

## Evaluation of a Kindergarten Reading Program

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A Reading Program was implemented with the desire to inculcate the value of reading to pupils. This Program is basically a supplemental reading program designed to assist struggling readers as well as to provide challenges to achievers. This study evaluated the reading program for kindergarten using Tyler's Model. This was guided by four questions in order to check whether the objectives of this reading program evaluation were achieved: (1) Did the program help the beginning and struggling readers improve their performance in reading? (2) Did the pupils acquire the skills in oral language and exhibit phonological awareness? (3) Did the pupils learn and use the reading strategies in developing comprehension? (4) Did the pupils demonstrate the habit of reading and the good attitude toward it? Diagnostic and consequent assessment results coupled with spot-checking provide the basis for the evaluation. Ralph Tyler's model of curriculum evaluation was utilized in the study as well as the Standards and Competencies for Five-Year Old Filipino Children published by the Department of Education in 2013. Results of the study revealed that the pupils' performances in reading throughout the year improved as well as their abilities and good attitude toward reading. The study contributed to further decision making by the school administration in identifying areas where change is needed for more effective program implementation such as planning, faculty training and better parent involvement.

**Keywords:** Reading Program, Kindergarten, Program Evaluation

Reading instruction has two aims. The first is to develop students who can read - children who have learned to construct and create meaning from the printed word. The second is to develop students who will read - children who think reading is fun and who actively engage in the act of reading" (Hermosa, 2002; Ocampo 1997)

The Republic Act 10157 otherwise known as "The Kindergarten Education Law" made

kindergarten the compulsory and mandatory entry stage to basic education in the Philippines. Various researches support that this is the period when foundations are established specifically that of becoming literate readers. Aquinas School having been offering preschool education even before the proclamation of this mandate started implementing the Reading Program with the desire to inculcate the value of reading to its pupils.

This study sought to evaluate the Reading Program for Kindergarten. This Reading Program is basically a supplemental reading program to assist struggling readers as well as to provide challenges to achievers. This sought specifically to explore whether the program help the beginning and struggling readers improve their performance in reading, acquire the skills in oral language and exhibit phonological awareness, learn and use the reading strategies in developing comprehension, and demonstrate the habit of reading and the good attitude toward it.

The research covered the Reading Program activities of the Kindergarten pupils for the academic year 2013-2014 that includes diagnostic test, three (3) trimestral assessments, and one final spot-check assessment. Participants in this research comprised of sixteen (16) kindergarten pupils for the diagnostic and trimestral assessments and ten (10) kindergarten pupils for the final spot-check assessment in March.

The use of Ralph Tyler's model of curriculum evaluation and the Department of Education's Standards and Competencies for Five-Year Old Filipino Children is the first attempt of the educational institution to evaluate its reading program for Kindergarten.

### **Nature of the Reading Program**

#### **Aquinas School Reading Program for Kindergarten Rationale**

Reading is meaning getting. A student with the skills in reading can easily perform a transaction between his own knowledge and the text or the material he is reading. One who is lacking so, will find it hard to conceive the information, to process it, and to develop his own understanding. In addition, reading is one of the portals of learning. The more children experience the world, the more they will have to talk about. The more language models children interact with, the more opportunities they will have to develop language skills. The better their language ability and the more experiences children have, the more prior knowledge or schema they will be able to bring to text when they read (Ocampo, 2008).

This is the fundamental reason that students find it hard to pass the other content areas such as Mathematics and Science. These two fields require the students' knowledge of the word and the world itself before arriving at the understanding of it. If a student is poor in reading, he is undoubtedly to perform scantily in these areas as well. In simple words, how could a child solve a problem, if he does not understand the problem?

**Objectives of the Reading Program.** The school's Reading Program has been prepared, offered and implemented after gearing up the teachers as reading teachers able to employ all the effective strategies in improving the students' reading skills, especially the comprehension skills.

This Reading Program is basically a supplemental reading program to:

- a. assist struggling readers as well as to provide challenges to achievers.
- b. have the reluctant or struggling readers become confident and independent readers.
- c. give reading achievers more opportunities that will develop more their skills in reading.
- d. develop the reading skills and in turn manifest the reading habits and their love for reading.

Specifically, it aims:

- a. To help the beginning and struggling readers improve their performance in reading.
- b. To acquire the skills in oral language and exhibit phonological awareness.
- c. To learn and use the reading strategies in developing comprehension.
- d. To demonstrate the habit of reading and the good attitude toward it.

**Program of Activities.** Since the love for reading is determined by the early literacy development, the Reading Program caters primarily to the pupils from Kindergarten. Below shows the main activities and time frame of the program:

|                           |  |
|---------------------------|--|
| 1 <sup>st</sup> Trimester | (1 <sup>st</sup> - 2 <sup>nd</sup> week) Pre-assessment<br>(3 <sup>rd</sup> -10 <sup>th</sup> week) Reading Sessions<br>(11 <sup>th</sup> week) 1 <sup>st</sup> assessment<br>(12 <sup>th</sup> week) Dissemination of results |
| 2 <sup>nd</sup> Trimester | (1 <sup>st</sup> - 10 <sup>th</sup> week) Reading Sessions<br>(11 <sup>th</sup> week) 2 <sup>nd</sup> assessment<br>(12 <sup>th</sup> week) Dissemination of results   |
| 3 <sup>rd</sup> Trimester | (1 <sup>st</sup> - 10 <sup>th</sup> week) Reading Sessions<br>(11 <sup>th</sup> week) 3 <sup>rd</sup> assessment<br>(12 <sup>th</sup> week) Dissemination of results   |

**Assessment.** The pupils to undergo the Reading Program are given the pre-assessment of their reading skills during the first beginning weeks of the first trimester. Reading classes comprise 20-minute drills in reading everyday for the Kindergarten pupils. At the end of every trimester, a post-assessment is conducted and results of which are compared with those of the pre-assessment which are then relayed to the parents through phone calls and/or conferences. Consequent assessments are done on the second and third trimester to monitor the progress of the pupils. Reading teachers make it a point that the pupils are able to acquire the reading competencies expected of them. Below are the levels of reading competency utilized by the school in the assessment.

