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Evaluating CRLA and its Instructional Impact in Grade 3 Learners Fluency and Reading Comprehension

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Abstract:

This study aimed to assess the effectiveness of the Comprehensive Rapid Literacy Assessment (CRLA) in improving the reading fluency and comprehension of Grade 3 students at Basak Elementary School, Schools Division of Mandaue City, for the academic year 2025–2026. The study aimed to analyze the demographic characteristics of educators and students, evaluate the extent of CRLA implementation, assess students' reading performance regarding CRLA outcomes, investigate the correlation between implementation and performance, and identify the challenges faced by teachers. The research utilized a descriptive-correlational design, encompassing 12 Grade 3 educators and 50 students. The data collection instruments comprised survey questionnaires and analyses of CRLA results. The findings indicated that most teachers (50%) were seasoned professionals, aged 46 and older, female, with more than 15 years of service, holding bachelor's degrees, and having completed master's coursework. Nonetheless, 91.67% had participated in fewer than 20 hours of CRLA-related training. The learners were predominantly aged 9 to 10, with a slight female majority. The implementation of CRLA received an "Always" rating in all dimensions, with an average weighted mean of 3.81. Learner performance was evaluated as "Very Satisfactory" (WM = 3.22), with oral reading fluency receiving the highest score. A statistically significant correlation ($p = 0.065 < 0.05$) was identified between CRLA implementation and reading performance. Nonetheless, significant challenges encompassed insufficient training, time limitations, minimal parental support, and inadequate resources. The study advocates for early-grade reading intervention activities to maximize CRLA as a resource for advancing early literacy and enhancing instruction.

Keywords: Administration and Supervision, reading interventions, reading fluency, intervention, Descriptive, Mandaue City, Philippines.

CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

In today's rapidly changing world of education, basic literacy remains a crucial component of lifelong learning and overall growth. UNESCO (2023) reiterates that reading is not merely a fundamental skill but a transformative instrument that empowers individuals to engage with and respond to their environment critically. Reading and writing skills in the early grades are crucial because they significantly impact how well learners comprehend texts across all subject areas and lay the foundation for future academic success. Early-grade reading assessments have been efficient worldwide in identifying learning gaps and developing targeted interventions. The Comprehensive Rapid Literacy Assessment (CRLA) is gaining popularity as a quick, flexible, and research-based approach to helping young children learn to read. It is designed to address literacy challenges with contextual relevance and pedagogical flexibility in multilingual, resource-limited settings (USAID-ABC+, 2022).

The Department of Education in the Philippines has recognized the urgent necessity to mitigate educational deficits caused by the COVID-19 pandemic, especially in literacy. In 2020, DepEd and USAID collaborated on the Advancing Basic Education in the Philippines (ABC+) Project to test and subsequently implement the CRLA for students in Grades 1 through 3. This formative reading tool, administered three times a year, quickly determines the type of reader a student is: Grade-Ready, Light, Moderate, or Full Refresher. It achieves this by examining their decoding, fluency, and comprehension scores (USAID, 2022). CRLA enables teachers to execute immediate, level-specific interventions, distinguishing it from conventional reading tools. However, even though it is being used more in some places, there have been few studies in those areas that examine how well it is being implemented or how teachers utilize the results to plan lessons. This indicates that a research gap exists that needs to be addressed if CRLA is to become a long-term, system-integrated solution to early literacy issues nationwide.

Reading comprehension among primary students in Central Visayas, particularly in Region VII, remains a significant issue. The Regional Monitoring and Evaluation Report (DepEd Region VII, 2023) highlighted ongoing issues, including the inconsistent use of reading tests, the scarcity of materials in local languages, and the lack of training for teachers on how to utilize CRLA results to inform lesson planning. CRLA is part of learning recovery frameworks; however, schools do not always utilize it in the same manner due to logistical and instructional challenges. Some schools still use traditional diagnostic tools instead of fully leveraging the timely feedback and data that CRLA provides. There is an urgent need for regional studies examining the integration of CRLA into literacy enhancement plans within schools in Region VII, particularly in Cebu Province.

The Basic Education Learning Recovery and Continuity Plan (BELRCP 2022–2025) for Mandaue City continues to focus on literacy. To encourage a culture of reading in primary grades, projects such as "Tara, Basa Ta!" and "Basahon Ko, Basahon Mo" have been initiated. However, recent reports from the division (DepEd Mandaue, 2023) indicate that CRLA is being used in some elementary schools, but not always consistently, and with no follow-up on remediation tracking. Overcrowded classrooms, inadequate time for individualized instruction, and teachers' substantial workloads have all complicated the effective use of CRLA data to improve classroom practices. In the absence of explicit direction, schools may struggle to optimize the tool's efficacy, potentially diminishing its impact on enhancing reading abilities in young learners.

The use of CRLA among Grade 3 learners at Basak Elementary School, one of the largest public schools in Mandaue City, has revealed a great deal about the literacy challenges that students face.

The first results of the CRLA indicate that a significant number of students are in the Moderate and Full Refresher groups, particularly in reading comprehension and fluency. On the other hand, teachers say that interventions after an assessment are often too broad and do not take into account each student's reading level. Teachers often struggle to understand CRLA data and apply various strategies in the classroom. The goal of this study is to investigate how CRLA is utilized and its effects at Basak Elementary School, to determine how assessment data can inform lesson planning. The goal is to develop specific interventions, enhance teacher training, and establish a structured, data-driven reading program that is sustainable, accessible to everyone, and effective in raising literacy rates in the early grades.

Theoretical/ Conceptual Background

This study is based on Bronfenbrenner's Ecological Systems Theory, which posits that multiple environmental systems —namely, the microsystem, mesosystem, exosystem, macrosystem, and chronosystem — influence a child's development. This perspective posits that literacy is cultivated not in isolation but within the interrelated contexts of home, school, and community (Bronfenbrenner, 2020). When this theory is applied to CRLA, the assessment process is viewed as more than just an activity that occurs in the classroom; it is seen as a comprehensive approach to evaluating student learning. It is also seen as something that is affected by parents, the community, and educational policy. For instance, students who struggle with reading may be impacted by larger social or economic issues, and CRLA results can help pinpoint which students require multi-level support interventions, including teacher remediation, home literacy reinforcement, or peer tutoring. The theory posits that effective literacy enhancement necessitates collaboration across various environments rather than being confined to the classroom alone.

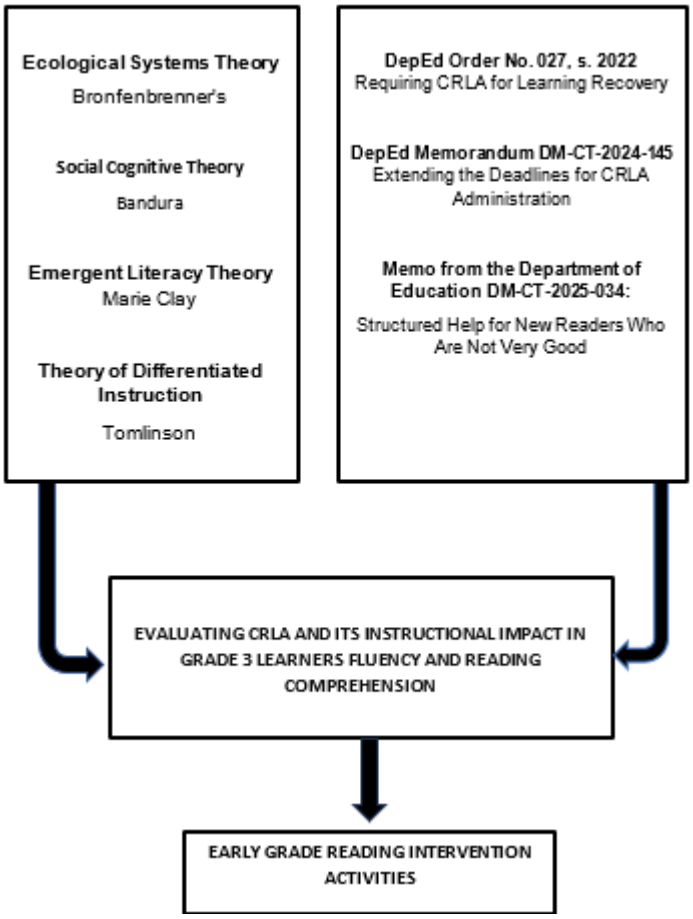

Figure 1. Theoretical Framework of the Study

Bandura's Social Cognitive Theory also provides a pertinent framework for the application of CRLA. Bandura (2021) emphasizes the importance of observational learning, self-efficacy, and reciprocal determinism in shaping student behavior and academic success. When applied to CRLA, this theory highlights the importance of students believing in their reading skills, which can impact their motivation and persistence in literacy tasks. Teachers who give students positive feedback after CRLA tests can help them feel more confident, especially when they show students how their scores have improved over time.

Peer modeling, such as reading buddies or group reading sessions, can help children learn by watching others and further improve their literacy skills. Bandura's framework emphasizes the significance of fostering student confidence and agency in conjunction with skill-based remediation.

Marie Clay's theoretical lens is the Theory of Emergent Literacy. It states that literacy development begins long before children enter school and is facilitated by meaningful interactions with print and language (Clay, 2020). This theory supports CRLA's approach to the early grades by suggesting that structured tests in Grades 1–3 are crucial for identifying students who still require development of their basic literacy skills. Clay work stresseClay's early intervention needs to be tailored to each child and happen quickly. These ideas are part of the CRLA's framework. CRLA does more than identify problems; it provides teachers with the tools they need to offer personalized help based on up-to-date data. This aligns with the developmental continuum that Clay discusses.

The Developmental Reading Approach is based on the idea that reading is a complicated mental process that changes over time. To help students improve their reading skills, they need to be taught at their level. This method emphasizes the gradual development of reading skills, beginning with recognizing and decoding words and progressing to more advanced skills, such as comprehension—Vygotsky's critical thinking. Vygotsky's (1978) theory of the Zone of Proximal Development remains useful here because it suggests that learners perform better when they receive scaffolded instruction that focuses on the skills they are ready to learn next. Recent studies have shown that reading materials tailored to each student's level are more effective in helping them become literate over the long term than those that are uniform for all students (Leu et al., 2021).

Today's use of the developmental reading method combines cognitive and sociocultural perspectives, taking into account the fact that students come from diverse language, cultural, and life backgrounds. This means that teachers need to employ various instructional methods and formative assessment strategies to plan their lessons. Researchers have found that programs incorporating flexible grouping, formative assessments, and tiered interventions enhance students' decoding, fluency, and comprehension (Rasinski et al., 2022). Digital tools and adaptive learning systems can also help us get a better idea of each student's reading level and needs. This supports the idea of individualized learning paths.

The developmental reading approach also emphasizes the importance of enhancing reading motivation and engagement, which are often associated with improved literacy skills. Guthrie and Klauda's (2020) study demonstrate how reading motivation and help with schoolwork interact. They discovered that students who think reading is important and enjoyable are more likely to read independently and improve their comprehension of what they read. The method also aligns with a balanced literacy framework that teaches phonemic awareness, phonics, vocabulary, fluency, and comprehension in a way that is tailored to each child's level of development (Duke & Cartwright, 2021). Therefore, the developmental reading approach remains a valuable and relevant teaching method that can help enhance literacy outcomes, particularly when grounded in recent educational research and advancements in technology.

The Classroom Reading Level Assessment (CRLA) is a test that teachers can use to find out how well their students can read. This allows them to adjust their lessons in real time based on how well their students are performing. Formative assessment and differentiated instruction provide the theoretical foundations for this approach. Both of these approaches put the student at the center of

learning and ensure that teachers make decisions based on their knowledge. William (2020) states that formative assessments, such as CRLA, serve as a link between teaching and learning. They give teachers information that helps them adjust their lessons to meet each student's individual reading needs.

One student most important theoretical conclusion is that it fits with Vygotsky's idea of the Zone of Proximal Development (ZPD), which says that teaching should happen just beyond what the student can currently do to help them grow. Teachers use CRLA to determine the current reading level of their students and then plan lessons that build upon it. This is supported by Tomlinson's (2021) most recent study, which found that using tests like the CRLA to tailor lessons to each student's needs increases their interest and success, especially in classes with students of different abilities.

CRLA aligns with The Simple View of Reading (Gough & Tunmer, 1986). This idea has been further developed by newer models that examine both decoding and understanding language. Duke and Cartwright (2021) suggest that reading skills result from the interaction of various cognitive areas, including vocabulary, background knowledge, and decoding fluency. CRLA enables teachers to monitor these areas systematically, ensuring that lessons focus on the actual reasons why students struggle with reading.

CRLA affects teaching by examining how it influences both large and small teaching strategies. On a larger scale, it helps teachers choose reading materials that are right for each student's level. At the micro level, it enables mini lessons to be used in flexible groups and cycles of intervention. Rasinski et al. (2022) demonstrate that fluency-based tests, such as CRLA, are effective in identifying readers who are struggling and utilizing evidence-based reading strategies to enhance their automaticity and comprehension.

The results of the CRLA are used to plan tiered interventions, particularly in frameworks such as Response to Intervention (RTI). In RTI, assessment data help allocate resources and time for instruction more effectively. Vaughn and Fletcher (2020) emphasize the importance of ongoing, reliable assessments in identifying students who are likely to struggle with reading and providing them with timely, research-based support. CRLA is an important part of this process because it provides ongoing feedback on how well students are performing and how effectively intervention programs are working.

Technology has also made the CRLA more accessible and easier to reach. Digital platforms enable the collection of data more quickly, tracking each person's progress and combining tasks that promote multimedia literacy. Leu et al. (2021) argue that digital assessments play a crucial role in modern literacy instruction, as they provide teachers with a clearer understanding of how students read when reading on a screen. CRLA remains a valuable tool for classrooms that utilize both print and digital texts, as it can effectively work with both.

CRLA also encourages teachers to reflect on their practices. When teachers examine CRLA data to identify areas for improvement in their teaching, they are making informed decisions based on facts. Hattie and Donperson (021) say that good teaching means constantly evaluating, giving feedback, and adjusting lessons based on how students respond. CRLA makes this cycle easier by giving teachers real data that helps them plan lessons, set the right pace, and choose teaching methods that are appropriate for their students' reading levels.

Technology has also made it easier to get to and use CRLA. Digital platforms make it easier to collect data, track each person's progress, and combine tasks that help people learn how to use various types of media. Leu et al. (2021) argue that digital assessments are crucial for teaching literacy today because they enable teachers to gain a deeper understanding of how students read, particularly when reading on a screen. CRLA remains a valuable tool for classrooms that utilize both print and digital texts, as it effectively supports both formats.

The primary reason for CRLA is that it can personalize instruction, help students continue to improve their learning, and close the gap between what students are expected to learn and what they learn. It puts modern theories of literacy into practice in the classroom, supporting the shift from generic teaching to data-driven instruction that responds to students' needs. By following current models of reading development and learner assessment, CRLA enhances teaching effectiveness and helps all students achieve a comparable level of literacy.

