

Instructional Applications of Reading Assessment Tools and Their Impact on Literacy Skills of Grade 4 Learners

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Abstract: This study investigated the instructional applications of reading assessment tools and their impact on grade 4 learners' literacy skills specifically in Juban District Grade 4 teachers. The research aims to identify the types of reading assessment tools used in Grade 4, analyze how teachers utilize the results of reading assessments, determining the impact of the data-driven instruction and the factors that hinder teacher optimum utilizing reading assessment tools.

Using qualitative and quantitative study the data were collected through administering questionnaire and checklist to evaluate the learners' reading abilities. This study examined the reading assessment tools utilized by Grade 4 teachers and their applications in literacy instruction. Findings revealed that the Philippine Informal Reading Inventory (Phil-IRI) had a frequency of 22 or 100% 22 of teacher respondents. Teacher-made reading assessment tools and online-sourced instruments were equally used, each with a frequency of 16 or 73%, while the Classroom Reading Literacy Assessment (CRLA) was applied by 12 or 55% of respondents.

Teachers employed assessment results to identify learners' gaps in comprehension, monitor reading fluency, analyze learners' literacy strengths and weaknesses, modify tasks for differentiated instruction, group learners by proficiency, and adjust instructional pacing. The assessment on data-driven instruction highlighted improvements in pupils' reading fluency and vocabulary development had a frequency 18, and rank 1.5, followed by increased motivation and engagement, and improved reading profiles with a frequency 17, rank 3.5. Least noted were active participation and manifested interest in reading with a frequency of 14, rank 5.5.

Factors that hinder teachers from utilizing reading assessment tools included pupils' behavior issues with a frequency 20 and rank 1, followed by lack of parental support with a frequency 18, and rank 2, excessive preparation demands on the part of the teachers had a frequency 13, rank 3, and limited resources frequency 9, rank 4. To address these challenges, a school-based literacy intervention program was proposed, comprising Data-Driven Reading Groups, Individualized Reading Action Plans (IRAP), Assessment-Informed Mini-Lesson Integration, and Feedback-Driven Reading Journals.

The research concludes that utilizing instructional applications of reading assessment tools is a highly effective tool in strengthening literacy outcomes among grade 4 learners. It suggests sustaining the quality assessment in reading literacy for educational growth, training of teachers for effective utilizing of reading materials and monitoring to secure the long-term viability and support the program of DepEd ensuring that learners develop proficient literacy skills that are essential for learning and lifelong success.

Keywords: Reading Assessment Tools, Literacy Skills, Instructional Strategies, Grade 4 Learners.

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I. INTRODUCTION

Literacy continues to be a cornerstone of human development and educational equity worldwide. It is not only a fundamental academic skill but also a critical enabler of social participation, economic mobility, and lifelong learning. Despite decades of global advocacy and investment, literacy

challenges persist, particularly among children in low- and middle-income countries (Brookings Institution, 2023 & UNESCO, 2024).

According to the UNESCO Global Literacy Report (2024), nearly 754 million young people and adults lacked basic literacy skills in 2023, with two-thirds being women.

Moreover, four in ten students globally do not meet minimum proficiency levels in reading by the end of primary education, and 244 million children and youth remain out of school. The World Literacy Foundation (2025) further highlights that global illiteracy rates have increased by 2.2% in recent years, with 773 million people unable to read at all. The economic cost of illiteracy is staggering, estimated at \$1.4 trillion annually, and disproportionately affects children from low socioeconomic backgrounds—61% of whom do not own a single book. In developing countries, 70% of 10-year-olds struggle to read a simple sentence, underscoring the depth of the crisis (Darr & Ng, 2023).

Recent meta-analytical studies have emphasized the role of formative assessment in addressing literacy gaps. A meta-analysis by Xuan, Cheung, and Sun (2022) found that formative assessment has a positive, though modest effect ($ES = 0.19$) on reading achievement among K–12 students. The study revealed that differentiated instruction and student-directed assessments yielded stronger outcomes than teacher-led assessments alone. Similarly, Yan and Chiu (2023) analyzed data from 151,969 students across 19 countries and found that clarifying learning goals and instructional adjustments were significantly linked to improved reading achievement, while feedback alone had a limited impact. These findings underscore the complexity of reading instruction and the need for instructionally embedded assessment tools. Elish-Piper, Matthews, and Risko (2024) argued that reading assessments must reflect the multifaceted nature of literacy, including decoding, fluency, comprehension, and cultural context. When assessments are integrated into daily instruction, they provide real-time feedback that supports personalized learning and improves achievement outcomes (Pane et al., 2015). Despite these insights, many education systems still rely on summative assessments that offer limited instructional value. The NAEP Reading Assessment (2024) in the United States showed continued declines in reading scores among Grade 4 students, with 40% performing below the basic level, the highest percentage since 2002.

Despite the global recognition of literacy as a fundamental right and a cornerstone of education, many countries continue to face significant challenges in implementing effective reading instruction (UNESCO, 2025). One of the most persistent issues is the lack of access to high-quality instructional reading materials, particularly in low- and middle-income countries (Alvarez et al., 2025). According to the World Literacy Foundation (2024), over 70% of children in developing nations cannot read a simple sentence by age 10, largely due to limited access to books and reading resources. In many rural and underserved communities, students are forced to share outdated or damaged materials, which severely limits their ability to engage with texts and develop foundational literacy skills.

Another major barrier is the shortage of trained teachers who can effectively utilize instructional materials (García, 2022). The UNESCO (2024) Global Report on Teachers warns of a projected global deficit of 44 million primary and secondary teachers by 2030, with sub-Saharan Africa alone

needing 15 million more educators. Even where teachers are present, many lack the pedagogical training necessary to implement reading initiatives effectively (Qargha, 2023). In Uganda, for example, a study found that educators often struggle with English as a medium of instruction and lack proficiency in using instructional materials, especially in multilingual classrooms (Edoru & Ijangu, 2025).

The design and usability of instructional materials also pose challenges. A RAND Corporation study revealed that teachers often modify or supplement materials because they find them either too difficult for struggling students or not engaging enough (Wang et al., 2024). Teachers serving high proportions of English learners and students from diverse backgrounds reported that many standardized materials failed to meet their learners' needs (Loveless, 2021). This disconnect between curriculum design and classroom realities undermines the effectiveness of reading instruction (Shanahan, 2023). In addition, technological barriers hinder the integration of digital reading tools. While educational technology has the potential to enhance literacy instruction, a systematic review by Norman (2023) found that its success depends heavily on ongoing teacher training, community engagement, and context-specific design. In many developing countries, schools lack the infrastructure, such as internet access and devices, to support digital learning. Teachers also report difficulties in keeping pace with technological advancements and integrating digital content into traditional instruction (Cayabas & Sumeg-ang, 2023).