Table 1  
*Reading Competency Levels*

| Reading Competency Levels* | Letter Recognition Accuracy | Word Recognition Accuracy | Fluency | Comprehension Skills |
|----------------------------|-----------------------------|---------------------------|---------|----------------------|
| Independent                | VS                          | VS                        | VS      | S - VS               |
| Potential/Instructional    | VS                          | VS                        | S -VS   | S                    |
| Frustration                | VS                          | S - VS                    | NI - S  | NI                   |

Table 2  
*Rating Scale*

| Levels            | Letter Recognition Accuracy | Word Recognition Accuracy | Fluency | Comprehension Skills |
|-------------------|-----------------------------|---------------------------|---------|----------------------|
| Very Satisfactory | 89 - 95                     | 89 - 95                   | 89 - 95 | 89 - 95              |
| Satisfactory      | 80 - 88                     | 80 - 88                   | 80 - 88 | 80 - 88              |
| Fair              | 73 - 79                     | 73 - 79                   | 73 - 79 | 73 - 79              |

Note: The reading competency levels description was taken from the Philippine Informal Reading Inventory test, an oral test given to a pupil to measure reading ability. However the rating scales were teacher made and assigned to corresponding competency levels as stated above adapted from the Phil-IRI.

*Independent reading level* - Pupil can read with ease and without the help or guidance of a teacher; can read with rhythm, with a conversational tone, and can interpret punctuation correctly.

*Instructional reading level* - Pupil can profit from instruction.

(AS Reading Program made use of the term *Potential* for this level)

*Frustrated reading level* -Pupil show symptoms or behavior of withdrawing from reading situations and commit multiple types of errors in oral reading.

**Reading Domains and Definitions.** These proposed draft standards and benchmarks of Tatlonghari and Ocampo (2008) of the Reading Association of the Philippines, organized into different domains, are utilized as the basis for the Reading Program for Kindergarten level. These have been found by the program staff as most relevant to the promotion of early literacy ability and a genuine love for reading.

1. *Phonological Awareness* - is the ability to hear and manipulate the sound structure of language. There are 4 levels of phonological awareness namely, word, syllable, onset and rime (also called beginning and word family) and the phoneme. It is an auditory skill and consists of multiple components. It is a strong predictor of reading success.

2. *Phonics and Word Recognition* - is being able to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters in written language. For kindergarten pupils, critical skills include learning to associate sounds with letters, using those associations

to decode and read simple words, and learning to recognize important non-decodable words.

3. *Fluency* - Is the ability to read orally with speed, accuracy and proper expression.

4. *Vocabulary* - Is the knowledge of words and their meanings in both oral and print representations

5. *Reading Comprehension* - Is a complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the reader and the text. The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard is the foundation of reading comprehension.

### Support Programs to the Kindergarten Reading Program

As also noticed, teachers and parents play important roles in the success of the learners. These roles are demonstrated through the following support programs to the Kindergarten Reading Program.

**Parent-Pupil Partnership in Reading.** To create a concrete and strong tie-up between the school and the home in the development of the reading habits and the reading success of the students, the Parent-Pupil Partnership in Reading was established. Every fourth Friday of the month, the reading teacher of the Kindergarten pupils puts the reading stamp mark on the diary of the pupils. In here the teacher advises the parents of the pupils to spend at least thirty minutes or an hour with their child and read with them a story of the child's interest. This is monitored by the teacher through the parents writing the title and author of the book they read with the child, the date the book was read and the signature of the parent-reader, and most important their own evaluation of their son's reading performance. To check whether the reading sessions with the parents are really being done, the teacher encourages pupils in some of their classes to share with the class what they read at home.

**Learning Resource Center's D.E.A.R. Program.** Drop Everything And Read (DEAR), a reading program of the Learning Resource Center, helps to develop the reading habit of the Aquinian pupils in support to the Reading Program of the School. Done once a week, the students are required to drop off their things and stop from what they are doing, and spend it instead reading their favorite book or reading materials. This is done every Wednesday from 7:00 to 7:20am. They are required by their reading teachers to bring their own books if they want, but apart from what they bring, the Learning Resource Center also provides them with reading materials. After a month, these pupils are asked to submit to the teachers their I-Read, I-Lead, I-Share Reading Journals which serve as the evaluation tool.

**Read-Aloud Sessions.** Each reading teacher spends a few minutes with the class for the Read-Aloud Session. Read Aloud Session is an activity in the

reading class where the teachers or any of the pupils do an interactive storytelling activity. Here, the storyteller reads a chosen piece to the pupils and asks them after reading, questions that trigger their imagination and likewise challenge their comprehension. This is another distinct characteristic of the reading class apart from the Words on the Wall or Word of the Day that they have every beginning of the class.

**Enrichment Activities for the advanced learners.** To give pupils more opportunities to improve their skills in reading, Enrichment Reading was created. This activity caters to pupils assessed and determined to be independent or advanced in terms of skills required at their level. Through the same pre-assessment given, students are diagnosed and skills are identified. Afterwards, they are recommended and set to undergo the enrichment program. They attend enrichment classes in Reading to improve on the skills they rated low. These students however, are given sessions that focus more on the lessons and skill beyond the curricular offerings in their level. They are also chosen to participate in school activities such as read-aloud sessions, symposia, and reading contests and activities within the school and outside.

**Remedial Reading for slow learners.** Sometime during the writing class, the teacher asks the pupils who are slow in reading to read the set of words instead of writing, as part of the remedial classes. In that case there is more time devoted for them to practice reading. To give more focus to the pupil's improvement of reading skills, the teacher asks the parent of the pupil to extend his stay in the school for about one and a half (1 ½) hours after the class to have some more reading practice that usually lasts for 2 weeks. During this time the teacher have a one-on-one session with her pupil to focus more in familiarizing letters and its sounds and on how to read and understand a particular set of words. A reading of short and simple stories follows in order to develop the pupil's reading comprehension skills.

**Reading Exposures.** Every reading class and during class discussions the teacher lets the student read to the class and invites his classmates to listen to him, after which the whole class reads again the story by themselves. After reading a specific selection the teacher provides follow-up questions based from the selection that they have just read. After the lesson or if they are already done with their seatwork or activity, the teacher gives them time to read more storybooks.

Every morning during homeroom period when they are already done with the activity given to them, the teacher reminds the pupils and challenge them if they can read plenty of words for one day. The teacher prepares a set of words on the wall every week and she encourages the pupils to read those words posted on the wall. On occasions when one of the pupils doesn't know how to read properly a specific word, the teacher asks one of his classmates who is good in reading to help him read (way of helping/supporting one another). This practice of reading takes place daily while pupils are waiting for

the fetcher during dismissal time and between periods when they are already done with their tasks in other subjects or whenever they have extra time so as not to remain idle. For purposes of integration, most of the words posted on the wall that are read by pupils become part of the spelling class' paper-pencil test.

**Words On the Wall Activity (W.O.W.).** are words shared by the pupils in the Reading and Language classes. One word is shared with the class and placed on the wall in the classroom by a pupil every day. The word to be shared must a sentence showing its use. There must be an accumulated number of words on the wall in the classroom as the day progresses. Moreover, the teacher encourages her pupils to place a shared word on the big bulletin board for the Communication Arts Department situated in the campus gallery. Every week a contribution of one word must come from the Kindergarten level while the other contributions come from students in the elementary and high school level. The teacher posts the set of words on the wall weekly. Then during their homeroom period or free time the teacher invites the students to read those words. From that practice the pupils learn how to share and are encouraged to socialize with others.