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According to constructivist learning theory, students actively build knowledge through meaningful interactions with their surroundings, experiences, and prior knowledge. This theory supports reading activities that are based on questions and are centered on the student. These activities are part of the Classroom Reading Level Assessment (CRLA) and connect what students already know about reading and sewing ideas and concepts. CRLA can be more than just a way to test reading levels. It can also serve as an interactive platform that helps students assess their work, reflect on what they have read, and engage in reading activities that build on their existing knowledge. By letting students read texts in a way that makes sense in their own lives, CRLA becomes both a diagnostic tool and a constructivist learning experience.

From a constructivist point of view, using CRLA has a significant effect on how people learn and teach. Teachers transition from simply providing students with information to guiding them through personalized reading experiences. Parmaxi and Zaphiris (2021) argue that constructivist methods foster independence and critical thinking, both of which are essential for enhanced understanding. Students are more interested in and motivated to read when CRLA tasks follow these rules. Additionally, CRLA's formative assessments help tailor reading instruction to the learner's zone of proximal development (ZPD), making reading instruction more effective overall.

Recent research demonstrates the impact of a constructivist-based CRLA implementation on learner agency and learning in context. Abaci et al. (2022) conducted a study that demonstrated the effectiveness of using assessment methods based on constructivist practices in improving reading confidence and literacy performance across different classrooms. This demonstrates the importance of the theory in guiding reading instruction that is both flexible and welcoming. By using CRLA in this way, teachers create a more meaningful and empowering learning environment where students are active participants in their reading development, rather than simply receiving information.

Finally, Tomlinson's Theory of Differentiated Instruction backs up the teaching ideas behind CRLA. Tomlinson (2021) suggests that to be an effective teacher, you must consider your students' readiness, interests, and learning styles. The CRLA produces diagnostic reading data that helps teachers place students into groups based on their reading needs and adjust their lessons accordingly. CRLA promotes tiered interventions, flexible grouping, and targeted strategies rather than a one-size-fits-all approach. These are all examples of differentiated instruction. This theory reinforces the study's emphasis on using assessment outcomes to inform targeted instruction, particularly for learners who require moderate to comprehensive remediation.

This study employs a conceptual framework that situates CRLA as a formative diagnostic instrument integrated within a comprehensive ecosystem of instructional planning, learner development, and policy implementation. It follows a process model made up of four parts that are all connected: (1) literacy assessment (teachers) data interpretation, (3) instructional response, and (4) monitoring learner progress. Each step is based on data and repeats itself, creating a continuous loop of assessment and improvement for literacy growth in Grades 1–3.

The first part of this framework involves using assessment tools effectively to determine what students need. CRLA is conducted three times a year and provides students with immediate feedback on their understanding and proficiency in the language. This diagnostic function enables teachers to assign students to reading groups and adjust their instructional strategies accordingly. Unlike traditional summative tools, CRLA enables teachers to make informed decisions about how to teach immediately, allowing problems to be addressed promptly rather than later. In this framework, the assessment is not the learner's process; it is the beginning of a targeted and flexible approach to teaching.

The second part is the teacher's role as a learning engineer, which involves analyzing CRLA results and using them to modify the learning process for students. The framework assumes that teachers need to be trained and know how to read and write effectively in order to use CRLA. It recognizes that CRLA is only helpful if the decisions it facilitates regarding teaching are sound ones. Therefore, professional development, collaboration with peers, and support systems are all crucial for ensuring that CRLA insights are effectively translated into meaningful classroom practice.

The third part emphasizes teaching that is tailored to each student's individual needs and the specific situation. Teachers use various methods based on CRLA profiles, such as phonics drills, student-led reading, shared reading, or comprehension scaffolds. The framework utilizes materials in the learner's native language, texts relevant to their culture, and learner-centered methods to ensure that instruction is meaningful and accessible to all. CRLA meets the diverse language and cognitive needs of students in Philippine classrooms, making literacy instruction more equitable.

The final step is to monitor the student's progress and adjust the intervention strategies as necessary. Schools can track changes in reading profiles and assess the effectiveness of their teaching methods by using CRLA repeatedly throughout the school year. In this feedback loop, students who show improvement are placed in new groups, while those who do not show improvement receive additional support. The framework states that testing should lead to changes in teaching and that improving literacy is an ongoing process that responds to students' needs.

DepEd Order No. 027, s. 2022 officially adds CRLA to the national Learning Recovery Plan. It instructs all elementary schools to administer quick literacy tests to students in Grades 1–3 during the 2021–2022 school year. This order highlights CRLA's role in evaluating learning deficits resulting from the pandemic and in providing prompt remedial instruction, marking a shift from occasional application to systematic integration within the curriculum Standard VII's policy utilizes CRLA as a diagnostic tool, which is administered three times a year (at the beginning, middle, and end of the year). This ensures that responses to literacy setbacks are based on data, demonstrating the Department's commitment to recovery and basic learning.

In May 2024, the Office of the Undersecretary for Curriculum and Teaching at DepEd released DM-CT-2024-145, which moved the deadline for sending in EOSY CRLA (and RMA) results from April 22 to May 22, region's he policy directive acknowledged actual delays in schools due to logistical difficulties and significant teacher workloads, underscoring the need for comprehensive data submission to facilitate precise planning. The memo ensured that the assessment was" accurate, held people accountable, and facilitated the proper combination of literacy data for remedial programming by granting more autonomy and adhering to the reporting schedule.

Although Region VII's online issuance list does not explicitly mention CRLA, national requirements—such as RM 529, s. 2024—led Regional Directors to teach divisions about new CRLA tools and processes (like BoSY, MoSY, and EoSY administration) in May 2024. This orientation was part of a larger national initiative aimed at increasing testing in the early grades. Its goal was to help teachers improve their ability to assess students' profiles and direct students to the appropriate type of help. The region's subsequent rollout ensured that schools had the necessary technical and pedagogical tools, which helped make literacy recovery programs more consistent across all divisions.

The DepEd released DM-CT-2025-034 in March 2025. It is intended for Grade 3 "Low Emerging Readers" identified through the EOSY 2024–2025 CRLA results. More than 64,000 students from across the country participated in a structured, four-week remediation program from May 13 to June 6. The program was run by trained teachers and supported by reading coordinators at the division and school levels. The memo outlines rules for running the program, including the number of people in each group, the types of lessons to use, the frequency of student testing, and the method for reporting results. These rules are designed to ensure that the program has a significant impact on students' learning and that their literacy levels improve. This directive represents a significant step forward in policy, transforming diagnostic data into organized, monitored interventions that have a direct impact on students.

Republic Act 10533, referred to as the Enhanced Basic Education Act of 2013, formalizes the K to 12 Basic Education Program in the Philippines. A primary feature is the enhancement of early childhood literacy, particularly in Key Stage 1 (Corresponding to Kindergarten to Grade 3). The legislation underscores the cultivation of essential skills, encompassing literacy in the native language, Filipino, and English. RA 10533 requires that educational materials and pedagogical approaches be developmentally suitable, linguistically aware, and contextually relevant. It emphasizes the importance of early reading as a vital component in fostering lifelong learning and literacy in young learners.

Increased reading activities in Key Stage 1 are essential as they facilitate the development of decoding, comprehension, vocabulary, and fluency at a formative age. Current educational practices within the K-12 curriculum require learners to engage with a diverse array of texts—narrative, informational, and literary—to enhance their fundamental reading skills and critical thinking abilities. Regular and significant reading experiences also help close the educational gaps created by factors such as insufficient print exposure at home or linguistic barriers. Research indicates that early reading proficiency has a profound influence on long-term academic achievement (Padilla-De Guzman & Torres, 2022). Consequently, educational institutions are encouraged to incorporate systematic reading initiatives, such as Phil-IRI and the Early Language, Literacy, and Numeracy Program (ELLN), into early-grade pedagogy.

Augmenting reading time and resources in Key Stage 1 corresponds with the learner-centered and inclusive principles of RA 10533. It enables learners to attain proficiency in reading by the end of Grade 3, which serves as a national standard for literacy advancement. Moreover, the legislation supports ongoing professional development for educators in reading instruction to ensure the effective implementation of reading instruction. Enhanced classroom reading activities enable educators to differentiate instruction, assess student progress, and deliver targeted interventions for students who struggle with reading. Ultimately, cultivating a reading culture at the foundational level not only mitigates literacy disparities but also aligns with RA 10533's objective of producing functionally literate and globally competitive Filipinos.

These documents collectively demonstrate a clear path from policy to practice: CRLA evolved from being a pilot tool (Order 027, 2022) to a required resource (DM-CT-2024-145), with regional implementation support (RM 529, 2024) and ultimately to targeted remediation programs (DM-CT-2025-034). In Region VII, these policies have made CRLA more reliable, helped teachers grow professionally, and enhanced instruction with a data-driven approach. This has led to better, more organized literacy support in schools.

THE PROBLEM

Statement of the Problem

This research determined the effectiveness of the implementation of the Comprehensive Rapid Literacy Assessment (CRLA) in improving the reading fluency and comprehension of Grade 3 learners at Basak Elementary School, Schools Division of Mandaue City for the school year 2025–2026 as basis for designing enhanced, data-driven early grade reading interventions.

This study specifically sought to answer the following questions:

1. What is the demographic profile of the respondent groups in terms of:

1.1 Teachers'

1.1.1 Age and gender,

1.1.2 Highest Educational attainment,

1.1.3 Length of teaching experience, and

1.1.4 Trainings or seminars attended on CRLA or early literacy assessment;

1.2 Learners' age and gender?

2. What is the level of CRLA implementation for Grade 3 as perceived by teachers in terms of:

2.1 Frequency and timing of administration,

2.2 Clarity and reliability of learner profiling,

2.3 Teacher preparedness and interpretation skills,

2.4 Availability of materials and logistical support, and

2.5 Monitoring, documentation, and follow-through?

3. What is the level of reading fluency and comprehension of Grade 3 learners based on CRLA baseline data results in terms of:

3.1 Oral reading fluency (rate and accuracy),

3.2 Literal comprehension, and

3.3 Inferential and evaluative comprehension?

4. Is there a significant relationship between the level of CRLA baseline data results implementation and the reading performance of Grade 3 learners?

5. What are the issues and concerns encountered by insufficient training of teachers in implementing CRLA?

6. Based on the findings, what early grade reading intervention activities can be facilitated?

Null Hypothesis

H_0: There is no significant relationship between the level of CRLA implementation and the reading performance of Grade 3 learners?

Significance of Study

This study aims to evaluate the effectiveness of the Comprehensive Rapid Literacy Assessment (CRLA) in enhancing reading fluency and comprehension among Grade 3 learners at Basak Elementary School. The results may help improve early-grade reading programs, strengthen remedial strategies, and enhance lesson planning based on assessment data.

This study is advantageous to the following:

Department of Education. The results help shape policy and inform decisions on whether to continue using or improve CRLA as a tool for early literacy development, thereby supporting national and regional goals for foundational learning recovery and success.

Education Policy Makers. The CRLA (Classroom Reading Level Assessment) study is important for education policymakers because it can help them develop data-driven literacy policies and targeted intervention programs that directly support learners who are struggling with reading. The CRLA helps policymakers make better use of resources, support teacher training that focuses on differentiated instruction, and improve curriculum standards so that they better meet the developmental reading needs of learners. This is because it gives them reliable, classroom-based evidence of students' actual reading levels.

Administrators. The results can help school heads improve the school's reading programs, provide additional support to learners struggling with reading, and more effectively utilize resources to enhance literacy instruction for Grades 1–3.

Teachers. This study could help teachers understand how to interpret CRLA data and utilize the results to support learners in the classroom. It facilitates personalized learning and data-driven instruction for students with diverse reading profiles.

Parents/Guardians. The study may help people understand the importance of family support in learning to read. With the proper support, parents can play a more active role in helping their kids improve their reading skills at home.

Students. The primary beneficiaries are third graders, who may receive more targeted help based on their individual reading needs. This will help them become more fluent, understand, and confident in all subjects.

Community. The study may lead to stronger partnerships between schools and communities, promoting reading as a shared responsibility and a lifelong skill, thereby creating a culture of literacy outside of school.

Researcher. This study enhances the researcher's professional development and contributes to the development of evidence-based methodologies in early literacy assessment and intervention within elementary education.

New researchers. The study can serve as a valuable reference for individuals in similar educational settings who are interested in CRLA, basic reading tests, or school-based literacy programs.

RESEARCH METHODOLOGY

This section describes the research method, design, location, population, and sampling, as well as the research instruments, data collection process, statistical analysis of data, and scoring methods used in the study of the Comprehensive Rapid Literacy Assessment (CRLA) for Grade 3 learners at Basak Elementary School in Mandaue City.

Design

This research utilized a descriptive-correlational design. The descriptive part examined how CRLA was being used in Grade 3, the problems it presented, and its effectiveness. The correlational part examined the relationship between the effectiveness of CRLA use and students' ability to read and understand what they read. This method was suitable for assessing the effectiveness of an educational program and determining the strength of relationships between variables without altering them (Creswell & Creswell, 2018).

This approach was employed, integrating quantitative data obtained from surveys and assessment results derived from teacher interviews. This method provided a comprehensive understanding of how CRLA was utilized and its effectiveness in helping early-grade students learn to read. The research was conducted at Basak Elementary School, a public institution overseen by the Schools Division of Mandaue City. Two groups of people answered the questions: (1) Grade 3 teachers who were directly involved in implementing the CRLA and teaching reading, and (2) Grade 3 learners who had taken the CRLA during School Year 2025–2026.

Flow of the Study

The research employed a systematic approach, encompassing input, processing, and output. This study aimed to explore the implementation and impact of the Comprehensive Rapid Literacy Assessment (CRLA) on the reading performance of Grade 3 learners at Basak Elementary School. To establish a foundational understanding of the research context, the study first examined the demographic profiles of the two respondent groups. For teachers, it gathered data on age, gender, educational attainment, length of teaching experience, and

participation in training or seminars related to CRLA or early literacy assessment. For the learners, the study considered their age, gender, reading interests, and the level of literacy support they received at home, providing a well-rounded view of the learning environment.

Following this, the study assessed the level of CRLA implementation as perceived by teachers. Specifically, it explored the frequency and timing of the tool's administration, the clarity and reliability of learner profiling results, the level of teacher preparedness in administering and interpreting the tool, the availability of materials and logistical support, and the processes for monitoring, documentation, and follow-through. These areas offered insight into the operational integrity of CRLA implementation within the school.

Next, the study evaluated the reading fluency and comprehension levels of Grade 3 learners as indicated by their CRLA results. It examined learners' oral reading fluency—including both rate and accuracy—as well as their ability to comprehend texts at literal, inferential, and evaluative levels. This aspect of the study was essential for understanding not only how well students read but also how deeply they comprehended what they read.

