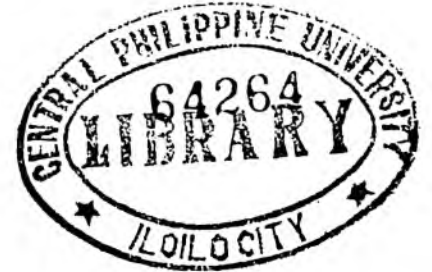


PREPARATION AND EVALUATION OF READING
MATERIALS FOR GRADE ONE

A Special Project in Lieu of a Thesis
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THESIS ABSTRACT

PREPARATION AND VALIDATION OF READING MATERIALS FOR GRADE ONE

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This project was to prepare and evaluate reading materials which are valid, reliable, and usable in Grade I, preprimer level 2 of a series.

Before the actual writing of the six reading selections, a reading interest inventory was conducted among Grade I pupils in the region. From the results, ten topics of highest interest was identified. The findings showed few differences between sexes, which differences are expressed in order of ranking.

Other bases for the development of reading materials were considered. In order to insure steady progression in the development of reading skills, the skill focus in each selection was drawn from the Minimum Learning Competencies (MLC) in English for Grade I. Word lists now available were consulted for the selection of appropriate words for the intended level.

The reading level of the six reading selections, taken together, was determined through the use of the Fry Readability Formula. The findings showed that the reading materials were within the area specified for the preprimer

level.

The number of words, as well as the new words introduced in each selection, the style of presentation, and the values to be infused, were also considered.

The test items were analyzed on the basis of their difficulty and discriminating power. Out of ninety items, seventy-nine items were good, five items were poor and eventually revised, and six items were marginal. These six marginal items were further validated through the use of the point biserial coefficient of correlation (r_{pbi}). Five items showed acceptable power, one item was revised.

The reliability of the tests was determined through the use of the Kuder-Richardson Formula 20. The test exercises in the six reading selections had very high reliability according to Garrett's interpretation of the r , the correlations ranging from .80 to .90.

The reading selections were usable. Seventy-four per cent of the pupils in the sample could read the selections at the instructional level; fourteen per cent, at the independent level; and twelve per cent at their frustration level. In terms of the mean scores of the sample, they were found to close to the midpoint in the total range of possible scores.

On the basis of the findings, the six reading selections could be utilized for teacher-guided reading, independent reading or for remediation, since the selections are readable

and the tests are appropriate in difficulty. Moreover, the tests are highly reliable. The reading selections are therefore, appropriate for the Grade One preprimer level for whom they were intended.

The Teacher's Manual was prepared in order to help teachers teach the reading selections effectively. The revised materials are included in the manual.