### **Context of the Program**

The school's Reading Program is spearheaded by the Communication Arts Department of the institution to address the need to develop fluent readers among Aquinians. This is supported by the Administration in terms of planning, provision of facilities and materials, implementation, and evaluation. This is done on-site, in classrooms, libraries, audio-visual rooms and other pertinent laboratories of the school's campus.

The teachers, in collaboration with the Academic Head for Communication Arts, work from the preparation to implementation to evaluation phase of the program. They prepare for the suggested activities together to smoothly develop confidence and independence among the readers, with the goal to manifest the effectiveness and success of the program.

The D.E.A.R. Program of the Learning Resource Center complements the Reading Program of the school. Through the sessions spent every week where students are required to read and asked to fill out the forms provided after these reading sessions. This and other supplementary activities gradually develop pupils' habit and love for reading.

### **Beneficiaries of the Program**

The primary beneficiaries of this Reading Program are the Kindergarten pupils of Aquinas School. For the school year 2013-2014 there are sixteen (16) kindergarten pupils. At the onset of the program as the school year commences, everyone is included in the pre-assessment without exemption.

They are given the reading assessment during the first beginning weeks of the first quarter.

The pupils to undergo the Remedial Reading are determined after the pre-assessment of their reading skills. Reading teachers name the prospect enrollees for free remedial reading sessions. These pupils are those who fall under the lower levels of reading competencies. They are given recommendation forms for parents to sign and approve.

Results by the end of every trimester through the Assessment Form are relayed to parents for necessary help. From the records and observations relayed to them, they are encouraged to play a role in their children's remedial or supplemental reading program like reading to their children or listening to them reading their favorite story realized in the Parent-Pupil Partnership in Reading. All these give parents concrete examples of how they can follow up at home the development of the reading skills of their children, hence an assurance that they are going to be good and interested readers.

### **Staff/Human Resources**

The school personnel involved in the Reading Program comprised of the reading teachers, the learning resource center staff, the academic coordinator and the principal. They meet periodically to check on the progress of the program participants and to discuss possible revisions on the prepared plan of activities. Throughout the year each carries out the appointed task.

### **Review of Related Literature**

Learning to read is a fundamental right of children in a changing world. Children's ability to read well can be indicators of success in the world at large. Plenty of evidence shows the significant implications of literacy achievement not only for individuals over their lifetimes but also for societies. We, as professional teachers, bear a huge responsibility to assist all children to become literate critical readers. With zeal and the motivation to serve, we need to reach out and help children realize their potential for literacy in order to support institutional and national development.

Snow et al. (1998) consider reading as a complex act as it involves multiple cognitive, emotional, and social abilities, each of which influences the beginning reader's success. These authors say that learning to read takes effort. Children ought to develop word knowledge at deep levels, as well as decoding skills. They must develop text knowledge to interpret the structures and conventions of literary language. This can be accomplished through deliberate practice with hundreds of words, thousands of concepts, and tens of thousands of language and literacy experiences. Spoken language is the foundation of learning to read and write (Snow, 1983). All languages start with a set of sounds that must be learned and used by young children in families where the language is spoken. All languages include words that are



combinations of those sounds.

Authors of the Early Grade Reading Assessment (EGRA 2009) toolkit claimed that letter identification and word reading has been shown to be predictive of later skills in fluency, the ability to read orally with speed, accuracy, and proper expression. Consequently oral reading fluency has been shown to be predictive of later skills in reading and comprehension (Fuchs et.al. 2001). The importance of fluency as a predictive measure does, however, decline over time. As students become more proficient and reading comes automatically to them, vocabulary becomes a much more important predictor of later academic success (Yovanoff et al., 2005).

In the same way, Espin and Tindal (1998) suggest that once the lessons of phonemic awareness and phonics are fully incorporated into the child's reading process, it is no longer appropriate to focus on these skills. Rather language comprehension and vocabulary instruction should be taught as these are lifelong practices that can arm children to face the world on their own. As Torgesen (1998) states: Adequate reading comprehension is the most important ultimate outcome of effective instruction in reading.

As children move from "learning to read" to "reading to learn," the balance of instruction changes as well (International Reading Association, 2007). This is where evaluation comes into the picture. There has to be a "stop, look and listen" moment when school administrators have to take stock of what has taken place in a given period in order to move forward.

The primary goal of evaluation is to diagnose difficulties and improve learning outcomes. Linan-Thompson and Vaughn (2007) posit that the assessment should be related to existing performance expectations and benchmarks, that it should correlate with later desired skills, and that it must be possible to modify or improve upon the skills. Assessing early reading acquisition can be quite complicated, but school administrators ought to look into existing national performance standards for understanding how pupils are performing compared to others. School administrators have to begin with collected and appropriately measured student data in order to draw conclusions about how the program is performing. For the kindergarten pupils in Aquinas School for example, using data on pupil performance can help administrators assess where pupils are typically having difficulties and can use this information to develop appropriate instructional approaches. Evaluating these data using appropriate tool may show significant implications of literacy achievement. Grant Wiggins and Jay McTighe (2007), proponents of Understanding by Design, caution us though that there is no perfect program for literacy, no silver bullet solution to challenges we face, programs must be open to adaptation and modification to local contexts. Programs must plan for ongoing data collection that informs program revisions based on what is working and what is not.

This study is anchored on these precepts as Aquinas School strives to equip its Kindergarten pupils the necessary weapons they need as they face and mingle with the world of literate critical readers.

## Evaluation Framework

The purpose of this research study was to explore teacher's evaluation of the Reading Program for Kindergarten. Pupils' current standing in the program was identified through scores which in turn identified who were struggling and what specific skill needs was not met. As pupils' outcomes are tracked and monitored closely, the teacher was informed about the general effectiveness of the program and is able to determine what works with skill-related instruction (Levesque et.al. 2005). This aided the teacher to decide who needs remediation and who needs further enrichment in reading.

Primarily, this study made use of the evaluation framework proposed by Ralph Tyler (1949) as a major tool for evaluating the school's Reading Program. Additionally, this study utilized the competencies for kindergarten prescribed by the Department of Education as a basis for evaluation by way of checklist. In particular, this study seeks to evaluate the teacher's use of student assessment that could contribute to further decision making by the school administration by identifying areas where change is needed for more effective program implementation.