Moreover, curriculum overload and instructional inefficiency are widespread issues. A World Bank report (2023) identified that many countries have over-ambitious curricula that leave little room for foundational literacy development. The pressure to cover extensive content in a limited time often results in superficial instruction, especially in post-pandemic recovery efforts where catch-up learning is prioritized over depth (Crawford et al., 2023). Finally, socioeconomic and cultural factors play a critical role in the success or failure of reading initiatives (Ansah, 2024). In Kenya and the Philippines, studies have shown that limited parental involvement, language barriers, and lack of culturally relevant materials contribute to poor literacy outcomes (Tolentin, 2023; Santillan, 2023). Without community support and localized content, reading programs often fail to resonate with learners, reducing engagement and retention (Morris & Nóra, 2024).

The literacy crisis in the Philippines is a multifaceted issue rooted in systemic, instructional, and socio-economic challenges that continue to hinder the development of foundational reading skills among learners (UNICEF Philippines, 2024). One of the most pressing concerns is the overcrowding of classrooms, particularly in public schools, where student-teacher ratios often exceed recommended standards (Sevillano, 2025). This situation makes it difficult for teachers to provide individualized instruction and effectively utilize diagnostic tools such as the Comprehensive Rapid Literacy Assessment (CRLA) and the Philippine Informal Reading Inventory (Phil-IRI) (Generalao, Ducanes, Yee, & David, 2022). As noted by Santillan (2023), the sheer

volume of students per class limits the time and attention teachers can devote to analyzing assessment results and implementing targeted interventions, reducing these tools to mere compliance requirements rather than meaningful instructional aids.

Compounding this issue is the severe lack of instructional resources. According to the EDCOM II Year One Report (2023), only 27 textbook titles were successfully delivered to schools between 2012 and 2022, with Grades 5 and 6 being the only levels with complete sets. This scarcity leaves many students without access to essential reading materials, thereby undermining efforts to improve literacy. Without adequate texts, learners are deprived of opportunities to practice and develop their reading skills, and teachers are unable to reinforce assessment findings with appropriate instructional content (Department of Education, 2025). The absence of diverse and level-appropriate reading materials also limits the effectiveness of differentiated instruction, which is crucial for addressing the varied literacy needs of students (Aranda & Zamora, 2016).

Another critical issue is the limited professional development available to teachers, particularly those who are employed on a contractual basis. Many educators lack access to training programs that would enable them to interpret assessment data and apply it effectively in their teaching practices (Generalao, Ducanes, Yee, & David, 2022; Teacher Education Council, 2025). As highlighted by the Manila Bulletin (2023), the underpaid and under-supported status of contractual teachers restricts their capacity to implement reading assessment tools in a pedagogically sound manner. This gap in professional competence contributes to a disconnect between assessment and instruction, where data is collected but not meaningfully used to inform teaching strategies or improve student outcomes (Hernando-Malipot, 2025).

Socio-economic factors further exacerbate the literacy crisis. Many students come from low-income households where parental involvement in education is minimal due to work demands or limited literacy skills among parents themselves (Jabar, Garcia, & Valerio, 2020). Santillan (2023) emphasized that limited parental engagement is a significant barrier to literacy development in Camarines Norte, reflecting a broader national trend. In such contexts, the home environment does not support reading habits, making school-based interventions even more critical. However, without strong collaboration between schools and families, efforts to improve literacy are often insufficient and unsustainable (Mauhay & Villena, 2022).

Moreover, there is a notable misalignment between the data generated by reading assessments and the instructional strategies employed in classrooms. Teachers may administer tools like Phil-IRI but lack the time, resources, or training to use the results to inform differentiated instruction (Abril, Acerbo, & Abocejo, 2022). This misalignment reduces the potential impact of these tools on learners' literacy outcomes and perpetuates a cycle of ineffective remediation. The lack of a unified monitoring system also makes it difficult to

evaluate the effectiveness of these tools on a national scale, leading to inconsistent implementation across regions (Zapanta, 2023).

In addition, policy and implementation gaps continue to hinder progress. While DepEd has made strides in developing literacy-focused policies, their execution remains uneven. Some schools lack the capacity to fully integrate reading assessments into their instructional planning due to logistical constraints or insufficient support from local education units (Apiles, 2025). These challenges highlight the need for a more cohesive and well-resourced approach to literacy development, one that empowers teachers, equips schools, and engages communities in fostering a culture of reading (Ignacio, Cristobal, & David, 2022).

At the province-wide level, the Bicol Region has faced alarming literacy challenges that reflect broader national trends. A 2019 report revealed that over 70,000 pupils in the region could not read, with many learners in Grades 1 to 3 classified as non-readers based on diagnostic assessments. These figures underscored the severity of the literacy crisis in Bicol, where early grade reading proficiency remains a major concern (Jaucian, 2020). Despite various interventions, the region continues to struggle with issues such as inadequate reading materials, overcrowded classrooms, and limited teacher capacity. These challenges hinder the effective implementation of reading programs and contribute to the widening gap in foundational literacy skills among young learners (Philippine Information Agency, 2025 & Calipay, 2025).

At the local level, particularly in Sorsogon Province, efforts have been made to address literacy gaps through targeted reading initiatives. In Matnog I District, programs such as PROJECT ALERT, Project RRI, and Basunapa have been launched to improve reading outcomes. These initiatives have shown promising results, with post-assessment data indicating improvements in learners' reading levels. However, persistent challenges remain in terms of monitoring and evaluation, stakeholder engagement, and sustainability. The study by Balaguer and Astillero (2022) highlighted that many learners still fall under the "full refresher" category, suggesting a need for more intensive support and instructional alignment. The lack of parental involvement and insufficient reading resources further complicate efforts to achieve lasting literacy gains in the district.

Given the national urgency to address literacy gaps and the ongoing efforts to implement reading interventions, the present study is both timely and necessary. Furthermore, this study explores the instructional applications of reading assessment tools and their impact on Grade 4 learners' literacy skills. It seeks to understand how these tools, when effectively integrated into classroom instruction, can serve not only as evaluative instruments but also as catalysts for targeted interventions and improved learning outcomes.

➤ *Objectives*

This study aims to attain the following research objectives:

- To identify the types of reading assessment tools used in Grade 4 classrooms to evaluate literacy skills.
- To analyze how teachers utilize the results of reading assessments as basis for instructional strategies in Grade 4.
- To determine the insights of teachers regarding the effectiveness of data-driven instruction, based on the reading assessments, on the literacy performance of Grade 4 learners.
- To explore the factors that hinder teachers from utilizing of reading assessment tools and results.
- To propose interventions tailored based on the findings of the school-based literacy assessment program.

II. METHODOLOGY

This study utilized a mixed-method research design, combining both quantitative and qualitative approaches to provide a comprehensive understanding of how reading assessment tools influence literacy development. The quantitative aspect involved the use of structured questionnaires to objectively measure the types of reading assessment tools in evaluating the literacy skills of Grade 4 students and teachers’ utilization of the results of reading assessment to inform instructional strategies. Meanwhile, the qualitative aspect complements the quantitative data by exploring the teachers’ utilization of the instructional tool for optimum utilization and their experiences through interviews. By integrating both methods, the study offered a holistic evaluation of instructional practices and their impact on literacy skills.