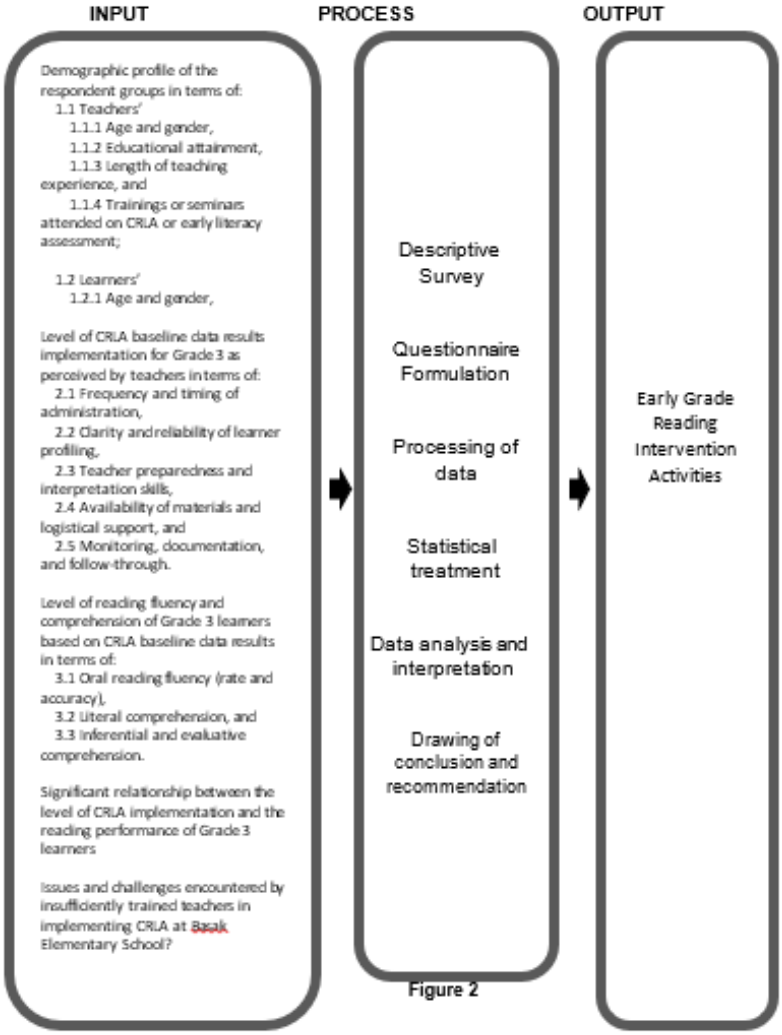

Figure 2. Flow of the Study

To connect practice with outcomes, the research determined whether there was a significant relationship between the level of CRLA implementation and the actual reading performance of Grade 3 learners. This correlation aimed to validate whether strong implementation had a direct influence on improved literacy outcomes among students and to what extent.

Finally, the study identified the issues and challenges faced by teachers in administering CRLA at Basak Elementary School. These included limitations in training, resource constraints, and gaps in follow-up instruction. Based on the insights gathered, the study proposed context-specific, practical, and learner-centered early-grade reading intervention activities. These recommendations aimed to support sustainable literacy development among Grade 3 learners and strengthen the school's reading programs.

Environment

This research was conducted at Basak Elementary School of North District of the Division of Mandaue City.

Basak Elementary School. **Basak Elementary School** was founded in **1921**. Through the efforts of Mr**.** Anastacio Perez, Julio and Domingo Alinsug and Clemente Paran, they were able to acquire a school area of 11,191.5 square meters, more than enough to put up a primary school. Hon. Eriberto Dimpas, the 6th Municipal Mayor of Mandaue, is known to be the very first teacher of the school, then Basak Primary School. He reportedly taught a combination class composed of 60 grade I and II pupils. As the learners were promoted to the next grade, intermediate grade levels were then offered by the school. The late mayor accordingly only finished second-year high school at the Cebu Provincial High School**;** however, he was able to produce the brightest students at that time.

It is a school situated in Basak, Mandaue City. It is a mega school and a center school in the North District. With the increase in enrolment, additional

teachers were deployed to serve learners from within the community and its neighboring barangays. Basak Elementary School, over the years, has grown as one of the *big schools* in the Division, and with its accessibility to public transport, it has been designated as the central school of the North District.

Presently, **Basak Elementary School** has a total population of more than three thousand pupils, offering a curriculum for SPED, Kindergarten to Grade VI, with over a hundred teaching and non-teaching staff administered by a school head.

It comprises 96 teachers and 1 school head. It has a complete basic education from Kinder to Grade six and has Special Education. It also has a special science class for every grade level. It has different facilities like a canteen, computer laboratory, library, home economics room, and clinic. It received an award as one of the best schools in Mandaue City last school year 2019-2020.

Figure 3. Research Environment

The school strongly supports the EFA goals which include providing basic quality education for every child. The school administration, teaching, and non-teaching staff recognize every child's potential and commit themselves to discover the multi-intelligence of every individual.

Respondents

The study was conducted at Basak Elementary School, located in Mandaue City, under the Schools Division of Mandaue, Region VII. The school served diverse elementary learners, including those identified as needing reading intervention support. It was chosen as the research site due to its active implementation of the CRLA, making it an appropriate context for examining its role in elementary-level reading development. The distribution of respondents is shown in Table 1.

Table 1. Distribution of Respondents

Respondents	Frequency	Percentage
Teachers	12	**19.35**
Learners	50	**80.65**
Total	**62**	**100**

Instrument

The study employed a modified questionnaire informed by established literacy assessment frameworks and tailored to the context of Comprehensive Rapid Literacy Assessment (CRLA) implementation in the early grades. The instrument was developed by the Department of Education (DepEd) in the Philippines. It was created in partnership with the ABC+ project and the University of the Philippines' National Institute for Science and Mathematics Education Development (NISMED), in accordance with the guidelines of the CRLA administration. It underwent content validity review by reading coordinators and educational supervisors. The questionnaire consisted of four main parts. The first part collected information about the teachers' and students' demographics. For teachers, the information included their age and gender, the level of education they had achieved, the length of time they had been teaching, and whether they had attended any training or seminars on CRLA or early literacy instruction. The profile for learners included their age, gender, reading interests, home literacy support, and their most recent CRLA performance results.

The second part examined how effectively CRLA was being utilized based on teachers' perceptions. It raised questions about how often and when CRLA was administered, how clear and reliable learner profiling was, how well teachers were prepared and skilled at interpreting CRLA data, whether assessment materials were available, and whether there were procedures in place for monitoring and documenting. The third part looked at how well the students read, especially how well they read out loud (rate and accuracy) and how well they understood what they read, inferentially, and evaluatively based on their real CRLA scores.

The final part examined the challenges and difficulties that teachers at Basak Elementary School encountered when attempting to implement CRLA. This included questions about problems with assessments, following up on lessons, limited materials, and teachers' need for support. The structured format of the instrument facilitated both quantitative analysis and open-ended responses, rendering it a valuable tool for comprehending the status and impact of CRLA within the educational context.

Data Gathering Procedure

The first step in the data gathering process was to send a formal request letter to the Schools Division Superintendent of the Mandaue City Division, seeking approval to conduct the study at Basak Elementary School. Upon receiving the necessary approval, a courtesy letter was also sent to the school principal to inform the administration of the study's objectives and schedule. After obtaining clearance, the researcher coordinated with the Grade 3 teachers to schedule the administration of the research instruments.

The questionnaire, which had been developed and validated prior to distribution, was then personally administered to the teacher respondents. They were given sufficient time, ideally around 15–20 minutes, to complete the form. For convenience and flexibility, respondents who preferred online completion were provided with a digital version of the questionnaire via their preferred platforms (e.g., email or messenger apps). All responses were collected within one week of distribution to ensure consistency in the timing of data gathering.

Once all questionnaires were completed and retrieved, the data were organized and forwarded to a statistician for proper statistical treatment and analysis, including frequency counts, means, and

correlation computations. The results were then presented in tabular form and interpreted in light of the research questions, with guidance from the research adviser.

Following data analysis, a preliminary draft of the findings was prepared and reviewed for accuracy, clarity, and coherence. The draft was submitted to the research panel and adviser for final evaluation, suggestions, and corrections before proceeding to the completion and documentation of the study.

Statistical Treatment of Data

The responses of the participants in this study were statistically treated using a combination of non-parametric measures appropriate for descriptive-correlational research. Each statistical tool was selected to match the variables under investigation, particularly in relation to the implementation of the Comprehensive Rapid Literacy Assessment (CRLA) and learners' reading performance.

Simple Percentage. This was used to interpret the demographic profiles of both teacher and learner respondents. For teachers, it covered age, gender, educational attainment, years of teaching experience, and participation in CRLA-related training or seminars. For learners, it included age, gender, reading interests, and the presence of home literacy support.

Weighted Mean. This was employed to determine the level of CRLA implementation as perceived by teachers, particularly in terms of frequency and timing of administration, accuracy of learner profiling, teacher preparedness, availability of materials, and monitoring practices. It was also used to assess the reading fluency and comprehension levels of learners based on CRLA indicators.

Pearson Correlation Coefficient. This was applied to determine whether there is a statistically significant relationship between the level of CRLA implementation and the reading performance of Grade 3 learners. This test helped assess the strength and direction of association between these two variables.

T-test. This statistical test was used to examine whether there were significant differences in learners' reading performance when grouped according to certain variables, such as gender or the presence of home literacy support.

Scoring Procedures

Respondents were asked to rate their perceptions using a **4-point Likert scale**. The Likert scale was used in questions measuring the level of CRLA implementation and frequency of CRLA-related practices in teaching.

For teacher perceptions on CRLA implementation:

Weight	Range	Category	Verbal Description
4	3.26 – 4.00	Excellent	The practice was implemented excellently and consistently.
3	2.51 – 3.25	Very Satisfactory	The practice was implemented well and frequently.
2	1.76 – 2.50	Satisfactory	The practice was occasionally implemented.
1	1.00 – 1.75	Needs Improvement	The practice was rarely or never implemented.

For the frequency of CRLA usage in instructional practices:

Weight	Range	Category	Verbal Description
4	3.26 – 4.00	Always	The activity was performed all the time.

3	2.51 – 3.25	Often	The activity was frequently performed.
2	1.76 – 2.50	Sometimes	The activity was occasionally performed.
1	1.00 – 1.75	Never	The activity was not performed at all.

These scoring procedures ensured that the data collected were systematically interpreted, allowing the study to draw meaningful insights regarding the effectiveness of CRLA implementation and its impact on the reading outcomes of Grade 3 learners at Basak Elementary School.

DEFINITION OF TERMS

To ensure clarity, the following key terms were defined:

Demographic profiles refer to the characteristics used to describe and analyze groups of respondents, often in research studies.

Early Grade Reading Intervention Activities – Refers to targeted instructional strategies and activities designed to improve reading skills among Grade 3 learners, based on their identified needs from CRLA results. These may include guided reading, phonics drills, vocabulary games, and comprehension exercises.

Home Literacy Support – Refers to the assistance learners receive from parents or guardians at home, such as reading together, providing books, or encouraging reading habits.

Issues and Challenges Encountered by Teachers – Refers to the common difficulties faced by teachers during the implementation of CRLA, such as lack of training, limited materials, time constraints, or difficulty interpreting assessment data.

Learner's Profile Learners' ages and their identified genders, often used to analyze trends and variations in educational research.

Level of CRLA baseline data results implementation. The degree of CRLA (Comprehensive Rapid Literacy Assessment) implementation for Grade 3 indicates how effectively schools administer, monitor, and utilize CRLA tools to evaluate and enhance students' reading fluency and comprehension. It involves the consistency with which educators administer reading assessments, analyze the results, and implement data-informed instruction to rectify identified learning deficiencies.

Availability of Materials and Logistical Support – Refers to the presence of CRLA forms, reading passages, scoring guides, and other resources needed for smooth implementation, including administrative or technical support.

Clarity and Reliability of Learner Profiling – Refers to how clearly and consistently the CRLA identifies students' reading levels. This involves accurately categorizing learners as independent, instructional, or frustration-level readers.

Frequency and Timing of Administration – Refers to how often and at what points in the school year the CRLA is conducted. This helps determine whether the tool is implemented regularly and timely.

Monitoring, Documentation, and Follow-Through – Refers to how CRLA results are recorded, reported, and used to guide subsequent interventions or instruction.

Teacher Preparedness and Interpretation Skills – Refers to the teachers' readiness and ability to administer the CRLA and interpret the results to inform reading instruction.

Level of reading comprehension. The level of reading fluency and comprehension refers to a learner's ability to read a text accurately, smoothly, and with appropriate expression (fluency), along with their capacity to understand, interpret, and evaluate the content of what they read (comprehension). These levels are typically categorized as independent, instructional, or frustration, based on how well a student performs during oral reading and how much they understand afterward.

Inferential and Evaluative Comprehension – Refers to the learners' ability to make logical inferences, interpret meaning beyond the text, and evaluate the content critically.

Literal Comprehension – Refers to the learners' ability to understand and recall directly stated information from a text.

Oral Reading Fluency (Rate and Accuracy) – Refers to how quickly and correctly learners read a passage aloud. It is used to assess automaticity and decoding ability.

Reading Interest – Refers to the learners' motivation and enjoyment in reading various texts. In this study, it is measured through learner self-reports and teacher observations.

CHAPTER 2. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the data collected from the study's respondents, as well as the corresponding analysis and interpretation. This presented the results on the effectiveness of implementing the Comprehensive Rapid Literacy Assessment (CRLA) in enhancing the reading fluency and comprehension of Grade 3 learners at Basak Elementary School, under the Schools Division of Mandaue City, for the School Year 2025–2026. Anchored on the goal of improving early grade reading outcomes, the research aimed to generate evidence-based insights that would guide the development of enhanced, data-driven intervention strategies. Specifically, it examined the demographic profiles of teacher and learner respondents, assessed the extent of CRLA implementation, evaluated learners' reading performance, explored the relationship between implementation level and reading outcomes, identified challenges faced by teachers, and proposed appropriate early literacy interventions.

RELEVANT INFORMATION

The first part of this study presents relevant information about the respondents, specifically the teachers' demographic profile, which includes their age, gender, number of years in service, highest educational attainment, and relevant trainings, seminars, and workshops attended related to the Comprehensive Rapid Literacy Assessment (CRLA). It also covers the learners' profile in terms of age and gender, providing a foundational context for understanding the dynamics of CRLA implementation and its impact on reading fluency and comprehension.

Teachers

This part manages the relevant information about the teachers' age and gender, number of years in service, highest educational attainment, relevant training, seminars, and workshops attended in CRLA.

Age

Age is frequently associated with declining mental abilities necessary for functional independence, such as learning new skills. It is also a necessary variable that must be evaluated to determine the respondents' maturity and order of comprehension. Table 2 shows the respondents' age group.