To achieve the objectives of this evaluation, the following questions were posed:

- a. Did the program help the beginning and struggling readers improve their performance in reading?
- b. Did the pupils acquire the skills in oral language and exhibit phonological awareness?
- c. Did the pupils learn and use the reading strategies in developing comprehension?
- d. Did the pupils demonstrate the habit of reading and the good attitude toward it?

## Study Design

This research adopted the most frequent quoted theoretical model in the field of curriculum published by Ralph Tyler in 1949. Tyler stated his curriculum rationale in terms of four questions that, he argued, must be answered in developing any curriculum and plan of instruction:

- What educational goals should the school seek to attain?
- How can learning experiences be selected which are likely to be useful in attaining these objectives?
- How can learning experiences be organized for effective instruction?
- How can the effectiveness of learning experiences be evaluated?

This rationale is stated in terms of a four-step process:

- stating objectives
- selecting learning experiences
- organizing learning experiences

- evaluating the curriculum

The Tyler rationale is essentially an explication of these steps. He proposes that educational objectives originate from three sources: studies of society, studies of learning, and subject-matter specialists. These data systematically collected and analyzed form the basis of initial objectives to be tested for their attainability and their efforts in real curriculum situations. The tentative objectives from the three sources are filtered through two screens: the school's philosophy and knowledge of the psychology of learning, which results in a final set of educational objectives. Below is the operationalization of the research process utilized in this study based on Tyler's model.

Once the first step of stating and refining objectives is accomplished, the rationale proceeds through the steps of selection and organization of learning experiences as the means for achieving outcomes, and, finally, evaluating in terms of those learning outcomes. Tyler recognizes a problem in connection with the selection of learning experiences by a teacher or curriculum designer: The problem is that by definition a learning experience is the interaction between a student and his environment; that is, a learning experience is to some degree a function of the perceptions, interests, and previous experiences of the student. Thus, a learning experience is not totally within the power of the teacher to select. Nevertheless, Tyler maintains that the teacher can control the learning experience through the manipulation of the environment, which results in stimulating situations sufficient to evoke the kind of learning outcomes desired.

The final step in Tyler's rationale, evaluation, is the process of determining to what extent the educational objectives are being realized by the curriculum. Stated another way, the statement of objectives not only serves as the basis for selecting and organizing the learning experiences, but also serves as a standard against which the program of curriculum and instruction is appraised. Thus, according to Tyler, curriculum evaluation is the process of matching initial expectations in the form of behavioral objectives with outcomes achieved by the learner.

## Method

### Participants

Participants in this research comprised of sixteen (16) kindergarten pupils for the diagnostic and trimestral assessments and ten (10) kindergarten pupils for the final spot-check assessment in March. These are all boys whose ages range between four to five years old. Some have pre-kindergarten education while others have none.

## **Instruments**

The instruments used in this study include results of diagnostic test, trimestral assessment tests, and final spot-check test results. The DepEd prescribed competencies for Kindergarten is likewise utilized in the evaluation.

## **Procedure**

Pertinent data were gathered from various sources by the researcher. The diagnostic test results and trimestral assessment results were culled from the files of the reading teacher. The results of the spot-check assessment were gathered by the researcher assisted by the guidance counselor. The competencies for Kindergarten pupils in the Philippines (Department of Education) were obtained through web search.

## **Data Analysis**

The treatment of data collected was done with care in order to avoid biasing the results. This study utilized the theoretical model proposed by Ralph Tyler (1949) which seeks to define objectives to analyze and how. A conceptual framework based on the four stages by Ralph Tyler served as a springboard to focus attention on certain data. Additionally, this strategy helped organize the entire case study and to define alternative explanations.

Documents provided by the reading teacher as well as by other implementers during the evaluation were compiled, compared and analyzed as these are valuable sources of research data. Direct observation of the researcher complemented evidence from primary sources. Observations that emerged and provided support for the evaluation were carefully noted. Other documents retrieved from websites were saved and examined for possible significant link to the whole research data.

## **Results**

The pertinent data gathered from various sources by the researcher comprised of:

1. results of the diagnostic test for kindergarten pupils conducted at the beginning of the academic year 2013-2014 by the teacher
2. results of the trimestral assessments tests conducted by the reading teacher in August, November and February of academic year 2013-2014
3. results of the spot-check assessment conducted in March 2014 by the researcher

The reading teacher utilized the earlier stated Reading Competency levels from Philippine-IRI and the teacher made rating scale in the assessment

of diagnostic and trimestral tests. The researcher made use of percentages of correct answers and narrative comments in the spot-check assessment.

The following table shows the results of the diagnostic test for kindergarten pupils conducted at the beginning of the academic year 2013-2014 by the teacher.

Table 3

*Diagnostic Assessment of Reading Abilities of Kinder Pupils (Start of Trimester)*

| Pupil | Letters | CVC words | Two-Syllable Words | Sight words | English Sentences | Comprehension | Reading Level |
|-------|---------|-----------|--------------------|-------------|-------------------|---------------|---------------|
| 1     | VS      | VS        | VS                 | S           | NI                | NI            | Potential     |
| 2     | VS      | VS        | S                  | NI          | NI                | NI            | Potential     |
| 3     | VS      | VS        | VS                 | S           | S                 | NI            | Potential     |
| 4     | S       | NI        | NI                 | NI          | NI                | NI            | Frustration   |
| 5     | VS      | NI        | NI                 | NI          | NI                | NI            | Frustration   |
| 6     | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 7     | VS      | VS        | VS                 | VS          | S                 | S             | Independent   |
| 8     | VS      | S         | S                  | NI          | NI                | NI            | Frustration   |
| 9     | VS      | VS        | NI                 | NI          | NI                | NI            | Frustration   |
| 10    | VS      | S         | NI                 | NI          | NI                | NI            | Frustration   |
| 11    | VS      | NI        | NI                 | NI          | NI                | NI            | Frustration   |
| 12    | VS      | VS        | NI                 | NI          | NI                | NI            | Frustration   |
| 13    | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 14    | VS      | NI        | NI                 | NI          | NI                | NI            | Frustration   |
| 15    | VS      | VS        | S                  | NI          | NI                | NI            | Frustration   |
| 16    | VS      | VS        | S                  | S           | S                 | S             | Potential     |

As shown on the table, there were six (6) pupils in the Potential reading levels, nine (9) pupils in the Frustration level and there was only one pupil who belongs to the Independent reading level. This is a diverse group of pupils coming from pre-schools with different backgrounds or with no background at all.

For purposes of evaluation later in the study, these results are further categorized into phonological awareness (letters, CVC words, two-syllable word and sight words) and comprehension (sentences and comprehension). The number of pupils belonging to different rating scales is presented and expressed in percentage to the total in the table below.