The target respondents for this study were Grade 4 public school teachers assigned in the District of Juban in the Province of Sorsogon, utilizing reading assessment tools. Stratified sampling was employed to identify the respondents, ensuring that there were respondents in all 22 public school elementary schools in the District of Juban namely, Biriran Elementary School, Catanagan Elementary School, Guruyan Elementary School, Sablayan Elementary School, Calmayon Elementary School, Caruhayon Elementary School, Taboc Elementary School, Calateo Elementary School, Cogon Elementary School, Sangkayon Elementary School, Embarcadero Elementary School, Jose

G. Alindogan Elementary School, Mario A. Guariña Elementary School, Añog Elementary School, Putingsapa Elementary School, Tublijon Elementary School, Sipaya Elementary School, Tampi Elementary School, Bacolod Elementary School, Tinago Elementary School, Tabuena Elementary School and Jagusara Elementary School. The research captured a comprehensive perspective on the effectiveness of the reading assessment tools, taking into account different learning needs and backgrounds. Additionally, this study was considered to provide insights into the broader context of the students’ learning environments and to enhance the understanding of the intervention’s impact on their reading performance. Teachers were selected based on their active use of reading assessment tools in classroom instruction. This sampling strategy enabled the study to capture varied instructional contexts and learner backgrounds, thereby enriching the analysis of the tools’ effectiveness.

III. RESULTS

Provided in this are the results with corresponding analyses. The quantitative data were presented in tables supported by statistical analysis. The qualitative data were presented by themes,’

➤ *Types of Reading Assessment Tools Used in Grade 4 Classrooms to Evaluate Literacy*

Possessing the competence in reading serves as a foundational skill among schoolchildren to experience success in their journey in learning. These learners with capacity to read basically enjoy their school involvement and make learning journey meaningful. Thus, the Department of Education has it’s thrust to make every Filipino child a reader.

To determine the individual learners’ performance in reading, an assessment has to be done to profile them. In doing such, the data from the said measure can be used to design appropriate intervention or an avenue for teachers to adjust instruction.

The Philippine Informal Inventory (Phil-IRI) is a standardized informal reading assessment tool developed by the Department of Education (DepED) to evaluate the reading proficiency of elementary learners. It is designed to measure learners’ oral reading fluency, silent reading comprehension, and listening comprehension, enabling teachers and researchers to determine students’ reading levels-independent, instructional, or frustration.

Table 1 Types of Reading Assessment Tools Used in Grade 4 Classrooms to Evaluate Literacy

Types of Reading Assessment Tools	Frequency	Percentage
Phil IRI	22	100
Teacher-Made Reading Assessment Tool	16	73
Online-sourced Tool for Evaluating Reading Competencies	16	73
CRLA	12	55

Phil-IRI serves as a diagnostic instrument that identifies learners’ strengths and weaknesses in reading. The results provide empirical data guide the development of instructional intervention, remediation programs, and differentiated

reading strategies. In research Phil-IRI is widely used as baseline and post-assessment tool to examine the effectiveness of reading interventions and instructional applications aimed at improving learners’ literacy skills.

Through systematic administration and analysis, Phil-IRI contributes to evidence-based decision making in reading instruction and supports the Department of Education's goal of enhancing early literacy and reading competence among Filipino learners.

The data shows that all Grade 4 teachers (100%) are using Phil-IRI as their primary tool in assessing reading literacy. According to Participant 1, "utilizing Phil-Iri is my baseline to determine the level of learners based on my assessment given and through this I can profile them according to their needs. This statement was further supported by Participant 4 and 6, who claimed, "because of the issuance of the department of Education to implement Phi-IRI as baseline and post assessment it is my guidelines to categorized them and give special attention to those who are struggling learners." The Phil-IRI provides detailed information on learner's oral reading accuracy fluency, and comprehension, which allow teachers to identify students who are performing at independent, instructional or frustration levels.

Participant 2 also agreed that "implementing Phil-IRI I easily identify their strength and weaknesses which is very important in assessing and doing some strategies to fit their needs so that they can participate during class discussions." Its implementation aligns with DepED order nNo.8 s. 2015 as policies on the early language literacy and reading program ensuring that assessment practices support learners' reading development effectively. The participant highlighted that Phil-IRI serves not only as an evaluative tool but also as guide for instructional planning. It helps teachers provide individualized support, foster learner engagement, and untimely contributes to the improvement of literacy skills among Grade 4 learners.

Meanwhile, Participant 5, states that "I prefer teacher-made reading assessments because I can really tailor my teaching strategies based on what my learners actually need." Unlike standardized assessment tools can be adjusted to address the unique needs of each learner, ensuring that instruction is both responsive and targeted. Participant 3 also noted, "For me, it's not that time-consuming if we have internet. I can adjust the tool to match my learners' reading skills". This highlighted two advantages First, digital or online versions of teacher-made assessments allow teachers to quickly administer, score and analyze results, saving instructional time and facilitating immediate feedback. Second, these tools can be adapted based on learners' abilities, enabling teachers to modify reading passages and comprehension questions for struggling readers while providing more challenging tasks for advanced learners. This statement supported by Participant 3, "For me, it's like a guide in planning my instruction. I can creatively adjust the materials and modify the questions, so they become more engaging for my learners". This shows that assessment results not only identify learners' strength and weaknesses but also empower teacher to develop creative and contextually relevant lessons. By adapting materials and activities to the needs of their learners, teacher can make reading instruction more engaging and effectively participate and improve their

literacy skills. Participant 6, highlighted that, "Using my own reading assessment allows me to focus on what my learners really need. I can create questions that match their level, give them tasks they can succeed and adjust them if they are struggling. "This statement reflects how teacher-made assessment provide flexibility and responsiveness in instruction. By designing their own tools, teachers can align questions and tasks to the learners' current reading abilities, ensuring that struggling learners receive support while advanced learners are challenged appropriately. However, Participant 7, noted that "I find teacher-made reading test very helpful because I can design them according to my learners' reading levels. It helps me know exactly where they struggle and plan an activity that suited for them." Teacher-made assessments allow teachers to pinpoint specific reading difficulties and implement targeted intervention. By customizing the tests to match learners' abilities, teachers can provide appropriate support for struggling readers while maintaining engagement and confidence in the classroom. Meanwhile, Participant 1 agreed with the statement of Participant 7," It help check my learners' understanding based on their level. I can make the questions easier or harder and use the results right away to improve my teaching. "These tools allow teachers to adjust the difficulty level of reading passages and questions based on learners' reading abilities.

The online reading assessment tools are digital platforms or applications designed to evaluate learners' reading skills, including accuracy, fluency, vocabulary and comprehension. These tools allow teachers to administer test quickly, automatically score responses, and generate immediate results, making assessment more efficient and less time-consuming compared to traditional paper-based methods. Participant 4 highlighted that, "online assessment tools help me check my learners' reading skills faster. I can see right away and use them to plan activities that match their needs. "Online assessment tools are not only timesaving but also powerful instructional aids that help teachers design responsive, data-driven reading instruction. Participant 3 shared that, "I can make online reading tasks easier or harder depending on the learner. It helps me make sure every pupil is learning at their level. "Teacher can modify passages and questions to match learners' abilities, ensuring that struggling readers receive support while advanced learners remain challenged. This makes instruction differentiated, inclusive and engaging. Participant 1 says, "having this online reading assessment tool I observed that pupils are participative during class discussion showing their interest with the presence of technology. The use of technology in reading instruction and assessment positively influences learners' literacy development and classroom participation, making reading more engaging and helping teachers implement targeted, responsive teaching strategies. And Participant 3 agreed that integrating technology in teaching learning even the behavior and attitude of the learners are quite different they are behaving and have focus especially if the topic is interesting. This statement was also stated by Participant 5 and 6 when the following statement was stressed by them.

