

The Development of Reading Assessment Manager For Grades 2-6 Pupils of a Progressive School in Metro Manila, Philippines

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Abstract

In the recent 2018 Programme for International Pupil Assessment (PISA), the Philippines ranked lowest in reading comprehension among 79 countries. It is an alarming result that made the Department of Education further strengthen its program on helping non-readers. True as it may seem that the non-readers should be given focus, on another note, one should also consider that part of this problem are pupils who can read (decode) but has low comprehension. Only few programs is being implemented for pupils who can read but their comprehension is not at par to their grade level. Thus, the researcher developed Reading Assessment Manager for the school which stores an inventory of pupil's reading progress and recommends level appropriate books to further development of their skills. Using Type 1 Developmental Research Design, the researcher managed and evaluated the whole creation of the system from its analysis, design, development, and evaluation. Participants of the study are the 12 pupil-participants, 5 Language Arts Teachers, 3 Coordinators, and 2 Software Engineers. Administered System Usability Scale (SUS) showed that the developed Reading Assessment Manager (RAM) outperformed 90-95% systems in the industry. Likewise, it garnered an Above Average user satisfaction from the respondents in the given Post Study System Usability Questionnaire (PSSUQ). A paired sample t-test also showed that the Language Arts teachers and Coordinators have rated the Automated Reading Test Administration using RAM higher than the Manual Reading Test Administration with a significance p-value of 0.010.

Keywords: Reading Assessment Software, Reading Comprehension