Table 2. Age Profile

Indicators	Number of Teachers	Percentage
46 and above	6	50.00
41-45	1	8.33

36–40	3	25.00
31–35	2	16.67
Total	**12**	**100**
Average	**46.33**	
SD	**10.11**	

The age profile of the teachers in charge of or responsible for the Classroom Reading Literacy Assessment (CRLA) reveals that most of them (50%) are 46 years old or older, with an average age of 46.33 and a standard deviation of 10.11. This distribution indicates that most teachers participating in the CRLA are experienced educators with extensive teaching experience. Technology has also made CRLA more accessible and easier to reach. Digital platforms enable the collection of data more quickly, tracking each person's progress and combining tasks that promote multimedia literacy. Leu et al. (2021) argue that digital assessments play a crucial role in modern literacy instruction, as they provide teachers with a clearer understanding of how students read, particularly when reading on a screen. CRLA remains a valuable tool for classrooms that utilize both print and digital texts, as it can effectively work with both.

Tichnor-Wagner and Allen (2020) suggest that experienced teachers possess extensive knowledge about how to teach and manage a classroom, which is crucial for utilizing real-world literacy assessments like CRLA. Because they have been teaching for a long time, experienced teachers possess extensive knowledge about how to make informed decisions about teaching and how to meet the diverse needs of students at different reading levels.

However, the fact that only a small percentage of teachers are younger, especially those between the ages of 31 and 35 and 36 and 40 (16.67% and 25%, respectively), could mean that there is a lack of collaboration between generations or that it will be hard to introduce more innovative, tech-based CRLA tools. Li et al. (2021) suggest that including younger teachers can encourage people to adopt newer literacy assessment tools and methods. So, while the current teacher profile supports a stable and experienced CRLA implementation, its impact could be more substantial if intergenerational mentoring and professional development were encouraged to ensure that literacy programs can evolve and adapt as needed.

Gender

Gender spaces are cultural and unique. They dictate how men and women should think, speak, dress, and interact within their surroundings. Gender is a significant factor that warrants investigation. It has an impact on human choices, conditions, and experiences. Table 3 revealed the gender distribution of the respondents.

Table 3. Gender

Indicators	Number of Teachers	Percentage
Male	1	8.33
Female	11	91.67
Total	**12**	**100**

Table 3 presents the gender breakdown of teachers responsible for or conducting the Classroom Reading Literacy Assessment (CRLA). There is a big difference between the number of men and women. There are 12 teachers, and 91.67% of them are women. Only 8.33% of them are men. This means that most of the time, female teachers are the ones who lead the implementation of CRLA in this situation. This trend aligns with what is happening in schools around the world and in the US, where women are often the primary educators, particularly at the elementary and literacy levels (Reilly et al., 2021).

The fact that most teachers in CRLA are women can have effects on both culture and teaching. Research indicates that female teachers frequently possess strong nurturing and communication skills, which are beneficial for teaching reading and literacy (García & Morales, 2020). However, the fact that there are not many male teachers may mean that students do not have access to many different role models, which could be especially beneficial for boys who might benefit from seeing men involved in literacy. Therefore, ensuring that literacy instruction teams have a mix of genders could improve the classroom environment and make learning more inclusive for everyone.

Highest Educational Attainment

Table 4 shows the respondents' educational attainment. Educational attainment develops advanced skills, leading to higher rates of employment, productivity, and lifetime earnings for individuals.

Table 4 presents the highest level of education among the participating teachers in the CRLA. Most of them (83.33%) have a Bachelor's degree with Master of Arts or Education units, and only 16.67% have a Bachelor's degree without any further graduate studies. This suggests that most of the teachers who are part of the CRLA are either currently studying or have studied at a higher level, which makes them more qualified for their jobs, especially when it comes to planning lessons, assessing students, and helping them learn to read. Salas and Rodelas (2022) suggest that teachers with a master's degree are generally more proficient in utilizing new teaching methods and reflective teaching practices, both of which are essential for administering practical reading tests, such as the CRLA.

Table 4. Highest Educational Attainment

Indicators	Number of Teachers	Percentage
Bachelor's Degree with MA/Ed Units	10	83.33
Bachelor's Degree	2	16.67
Total	**12**	**100**

The fact that CRLA facilitators have much academic success makes it easier to collect data, profile learners, and understand the results of reading assessments. It also means being willing to use evidence-based methods to help readers who are having trouble. Technology has also made the CRLA more accessible and easier to reach. Digital platforms enable the collection of data more quickly, tracking each person's progress and combining tasks that promote multimedia literacy. Leu et al. (2021) argue that digital assessments play a crucial role in modern literacy instruction, as they provide teachers with a clearer understanding of how students read, particularly when reading on a screen. CRLA remains a valuable tool for classrooms that utilize both print and digital texts, as it can effectively work with both.

However, teachers still need to continue learning and growing professionally to ensure their skills are up to date with the changing needs of literacy instruction and assessment. Domingo and Corpuz (2021) suggest that even teachers with master's degrees must stay current with the latest trends in teaching reading and writing to be effective in various classroom settings.

Number of Years in the Service

Another important factor to consider in this research is the number of years of service. The term "years of service" refers to the number of years a teacher has worked for the department in exchange for compensation.

Table 5. Number of Years in Service

Indicators	Number of Teachers	Percentage
More than 15 years	7	58.33
11–15years	1	8.33
7–10 years	3	25.00
4–6 years	1	8.33
Total	**12**	**100**
Average	**19.25**	
SD	**12.55**	

The length of service can be used to determine a teacher's commitment to the workplace to which they are currently assigned. Table 5 shows the number of years of service.

Table 5 shows the number of years the teachers who participated in the Classroom Reading Literacy Assessment (CRLA) had been working. Most of the teachers (58.33%) have been teaching for more than 15 years, with an average of 19.25 years of service, and a standard deviation of 12.55. This distribution indicates that most teachers who worked on the CRLA implementation had extensive experience in the classroom and with testing. Cruz and Villanueva (2021) suggest that a teacher's ability to diagnose literacy problems, adjust reading interventions, and make informed decisions about teaching strategies is closely related to their teaching experience. These are all critical skills for literacy-focused assessments, such as CRLA.

The fact that 33.33% of the teachers have been working for 4 to 10 years suggests that there is some generational diversity, which can help people work together and share new ideas. However, the fact that there are not many early-career teachers in the group may mean that younger teachers need more opportunities to be mentored so they can learn how to run literacy programs effectively over the long term. Reyes and Marasigan (2020) emphasize that experienced teachers are crucial for maintaining the quality of reading assessments and for helping less experienced teachers learn effective literacy instruction practices by demonstrating proper techniques and providing support.

Number of hours Training/ Seminars Attended in CRLA

Important components contribute to the respondents' improvement and efficiency. Their participation motivates them to improve their confidence, capacities, and ability to sustain effectiveness. Table 6 shows the related training/ seminars attended by the teachers.

Table 6. Related Training/ Seminars Attended in CRLA

Indicators	Number of Teachers	Percentage
20 to 29 hours	1	8.33
less than 20 hours	11	91.67
Total	**12**	**100**
Average	**9.33**	
SD	**4.62**	

Table 6 shows the number of teachers who have attended training or seminars related to the Classroom Reading Literacy Assessment (CRLA). An impressive 91.67% of teachers have received less than 20 hours of training relevant to their work, and only one teacher (8.33%) has received 20 to 29 hours. The average training length is 9.33 hours, with a standard deviation of 4.62. This indicates that most teachers lack extensive experience with in-depth professional development related to CRLA.

This lack of training raises concerns that teachers may not be adequately prepared or confident enough to properly administer, interpret, and utilize CRLA results. Technology has also made

CRLA more accessible and easier to reach. Digital platforms enable the collection of data more quickly, tracking each person's progress and combining tasks that promote multimedia literacy. Leu et al. (2021) argue that digital assessments play a crucial role in modern literacy instruction, as they provide teachers with a clearer understanding of how students read, particularly when reading on a screen. CRLA remains a valuable tool for classrooms that utilize both print and digital texts, as it can effectively work with both.

Bautista and Enriquez (2021) say that not getting enough training can cause problems with how tasks are done, how learner data is understood, and how reading interventions are put into action. The results show that there is an urgent need for standardized and comprehensive training programs. This is because CRLA requires a deep understanding of diagnostic reading tools and learner profiling. Ongoing efforts to build capacity are very important to make sure that literacy tests are accurate and help students read better (Lopez & del Rosario, 2022).

Learner's Profile

This section deals with the age and gender of the learners' respondents.

Age and Gender

Age is important to consider when assessing respondents' development and alertness. Gender is another important factor that should be investigated. This determines whether the person is male or female. Table 7 presents the distribution of respondent groups in terms of age and gender of the learners.

Table 7. Age and Gender

Indicators	Males		Females		Total	
	F	%	F	%	F	%
11-above	3	18.75	5	14.71	8	16
9-10	8	50	14	41.18	22	44
7-8	5	31.25	15	44.12	20	40
Total	**16**	**32.00**	**34**	**68.00**	**50**	**100**

Table 7 presents the age and gender of the 50 students who participated in the CRLA. There were 16 males (32%) and 34 females (68%). The data show that there are more than twice as many female learners as male learners. This gender difference suggests that reading programs and tests, such as the CRLA, may be benefiting more girls than boys. Gomez and Santiago (2021) suggest that differences like these can be attributed to factors such as the number of students enrolled, the frequency of class attendance, or the rate of learning to read. Girls tend to be more motivated to read and do better at reading at a younger age.

Most learners (44%) are between the ages of 9 and 10, followed by 40% who are between the ages of 7 and 8, and 16% who are 11 or older. Interestingly, both male and female students are evenly distributed across these age groups, but there are always more females than males in each group. This age trend aligns with the expected stages of literacy development in elementary school, during which basic reading skills are typically assessed and refined between the ages of 7 and 10. The age range during this critical learning period highlights the importance of implementing CRLA correctly and on time, enabling the identification of reading problems early and providing the appropriate support (Reyes & Almeda, 2022).

There are more female learners, especially in the younger and middle-aged groups, which could mean that the CRLA results are based on a dataset that is more gender-skewed. This could make the findings or interventions less useful for a wider audience. To avoid using a one-size-fits-all approach, teachers should consider the age and gender distribution when examining CRLA results. Villamor and Cruz (2020) suggest that customizing reading lessons according to the students'

demographics enhances both engagement and literacy outcomes. This enables teachers to meet the needs of all their students better.

CRLA BASELINE DATA RESULTS IMPLEMENTATION FOR GRADE 3

This section revealed the level of CRLA implementation for Grade 3 as perceived by teachers in terms of frequency and timing of administration, Clarity and reliability of learner profiling, Teacher preparedness and interpretation skills, Availability of materials and logistical support, and Monitoring, documentation, and follow-through.

Frequency and timing of administration

Frequency and timing of administration refer to how regularly and at what specific points the Comprehensive Rapid Literacy Assessment (CRLA) is conducted during the school year. This includes how often teachers administer the assessment and whether it is done at appropriate times to monitor and support learners' reading development effectively. Table 8 shows the frequency and timing of administration.

Table 8. Frequency and timing of administration

Indicators	WM	SD	Interpretation
CRLA is administered at the beginning of the school year.	4.00	0.00	Always
CRLA is re-administered for progress monitoring during the year.	3.92	0.28	Always
Assessment schedules are clearly communicated to teachers.	3.92	0.28	Always
CRLA is given within the appropriate timeframe set by DepEd.	3.85	0.38	Always
Average Weighted Mean	**3.92**	**0.23**	**Always**

Legend:

3.26 – 4.00 Always

2.51 – 3.25 Often

1.76 – 2.50 Sometimes

1.00 – 1.75 Never

The administration of the CRLA at the start of the school year is the highest indicator in Table 8. It has a perfect weighted mean of 4.00 and a standard deviation of 0.00, indicating that all teachers provided the same answer. This means that the first time CRLA is given is not only done by everyone, but it is also seen as an important part of the reading program. Administering CRLA at the beginning of the school year allows teachers to quickly assess their learners' reading abilities, identify those who are struggling, and plan targeted interventions to support them. Ramos and De Vera (2021) emphasize that early assessment is crucial for developing reading programs that cater to the needs of each learner from the outset.

This practice has a direct and good effect on the quality of literacy instruction. Early CRLA administration provides us with baseline data that we need to deliver different types of instruction, track progress, and set realistic reading goals. Additionally, starting the year with CRLA aligns with the Department of Education's (DepEd) guidelines for structured literacy support, which facilitates the consistent collection and analysis of data across all grade levels. Alcantara and Yu (2022) argue that this type of strategic timing makes people more accountable and enables evidence-based teaching methods, which significantly improve reading outcomes for students.

The lowest score, with a weighted mean of 3.85 and a standard deviation of 0.38, is for giving the CRLA within the time frame set by DepEd. Technology has also made the CRLA more accessible and easier to reach. Digital platforms enable the collection of data more quickly, tracking each person's progress and combining tasks that promote multimedia literacy. Leu et al. (2021) argue that digital assessments play a crucial role in modern literacy instruction, as they provide teachers with a clearer understanding of how students read, particularly when reading on a screen. CRLA remains a valuable tool for classrooms that utilize both print and digital texts, as it can effectively work with both.

This score is still referred to as "Always," but it is not as consistent as other indicators. The differences show that most teachers stick to the expected timeline. However, scheduling conflicts, insufficient staff, or unexpected school events may cause implementation to be delayed or altered. De Jesus and Lontoc (2020) suggest that even minor adjustments to assessment schedules can compromise data reliability and hinder effective lesson planning.

This inconsistency could make CRLA results less accurate and make it harder to compare them between schools and classrooms. The information it gathers might not be as helpful for tracking progress and planning interventions if the test is not given on time. It can also make it more challenging to meet DepEd's national standards and reporting deadlines. Rivera and Cruz (2023) emphasize the importance of adhering to strict deadlines to ensure that literacy programs based on tests are consistently reliable and effective. By addressing logistical issues and establishing guidelines for more effective time management in schools, the CRLA administration can improve accuracy.

The overall average weighted mean of 3.92 and low standard deviation (0.23) show that CRLA is consistently being used at a high level in terms of frequency and timing. All of the indicators are in the "Always" category, which means that teachers are following CRLA administration rules very closely. This indicates a strong culture of testing, with everyone aware of the importance of completing the CRLA on time and in a regular manner. Flores and Medina (2021) argue that this level of consistency is crucial for effective reading assessment practices, as it ensures that each student's progress is consistently monitored and addressed.

The overall results are positive, suggesting that CRLA is well-integrated into schools and teachers' daily lives, making it easy to monitor students' progress throughout the year. When teachers are familiar with the schedules and regularly engage in CRLA, their decisions about how to teach become more data-driven, leading to more targeted interventions and improved literacy outcomes. Lim and Sison (2022) emphasize that regular and timely literacy tests provide teachers with the necessary tools to meet the needs of all students better, thereby making reading programs more effective in schools.