Table 4  
*Levels of Satisfaction on Phonological awareness*

| Rating            | Letters | CVC words | Two-Syllable Words | Sight words | Percentage |
|-------------------|---------|-----------|--------------------|-------------|------------|
| Very Satisfactory | 15      | 10        | 5                  | 1           | 48.44%     |
| Satisfactory      | 1       | 2         | 4                  | 5           | 18.75%     |
| Needs Improvement |         | 4         | 7                  | 10          | 32.81%     |

Table 5  
*Levels of Satisfaction on Reading Comprehension*

| Rating            | English Sentences | Comprehension | Percentage |
|-------------------|-------------------|---------------|------------|
| Very Satisfactory | 0                 | 0             | 0%         |
| Satisfactory      | 5                 | 4             | 28.125%    |
| Needs Improvement | 11                | 12            | 71.875%    |

The following table shows the results of the assessment test for kindergarten pupils conducted by the reading teacher after one trimester.

Table 6  
*Assessment of Reading Abilities of Kinder Pupils (1<sup>st</sup> Trimester)*

| Pupil | Letters | CVC words | Two-Syllable Words | Sight words | English Sentences | Comprehension | Reading Level |
|-------|---------|-----------|--------------------|-------------|-------------------|---------------|---------------|
| 1     | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 2     | VS      | VS        | S                  | S           | S                 | S             | Potential     |
| 3     | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 4     | S       | S         | NI                 | NI          | NI                | NI            | Frustration   |
| 5     | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 6     | VS      | VS        | S                  | S           | S                 | NI            | Frustration   |
| 7     | VS      | VS        | VS                 | VS          | S                 | S             | Independent   |
| 8     | VS      | VS        | S                  | S           | S                 | S             | Potential     |
| 9     | VS      | VS        | S                  | S           | S                 | S             | Potential     |
| 10    | VS      | VS        | S                  | S           | NI                | NI            | Frustration   |
| 11    | VS      | S         | S                  | NI          | NI                | NI            | Frustration   |
| 12    | VS      | VS        | S                  | S           | S                 | NI            | Potential     |
| 13    | VS      | VS        | VS                 | VS          | S                 | S             | Independent   |
| 14    | VS      | S         | S                  | NI          | NI                | NI            | Frustration   |
| 15    | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 16    | VS      | VS        | S                  | S           | S                 | S             | Potential     |

As shown on the table, two (2) pupils belong to Independent reading competency level, nine (9) pupils belong to potential level and five (5) pupils belong to frustration level.

For purposes of evaluation later in the study, these results are further categorized into phonological awareness (letters, CVC words, two-syllable word and sight words) and comprehension (sentences and comprehension). The number of pupils belonging to different rating scales is presented and expressed in percentage to the total in the table below.

Table 7  
*Levels of Satisfaction on Phonological awareness*

| Rating            | Letters | CVC words | Two-Syllable Words | Sight words | Percentage |
|-------------------|---------|-----------|--------------------|-------------|------------|
| Very Satisfactory | 15      | 13        | 6                  | 2           | 56.26%     |
| Satisfactory      | 1       | 3         | 10                 | 11          | 39.06%     |
| Needs Improvement |         |           |                    | 3           | 4.68%      |

Table 8  
*Levels of Satisfaction on Reading Comprehension*

| Rating            | English Sentences | Comprehension | Percentage |
|-------------------|-------------------|---------------|------------|
| Very Satisfactory | 0                 | 0             | 0%         |
| Satisfactory      | 12                | 10            | 68.75%     |
| Needs Improvement | 4                 | 6             | 31.25%     |

After two trimesters, the following table shows the results of the assessment test for kindergarten pupils conducted in November of academic year 2013-2014.

As shown on tables 9 and 10, two (2) pupils belong to Independent reading competency level, twelve (12) pupils belong to potential level and two (2) pupils belong to frustration level.

For purposes of evaluation later in the study, these results are further categorized into phonological awareness (letters, CVC words, two-syllable word and sight words) and comprehension (sentences and comprehension). The number of pupils belonging to different rating scales is presented and expressed in percentage to the total in the table below.

Table 9  
*Assessment of Reading Abilities of Kinder Pupils (2nd Trimester)*

| Pupil | Letters | CVC words | Two-Syllable Words | Sight words | English Sentences | Comprehension | Reading Level |
|-------|---------|-----------|--------------------|-------------|-------------------|---------------|---------------|
| 1     | VS      | VS        | VS                 | VS          | S                 | S             | Potential     |
| 2     | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 3     | VS      | VS        | VS                 | VS          | S                 | S             | Potential     |
| 4     | VS      | S         | S                  | S           | NI                | NI            | Frustration   |
| 5     | VS      | VS        | VS                 | VS          | S                 | S             | Potential     |
| 6     | VS      | VS        | VS                 | VS          | S                 | S             | Potential     |
| 7     | VS      | VS        | VS                 | VS          | VS                | VS            | Independent   |
| 8     | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 9     | VS      | VS        | S                  | S           | S                 | S             | Potential     |
| 10    | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 11    | VS      | VS        | S                  | S           | NI                | NI            | Frustration   |
| 12    | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 13    | VS      | VS        | VS                 | VS          | S                 | S             | Independent   |
| 14    | VS      | VS        | S                  | S           | S                 | S             | Potential     |
| 15    | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 16    | VS      | VS        | VS                 | VS          | S                 | S             | Potential     |

Table 10  
*Levels of Satisfaction on Phonological Awareness*

| Rating                            | Letters | CVC words | Two-Syllable Words | Sight words | Percentage |
|-----------------------------------|---------|-----------|--------------------|-------------|------------|
| Very Satisfactory                 | 16      | 15        | 12                 | 7           | 78.125%    |
| Satisfactory<br>Needs Improvement |         | 1         | 4                  | 9           | 21.875%    |

Table 11  
*Levels of Satisfaction on Reading Comprehension*

| Rating            | English Sentences | Comprehension | Percentage |
|-------------------|-------------------|---------------|------------|
| Very Satisfactory | 1                 | 1             | 6.25%      |
| Satisfactory      | 13                | 13            | 81.25%     |
| Needs Improvement | 2                 | 2             | 12.5%      |

The following table shows the results of the assessment test for kindergarten pupils conducted at the end of the third trimester.



