

PREPARATION AND VALIDATION OF READING MATERIALS
FOR GRADE FOUR

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by

RUBYGRACIA QUILINO MOSCOSO

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THESIS ABSTRACT

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This project was designed to prepare and evaluate supplementary reading materials based on the reading interests of pupils. These reading materials were purposely made to provide children with varied, interesting and appropriate supplementary reading materials and to encourage teachers to write stories that suit the reading levels of pupils.

To ascertain what are appealing or interesting to children a Reading Interest Inventory was conducted before the preparation of the reading selections. The results of the Reading Interest Inventory revealed that Grade IV pupils prefer stories about animals, fairies, ghosts, fables, life of boys and girls, legends, hobbies, heroes, bible stories, and science. The reading selections that were written were based on the reading interests of Grade IV pupils.

The readability of the selections was initially tested with the use of the Fry and SMOG Readability Formulae. The selections were found to be of Grade IV readability level. Readability was further confirmed by the use of the cloze test

which showed that the selections were within the level of the pupils or that the pupils were ready for the materials.

Item analysis of the test items for the difficulty indices and discriminating power showed that ninety items were acceptable, two items were marginal, but were eventually accepted based on the results of the r_{pbi} .

The validity of the test was determined with the use of item analysis and for marginal items, with the use of Point Biserial Coefficient of Correlation.

The reliability of the tests for the six reading selections was determined with the use of Kuder-Richardson Formula 20. This formula is used for estimating the internal consistency of a test. The test exercises, as a whole, showed strong indications of reliability because the obtained indices of consistency (r_{tt}) for all the reading exercises showed high consistency. Thus, the tests were considered reliable.

One hour was sufficient for one reading lesson, consisting of one selection each, with its accompanying 15-17 test exercises. In fact, the teacher has enough time to discuss the reading selections with the class if she desires it.

Guidelines for insuring the readability, appropriateness and validity of the materials were strictly followed. No revision was made because the items subjected to r_{pbi} showed that they were acceptable.

The teacher's manual that accompanies the reading selections will serve as guide and model for teachers in developing the reading skills for which the materials were written. The materials could be used for independent reading, instructional reading and remedial reading of pupils.