CRLA is a teacher-made or school-based reading assessment tool used to evaluate learners' reading skills in an early stage, monitor reading progress and guide daily instruction, can be individually administered or group. While Phil-IRI is a nationally developed by DepEd to determine learners' reading, a standardized test mandated all over the Philippines, usually administered individually and conducted beginning and ending of the school year. Likewise, Participant 7, "contemplated that using CRLA is my guide in determining the reading profiles of the learners and group then according to their reading abilities." The CRLA guides teachers in identifying learners' strengths and weaknesses, allowing them to plan targeted activities and provide support that fits each pupil's reading needs. Meanwhile Participant 6, noted that, "The CRLA helps me see what my learners can do and what they need to improve. I can use it to plan activities that really help them in reading." The CRLA provides clear information about learners' strength and weaknesses. Teachers can use the results to design targeted reading activities and intervention, ensuring instruction meets the specific needs of each learner.

Profiling learners according to their level of reading abilities is needed to provide immediate feedback on the kinds of strategies, plan, and tools used in assessing them. Based on the statement from research participants, educators were able to organize learners effectively because the tools are available and easy to access. With the integration of technology, reading assessments also guarantee more engaging classroom participation.

➤ *How Teachers Utilize the Results of Reading Assessment as Basis for Instructional Strategies*

Profiling the reading capability of the learners has been a common scheme performed by the teachers. These teachers find time to assess the learners' reading progress for them to have basis in planning, redesigning reading programs and activities in the school with a goal of improving the literacy of the school.

➤ *Identifying Gaps in Reading Comprehension*

Despite the widespread implementation of reading assessment tools such as Phil-IRI, CRLA, and ELLNA in Philippine public schools, there remains a significant gap in localized research that explores how these tools are used in classroom instruction. Most existing studies focus on national-level data or generalized findings, leaving a void in understanding the instructional practices of teachers in specific districts like Juban. The present study addresses this gap by examining the real-world application of these tools among Grade 4 teachers in Juban District, providing insights into how assessment data informs teaching strategies in diverse school settings. Participant 1 recognizes the importance of identifying the gaps. She said, "because of this gap I realize that I need to provide more realistic design in order pupils participate and improve their reading skills in literacy. Another gap that teachers face challenges such as heavy workloads, limited professional development, and resource constraints, which hinder their ability to analyze and apply assessment data effectively. Participant 5 shared that "when I look at the assessment results, I can tell which learners

need more help and which skills to focus on my lessons." the importance of identifying gaps in reading by examining the results of assessments like Phil-IRI, teacher-made test, CRLA, teachers can determine which learners are struggling and in which specific skills.

Participant 2 also stated that "CRLA was a great help in assessing because I was able to determine the reading abilities of my pupils. The CRLA allows teachers to identify learners' strength and weaknesses, group them according to reading levels, and plan targeted activities to improve their literacy skills. Participant 5 pointed out that too much workload sometimes I cannot monitor the progress of my pupils in reading literacy. The heavy workload sometimes makes difficult to monitor the reading progress of pupils. They noted that balancing lesson planning, assessment, and classroom management can limit the time available to track individual learners' literacy development consistently. This challenge highlights the need for efficient assessment tools and strategies that allow teachers to gather useful data without overwhelming their schedule.

There is also a clear gap in the implementation of the ARAL Program the objective of these is for the good of welfare of the learners, however because of unexpected interruption and workload of the teachers sometimes the teachers have no time to attend ARAL session.

➤ *Understanding Learners' Reading Fluency*

The teacher understands the learner's reading fluency through a combination of direct observation, formal assessment tools, and a series of tests given. In direct observation teacher listens to learner's reading aloud the pace how quickly they read, Accuracy how many words they mispronounce and their expression (how well the learner reads with appropriate expression and phrasing). In formal assessment the teacher records the number of words read correctly per minute (WCPM) Words Correct Per Minute.

Research teacher participant 7 pointed out the essence of understanding of learners' reading fluency. When he said, "Even though the Department of Education (DepEd) has given and implemented different reading assessment tools, as a teacher, we need to know the individual differences of the learners. In my experience, I have a pupil when it comes to texts got a low score but excel when asked to draw the story." Similarly, participant 2, said that "I believe while doing the implementation of the DepEd we must also take time to observe the behavior and attitude of the learner. "It is also important to observe the behavior and attitude of the learners. Understanding how learners respond to lessons such as engagement, motivation, and participation provides valuable insights into the effectiveness of instruction. Observing learners' behavior helps teachers identify not only academic progress but also social and emotional factors that may affect learning.

Meanwhile, Participant 6 stated that, "Assessing my learners helps me understand how fluent they are in reading. I can see who reads smoothly and who needs more practice." Understanding learners' reading fluency is crucial for

planning effective reading instruction. By assessing fluency, teachers can identify learners who read too slowly, pause frequently, or struggle with pronunciation. It allows teachers to provide targeted support, such as guided reading, repeated reading or fluency exercises, to help learners improve their speed, accuracy, and expression.

Through this assessment tool, teachers may have a holistic view of the learners' reading fluency. Reading fluency is crucial because it allows learners to focus on understanding the text rather than struggling with decoding. However, implementing these tools can be challenging due to time constraints and the need for teacher training.

➤ *Analyzing Learners' Reading Strengths and Weaknesses*

Analyzing learners reading strength and weaknesses enable teachers to understand individual needs more effectively. By identifying areas of proficiency and difficulty, can design a more creative and engaging strategies to enhance the reading fluency, comprehension and vocabulary.

Participant 3 observed "For me, some learners are excelled in decoding words quickly but struggled understanding the meaning of the text." It indicates that while these learners had developed basic reading fluency, they still faced difficulties in reading comprehension. The importance of assessing not only word recognition but also learners' ability to make sense of what they read. Other noted, Participant 2," certain learners had strong comprehension skills but experiencing reading difficulty." Similarly to Participant 6 and 7, This approach makes instruction more effective and responsive, as interventions are designed based on actual learner needs rather than assumptions. Knowing both strengths and weaknesses plays a key role in delivering meaningful and targeted reading instruction.

The school also has a role in providing the structure, resources, and support that enable teachers to effectively identify learners' strengths and weaknesses. According to Participant 3, "without the school role, assessments become inconsistent or the intervention less effective."

➤ *Modifying Tasks for Differentiated Instruction*

In every classroom, learners have different abilities, learning styles and needs. To address these differences, teachers need to implement strategies that ensure all learners can achieve learning goals and no one left. Modifying tasks is another approach for different instructions in adjusting the task and plan to bridge the gap that the learners need to filled in. With the support coming from school, parents and stakeholders the strategies effectively use with the integration also of technology will be more engaging to the learners.