Table 12  
*Assessment of Reading Abilities of Kinder Pupils (3<sup>rd</sup> Trimester)*

| Pupil | Letters | CVC words | Two-Syllable Words | Sight words | English Sentences | Comprehension | Reading Level |
|-------|---------|-----------|--------------------|-------------|-------------------|---------------|---------------|
| 1     | VS      | VS        | VS                 | VS          | VS                | S             | Potential     |
| 2     | VS      | VS        | VS                 | VS          | S                 | S             | Potential     |
| 3     | VS      | VS        | VS                 | VS          | VS                | S             | Independent   |
| 4     | VS      | VS        | S                  | S           | S                 | S             | Potential     |
| 5     | VS      | VS        | VS                 | VS          | S                 | S             | Potential     |
| 6     | VS      | VS        | VS                 | VS          | S                 | S             | Potential     |
| 7     | VS      | VS        | VS                 | VS          | VS                | VS            | Independent   |
| 8     | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 9     | VS      | VS        | S                  | S           | S                 | S             | Potential     |
| 10    | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 11    | VS      | VS        | S                  | S           | NI                | NI            | Frustration   |
| 12    | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 13    | VS      | VS        | VS                 | VS          | S                 | S             | Independent   |
| 14    | VS      | VS        | S                  | S           | S                 | S             | Potential     |
| 15    | VS      | VS        | VS                 | S           | S                 | S             | Potential     |
| 16    | VS      | VS        | VS                 | VS          | S                 | S             | Independent   |

As shown on the table, four (4) pupils belong to Independent reading competency level, eleven (11) pupils belong to potential level, and one (1) pupil belong to frustration level.

For purposes of evaluation later in the study, these results are further categorized into phonological awareness (letters, CVC words, two-syllable word and sight words) and comprehension (sentences and comprehension). The number of pupils belonging to different rating scales is presented and expressed in percentage to the total in the table below.

Table 13  
*Levels of Satisfaction on Phonological Awareness*

| Rating                         | Letters | CVC words | Two-Syllable Words | Sight words | Percentage |
|--------------------------------|---------|-----------|--------------------|-------------|------------|
| Very Satisfactory              | 16      | 16        | 12                 | 8           | 81.25%     |
| Satisfactory Needs Improvement |         |           | 4                  | 8           | 18.75%     |

Table 14  
*Levels of Satisfaction on Reading Comprehension*

| Rating            | English Sentences | Comprehension | Percentage |
|-------------------|-------------------|---------------|------------|
| Very Satisfactory | 3                 | 1             | 12.5%      |
| Satisfactory      | 12                | 14            | 81.25%     |
| Needs Improvement | 1                 | 1             | 6.25%      |

At the end of the school year a spot-check assessment was done by the researcher to verify that the data collected were accurate and are genuinely manifested by the participants of the reading program. This was done on the last day of the kinder pupils in school (actually, the Culminating Day), just minutes before their final activity. Nobody has any idea what would be going on, it was a real surprise on the part of the pupils and the parents. Out of the sixteen kindergarten pupils, only ten were randomly chosen to participate in this assessment because of lack of time. Each pupil was called to a room unaccompanied, then asked to read aloud letters, words, sentences and paragraphs, after which questions were asked to test for comprehension. The questionnaire was derived from the materials provided by the reading teacher. This assessment was conducted by the researcher herself assisted by the guidance counselor and the results are as follows:

Table 15  
*Spot Check Assessment of Reading Abilities of Kinder Pupils (End of Year Assessment)*

| Pupil | Letters | CVC words | Two-Syllable Words | Sight words | English Sentences | Comprehension | Remarks/ Comments   |
|-------|---------|-----------|--------------------|-------------|-------------------|---------------|---|
| A     | 100%    | 100%      | 90%                | 100%        | 90%               | 85%           | Recognizes letters and words well; can read simple sentences but needs guide in reading and comprehending sentences |
| B     | 100%    | 100%      | 85%                | 90%         | 85%               | 80%           | Recognizes letters well; needs guide in reading and comprehending words and sentences.                              |
| C     | 100%    | 100%      | 100%               | 100%        | 95%               | 90%           | Recognizes letters and words well; can read simple  |

| Pupil | Letters | CVC words | Two-Syllable Words | Sight words | English Sentences  | Comprehension   | Remarks/ Comments  |
|-------|---------|-----------|--------------------|-------------|--------------------|-----------------|--|
| D     | 100%    | 100%      | 95%                | 100%        | 95%                | 95%             | sentences but needs guide in comprehending sentences. Recognize letters/words well; can read simple sentences and fairly understands short stories especially in English |
| E     | 100%    | 100%      | 100%               | 100%        | 100%               | 100%            | Reads very well; can illustrate well what the story is all about, just needs focus for better comprehension; ready for texts with difficulty                             |
| F     | 100%    | 100%      | 80%                | 85%         | Distracted to read | Refused to read | Recognizes letters well; can read slowly and needs guide to better read words and sentences in English   |
| G     | 100%    | 100%      | 100%               | 100%        | 95%                | 90%             | Recognizes letters and words well; can read correctly, needs guide to better comprehend paragraph and to read properly in English.                                       |
| H     | 100%    | 100%      | 100%               | 100%        | 100%               | 100%            | Reads very well, just needs focus for better comprehension, ready for texts with difficulty.   |
| J     | 100%    | 100%      | 100%               | 100%        | 90%                | 90%             | Recognize letters well; can read words well but slow in reading short  |

| Pupil | Letters | CVC words | Two-Syllable Words | Sight words | English Sentences | Comprehension | Remarks/ Comments  |
|-------|---------|-----------|--------------------|-------------|-------------------|---------------|--|
| K     | 100%    | 100%      | 100%               | 100%        | 100%              | 95%           | sentences; needs guide to better comprehend paragraph and to read properly in English<br>Reads well but needs guide to reread and understand longer sentences and paragraph; ready for more complex reading words. |