Clarity and reliability of learner profiling

Clarity and reliability of learner profiling refer to how clearly and accurately the CRLA identifies and categorizes learners' reading levels and needs. It assesses whether the results provide dependable and easy-to-understand data that teachers can use to plan appropriate interventions and support individualized instruction. Table 9 presents the clarity and reliability of learner profiling.

Table 9 shows that all indicators had a weighted mean (WM) of 3.85 and a standard deviation (SD) of 0.38, indicating a response of "Always." The fact that everyone gave the same score indicates that teachers strongly agree that the

Table 9. Clarity and reliability of learner profiling

Indicators	WM	SD	Interpretation
The CRLA tool provides accurate reading level classifications.	3.85	0.38	Always

The results reflect learners' actual reading ability.	3.85	0.38	Always
Instructions for scoring and interpretation are clear.	3.85	0.38	Always
The learner profiles help guide my reading instruction.	3.85	0.38	Always
Average Weighted Mean	**3.85**	**0.38**	**Always**

CRLA tool provides accurate reading level classifications, accurately reflects learners' actual reading ability, has clear scoring guidelines, and aids in planning lessons. Mercado and Santos (2021) suggest that a good literacy assessment tool is one that not only provides accurate data but also identifies students' strengths and areas for improvement. These are qualities that teachers see in the CRLA.

Many teachers agree that the CRLA is a valuable and reliable tool for profiling learners. Because it can accurately assess reading levels, it ensures that instruction is based on data and meets the needs of students. The tool's clear structure also helps teachers avoid scoring mistakes and differences in how they interpret the results. As De Leon and Ramirez (2022) point out, precise and reliable assessment tools directly lead to better learning outcomes because teachers are more confident and accurate in finding ways to teach and assess.

Even though all the indicators score the same, this uniformity can also be a sign of a problem: people may not see the differences or may not be aware of the deeper limitations of the tools. Teachers might respond based on their general level of happiness, without carefully determining which parts of the CRLA work better or need improvement. This sameness, which initially appears beneficial, may mask issues with the tool's sensitivity or responsiveness to specific types of learners. Bautista and Ignacio (2020) suggest that high overall satisfaction scores can sometimes mask opportunities to improve the tools used for formative assessment.

For example, the CRLA demonstrates the effectiveness of student learning. However, it may still require more specific categories to meet the needs of all learners, especially those who struggle with understanding or who read above their grade level. Some students might not get the right amount of help with their lessons if the learner profiles are too broad. Although teachers believe the tool is working well currently, additional training and time to consider its effective use could help them better assess and maximize its full potential for learner profiling.

The average weighted mean of 3.85 with an SD of 0.38 shows that teachers always trust how precise and accurate the CRLA is. This reliable view helps the tool stay in use and makes evidence-based literacy instruction a permanent part of the school system. When teachers trust the data and the process for obtaining it, they are more likely to use CRLA results to inform decisions about how to plan lessons, group students, and support students who are struggling with reading. According to Tolentino and Garcia (2023), clear and consistent learner profiling tools provide teachers with control over their assessment data, enabling them to develop practical strategies in the classroom.

In the context of CRLA implementation, this kind of consistency strengthens the connection between assessment and instruction. It also aids in planning interventions, tracking progress, and reporting at the school level. The results indicate that current practices are robust. However, the process should incorporate regular assessments, validation, and feedback to ensure the tool remains responsive to evolving learner profiles and curriculum expectations. Villanueva and Torres (2021) suggest that for a tool to have a lasting impact, it must be reliable and receive regular updates and feedback from teachers to remain valuable and relevant.

Teacher preparedness and interpretation skills

Teacher preparedness and interpretation skills refer to the teachers' level of readiness to administer the CRLA and their ability to accurately interpret its results. This includes their understanding of the assessment procedures, confidence in using the tools, and competence in analyzing data to inform instruction and tailor reading interventions. Table 10 implies the results of teacher preparedness and interpretation skills.

Table 10. Teacher preparedness and interpretation skills

Indicators	WM	SD	Interpretation
I feel confident in administering the CRLA.	3.85	0.38	Always
I have attended training related to CRLA or early literacy.	3.15	1.14	Often
I can accurately interpret CRLA results.	3.79	0.63	Always
I use CRLA data to plan reading instruction.	3.77	0.60	Always
Average Weighted Mean	**3.62**	**0.69**	**Always**

The indicator with the highest score is "I feel confident in administering the CRLA," which has a weighted mean (WM) of 3.85 and a standard deviation (SD) of 0.38, indicating a response of "Always." This indicates that most teachers are very confident in their abilities when they complete the CRLA. High levels of confidence indicate that teachers are familiar with the tool and that it is integrated into their regular assessment routines. Santos and Rivera (2021) emphasize that teacher confidence plays a significant role in ensuring assessments run smoothly, reducing the number of mistakes made during testing, and engaging students more actively during testing.

This kind of confidence makes CRLA more effective because teachers who feel ready are more likely to use the tool consistently and correctly. This helps ensure that the data is accurate and supports the broader goal of teaching with knowledge. Confident administration also enhances the classroom environment, where students feel that their teachers are knowledgeable and competent. Dela Cruz and Amador (2022) suggest that confident teachers are more likely to consider data, collaborate with other teachers, and initiate interventions. This makes assessments like CRLA even more valuable and practical.

"I have attended training related to CRLA or early literacy" got the lowest score, with a WM of 3.15 and the highest SD of 1.14. This shows that teachers have very different experiences. This score, which is read as "Often," indicates a gap in access to or participation in relevant professional development. Some teachers may not have had sufficient opportunities for training, which could make them less knowledgeable about and less able to use CRLA. Lim and Bautista (2020) suggest that even experienced teachers may struggle to utilize assessment results effectively and strategically if they do not receive regular and standardized training.

This lack of training can render the CRLA significantly less effective, particularly when it comes to interpreting complex results or planning lessons based on data. Teachers may feel confident in their methods, but their approaches may be more rooted in habit than in a deep understanding. The fact that training is not always available indicates that we need to continue building teachers' skills so that they can maximize the benefits of CRLA. Pineda and Francisco (2023) suggest that providing teachers with regular, structured training programs not only teaches them how to use the tools correctly but also helps them stay up-to-date with changing curriculum standards and the evolving needs of students.

The overall average WM of 3.62 with an SD of 0.69, which means "Always," suggests that teachers are generally well-prepared and able to interpret when doing CRLA. Most teachers report feeling confident in their abilities, know how to effectively utilize the results, and understand their role in teaching based on assessments. This demonstrates a strong foundation for utilizing CRLA in a manner that aligns with its intended purpose and addresses the classroom's needs. Gomez and Javier (2021) suggest that combining assessment with instruction is most effective when teachers are skilled at and confident in interpreting data.

However, the lower score on training attendance and the wider standard deviation show that systemic support is needed to fill in the gaps in professional development. Everyone is ready; however, inconsistent access to training can lead to the CRLA being used and understood differently across different classrooms or grade levels. School leaders need to invest in regular training, peer mentoring, and follow-up plans to sustain and enhance the impact of CRLA. Cruz and Tolentino (2022) suggest that teachers should continually develop their assessment literacy skills to effectively utilize tools like CRLA and adapt their teaching methods to support students' long-term success.

Availability of materials and logistical support

Availability of materials and logistical support refers to the sufficiency and accessibility of resources needed to implement the CRLA effectively. This includes printed assessment tools, learner profiling forms, manuals, and other instructional aids, as well as administrative support such as time allocation, space, and assistance from school personnel to ensure smooth and consistent administration of the assessment. Table 11 shows the availability of materials and logistical support.

Table 11. Availability of materials and logistical support

Indicators	WM	SD	Interpretation
CRLA materials are readily available before testing.	3.77	0.44	Always
I have access to printed forms or digital copies of the tool.	3.69	0.48	Always
The school provides support in preparing for administration.	3.85	0.38	Always
Necessary supplies (e.g., reading passages, score sheets) are complete.	3.85	0.38	Always
Average Weighted Mean	**3.79**	**0.42**	**Always**

The two indicators with the highest scores, "The school provides support in preparing for administration" and "Necessary supplies (e.g., reading passages, score sheets) are complete," both have a weighted mean (WM) of 3.85 and a standard deviation (SD) of 0.38. These results show that teachers consistently receive the logistical support and all the necessary materials to run a successful CRLA. Bautista and Serrano (2021) state that institutional support, such as coordinating administration and preparing materials, is essential for literacy tests to proceed smoothly and efficiently.

Teachers can focus on their primary job of testing and analyzing students' reading skills instead of worrying about whether they have the necessary resources. It also makes the data more reliable because using the same materials in all classrooms lowers the chance of mistakes or differences. Francisco and Dela Peña (2022) demonstrate that having complete and consistent CRLA supplies facilitates fair and accurate learner profiling. It also ensures that the assessment process adheres to national standards, which is necessary for obtaining valid and reliable literacy data.

The lowest score is "I have access to printed forms or digital copies of the tool," which has a WM of 3.69 and an SD of 0.48, but it is still read as "Always." This score is slightly lower, indicating that

there are some minor differences in the ease of access to CRLA tools across different classrooms or grade levels. Some teachers may struggle to access updated or complete versions of the tool, particularly in areas with limited digital infrastructure. Reyes and Montero (2020) emphasize the importance of ensuring everyone has equal access to assessment tools, whether they are printed or digital. This is important for ensuring that everyone uses them consistently and uniformly plans their lessons.

Limited or delayed access can cause scheduling problems, necessitate last-minute preparations, or lead to changes in how the test is administered, all of which can impact the quality of the data collected. If the materials are incomplete or outdated, the results may not be as reliable, which makes reading instruction and intervention less effective. According to Lumibao and Carreon (2021), a fully equipped and accessible assessment system enables teachers to transition smoothly from assessment to instruction, allowing them to respond promptly and accurately based on real-time reading data.

The average weighted mean of 3.79, with a standard deviation of only 0.42, indicates that people have a strong and consistent view of the readiness of the materials and logistical support for CRLA implementation. All of the indicators fall into the "Always" category, indicating that teachers have access to the necessary tools, materials, and administrative support in a well-supported environment. This steady availability of resources makes teachers more confident, ensures that the assessment process proceeds smoothly, and reduces interruptions. Villanueva and Diaz (2023) say that reliable logistical support is directly related to better assessments and more effective teaching.

From a CRLA perspective, being prepared with materials and logistics ensures that assessments are conducted consistently, making it easier to track reading progress and performance. It also helps maintain standards, which is what DepEd and other governing bodies aim for. This makes the data more useful for planning policies and interventions. Gonzales and Tangente (2022) argue that when schools allocate funds to infrastructure and resource management for literacy tests, they are investing in improved student outcomes and empowering teachers.

Monitoring, documentation, and follow-through

Monitoring, documentation, and follow-through refer to the processes involved in tracking the implementation of the CRLA, recording assessment results accurately, and taking appropriate instructional actions based on the findings. This includes regularly reviewing learner progress, maintaining organized records, and ensuring that interventions or support strategies are applied consistently to address identified reading gaps. Table 12 shows the results on monitoring, documentation and follow-through.

Table 12. Monitoring, documentation, and follow-through

Indicators	WM	SD	Interpretation
I submit CRLA results to the school reading coordinator on time.	3.85	0.38	Always
There is proper documentation of learner progress.	3.85	0.38	Always
Our school monitors reading improvement after the assessment.	3.85	0.38	Always
CRLA results are used to plan interventions and remediation.	3.85	0.38	Always
Average Weighted Mean	**3.85**	**0.38**	**Always**

The weighted mean (WM) for all four indicators in Table 12 was 3.85, and the standard deviation (SD) was 0.38, which means "Always." These signs include submitting CRLA results on time, monitoring student progress, checking to see if students are improving after the test, and using the

results to plan targeted interventions. This consistent answer suggests that schools have a strong and organized approach to handling the entire CRLA cycle, from data gathering to action-taking. Santos and Lim (2021) emphasize the importance of timely documentation and structured follow-up for maximizing the benefits of any formative literacy assessment.

If CRLA performs well on all the indicators, it means that it is not just a one-time data collection tool, but is also being used to help the school improve its reading skills. The assessment process becomes truly formative when results are submitted on time and used to inform planning of interventions. This enhances the learning cycle by ensuring that struggling readers are not only identified but also supported consistently. According to Garcia and Almonte (2022), a literacy program that focuses on monitoring and fixing problems based on assessment data is more likely to lead to long-term improvements in students' reading skills.

Even though there is no numerical lowest indicator, the fact that all areas scored the same could be a sign that you should be careful. The consistent WM of 3.85 might suggest that everyone in the school is following the rules. However, it could also indicate that people are unaware of the minor problems that arise when individuals comply with the regulations. For example, teachers claim to use CRLA data to plan remediation; however, the depth and quality of those interventions may still vary depending on the resources available, the training they have received, or the learners' needs. Dela Cruz and Mendoza (2020) discuss how simply following the rules for documentation does not always guarantee effective intervention.

Additionally, uniform scores can sometimes mask issues such as slow remediation implementation, a lack of personalization in interventions, or gaps in tracking learner progress over time. If these issues are not addressed, they can render CRLA less effective, even if documentation practices are sound. Therefore, it is essential to regularly review how CRLA data are being translated into actionable plans. Villanueva and Robles (2021) stress that ongoing evaluation of assessment use—not just documentation—ensures that learners receive appropriate, timely, and meaningful support.

The overall average weighted mean of 3.85 and a consistent SD of 0.38 show that teachers are very good at following CRLA rules for monitoring, documenting, and following through. This is a positive sign for the school's reading assessment framework, as it indicates that CRLA results are consistently used to support students. When schools make it easy to submit, document, and act on CRLA data, they enable the measurement and management of reading improvement. Reyes and Salcedo (2023) state that effective assessment management systems ensure that reading programs continue and foster a culture of growth and accountability.

By making CRLA more than just a test, this approach enhances its long-term effectiveness. It helps schools decide on reading programs, determine how to utilize resources, and support teachers effectively. Additionally, good documentation enables the tracking of a student's progress over time, which is crucial for evaluating the effectiveness of interventions. Luna and De Jesus (2022) suggest that literacy programs transition from being reactive to proactive when assessment results are utilized to plan and address issues. This leads to more significant and lasting improvements in reading skills.

Summary of Results

Table 13 shows the summary table of the level of CRLA implementation for Grade 3.

