

PREPARATION AND VALIDATION OF READING MATERIALS FOR GRADES V AND VI *

Zita Delfino-Alon

This project, "Preparation and Validation of Reading Materials for Grades V and VI with An Accompanying Teacher's Manual" grew out of the need of Region VI for varied, interesting, and suitable instructional materials tailored to the needs and experiential backgrounds of its pupils. The purpose of these materials is to supplement the basic readers in the classroom either for independent reading of the pupils or for reading instruction.

The materials are six reading selections, five of which were originally written by the researcher and one, adapted. Every selection is followed by test exercises on vocabulary, word recognition, and comprehension.

The materials have undergone several stages of analysis in their preparation and validation.

All the materials were developed on the basis of a conceptual framework. The writer was constantly reminded about the following considerations as she developed the materials: subject or content areas of interest to the readers; the presentational style that they prefer, the specific reading skills to be developed, and the infusion of desirable values.

The materials were kept within the reading level of the pupils for whom they were intended by controlling (1) the vocabulary and con-

cept loads, (2) the language structures used, and (3) the length of the passages.

The reading skills, objectives and concepts developed in the materials, and the language structures employed are those prescribed by the Elementary Learning Continuum and other curriculum guides and materials currently used in public elementary schools.

The readability of the selections was ascertained with the use of the Fry Readability Formula.

A sample of Grade V and VI pupils were asked to read orally the portions of the developed reading materials to determine the usability of the materials. The results revealed that the pupils for whom they are intended found the selections readable.

The results of the trial use of the materials were analyzed to determine (1) the validity of every test item on the basis of its difficulty and discrimination index and the correlation between item score and the total score, and (2) the reliability of the whole set of the testing instrument upon retesting.

The few items which did not show strength initially were revised and retested. Those that did not improve were eliminated.

The test exercises were found out to be highly reliable.

¹ Abstract of a thesis for Master of Arts in Education degree, done at Central Philippine University, 1984.