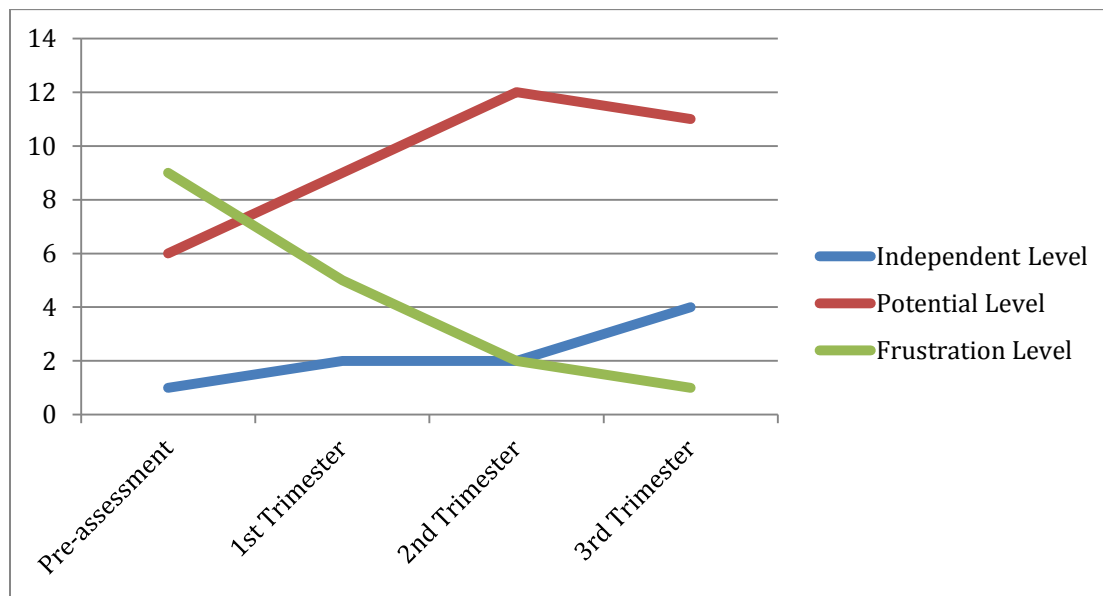
### Discussion

Based on the foregoing results as shown on the Tables 3 to 16, indications can be gleaned that improvement has taken place in the reading competencies of the kindergarten pupils. This is summarized in the table and graph below.

Table 17  
*Summary of Test Results and Competency Levels in Percentage*

| Competency Level | Diagnostic Test | 1 <sup>st</sup> Trimester Test | 2nd Trimester Test | 3rd Trimester Test |
|------------------|-----------------|--------------------------------|--------------------|--------------------|
| Independent      | 6.25%           | 12.5%                          | 12.5%              | 25%                |
| Potential        | 37.5%           | 56.25%                         | 75%                | 68.75%             |
| Frustration      | 56.25%          | 31.25%                         | 12.5%              | 6.25%              |
| Total            | 100%            | 100%                           | 100%               | 100%               |

Pupils belonging to the Frustration reading level are represented by a green line in the graph. The line started from a high point during the pre-assessment period and consistently went down the graph until the 3<sup>rd</sup> trimester assessment period. This indicates an increase in the number of pupils recovering from being a slow reader or a non-reader, into being an able reader. As mentioned earlier, this is due to the fact that pupils came from diverse backgrounds or with no background in reading at all.



Pupils belonging to the Potential reading level are represented by a red line. The line spiked from the pre-assessment to the 2<sup>nd</sup> trimester and leveled down in the third trimester. This is due to the promotion of Frustration level pupils into the next level. On the other hand, an increase in the number of pupils reaching the Independent reading level can be noted.

Pupils belonging to the Independent reading level are represented by a blue line in the graph. The line started from a comparatively low point during the pre-assessment period indicating a scarcity of able readers among the kindergarten pupils at the start of the academic year. This can be understood as the natural condition for reading beginners. The line moved upward a little during the 1<sup>st</sup> trimester and remained at that point until the 2<sup>nd</sup> trimester indicating no promotion toward a higher level of reading competency. However, for the 3<sup>rd</sup> trimester, the line spiked indicating an increase in the number of pupils acquiring a higher level of reading competency. The consistency in the upward movement of the blue line representing Independent readers is an indication that pupils are improving from being slow readers into being proficient readers at their age.

The Reading Program for Kindergarten was evaluated using the tool popularized by Ralph Tyler. This was done at the end of the academic year as the specific activities of the program were executed periodically throughout the year.

As stated earlier in the operationalization schema, the final stage of the curriculum evaluation involves:

1. comparing actual program implementation against program objectives/ standards
2. comparing actual performance of learners against DepEd prescribed competencies for Kindergarten
3. collecting feedbacks and comments

**Table 18**  
*Comparison of Performance against Objectives (1)*

| Objectives   | Intervention   | Evaluation   |
|--|--|--|
| Instructional Objectives   | Performance Data   | Compare Performance against Objectives   |
| 1. Help the beginning and struggling readers improve their performance in reading. | 1. diagnostic test results<br>2. trimestral assessment results | Using the diagnostic test results in June 2013-14 as baseline for comparison and the 3 <sup>rd</sup> trimestral results as endpoint:<br><br>✓Percentage of readers in Frustration level decrease from 56.25% to 6.25%<br>✓Percentage of readers in Potential level increase from 37.5% to 68.5%<br>✓Percentage of readers in Independent level increase from 6.25% to 25%  |
| 2. Acquire the skills in oral language and exhibit phonological awareness.         | 1. diagnostic test results<br>2. trimestral assessment results | Using the diagnostic test results in phonological awareness in June 2013-14 as baseline for comparison and the 3 <sup>rd</sup> trimestral results as endpoint:<br><br>✓Percentage of readers with Needs Improvement rating decrease from 32.81% to 0%<br>✓Percentage of readers with Satisfactory rating remained at 18.75%<br>✓Percentage of readers with Very Satisfactory rating increase from 48.44% to 81.25% |
| 3. Learn and use the reading strategies in developing comprehension.               | 1. diagnostic test results<br>2. trimestral assessment results | Using the diagnostic test results in comprehension in June 2013-14 as baseline for comparison and the 3 <sup>rd</sup> trimestral results as endpoint:<br><br>✓Percentage of readers with Needs Improvement rating decrease from 71.875% to 6.25%<br>✓Percentage of readers with Satisfactory rating increase from 28.125% to 81.25%<br>✓Percentage of readers with   |

| Objectives   | Intervention   | Evaluation  |
|--|--|---|
| 4. Demonstrate the habit of reading and the good attitude toward it. | <ol style="list-style-type: none"> <li>1. spot-check assessment results</li> <li>2. observations during D.E.A.R. period</li> </ol> | Very Satisfactory rating increase from 0% to 12.5%<br>Feedbacks and comments: Most pupils demonstrated good attitude and habit toward reading as evidenced by their ability to read letters/ words/sentences well and to comprehend moderately well (please see remarks/ comments on Table 15) and by the behavior shown during DEAR time as observed by the researcher |

The competencies for Kindergarten pupils prescribed by the Department of Education in the Philippines were also utilized in the study. Excerpts from the Language, Literacy and Communication section under sub-domains Oral Language, Phonological Awareness, Alphabet Knowledge, Vocabulary Development and Listening Comprehension were used as a checklist for the accomplishments of Aquinas School Reading Program for Kindergarten. A checkmark (✓) indicates concordance with the corresponding learning competencies exhibited by majority of the pupils as attested by the reading teacher by way of written tests/recitation/informal conversations and partly observed by the researcher and the guidance counselor throughout the academic year 2013-2014. These are presented in the following table.