Table 13. Summary of Results

Indicators	WM	SD	Interpretation
Frequency and timing of administration,	3.92	0.23	Always
Clarity and reliability of learner profiling	3.85	0.38	Always
Teacher preparedness and interpretation skills	3.62	0.69	Always
Availability of materials and logistical support	3.79	0.42	Always

Monitoring, documentation, and follow-through	3.85	0.38	Always
Average Weighted Mean	**3.81**	**0.42**	Always

The component with the highest rating, with a weighted mean (WM) of 3.92 and the lowest standard deviation (SD) of 0.23, was "Frequency and timing of administration." This means "Always." This indicates that CRLA is consistently provided at the appropriate times, particularly at the beginning of the school year and during periods when students are being monitored for progress. The fact that

the answers were very similar also suggests that teachers are all following the same approach. Francisco and De Jesus (2021) argue that having regular assessment schedules enhances data reliability, accelerates instruction, and ensures compliance with the reporting standards set by the Department of Education (DepEd).

This high level of performance makes CRLA's job of identifying reading problems early and responding quickly to them even more effective. It makes sure that the information gathered from students is accurate and can be compared across classes and grades. When done correctly and on time, CRLA is a reliable basis for targeted instruction, remediation, and program evaluation. Ramos and Javier (2023) suggest that keeping track of when assessments are administered significantly improves student outcomes, as it enables teachers to adjust their plans based on real-time data.

The indicator with the lowest score in Table 13 is "Teacher preparedness and interpretation skills," which has a WM of 3.62 and the highest SD of 0.69. This means that teachers' experiences and perceptions are not significantly different from one another. Although the rating remains in the "Always" range, the lower average and higher deviation indicate that not all teachers are equally confident or trained in interpreting CRLA results or using them to plan reading lessons. This gap may be because not everyone possesses the same level of assessment literacy, or because training is difficult to access. Bautista and Gutierrez (2020) emphasize that teachers may struggle to translate assessment data into practical classroom strategies if they fail to continue learning and growing professionally.

This difference affects the effectiveness of CRLA. If you do not interpret data correctly, you may place students in the wrong reading level, use ineffective interventions, or miss opportunities to help them improve. Structured training, mentoring, and hands-on workshops are all essential ways to help teachers become more capable, enabling them to utilize CRLA results effectively. Villanueva and Domingo (2022) argue that even the most effective literacy tests are ineffective if there are no skilled teachers who can interpret and utilize the results meaningfully in their daily lessons.

With an SD of 0.42 and an overall average weighted mean of 3.81, this shows that CRLA was implemented strongly and consistently across all five dimensions. The scores for each domain were in the "Always" range, indicating that teachers believe CRLA practices are performed regularly and effectively in their schools. This optimistic view makes the assessment even more helpful as a primary tool for planning reading interventions and profiling learners. Lopez and Santos (2022) suggest that a school-wide reading assessment practice, when conducted effectively, fosters a culture of accountability and enables all grade levels to improve their reading skills.

The fact that teachers are not all equally prepared shows that professional development needs to be more inclusive and systematic. To maximize the benefits of CRLA data for teaching, it is essential that all teachers, regardless of their experience or role, understand how to utilize it effectively, comprehend its implications, and take action accordingly. When you add ongoing logistical support, regular monitoring, and clear learner profiling to CRLA, it becomes a handy tool for improving literacy. Cruz and Manalo (2021) argue that a holistic approach to implementing assessments, where systems, tools, and people work in tandem, yields more equitable and effective learning outcomes.

TEACHER ASSESSMENT OF LEARNERS' READING FLUENCY AND COMPREHENSION BASED ON CRLA BASELINE DATA RESULTS

The method that teachers use to assess how well their students read and understand, based on CRLA Results, is the method that teachers use to grade students' reading skills, specifically how well they can read text accurately, fluently, and with understanding. This method uses data from the Classroom Reading Literacy Assessment (CRLA). This test allows teachers to assess how well students can decode words, read quickly, use phrases, and express themselves (fluency). It also lets them see how well students can understand, remember, and respond to text (comprehension).

Oral reading fluency (rate and accuracy)

Oral reading fluency is how well a person can read a text out loud without stopping, at the right speed (rate), and with the correct pronunciation of words (accuracy). It demonstrates a student's ability to read words accurately and maintain a steady pace, both of which are essential for comprehending what they are reading. Fluent readers usually understand things better and are more sure of themselves because they do not have to work as hard to figure out what each word means. Table 14 shows oral reading fluency.

"Reads grade-level texts at an appropriate pace" is the highest-rated indicator, with a weighted mean (WM) of 3.51 and a standard deviation (SD) of 0.66, which means "Excellent." This result indicates that most students can read aloud at a speed suitable for their grade level. This means that they have a good understanding of how to decode words and recognize them. Santos and Ramos

Table 14. Oral reading fluency (rate and accuracy)

Oral Reading Fluency (Rate and Accuracy) The learner's ability to read aloud smoothly and correctly.	**WM**	**SD**	**Interpretation**
1. Reads grade-level texts at an appropriate pace	3.51	0.66	Excellent
2. Recognizes high-frequency words automatically	3.31	0.63	Excellent
3. Accurately decodes unfamiliar words	3.23	0.60	Very Satisfactory
4. Self-corrects when reading errors occur	3.32	0.60	Excellent
5. Reads aloud with proper phrasing and intonation	3.33	0.62	Excellent
Average Weighted Mean	**3.34**	**0.62**	**Excellent**

Legend:

3.26 – 4.00 Excellent

2.51 – 3.25 Very Satisfactory

1.76 – 2.50 SAtisfactory

1.00 – 1.75 Needs Improvement

(2021) state that pacing is a crucial aspect of reading fluency, directly related to comprehension. This is because fluent readers spend less mental energy on decoding and more on understanding what they read.

This strong performance in reading speed enhances CRLA results by allowing teachers to focus on improving vocabulary, comprehension, and expression. Teachers can confidently move on to more difficult texts or teaching methods when students read fluently at the right speed. This also

demonstrates that teaching basic fluency is a practical approach. Villanueva and Cruz (2022) argue that reading fluency is not only a sign of reading success, but it is also a crucial component of literacy development that helps students remain motivated and confident.

"Accurately decodes unfamiliar words" is the lowest-rated indicator, with a WM of 3.23 and an SD of 0.60, but it is still seen as "Very Satisfactory." This score indicates that students are generally proficient in reading aloud, but they tend to struggle with unfamiliar words. If someone has trouble figuring out what unknown words mean, it could mean that they do not know enough phonics or have not read a variety of different types of texts. De Leon and Javier (2020) say that decoding is a fundamental skill for early literacy. If a child lacks this skill, it can hinder their reading progress and make it more challenging for them to comprehend what they read.

This limitation has a direct effect on how CRLA results are understood. If learners have trouble understanding new words, it can make reading level classification less accurate and slow their progress through more challenging texts. Teachers may need to help students become more aware of phonemes and teach them specific ways to attack words. Lim and Hernandez (2021) argue that understanding how to read new words is not only a literacy skill but also a cognitive strategy that students must learn to become independent readers.

The overall average weighted mean of 3.34 with an SD of 0.62, which is read as "Excellent ," shows that most learners are good at reading aloud quickly, accurately, and with expression. The fact that the scores are consistent across indicators indicates that early reading instruction is effective and that CRLA is being used correctly to monitor student progress. These results suggest that most students can read aloud effectively, which is essential for improving their vocabulary and comprehension. Gonzales and Medina (2022) suggest that oral reading fluency serves as a bridge between decoding and understanding, which is why it is crucial to focus on in literacy assessments.

The data indicate that teachers can reliably observe and assess oral reading fluency as part of CRLA implementation, providing them with a meaningful picture of how students are developing their reading skills. However, the slight differences between the indicators point to specific areas where help is needed, especially with decoding new words and expressive reading. When teachers use CRLA to find specific areas where students are not fluent, they can use targeted interventions to help students read more accurately and boost their confidence and interest in learning. This finding aligns with the results of Tolentino and Fajardo (2023), who found that data-informed fluency instruction can improve students' performance in reading and writing.

Literal comprehension

Literal comprehension means being able to understand and remember facts or information that are clearly stated in a text. It means being able to see things like names, dates, settings, sequences, and ideas that are directly stated without trying to figure out what they mean or what they mean. This basic level of reading comprehension is necessary for developing more advanced skills because it makes sure that the reader understands what the author has written. Table 15 depicts the results on literal comprehension.

Table 15. Literal comprehension

Literal Comprehension *The learner's understanding of facts and directly stated information in the text.*	**WM**	**SD**	**Interpretation**
6. Identifies main ideas or topics of a passage	3.08	0.64	Very Satisfactory
7. Recalls specific details from the text	3.08	0.64	Very Satisfactory
8. Answers factual questions	3.15	0.55	Very

correctly			Satisfactory
9. Sequences events in the correct order	3.08	0.64	Very Satisfactory
10. Matches words or sentences to pictures or clues	3.31	0.48	Very Satisfactory
Average Weighted Mean	**3.14**	**0.62**	**Very Satisfactory**

"Matches words or sentences to pictures or clues" is the highest-rated indicator in this table. It has a weighted mean (WM) of 3.31 and a standard deviation (SD) of 0.48, indicating an "Very Satisfactory " response. This means that learners are always able to make connections between visual and textual information in a literal way. These skills are crucial for early reading development, particularly for new readers who rely on visuals and contextual clues to aid their understanding. De Castro and Valerio (2021) suggest that this type of matching activity helps early-grade students remember words and understand concepts more effectively.

In the context of CRLA, this strength indicates that learners can base their understanding on material that is presented directly to them. It helps teachers ensure that students are learning basic reading comprehension skills, especially when it comes to text-picture association, which is often used in early literacy assessments. Villanueva and Santos (2022) suggest that being able to decipher the literal meaning of clues is often a sign that someone is ready for more complex comprehension tasks, such as making evaluations and drawing inferences.

The lowest scores—"Identifies main ideas," "Recalls specific details," and "Sequences events in the correct order"—all had a WM of 3.08 and an SD of 0.64, but they were still considered "Very Satisfactory." This slightly lower performance indicates that while learners can typically handle tasks that require them to understand the text literally, they may struggle more with organizing and identifying the most important information in the text. Mercado and Javier (2020) suggest that identifying and ordering the main idea requires not only recognition but also mental work in sorting, categorizing, and summarizing—skills that many students are still developing.

These results suggest that we place greater emphasis on structured comprehension instruction. If students struggle to identify the most important parts of a text, they may miss the main point or the narrative flow, which would hinder their ability to progress to higher-order thinking. This is an opportunity for teachers at CRLA to build on students' understanding by employing clear teaching methods, such as summarization, graphic organizers, and guided questioning. Lim and Ramos (2021) suggest that teaching students to understand things intentionally is the first step toward long-term reading success.

The average weighted mean of 3.14, with a standard deviation of 0.62, which means "Very Satisfactory," shows that students usually do well on tasks that test their literal understanding. The fact that the scores are consistent across indicators suggests that learners consistently answer direct, fact-based questions. This is a positive sign for CRLA implementation, as it indicates that the tests are gathering accurate information about how well students can comprehend simple information from texts. Gonzales and De Vera (2022) note that a strong foundation in literal comprehension is essential for deeper text engagement and is often linked to learners' confidence in reading.

From a teaching perspective, these results demonstrate that CRLA is a valuable tool for assessing students' understanding of the material. However, the slight differences in performance between the indicators suggest that teaching should continue to focus not only on remembering facts, but also on important reading skills, such as identifying the main idea and organizing events in sequence. When teachers examine CRLA results in this way, they can better plan lessons and interventions that help students improve their reading comprehension in both depth and accuracy. Torres and Fajardo

(2023) argue that ongoing assessment aligned with instructional goals makes the classroom a responsive environment where understanding can continually improve.

Inferential and evaluative comprehension

Inferential and evaluative comprehension are higher-level reading skills that involve more than just understanding the content of a text. When you use context clues and what you already know to figure out what something means, you are using inferential comprehension. When someone reads something and employs evaluative comprehension, they must decide how good, helpful, or trustworthy it is perceived to be. This could involve determining what the author meant or offering one's own opinions based on the evidence. These skills are crucial for thinking critically and thoroughly understanding what you read. Table 16 shows the results on inferential and evaluative comprehension.

Table 16. Inferential and evaluative comprehension

Inferential and Evaluative Comprehension *The learner's ability to interpret meaning, draw conclusions, and make judgments about a text.*	**WM**	**SD**	**Interpretation**
11. Makes logical inferences based on text clues	3.23	0.60	Very Satisfactory
12. Predicts what will happen next using story details	3.38	0.51	Excellent
13. Explains the author's purpose or message	3.80	0.64	Excellent
14. Gives opinions or personal reactions about the text	3.15	0.55	Very Satisfactory
15. Compares ideas, characters, or events from the text	3.15	0.55	Very Satisfactory
Average Weighted Mean	**3.20**	**0.58**	**Very Satisfactory**

The indicator with the highest score, "Explains the author's purpose or message," has a weighted mean (WM) of 3.80 and a standard deviation (SD) of

0.64, which means it is "Excellent." This strong performance demonstrates that students can discern the author's intended message, such as whether the author is trying to inform, persuade, entertain, or express an opinion. This is a higher-level comprehension skill that requires students to synthesize different ideas and connect textual evidence to broader concepts. Santos and Dela Cruz (2021) argue that understanding the author's purpose is a crucial skill for evaluative reading, enabling students to think critically about what they read.

This result indicates that learners are becoming more adept at analyzing texts in greater depth, which is crucial for achieving academic success across all subjects. Students are more likely to engage with a text's content in a meaningful way when they can figure out why it was written. This makes them more likely to remember it and be interested in it. This also demonstrates that teaching methods that focus on evaluative skills, such as guided reading discussions or author-study activities, are effective in helping students learn. De Vera and Lim (2022) argue that teaching students to consider an author's intended meaning enhances their understanding of the text while also improving their media literacy and critical thinking skills.

The two indicators with the lowest ratings, both with a WM of 3.15 and an SD of 0.55, are "Gives opinions or personal reactions about the text" and "Compares ideas, characters, or events from the text." Both were rated as "Very Satisfactory." These results indicate that students can comprehend text on a surface or factual level. However, they may require additional support in expressing their

thoughts or making connections between different parts of the text. Gonzales and Javier (2020) say that to get better at making judgments and comparing things, you need to practice making judgments and backing them up with textual evidence. These are skills that are often not given enough attention in early reading instruction.

The lower scores in these areas may be due to the way lessons are taught, which does not encourage critical dialogue and student voice in the classroom. These results demonstrate the importance of CRLA in creating activities that extend beyond understanding to include interpretation, comparison, and evaluation. Peer discussions, text-to-self and text-to-text connections, and structured writing prompts are some ways to improve these skills. As Tolentino and Reyes (2023) note, encouraging students to engage with texts on a personal level facilitates deeper learning and prepares them for more challenging reading and writing tasks in higher grades.