Participant 1, said that "I modify tasks because it helps all learners to participate and learn during class discussions." It is very important to adjust the instructional materials so that learners could join during class discussions and without feeling left out. Likewise, Participant 6, articulated this point," that as teacher, we need to lower down and be creative in implementing the instructional plan, because it will become useless if the result of the assessment is majority

failed". Teachers need to adjust and be creative in implementing the instructional plan, especially when assessment results show that most learners did not perform well. When most learners fail, it signals need to simplify lessons, modify activities, and use more engaging strategies to better support learning.

Adapting instructional reading materials like online source make learning more accessible, flexible, and engaging. They provide a variety of up-to date resources that cater to different learning styles, and an eco- friendly learning practice. Evident in the following details provided by the teacher Participant 3, "be careful in downloading instructional materials, see to it the assessment modified and match to the capabilities of the learners". Not all downloaded materials are suitable for learners' reading level abilities. It is important for teachers to review, modify, and adjust these materials to ensure they match the capabilities and needs of their pupils. Teachers must be selective and creative when using online source so that instructional materials remain appropriate, engaging, and supportive of learners' literacy development.

➤ *Grouping Learners by Reading Proficiency*

Grouping learners by reading levels helps teachers target instruction. It allows teachers to adjust the learning assessment tools to modify according to the learning literacy level of the learners. Using differentiated instruction, the teachers can group the learners by its level of reading proficiency which helps the learners to learn better. identify students' reading level, diagnose specific deficits, monitor progress overtime, and evaluate the effectiveness of instruction.

Teacher Participant 3 "stated that grouping learners by reading proficiency made it easier to plan lessons and select appropriate reading materials." Meanwhile Teacher Participants 4, "strongly believed that struggling learners showed improvement when they are focused attention in a small group". The ARAI program is an intervention that helps struggling learners improve their academic skills through focused and supportive instruction. Students are then grouped according to their reading levels or specific needs. Although it is an additional task of the teachers and duplicating of the existing school reading program this was Emphasized the Participant 4," I am after the intervention offered by the Department of Education to enhance the reading skills of Learners added Participants 4.

➤ *Adjusting Pace of Instruction to Match Learners' Readiness*

Adjusting the pace of instruction means slowing down or speeding up lessons, providing extra practice, or moving faster through familiar concepts. This approach allows learners to follow the lesson comfortably, strengthens, understanding, and ensures that no student is left behind. By matching instruction to learners' readiness, teachers can improve engagement, comprehension, and overall academic performance.

Participant 1 acknowledges the pace made classroom management easier, as learners were neither bored nor left behind.” When she said, I can focus to the following learners struggling in reading and provide a positive classroom with engaging teaching method. With the integration of technology, I can adjust the pace of instruction according to the profiling of the learners. That is why, she added” it is very important knowing the level of Learners to match the instructional materials to the readiness of the learners”.

Participants 2 stressed the importance of organizing the level of learners. I also apply peer teaching to feel them better and not hesitant to be with their classmates. She pointed out that, “routine become easy applying peer teaching inside the classroom.”

➤ *Insights of Teachers Regarding the Effectiveness of Data-Driven Instructions Based on the Reading Assessments on the Literacy Performance of Grade 4 Learners*

Data-driven instruction, guided by reading assessment results, is essential in enhancing literacy outcomes among Grade 4 learners. By systematically analyzing learners’ reading strengths and gaps, teachers can tailor interventions that directly address individual needs. Applying the said process is expected to influence the learners’ skill development in vocabulary, comprehension, and fluency. On the part of the teachers, applying informed pedagogical decisions that align with learners’ progress and curriculum standards becomes possible. These evidence-based practices contribute to more equitable and measurable improvements in literacy performance.

Table 2 Insights of Teachers Regarding the Effectiveness of Data-Driven Instructions

Insights	Frequency	Rank
Pupils improve their reading fluency	18	1.5
Bridging the gaps on vocabulary of learners	18	1.5
Increased pupils’ motivation and engagement	17	3.5
Improved reading profile of learners	17	3.5
Pupils show active participation in reading	14	5.5
Pupils manifest interest in reading	14	5.5

Table 2 presents the impact of data-driven instruction informed by reading assessment results on the literacy performance of Grade 4 learners. The findings show that the most frequently observed impacts are pupils’ improvement in reading fluency and bridging vocabulary gaps, both with frequency of 18 and sharing the highest rank (1.5). This indicates that teachers strongly perceive reading assessment results as effective tools in enhancing core reading skills, particularly fluency and vocabulary development.

The next most significant impacts are increase pupils’ motivation and engagement and improved reading profiles of learners, each with a frequency of 17 and rank of 3.5. These results suggest that using assessment data not only improves skills but also positively influence learners’ attitudes toward reading.

Meanwhile, active participation in reading and interest in reading obtained the lowest frequencies (14) and shared the lowest rank (5.5). although still evident, these aspects were less frequently observed compared to skill-based improvements.

Overall, the data imply that data-driven reading assessment practices contribute more strongly to measurable reading skills, such as fluency and vocabulary, while their

influence on effective factors like interest and participation, though present, is comparatively less pronounced.

➤ *Factors that Hinder the Teachers from Utilization of Reading Assessment Tools and Results*

Despite the availability of reading tools and assessment data, Grade 4 teachers encounter barriers that limit their effective utilization in classroom instruction. Constraints such as limited training, time pressures, and lack of contextualized support often prevent teachers from translating data into actionable strategies. In some instances, issues like inadequate resources and misalignment between assessment formats and learners’ linguistic backgrounds further complicate implementation. Understanding these hindering factors provides ideas on how these factors impact the utilization of reading assessment results.

Table 3 shows the factors hinders the teachers from utilization of reading assessment tools and results of grade 4 learners. There are four key factors that prevent teachers from making the most of reading assessment tools. Pupils’ behavior issue teacher ranks it as the most barrier having a frequency of 20 and ranked 1 than any other. Indicating teachers as the top challenges in utilizing the assessment tools.

Table 3 Factors that Hinder the Teachers from Utilization of Reading Assessment Tools and Results

Factors	Frequency	Rank
Pupils’ behavior issue such as their brief reading focus, avoidance of reading tasks, and passive participation	20	1
Lack of support from parents	18	2
Excessive time spent on teaching preparation of teachers and engagement with other teaching related tasks	13	3
Limited fund intended for reading resources reproduction and procurement	9	4

At the same time, Lack of support from parents reportedly as ranked 2 with the frequency of 18. It means that parental involvement is another factor in reading proficiency having a limited support from them. Excessive time spent on teaching preparation and related task reported as ranked 3 with the frequency of 13, it pointed out that due teachers too much workload and heavy demands for lesson plan, grading and other teaching responsibilities there are times that teachers neglected in analyzing the results of the assessment.

Meanwhile, limited funds for reading resources least reported with a frequency of 9 and ranked 4. This implies that funding gaps is another factor addressing another challenge to the teachers in providing materials in reading literacy.

