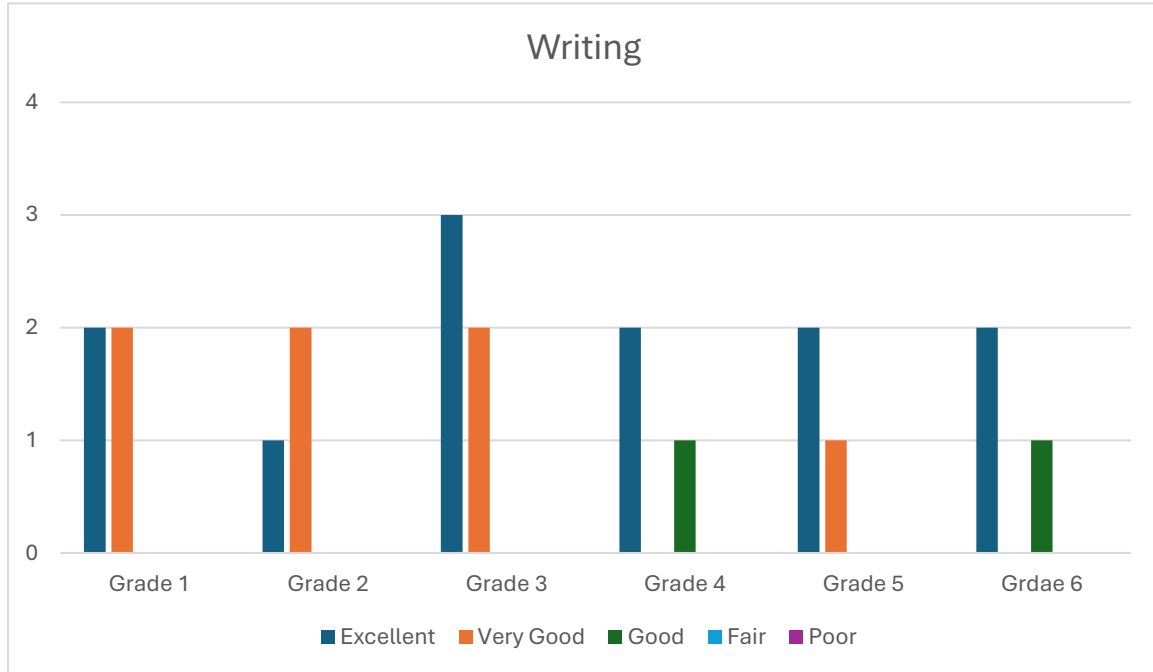
Writing Competency

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



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their grade levels.



Overall Results:

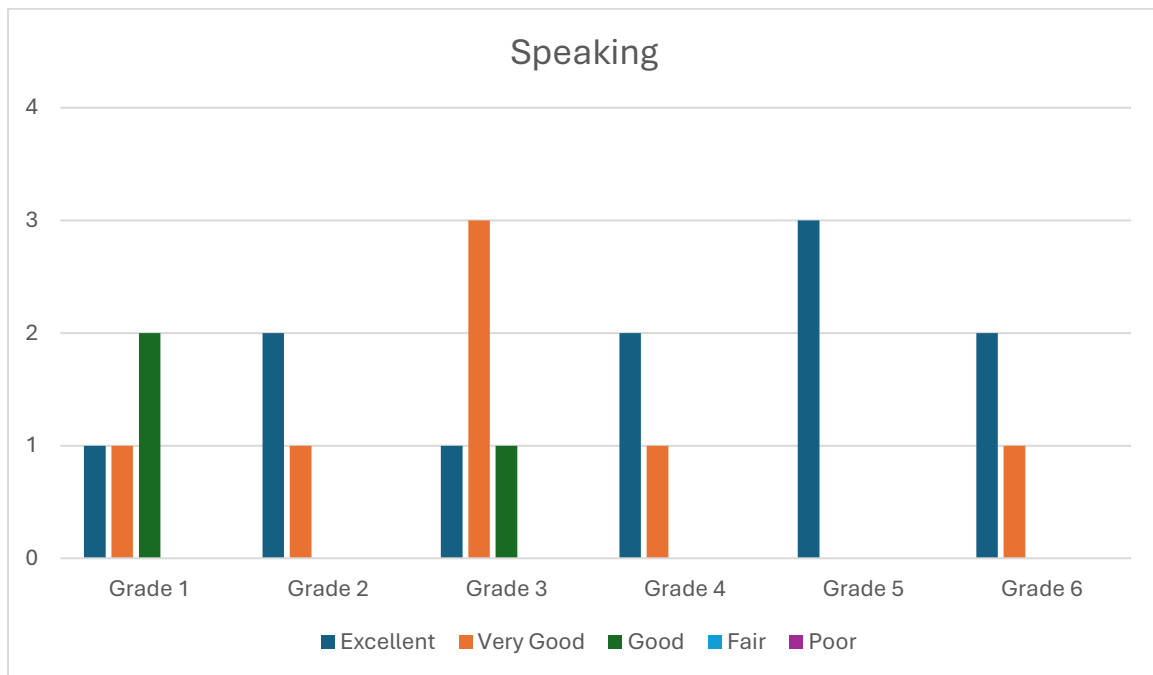
- Out of 21 students interviewed, all of them were able to construct sentences.
12 students scored excellent, 7 scored very good, 1 scored good.

Speaking Competency

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.



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- All students interviewed were able to communicate in English. Out of these, 11 students were excellent in speaking, 7 were very good, 3 spoke good English. None of the students had extreme difficulties in speaking English.