The overall average WM of 3.20, with an SD of 0.58, is read as "Very Satisfactory," which means that while learners are getting better at understanding and evaluating what they read, there is still room for improvement. The differences in scores on the various indicators indicate that students excel at interpreting an author's intended meaning or predicting future events, but struggle with making their judgments or comparisons. This indicates that students require balanced instruction that encompasses both evaluative and inferential logic. Almonte and Bautista (2021) suggest that mastering these higher-order comprehension skills enhances students' ability to think critically and prepares them for more challenging reading across the curriculum.

In the context of CRLA, this information suggests that students are improving their understanding; however, they may require additional support with interpretation and evaluation to enhance their skills further. These results encourage teachers to use CRLA not only to assess basic understanding but also to plan lessons that help students think critically about what they read. Villanueva and Santos (2022) suggest that incorporating inferential and evaluative thinking into daily reading activities can enhance people's understanding of what they read and improve their reading skills for life.

Summary of Results

Table 17 shows the summary of results for the level of reading fluency and comprehension of Grade 3 learners based on CRLA.

Table 17. Summary of Results

INDICATORS	WM	SD	Interpretation
Oral reading fluency (rate and accuracy),	3.33	0.62	Excellent
Literal comprehension, and	3.14	0.62	Very Satisfactory
Inferential and evaluative comprehension	3.20	0.58	Very Satisfactory
Average Weighted Mean	**3.22**	**0.61**	**Very Satisfactory**

Oral reading fluency has the highest score in Table 17, with a weighted mean (WM) of 3.33 and a standard deviation (SD) of 0.62, which means "Excellent." This indicates that most students can read aloud at a reasonable speed and with the appropriate level of accuracy, which is a crucial skill for becoming a more proficient reader overall. Fluency enables students to understand what they read by allowing them to focus more on meaning than on decoding (Gonzales & Medina, 2022). The strong performance in this area indicates that the students have mastered the basics of reading and have been engaging in regular oral reading activities.

From a CRLA point of view, high oral fluency means that students are ready to work with texts in greater depth, such as engaging in inferential and evaluative comprehension tasks. Teachers can make the most of this strength by providing students with more challenging materials and encouraging them to read independently. Villanueva and Cruz (2021) say that fluent readers are more likely to enjoy reading and understand what they read better because decoding does not put as much strain on their brains. This supports CRLA's role not only in diagnosis but also in monitoring growth and guiding instruction tailored to each learner's fluency development.

Literal comprehension receives the lowest score, with a mean of 3.14 and a standard deviation of 0.62, but it is still considered "Very Satisfactory." This result suggests that students can usually identify facts, main ideas, and sequences of events. However, they may not be as consistent or confident when recalling information that is directly stated, as they are when performing tasks that require fluency or inference. This could indicate that there are gaps in the way teachers assist students in focusing on specific details in texts, or it may suggest that students struggle to maintain attention and recall information (De Castro & Valerio, 2021).

For CRLA to be effective, lower literal comprehension scores indicate that students need to focus on developing their basic understanding of what they read. Teachers may need to include more practice with skills such as skimming for important details, using graphic organizers, or answering questions at the literal level. Before students can start figuring out what things mean or judging ideas, they need to learn these basic skills. Mercado and Javier (2020) argue that a strong literal comprehension base is essential to ensure that higher-order skills are built on a thorough and accurate understanding of the text.

The average weighted mean of 3.22, with a standard deviation of 0.61, means "Very Satisfactory." This means that students consistently demonstrate they possess the key reading skills in the three areas tested: oral reading fluency, literal comprehension, and inferential-evaluative comprehension. This means that using CRLA is an effective way to track and support various aspects of reading growth. It appears that teachers' use of CRLA results aligns with what students need, providing them with helpful information for planning lessons (Santos & Ramos, 2021).

Overall, these results indicate that students are performing well, but they also highlight specific areas where improvement is needed, particularly in understanding and interpreting what they read. To keep the CRLA effective, schools must ensure that they not only collect assessment results but also utilize them in a meaningful way in both instruction and intervention. Tolentino and Fajardo (2023) argue that a well-implemented reading assessment system facilitates both the early identification of struggling readers and enrichment opportunities for advanced learners. This makes the learning environment more responsive and welcoming to all students.

SIGNIFICANT RELATIONSHIP BETWEEN THE LEVEL OF CRLA IMPLEMENTATION AND THE READING PERFORMANCE OF GRADE 3 LEARNERS

This section deals with whether there is a significant relationship between the level of CRLA implementation and the reading performance of Grade 3 learners.

Table 18. Significant Relationship Between the Level of CRLA Implementation and the Reading Performance of Grade 3 Learners

Variables	df	Computed r value	Critical p-value	Decision	Interpretation
The Level of CRLA Implementation And The Reading Performance Of Grade 3 Learners	10	0.15	0.065	Reject H_0	Significant

@ 0.05 level of significance

At the 0.05 level of significance, the data in Table 18 show a calculated r-value of 0.15 and a critical p-value of 0.065 with 10 degrees of freedom. The correlation coefficient shows a weak positive relationship, but the decision is to reject the null hypothesis. This indicates a statistically significant relationship between the level of CRLA implementation and the reading performance of Grade 3 students. This means that even minor improvements in the quality or consistency of CRLA implementation could have an impact on how well students read.

This result highlights the importance of following the CRLA process correctly, particularly in terms of frequency, clarity of profiling, and ease of access to resources. These things help people read more fluently and understand what they read better. When literacy tests are administered effectively and used to guide instruction, as Tolentino and Reyes (2022) point out, they can be invaluable in accelerating reading progress in the early grades. To maximize the benefits of CRLA, school leaders and teachers should ensure that it is not only administered regularly but also that the results are accurately interpreted and that meaningful instructional adjustments are implemented based on them.

ISSUES AND CHALLENGES

The problems and obstacles that teachers face when using CRLA are similar to those they encounter when attempting to administer the Comprehensive Rapid Literacy Assessment effectively. Some of these problems may include insufficient training, inadequate time to run the program, limited materials, difficulty understanding the results, or the inability to utilize the data for lesson planning. These kinds of problems can make the assessment process less accurate, consistent, and valuable, which can hurt its ability to help students improve their reading skills. Table 19 shows the issues and concerns.

Table 19. ISSUES AND CONCERNS

ISSUES & CONCERNS	Frequency	RANK
Lack of Training and Orientation on CRLA	10	1
Time Constraints and Overlapping Duties	8	2
Poor Monitoring and Feedback Systems	7	3.5
Parental Unawareness or Lack of Support	7	3.5
Difficulty in Profiling Learners Accurately	5	5.5
Low Student Engagement During Assessment	5	5.5
Inconsistent Implementation Across Grade Levels	4	7.5
Inadequate Technical and Logistical Support	4	7.5
Lack of Immediate Remedial Materials	3	9
Limited Availability of CRLA Materials	2	10

The lack of training and orientation on CRLA is the most frequently cited problem among teachers. Ten out of twelve respondents ranked it as a concern, putting it at the top of the list. This indicates that teachers are not adequately prepared, which makes it more challenging to utilize the assessment effectively and consistently. If teachers do not receive proper training, they may struggle to use the tool correctly, understand the results, or apply them to improve their teaching. Dela Cruz and Almonte (2021) argue that professional development is essential to equip teachers with the skills and confidence necessary to utilize literacy assessments in a meaningful manner.

A significant challenge in the implementation of CRLA is the inadequate training of teachers in the administration, interpretation, and effective use of reading assessment data. Despite CRLA's intention to facilitate data-driven instruction, numerous educators, particularly at the elementary level, express a lack of preparation and confidence in administering reading assessments (Santos & Villanueva, 2023). In the absence of explicit training on standardized procedures and the alignment of results with suitable interventions, educators may either underutilize or misinterpret the data,

resulting in missed opportunities to assist struggling readers. The problem is exacerbated by excessive workloads and the lack of ongoing professional development sessions on literacy assessment, which undermines the effectiveness of CRLA in classroom implementation.

Recent literature highlights the need for ongoing, school-based capacity-building to establish CRLA as a reliable tool for improving reading outcomes. De Vera and Almodiel (2022) assert that the efficacy of CRLA utilization is significantly contingent upon the educator's capacity to assess students' reading proficiency and execute differentiated instruction. Without consistent training and mentorship, CRLA may devolve into a mere compliance obligation instead of an effective instructional strategy. Educational institutions and departments must prioritize equipping educators with both the technical competencies for administering assessments and the pedagogical insight necessary for utilizing data in intervention planning, remediation, and learner support.

This worry is significant for the CRLA's success. If there is not enough orientation, the assessment could become just a procedural task instead of a diagnostic tool that helps teachers make informed decisions about how to teach. Teachers require ongoing support to develop their skills, enabling them to fully understand what CRLA is, how it works, and its impact on their teaching. Reyes and Gonzales (2022) emphasize that literacy assessment tools are only practical when teachers are empowered to use them intentionally and with a comprehensive understanding of how the results can inform their teaching improvement.

Several mid-level concerns make the problems with implementing CRLA even clearer. Eight people cited time constraints and overlapping duties as barriers, placing them in second place. Teachers often have to manage multiple tasks simultaneously, and the additional workload of assessments—collecting, interpreting, and reporting data—can become overwhelming if they do not have sufficient time to complete everything. Additionally, poor monitoring and feedback systems, as well as parents' lack of awareness or support for their children, each with seven responses, indicate that CRLA is not as effective as it could be due to issues within and outside the organization. These problems indicate that teachers not only lack sufficient support during implementation, but they also struggle to maintain contact with key stakeholders, such as parents and school administrators.

The concern about not being able to profile learners (Rank 5.5) accurately indicates that, even with CRLA in place, it remains challenging to understand the subtle literacy behaviors of learners. This could worsen if there is insufficient training or unclear rubrics. Also, low student engagement during testing, which was also rated a 5.5, suggests that students may not be interested or paying attention, which could affect the results. Villanueva and Ramos (2020) argue that student participation and teacher support systems are crucial for maximizing the effectiveness of literacy tests. These mid-level issues indicate that there is a need for more structured schedules, administrative support, and improved communication between home and school.

The general trend in Table 19 suggests that CRLA is a valuable tool for measuring reading fluency and comprehension; however, its effectiveness is compromised by both technical and systemic implementation issues. There are several ranked concerns, including inconsistent practices across grade levels and a lack of remedial materials. This shows that CRLA is not a consistent literacy support system. Tolentino and Javier (2023) say that for assessment practices to be sustainable, policy, training, logistics, and follow-through on instruction must all be in sync.

These problems make it even clearer that we need a comprehensive support system to make the CRLA work more effectively. Addressing the most important issues—primarily through regular teacher training, structured scheduling, improved monitoring, and involving parents—can transform CRLA from a task that must be done into a formative assessment practice that helps students learn. Lim and Fajardo (2021) emphasize that literacy tests should be integrated into a comprehensive system of lesson planning, teacher training, and data-driven decision-making to support young students effectively.

CHAPTER 3. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Chapter 3 gives the summary, gives the findings, draws conclusions, and suggests recommendations.

SUMMARY

The purpose of this study was to determine the effectiveness of the Comprehensive Rapid Literacy Assessment (CRLA) in helping third graders at Basak Elementary School, a part of the Schools Division of Mandaue City, read more fluently and comprehend what they were reading. The results will be used to develop more effective, data-driven reading interventions for students in the early grades.

The first part of this study discusses the demographics of both teachers and students. It contains important information about teachers, including their age, gender, level of education, years of teaching experience, and any trainings or seminars they have attended related to CRLA or early literacy assessment. The age and gender of the learners are also displayed to provide a clearer picture of the target population.

The second part of the study examines how Grade 3 teachers perceive the use of CRLA. It is evaluated based on important aspects of implementation, such as how often and when it is given, how precise and reliable the learner profiling is, how well prepared and able the teachers are to interpret the results, how easy it is to get materials and logistical support, and how well it is monitored, documented, and followed up on. This section demonstrates how the CRLA has been implemented in the school setting in a planned and consistent manner.

The third part examines how well Grade 3 students can read and understand, based on CRLA results. It focuses on three main areas: reading aloud fluently (speed and accuracy), literal understanding, and understanding through making inferences and evaluations. These signs make it easy to see how well students are reading and help find their strengths and weaknesses.

The fourth part examines whether there is a strong correlation between the effectiveness of CRLA and students' reading abilities. We used statistical tools to determine whether implementation fidelity affects the actual literacy outcomes of students. This proved that CRLA is a valuable tool for formative assessment.

The final section discusses the challenges and difficulties teachers encounter when attempting to implement CRLA. This section provided us with ideas for improving reading instruction through effective assessment practices that are useful, flexible, and sustainable. This research comprises four chapters, each following the flow of the problem statements and designed to support targeted early-grade reading interventions.

FINDINGS

The following are the important findings of the study:

The teacher demographic profile indicates that most respondents are experienced teachers. Fifty percent (50%) of the teachers are 46 years old or older, and 58.33% have worked for more than 15 years. A bachelor's degree with master's units is held by 83.33% of them, and 91.67% of them are women. These traits suggest that teachers who work with CRLA are typically mature, knowledgeable, and well-prepared for their roles in the classroom. However, even though they had extensive experience, 91.67% of the teachers reported having received less than 20 hours of CRLA-related training. This suggests a lack of specialized professional development for literacy assessment.

The learner profile indicates that most of the students tested are between 9 and 10 years old, and there are more girls than boys in all age groups. These students are at the right stage of development

to learn basic reading skills, making them ideal candidates for early literacy assessment interventions like CRLA. Teachers said that this group of students is usually open to reading instruction, but their level of interest varies. This point was also made in later research on assessment problems.

The results for the implementation of the CRLA show an overall average weighted mean of 3.81, indicating a response of "Always." This means that implementation is very high in five areas: frequency and timing, learner profiling, teacher preparedness, material availability, and follow-through. Teachers always provided CRLA as planned and had access to materials, but they were slightly less prepared, with a mean score of 3.62. This means that the teachers are following the rules well, but they require additional support with their training and understanding of the rules to enhance the quality of the assessments.

The results show that the overall reading performance level for learners was "Very Satisfactory" (WM = 3.22). Oral reading fluency got the best score (3.33, Excellent), while literal (3.14) and inferential/evaluative comprehension (3.20) got slightly lower scores. This means that students are more confident when they read aloud than when they try to understand and analyze texts. Additionally, statistical analysis revealed a significant correlation between the level of CRLA implementation and students' reading proficiency ($p = 0.065 < 0.05$). This indicates that effective implementation practices lead to improved reading outcomes.

Lastly, even though the results were good, there are still some problems and challenges that make it hard to implement CRLA fully. The most common concerns were not receiving sufficient training and orientation (Rank 1), followed by insufficient time, inability to identify weaknesses, and inadequate support from parents. There were also problems with the materials not being available in enough quantity and the difficulty of profiling learners. These problems highlight the importance of having more organized teacher support, regular monitoring systems, and community involvement, so that CRLA can be utilized not only as a test but also as a basis for data-driven reading instruction and remediation.