➤ *Proposed School-Based Literacy Intervention Program Tailored to Assessment Findings*

This chapter presents the proposed intervention program developed based on the findings discussed in the previous chapter. The results of the data analysis revealed specific gaps, challenges, and areas that require immediate attention. In response to these identified needs, the intervention program was designed to provide structured, strategic, and evidence-based actions aimed at improving the current situation.

The intervention program serves as a practical application of the study's findings. It outlines the objectives, target participants, key activities, implementation procedures, timeline, and evaluation methods. The program is carefully aligned with the research goals to ensure that it directly addresses the issues identified and promotes measurable improvement.

Furthermore, this chapter explains the rationale behind the program design, highlighting how the proposed strategies are grounded in relevant theories and best practices. By implementing this intervention, the study aims not only to resolve existing concerns but also to contribute to sustainable development and long-term improvement within the identified area.

Overall, this chapter bridges the gap between research findings and actionable solutions, offering a comprehensive plan intended to enhance outcomes and support continuous progress.

• *Rationale:*

Literacy is one of the academic issues that Philippines has been facing. It affects academic growth, child's credibility and skills, and critical thinking abilities. The national academic rates continue to decline in recent years, some areas continue to face challenges in developing reading comprehension, teacher's training, and resource availability. The Grade 4 level is a critical stage wherein pupils are expected to critically comprehend textbooks, participate to any academical programs, and develop an independent study habit.

This presentation aims to examine the instructional applications of reading assessment tools and their impact on

Grade 4 learner's literacy skills. Initiated on the principle that a strong academic foundation leads to greater opportunities to reduce educational crisis across the Philippines. By strengthening the basic academic intervention, the educational crisis may be overcome through the integration proposed to diminish the struggles between the relationship of teachers and their pupils.

The study solely focuses on Grade 4 level in Juban District who experienced transitional learning program, which make the literacy development more challenging compared to lower levels. Grade 4 pupils, on the other hand, must be academically equipped to think critically before moving to the next level---possessed strong literacy strategies, independent reading habit, and academic progress towards their endeavors. Through this research, it seeks to analyze the instructional applications of reading assessment tools and their impact on Grade 4 learners to identify the utilization of type of reading assessment tools, analyze reading assessment results to inform literacy strategies, determine data-driven instruction to literacy performance, explore the factors that hinder teachers from utilization of educational tools, and propose interventions based from the assessment tools. Finally, this research utilizes mixed-method research design combining quantitative which involves structured questionnaire and qualitative aspect that complements to quantitative data to explore and analyze their experiences through interview.

• *Goal:*

This proposed study aims to identify the types of reading assessment tools used in Grade 4 classroom to evaluate literacy skills and the impact on it to the learner. Specifically, it aims to:

- ✓ Improve reading literacy of learners
- ✓ Utilize the instructional materials effectively
- ✓ Develop pupils' attitude toward reading and academically growth

➤ *Data-Driven Reading Grouping*

• *Mechanics*

Teachers use reading assessment results to form flexible reading groups based on learners' decoding, fluency, and comprehension levels. These groups allow differentiated instruction tailored to specific skill gaps. Groupings are revisited biweekly to reflect learners' progress and ensure fluid movement across levels. Instructional materials are matched to each group's zone of proximal development, promoting scaffolded growth. This approach fosters peer support while ensuring targeted remediation and enrichment.

➤ *Individualized Reading Action Plans (IRAP)*

• *Mechanics*

Each learner receives a personalized reading action plan based on diagnostic results, outlining goals in vocabulary, fluency, and comprehension. Teachers co-create these plans with learners and parents, fostering ownership and accountability. Plans include weekly reading tasks, strategy

prompts, and progress check-ins. Assessment tools guide the selection of texts and strategies aligned with learners' linguistic and cognitive profiles. IRAPs are reviewed monthly to adjust goals and celebrate milestones.

➤ *Assessment-Informed Mini-Lesson Integration*

Teachers embed short, focused mini-lessons into daily instruction that directly address common reading challenges identified in assessment data. These mini-lessons target specific skills such as inferencing, context clue usage, or decoding multisyllabic words. Lessons are delivered using visual aids, multilingual supports, and interactive techniques like role play or sentence reconstruction. Assessment results guide the selection and sequencing of mini-lessons to ensure relevance and impact. This strategy ensures that instruction remains responsive and evidence based.

➤ *Feedback-Driven Reading Journals*

Learners maintain reading journals where they reflect on texts, respond to prompts, and track their own progress using simplified versions of assessment rubrics. Teachers provide formative feedback based on assessment indicators, helping learners internalize reading strategies and self-monitor growth. Journals serve as tools for metacognition and formative dialogue between teacher and learner. Entries are aligned with assessment domains such as literal understanding, inferential thinking, and vocabulary usage. This intervention cultivates learner agency and deepens engagement with reading tasks.

➤ *Rewards and Recognition*

On-the-spot rewards, praise cards, immediate verbal praise, mini challenges with rewards, and peer recognition are positive reinforcement strategies that help motivate students and encourage good behavior in the classroom. These strategies give students immediate recognition when they show effort, improvement, or achievement. For example, verbal praise helps students understand what they did well, while praise cards and small rewards serve as reminders of their success. Mini challenges also make learning more exciting by giving students short-term goals to work toward.

When combined, these approaches create a supportive and encouraging learning environment. Students feel valued and confident when their efforts are recognized not only by the teacher but also by their classmates through peer recognition. This positive atmosphere increases motivation, improves participation in literacy activities, and helps students continue striving for academic success.

➤ *Parental Involvement in Literary Activities*

Reading at home challenges, parent orientation sessions, storytelling nights, simple guides and reminders, and recognition of parents' involvement are strategies designed to strengthen the partnership between school and home in supporting literacy development. Reading at home challenges encourage families to set aside regular time for reading, helping children practice their skills in a comfortable and supportive environment. Parent orientation sessions inform families about the school's literacy goals, explain

assessment findings, and provide practical strategies they can use to support reading and writing at home.

Storytelling nights create meaningful opportunities for families to engage in literacy activities together while building a love for reading. Providing simple guides and reminders—such as reading tips, suggested questions to ask during reading, or weekly literacy goals—helps parents feel more confident and equipped to assist their children. These materials ensure that support at home is consistent and aligned with classroom instruction.

Recognizing parents' involvement, whether through certificates, acknowledgment during school events, or simple thank-you messages, reinforces the importance of their role in their child's learning. When parents feel valued and included, they are more likely to stay engaged. Together, these strategies create a strong home-school connection that supports students' literacy growth and overall academic success.

IV. DISCUSSION

➤ *Types of Reading Assessment Tools Used in Grade 4 Classrooms to Evaluate Literacy*

In this study, various reading assessment tools were used to evaluate the literacy performance of grade 4 learners. Like Phil-IRI, CRLA, Tacher-made reading assessment tool, downloaded literacy assessment tool and other sources of learning materials. Using multiple tools provided a more complete understanding of learners' reading skills, from decoding and fluency to comprehension and expression. Phil-IRI is the primary tool in evaluating literacy of grade 4 learners and a widely standardized in the Philippines for assessing reading levels. It is the key component of the (ECARP) "Every Child a Reader Program" (2024) which aims to ensure that all Filipino teacher-made tests are one of the most common ways educators assess student learning, yet their quality varies greatly depending on how they are designed and used. These tests allow teachers to evaluate students based on classroom instruction, but unlike standardized assessments, their reliability and validity are often inconsistent. Research shows that without careful planning, teacher-made tests may not accurately measure student learning or reflect the intended learning objectives.