Table 19  
*Comparison of Performance against Objectives (2)*

| Objectives   | Intervention   | Evaluation   |
|--|--|--|
| Instructional Objectives   | Performance Data   | Compare Performance against Standards  |
| <ul style="list-style-type: none"> <li>• Help the beginning and struggling readers improve their performance in reading.</li> <li>• Acquire the skills in oral language and exhibit phonological awareness.</li> </ul> | <ol style="list-style-type: none"> <li>1. diagnostic test results</li> <li>2. trimestral assessment results</li> <li>3. spot-check assessment results</li> </ol> | Sub-Domain: Alphabet Knowledge<br>Learning Competencies <ol style="list-style-type: none"> <li>1. Name the letter of their own names ✓</li> <li>2. Notice and be able to name the beginning letters of their friends' names, family members and common things they use ✓</li> <li>3. Name the letters of the alphabet ✓</li> <li>4. Match an upper to its lower case letter ✓</li> <li>5. Match a letter sound to its letter form ✓</li> </ol><br>Sub-Domain: Oral Language<br>Learning Competencies <ol style="list-style-type: none"> <li>1. use polite greetings and courteous expressions in appropriate situations ✓</li> </ol> |

| Objectives   | Intervention | Evaluation   |
|--|--------------|--|
| <ul style="list-style-type: none"> <li>• Learn and use the reading strategies in developing comprehension .</li> <li>• Demonstrate the habit of reading and the good attitude toward it</li> </ul> |              | <ol style="list-style-type: none"> <li>2. recite rhymes, poems and sing simple jingles/songs in the mother tongue, Filipino and/or English ✓</li> <li>3. talk about one’s personal experiences/ narrates events of the day ✓</li> <li>4. talk about the details of a picture ✓</li> <li>5. talk about things using various appropriate descriptive words ✓</li> <li>6. relate one’s own stories about the pictures presented ✓</li> <li>7. ask and answer questions (who, what, where, when, why as maybe appropriate) about stories listened to ✓</li> <li>8. give simple directions ✓</li> <li>9. make comments related to a topic of discussion ✓</li> <li>10. participate actively in a dialogue or conversation of familiar topics ✓</li> <li>11. express easily thoughts, feelings, fears, ideas, wishes and dreams ✓</li> <li>12. retell a story listened to ✓</li> </ol> |
|  |              | <p>Sub-Domain: Phonological Awareness<br/>Learning Competencies</p> <ol style="list-style-type: none"> <li>1. Identify whether or not two words begin with the same sound ✓</li> <li>2. Identify the sound of letters orally given ✓</li> <li>3. Select from three words those that begin with the same sound ✓</li> <li>4. Identify rhyming words in rhymes, poems, jingles, songs ✓</li> <li>5. Tell whether a pair or set of words rhyme ✓</li> <li>6. Give a rhyming word to a given word ✓</li> <li>7. Identify several words that begin with the same sound as a given word or name ✓</li> <li>8. Tell the number of syllables in given words ✓</li> </ol>   |
|  |              | <p>Sub-Domain: Vocabulary Development<br/>Learning Competencies</p> <ol style="list-style-type: none"> <li>1. name common objects/things in the environment (in school, home, community) ✓</li> <li>2. describe common objects/things in the environment based on: color, shape, size, function ✓</li> <li>3. recall and enumerate words from story listened to ✓</li> <li>4. give the meaning of words in stories listened to ✓</li> <li>5. give the name of objects whose names begin with a particular letter of the alphabet ✓</li> <li>6. give the names of family members, school personnel, and community helpers, including the role they play/ jobs they do/ things they</li> </ol>   |



| Objectives | Intervention | Evaluation  |
|------------|--------------|---|
|            |              | use ✓<br>7. give the synonyms and antonyms of given words ✓   |
|            |              | Sub-Domain: Listening Comprehension<br>Learning Competencies <ol style="list-style-type: none"> <li>1. Listen attentively to stories ✓</li> <li>2. Recall details of the story: the characters, when and where the story happened, the events in the story ✓</li> <li>3. Talk about the characters and events in books ✓</li> <li>4. Relate events in stories to personal experiences ✓</li> <li>5. Retell a story listened to, with the help of pictures stating the setting, characters and important events ✓</li> <li>6. Tell the events that happened 1<sup>st</sup>, next, last ✓</li> <li>7. Give the correct sequence of three events in a story orally and/or through drawing ✓</li> <li>8. Infer character feelings and traits in a story read ✓</li> <li>9. Identify cause and/or effect of events in a story read ✓</li> <li>10. Predict what might happen next in the story heard ✓</li> </ol> |

The Communication Arts department together with all the reading teachers periodically conducts meetings throughout the school year to keep track of the reading courses offered. Feedbacks and comments were solicited from all parties involved in the implementation of the program. Here, the concerns on reading materials, reading program participants and the implementers are also tackled and are given immediate response as soon as possible. To add to this is the holding of conferences with the parents and the pupils to encourage feedback and suggestions from them to better the Reading Program each year.

The purpose of this research study was to explore teacher’s evaluation of the Reading Program for Kindergarten. This was guided by the four questions posed in order to check whether the objectives of this Reading Program evaluation were achieved. (1) Did the program help the beginning and struggling readers improve their performance in reading? (2) Did the pupils acquire the skills in oral language and exhibit phonological awareness? (3) Did the pupils learn and use the reading strategies in developing comprehension? (4) Did the pupils demonstrate the habit of reading and the good attitude toward it? The findings for this evaluation study were gathered, tabulated and analyzed as they relate to the research evaluation questions and the theoretical framework.

Based on the results of the study found in Chapter VI, the program did help the beginning and struggling readers improve their performance in reading. The findings indicated as well that the pupils acquire the necessary skills in oral language and exhibit phonological awareness. Additionally, the results demonstrated that pupils learn and use sufficiently well the reading strategies in developing comprehension. The follow-up spot-check assessment confirmed not just the ability of most pupils to read but their good attitude toward reading which are indicative of possessing the habit of reading at an early age. Though there was one pupil who needs improvement in sentence reading and comprehension at the 3<sup>rd</sup> trimester assessment and one pupil also who was distracted and refused to read during the spot-check assessment by the researcher, it is fair enough to conclude that learners improved in view of the reading program. The creation of the research on evaluation of the Reading Program for Kindergarten in Aquinas School provided administrators and teachers alike with a tool for analyzing the effectiveness of the program. In particular, this study gained support for the teacher's use of differentiated learning experiences and assessment that could contribute to further decision making by the school administration in identifying areas where change is needed for more effective program implementation. It is recommended therefore that evaluation be done on a yearly basis as part of the school improvement plan on curriculum and instruction.

The outcomes from this research suggest that there are other areas for future evaluations. The same evaluation study on the Kindergarten Reading Program may be replicated in other levels such as Grades 1-3 and later on to Grades 4-6 in order to track the progress of the pupils in developmental reading. This could enable the researcher to look more closely into other aspects of the reading program such as planning, faculty training and better parent involvement.

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