CONCLUSION

The findings indicate that the implementation of the Comprehensive Rapid Literacy Assessment (CRLA) at Basak Elementary School is robust, with teachers consistently administering the assessment and effectively utilizing available resources. Students, predominantly aged 9 to 10, demonstrated robust oral reading fluency and adequate comprehension skills, indicating that CRLA facilitates the identification of reading strengths and areas requiring improvement.

The substantial correlation between CRLA implementation and learners' reading performance validates the tool's efficacy when utilized correctly. Nevertheless, the existence of significant challenges—such as inadequate training, time limitations, insufficient parental involvement, and resource deficiencies—hinders the complete actualization of CRLA's potential. To enhance CRLA as an effective instrument for literacy advancement, educational leaders must tackle these systemic issues and incorporate CRLA into a comprehensive, data-driven strategy for early reading instruction.

RECOMMENDATIONS

To improve the effectiveness of the Comprehensive Rapid Literacy Assessment (CRLA), the school and the Schools Division of Mandaue City should prioritize consistent teacher training in CRLA administration, interpretation, and instructional use. Teachers must be given dedicated time for assessment tasks, and schools should ensure continuous access to CRLA materials and strengthen support systems through regular feedback. Engaging parents through literacy awareness and promoting collaboration can also boost learner participation and performance. These measures will

support the full and effective implementation of CRLA to enhance reading fluency and comprehension in early grades.

CHAPTER 4

OUTPUT OF THE STUDY

Chapter 4 deals with the output of the study. This presents early grade reading intervention activities.

RATIONALE

The creation of Early Grade Reading Intervention Activities is based on the necessity to address the reading performance of Grade 3 students as determined by the Comprehensive Rapid Literacy Assessment (CRLA). The study's results indicated that learners exhibited "Very Satisfactory" reading comprehension and "Excellent" oral reading fluency; however, significant deficiencies were observed in literal, inferential, and evaluative comprehension. These areas necessitate focused assistance to guarantee that learners can read fluently and comprehend and analyze the material they encounter. Practical intervention activities are crucial for addressing these gaps and strengthening foundational reading skills during the pivotal years of literacy development.

The results indicated a substantial correlation between the extent of CRLA implementation and student reading performance, affirming that the regular utilization of assessment data can inform effective instruction. Nonetheless, factors such as insufficient teacher training, time limitations, and inadequate resources diminish the instructional efficacy of CRLA outcomes. The intervention activities are designed to be data-driven, easily implementable, and aligned with the actual needs of learners, as evidenced by the CRLA profiles. These activities provide organized and stimulating opportunities for learners to enhance their comprehension, vocabulary, decoding, and advanced cognitive skills, while also equipping teachers with readily available instructional resources.

The Early Grade Reading Intervention Activities represent a tangible outcome of the study, ensuring that CRLA results are not only recorded but also converted into implementable teaching strategies. These interventions aim to enhance learner outcomes, support teacher instruction, and develop a responsive reading program tailored to early grades by addressing the specific challenges identified in the study. They align with DepEd's initiative for learning recovery and inclusive literacy instruction, rendering them timely, pertinent, and essential in the present educational landscape.

OBJECTIVES

The early grade reading intervention activities will hopefully be able to:

1. To enhance the reading comprehension skills of Grade 3 learners—particularly in literal, inferential, and evaluative comprehension—based on identified gaps from CRLA results.
2. To provide teachers with structured, data-driven reading intervention activities that directly address learners' specific reading needs as revealed through the CRLA.
3. To support the consistent use of CRLA results in instructional planning, ensuring that assessment data are effectively translated into targeted teaching strategies and remediation.
4. To strengthen learners' overall reading fluency and comprehension performance through engaging and developmentally appropriate intervention tasks aligned with DepEd learning standards.

SCHEME OF IMPLEMENTATION

The Early Grade Reading Intervention Activities will be executed over one academic quarter, incorporated into the standard reading instruction of Grade 3 classes. Educators will employ CRLA

results to categorize students based on their assessed reading levels and specific areas of need. Weekly intervention sessions will be implemented, concentrating on specific competencies including oral reading fluency, literal comprehension, and inferential reasoning. Educators will receive organized lesson plans and activity resources that correspond with the competencies. Progress monitoring will occur biweekly via brief assessments, with results recorded to inform instructional modifications. School administrators and reading coordinators will supervise the implementation, provide technical support, and ensure alignment with DepEd's learning recovery initiatives.

SCHEME OF IMPLEMENTATION

Area of Concerns	Objectives	Strategies	Persons Involved	Budget	Budget Source	Time Frame	Expected Outcome	Actual Accomplishments	Remarks
Teacher Training and Preparation	To equip teachers with the skills to implement data-driven reading interventions	Conduct orientation and capacity-building sessions on CRLA-based intervention activities	School Head, Reading Coordinator, Grade 3 Teachers	₱50,000	MOOE / Reading Program Fund	Week 1 of Implementation	Teachers trained and confident in delivering CRLA-informed interventions		
Learner Grouping and Needs Analysis	To identify learners' reading levels based on CRLA results	Analyze CRLA profiles and group learners by reading needs	Grade 3 Teachers, Reading Coordinator	₱3,000	N/A	Week 1	Learners are grouped appropriately for targeted instruction		
Delivery of Reading Interventions	To strengthen learners' fluency and comprehension skills	Conduct weekly small-group reading sessions with varied activities based on skill focus	Grade 3 Teachers	₱30,000	School Reading Funds	Weeks 2–8	Improved reading performance based on follow-up assessments		Monitor learner participation
Identify intervention needs	To determine learners needing reading support	Conduct CRLA and analyze results	Teachers, Reading Coordinator, School Head	5,000	MOOE/Reading Program	August 2025	Learners with reading difficulties identified and categorized		Need follow-up for absent learners
Develop intervention needs	To create tailored reading interventions	reading plans based on CRLA data; prepare materials	Teachers, Master Teachers, School LAC Team	8,000	MOOE/Donor Fund	August–September 2025	Customized reading plans developed for each learner level Intervention plans completed and reviewed by LAC team		Need printing of materials
Implement intervention needs	To improve reading fluency and comprehension	Conduct remedial sessions, monitor progress, involve parents in literacy talks	Teachers, Parents, Reading Coordinator	10,000	MOOE/PTA Contribution	September–December 2025	Improved reading levels of struggling learners; enhanced parent involvement		Consider extending sessions next year
Monitoring and Progress Assessment	To track learner improvement and adjust instruction accordingly	Use checklists, reading logs, and mini-assessments to monitor progress bi-weekly	Grade 3 Teachers, School Reading Coordinator	₱12,000	MOOE	Weeks 3, 5, and 7	Data used to refine instruction and document learner gains		Schedule regular feedback
Program	To evaluate	Conduct	School	₱10,000	SIP / School	Week 9	Evaluation		Prepare

Evaluation and Reporting	the effectiveness of the interventions and recommend improvements	post-assessment and teacher reflection sessions; document outcomes and recommendations	Head, Teachers, Reading Coordinator		Funds		report completed with recommendations for future reading programs		for division sharing

EARLY GRADE READING INTERVENTION ACTIVITIES

I. Rationale:

Early-grade reading establishes the foundation for all subsequent learning, making it crucial to address deficiencies in fluency and comprehension during the pivotal phases of a child's literacy development. The CRLA (Comprehensive Rapid Literacy Assessment) results for Grade 3 students at Basak Elementary School indicated that, although oral reading fluency was comparatively robust, students exhibited diminished performance in literal, inferential, and evaluative comprehension. These deficiencies underscore the necessity for systematic, focused intervention to enhance fundamental reading competencies and guarantee that learners can not only decode text but also comprehend, interpret, and react to their reading material.

The Early Grade Reading Intervention Activities are tailored to address the specific needs identified through CRLA data. These activities aim to enhance oral reading fluency, augment literal comprehension of texts, and foster higher-order thinking through inferential and evaluative comprehension tasks. The interventions are interactive, developmentally suitable, and consistent with DepEd's Most Essential Learning Competencies (MELCs). They also furnish educators with practical instruments to implement differentiated instruction tailored to students' reading profiles. By incorporating these targeted reading sessions into the standard instructional framework, the program guarantees that CRLA serves not merely as an assessment instrument but also as a catalyst for adaptive, data-driven pedagogy. The purpose of this activity is to offer equitable assistance to all learners and foster literacy development that enhances their academic achievement across various subjects.

II. Early Grade Reading Intervention Activities for Grade 3

Component	Learning Objective	Activity Title	Description	Materials Needed	Time Allotment
1. Oral Reading Fluency	To improve reading speed, word recognition, and accuracy	*"Echo Reading"*	Teacher reads a sentence or phrase aloud and learners repeat it with the same pace and expression. Builds fluency and phrasing.	Short passages, sentence strips	20 minutes
	To enhance word recognition and automaticity	*"Sight Word Bingo"*	Learners play bingo using high-frequency words to strengthen word recognition in a fun, game-based format.	Sight word cards, bingo sheets, markers	20 minutes
2. Literal Comprehension	To identify directly stated facts in the text	*"Detail Hunt"*	Learners read a short story and find answers to "who," "what," "when," and "where" questions.	Story cards, comprehension worksheet	30 minutes

	To recall key events in order	*"Picture Sequencing"*	Learners arrange pictures and sentences in the correct order based on the story read. Reinforces sequencing skills.	Printed story pictures, glue, paper	30 minutes
3. Inferential & Evaluative	To infer meaning from clues in the text	*"What Happens Next?"*	After reading a story, learners predict the next event using story context. They explain their predictions orally or in writing.	Short fiction texts, prediction chart	30 minutes
	To express personal reactions and opinions about the text	*"Text Talk"*	Small group discussion where learners answer open-ended questions like "Do you agree with the character's choice? Why or why not?"	Discussion prompts, anchor chart	30 minutes
4. Integrated Remediation Time	To apply learned skills and receive teacher feedback	*"Reading Rotation Stations"*	Learners rotate through fluency, vocabulary, comprehension, and silent reading stations for reinforcement and teacher conferencing.	Station materials, checklists	40 minutes
Diagnostic Assessment	Identify learners' reading level and specific needs	*CRLA Administration*	Teachers will administer the Comprehensive Rapid Literacy Assessment to evaluate each learner's fluency and comprehension.	CRLA tools, recording sheets, timer, checklist	1 week (30 minutes per class daily)
Targeted Intervention	Improve decoding, fluency, and comprehension skills among identified non-readers/slow readers	*Guided Reading Circles*	Group learners by reading level and conduct small-group guided reading sessions to practice reading with teacher support.	Leveled storybooks, flashcards, visual aids	6 weeks (30 mins per group, 3x per week)
Enrichment Activities	Enhance vocabulary, inferencing, and text-to-self connections in developing readers	*Read and Reflect Journals*	After reading, students write or draw their reflections to deepen comprehension and make connections to the text.	Reading journals, pencils, sample prompts	Ongoing (15 mins twice a week)
Parental Involvement	Involve parents in supporting their child's reading development at	*Home Reading Log Program*	Learners take home short books and record reading sessions with	Reading logs, take-home books, parent guide letters	1 month minimum (15 mins daily at home; checked

	home		parents. Teachers check logs weekly and follow up as needed.		weekly by teacher)
Monitoring and Feedback	Track progress and adjust instruction accordingly	*Weekly Reading Progress Check*	Teachers review fluency and comprehension weekly using quick oral reading checks and adjust groupings or strategies based on results.	Progress sheets, rubric/checklist	Weekly (10 mins per learner; staggered per day)
Baseline Assessment	Pre-intervention reading levels using CRLA	CRLA Pre-Test Results	Oral reading, comprehension tests	Frequency distribution of reading levels	Establish initial reading level of each learner
Intervention Progress	Monitor learner improvements during implementation	Teacher Progress Monitoring Sheets	Weekly fluency checks, guided reading scores	Mean gain scores, reading behavior checklist trends	Identify learners showing steady progress
Learner Attendance & Engagement	Track consistency of participation and interest during sessions	Session Attendance Log, Observation Checklist	Daily log, anecdotal notes	Attendance % rates; qualitative pattern analysis	Correlate engagement with reading gains
Parent Involvement Feedback	Assess support provided at home	Parent Reading Log, Survey Forms	Weekly reading log submission, short surveys	Submission rates, simple Likert-scale summaries	Determine effect of home reading practice
Post-Test Results	Evaluate learner reading level after intervention	CRLA Post-Test Results	Standard CRLA tool	Compare pre- and post-test scores; % level increase	Measure overall effectiveness of intervention
Teacher Reflection & Feedback	Gather insights on implementation effectiveness and challenges	Teacher Reflection Logs	End-of-program written feedback	Thematic analysis of reflections	Use feedback to refine future intervention cycles

III. Implementation Notes:

- Use CRLA data to group learners by need (e.g., struggling, nearly proficient, proficient).
- Rotate groups weekly to ensure focused remediation.
- Keep a reading log and progress chart per learner.
- Conduct a mini post-assessment after 4–6 sessions to track gains.

Oral reading fluency is the ability to read a text accurately, quickly, and with proper expression.

Fluency is a foundational skill assessed in CRLA, as it directly affects comprehension. Fluent readers can focus on meaning rather than decoding every word. In Grade 3, fluency supports smoother reading transitions, helping learners understand increasingly complex texts. Learners who lack fluency often struggle with comprehension and are identified early through CRLA for targeted intervention.

Literal comprehension is the ability to understand and recall facts or information explicitly stated in the text.

This is a basic, yet essential level of understanding assessed in CRLA. Grade 3 learners must accurately recall who, what, when, and where details. Mastery of literal comprehension indicates

that learners are processing and storing basic information from the text—an important step before tackling deeper comprehension tasks.

Sequencing is the ability to recognize and arrange events from a story in the correct chronological order.

CRLA includes sequencing to check if learners understand story structure. This skill aids in retelling and summarizing, which are key competencies in Grade 3. Difficulty in sequencing may signal gaps in comprehension or attention to detail, making it a critical focus in intervention.

Inferential comprehension involves reading between the lines—drawing conclusions, predicting outcomes, or understanding implied meanings.

This higher-order thinking skill is essential in developing critical readers. CRLA uses inferential questions to see if learners can use clues in the text to go beyond literal meaning. Poor performance in this area often indicates the need for enriched instruction in reasoning and background knowledge.

Evaluative comprehension is the ability to form judgments about the text, such as evaluating characters' actions or the author's intent.

This is the most advanced level of comprehension for Grade 3. CRLA tasks that assess evaluative thinking help identify learners who are developing strong analytical skills. Success in evaluative comprehension shows readiness for deeper reading tasks and literary appreciation, while challenges here suggest the need for more exposure to open-ended questioning and opinion-based discussions.

Early Grade Reading Intervention Module

Grade 3

Table of Contents

Oral Reading Fluency	109
Literal Comprehension	110
Sequencing Events	111
Inferential Comprehension	112
Evaluative Comprehension	113

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