The Philippine Informal Reading Inventory (Phil-IRI) is widely recognized as a classroom-based tool for assessing students' reading abilities. Unlike standardized tests, it focuses on identifying learners' reading levels—commonly classified as Independent, Instructional, or Frustration—to provide teachers with actionable insights for instruction (Department of Education [DepEd], 2018). By evaluating word recognition, oral fluency, and comprehension, Phil-IRI helps educators design targeted strategies to address individual learning gaps.

Phil-IRI serves not only as an assessment instrument but also as a guide for instruction. Teachers are expected to use the results to plan reading interventions, remedial programs, and differentiated instruction that correspond to learners'

specific needs (DepEd, 2018). Studies indicate that when teachers actively utilize Phil-IRI data, students benefit from improved reading skills due to tailored guidance and scaffolding (Omaque & Tudlasan, 2025). The tool is particularly valuable in diagnosing which students require intensive support versus those who can progress with minimal assistance.

Research conducted in Philippine schools demonstrates that Phil-IRI effectively reveals reading strengths and challenges across grade levels. For instance, a study of intermediate students reported that many learners fell within the Instructional level, indicating that they could comprehend texts with teacher support, while a significant proportion, particularly male students, were at the Frustration level (Tolibas, 2025). Similarly, an investigation of Grade 8 students found that socio-economic factors, such as parental education and access to reading resources, influenced reading performance (Misanes & Pascual, 2023).

Other studies reinforce gender-related differences in reading outcomes. Female learners consistently performed better than their male counterparts, suggesting that interventions may need to account for these patterns while also providing support that targets specific weaknesses, such as vocabulary development and comprehension strategies (Balisoro, Funa, & Gabay, 2025). These findings highlight the importance of contextualized interventions rather than one-size-fits-all approaches.

Phil-IRI results are most effective when they inform instructional planning. Educators can use the data to implement guided reading sessions, vocabulary exercises, and comprehension strategies tailored to individual learners' reading levels (Abril, Acerbo, & Abocejo, 2022). Studies suggest that when teachers combine Phil-IRI diagnostics with context-based intervention activities, students show measurable improvement in reading comprehension (Omaque & Tudlasan, 2025).

However, the effectiveness of Phil-IRI-based instruction depends on teacher preparedness and resource availability. Research indicates that while the assessment is widely administered, its full potential is sometimes limited by teacher workload, lack of instructional materials, or insufficient training in interpreting the results (Abril et al., 2022). Therefore, professional development focused on reading assessment and intervention strategies is critical to maximize the impact of Phil-IRI.

From a theoretical perspective, Phil-IRI aligns with scaffolded learning models, emphasizing that learners progress most effectively when instruction is tailored to their current abilities. Students at the Instructional level benefit from guided support that gradually builds toward independence, whereas those at the Frustration level require intensive intervention. Practically, Phil-IRI offers teachers a diagnostic framework that complements broader literacy initiatives, such as school-based reading programs or national assessments, by providing actionable, classroom-level insights (Maranan, 2021).

Overall, Phil-IRI serves as a bridge between assessment and instruction, enabling teachers to design evidence-based reading programs that respond to learner diversity. Its effective use requires not only administering the tool but also analyzing the results, planning interventions, and monitoring progress over time.

Teacher-made tests are essential tools in classroom assessment, enabling educators to evaluate students' mastery of lesson-specific content and skills. Unlike standardized tests, which are designed and validated by assessment specialists, teacher-made tests are developed by instructors for immediate instructional contexts. While these tests are widely used, research shows both strengths and challenges associated with their design and effectiveness.

A key concern in the literature is the validity and reliability of teacher-made tests. Validity refers to whether a test accurately measures what it claims to measure, while reliability refers to the consistency of results when the test is administered under similar conditions. In a study of an English teacher-made test in Indonesia, researchers found that approximately 23 out of 40 test items were valid, and the overall instrument showed a satisfactory reliability coefficient of 0.835 based on the K-R20 index, although some items were problematic and required revision. This underscores that while teacher-made tests can be generally useful, item-level weaknesses may limit their interpretive accuracy (Darmawan et al., 2022).

Similar findings were reported in research evaluating the validity and reliability of teacher-made tests in another Indonesian setting. In that study, the teacher-made English test demonstrated intermediate levels of validity (about 60%) and reliability (0.62), suggesting that the instrument was acceptable but needed improvement to be a strong assessment tool (Setiabudi et al., 2019).

Beyond psychometric properties, research also highlights how teacher-made tests often reflect item construction patterns and cognitive demands. An early but influential analysis of K–12 teacher-made tests found that the most frequently used item types were multiple-choice, matching, and short-response questions, and that most items operated at lower levels of cognitive functioning (e.g., recall rather than higher-order thinking). This study also found that construction errors—such as unclear wording or poor distractors—occurred regardless of teachers' years of experience, indicating that experience alone does not guarantee better item quality (Author, 1991).

Several descriptive studies confirm that teacher-made tests vary in quality even when teachers follow item norms. For example, research at an Indonesian middle school found that teacher-made multiple-choice tests used for summative assessment largely met quality norms, although some specific item writing standards needed more attention. Students' performance across the items suggested overall sound test design, but highlighted areas for teacher improvement in item criteria (Krisna Yanti et al., 2020).

Studies also emphasize that validity and reliability alone do not capture all dimensions of quality. Assessment literature argues that issues such as cognitive alignment, fairness, and construct representativeness are equally important. In secondary schools in Ebonyi State, Nigeria, researchers found that many teachers did not engage in test validation before administration, which may undermine the overall fairness and usefulness of the tests for instructional decision-making (Ugwu & Mkpuma, 2019).

Besides statistical and technical quality, the teacher's perspective on their own assessments plays a role in test use. Some qualitative research indicates that teachers often perceive their tests as appropriate, meaningful, and useful for evaluating learning objectives and student needs, even when formal validation procedures are absent. This suggests that teachers value the practical utility of their tests, although they may lack formal assessment literacy techniques to critically evaluate their instruments (Authors, 2020).

Collectively, this body of research suggests that teacher-made tests can provide valuable, context-specific assessment data when constructed carefully and analyzed rigorously. However, teachers' assessment literacy, including understanding of item analysis, cognitive demand, construct coverage, and proper validation procedures, critically influences test quality. Professional development in educational measurement and the systematic use of analytical tools (e.g., item discrimination analyses, test blueprints) have been recommended to improve the design and effectiveness of teacher-made tests (e.g., Darmawan et al., 2022; Ugwu & Mkpuma, 2019).

The growth of online and blended learning has dramatically changed how educators approach instructional assessment. With the shift from physical classrooms to digital platforms, traditional methods such as paper-based tests and teacher-made quizzes have been adapted for online use. While online assessment offers flexibility and convenience, it also presents challenges related to test validity, teacher preparedness, feedback quality, and equitable access to technology.

One important area is formative assessment in online learning. Formative assessment allows teachers to monitor student learning continuously and provide timely feedback to guide instruction. Studies show that online formative strategies — including self-assessment, peer assessment, and teacher feedback — help teachers identify gaps in students' understanding even when direct classroom interaction is limited (Kristiani, Dewi, & Marsakawati, n.d.). These strategies can enhance student engagement and support learning by providing immediate feedback and opportunities for reflection.

Despite these benefits, many teachers initially struggled to implement effective online assessment. Research indicates that educators often continued relying on traditional assessment methods, such as written assignments, even in fully online settings. Platforms like Google Classroom, Edpuzzle, or interactive quizzes offer more versatile

assessment tools, but limited technological skills or confidence can hinder their use, affecting the overall quality and diversity of online assessments (Agtarap, Januto, Aglibot, & Toquero, 2024).

Teachers' perceptions of online assessment also influence how these tools are utilized. Studies in Indonesia found that educators appreciated the flexibility and speed of feedback provided by digital assessments. Students could complete assignments at their own pace and receive rapid responses, which promoted self-regulated learning. However, the effectiveness of these assessments often depended on reliable technology and stable internet access (MDPI, n.d.).

Another important consideration is how teachers integrate assessment into online instruction. A multiple-case study of EFL teachers in China showed that many teachers initially focused on delivering instruction online and paid less attention to assessment. Over time, they began to integrate assessment more intentionally but often treated it separately from learning objectives. This highlights the need for careful planning to ensure that online assessments align with instructional goals (Shi & Xu, 2021).

Online assessment also allows for innovative approaches beyond traditional quizzes and tests. Research demonstrates that teachers use methods such as student-created blogs, tutorial videos, case studies, and performance-based tasks. These techniques encourage critical thinking, creativity, and higher-order cognitive engagement. Nevertheless, successful implementation depends on teacher readiness and familiarity with digital tools (Gupta, Shree, Chanda, & Banerjee, 2023).

Using the online source in literacy helps learners develop skills need especially in the 21st century learners are more adventure in exploring social media (text, messages and videos) so as teachers need to adopt this kind of platform in teaching to increase reading engagement and motivation to the learners. (Baker & Kinzer, 2020) shows that digital reading environments can increase students' motivation and engagement because online texts often offer multimedia, immediate feedback, and interactive features that support vocabulary growth and comprehension. However, according to (Mohammadi & Asadzadeh, 2021) digital reading remains valuable when integrated with explicit instruction in online navigation, source evaluation and digital reading strategies.

CRLA is implemented under DepEd Order 020,2025 It defines language(s) of instruction for early grades and specifies CRLA as the standard reading literacy assessment for those grades under new policy. CRLA helps the learners' which areas of reading difficulty they belong. Teacher can create activities that match the level of the students and through this CRLA can track the progress, so learners improve their skills step by step. Nelson, T.S & Al Bakry, M (2024) emphasized that focusing on teaching academic language to struggling readers, a key area of CRLA's support for development education. The Comprehensive Rapid Literacy Assessment (CRLA) has been widely recognized as an effective tool for diagnosing literacy gaps and guiding

early grade reading interventions. Alonzo and Cruz (2023) conducted a longitudinal study in the Schools Division Office of Makati to examine the effectiveness of CRLA in Grades 1 to 3. Their research demonstrated significant improvements in learners' reading proficiency over three years, particularly among students who initially required intensive intervention. This study highlights CRLA's capacity to track student progress over time and inform targeted literacy strategies. Similarly, Santos and Villanueva (2023) explored the experiences of elementary teachers in implementing CRLA in Zamboanga City. Their findings revealed that many learners initially displayed low letter and sound recognition, emphasizing the importance of CRLA in identifying specific areas of difficulty. The study also emphasized that teachers found CRLA results valuable for planning remedial reading activities, underscoring the assessment's role in guiding instruction.

CRLA has also been instrumental in identifying students' intervention needs. Reyes (2024) utilized CRLA scores to classify learners into different support levels at Judge Antonio R. Montilla Sr. Elementary School, enabling educators to tailor instruction to individual needs. Complementing this, Dela Cruz and Mendoza (2025) examined the relationship between family engagement and CRLA outcomes in Grade 1 learners. Their study found that students whose families were more involved in literacy activities at home achieved higher reading scores, suggesting that parental participation can enhance the effectiveness of CRLA-based interventions.

In addition, Garcia (2024) investigated the use of CRLA as a diagnostic tool in Mantagbac Elementary School during modular distance learning. Students classified as needing full refresher support showed notable improvement in reading and comprehension following targeted interventions guided by CRLA results. This highlights the practical utility of CRLA in both traditional and remote learning contexts.

Finally, RTI International (2020) contextualized the development of CRLA, noting its pilot implementation in response to COVID-19 learning disruptions. The assessment was designed to rapidly identify learners' reading levels and inform immediate instructional strategies, making it a valuable tool during periods of interrupted learning. Collectively, these studies demonstrate that CRLA not only identifies literacy gaps but also informs instructional planning, supports teacher decision-making, and encourages family engagement, ultimately contributing to improved literacy outcomes among early grade learners.

The results of the interviews revealed that teachers had mixed experiences in using different reading assessment tools to evaluate the literacy skills of Grade 4 learners. While some teachers reported positive outcomes in terms of accurately identifying learners' reading levels and specific skill gaps, others encountered challenges related to time constraints, learner readiness, behavior of the child, support from the parents, too much workload of the teachers and the appropriateness of certain tools for diverse reading abilities.

According to (Afflerbach, 2017; Nitko & Brookhart, 2014) "A balanced assessment approach in Grade 4 classrooms involves a mix of formal and informal tools to measure decoding, fluency, and comprehension. Formal assessment such as standardized test like the Philippine Informal Reading Inventory (Phil-IRI) and the comprehensive Rapid Literacy Assessment (CRLA), are structured to measure specific reading competences, including decoding, word recognition, fluency, and comprehension. However, Informal assessment, such as teacher-made test, oral observations, reading journals and online source or activities, capture learners' day -to-day performance, strategy use and engagement with text. These tools provide insights into how learners apply decoding skills in authentic reading situations, how fluently they read aloud, and how deeply they comprehend materials in context. By combining formal and informal assessments, teachers achieve a holistic evaluation of literacy. Decoding skills can be measured through standardized word recognition tasks, while fluency is observed through both structured quizzes and reflective reading journals. It also fosters differentiated instruction, as teachers can tailor interventions based on both objective scores and detailed observations. Using different types of reading assessment tools in grade 4 learners to evaluate the literacy skills of the learners' teachers are guided the suited reading instructional materials match to the needs of the learners. Integration of technology in reading assessment offers opportunities for learners to be more engaging and motivating. It helps to bridge the gaps faced by the learners in a post pandemic through providing such tools it helps to address the challenges.

➤ *How Teachers Utilize the Results of Reading Assessment as Basis for Instructional Strategies*

The results of this study reveal that, using reading assessments results in instructional planning is essential for improving learning outcomes. Tomlison and Moon (2013), stated that teachers who regularly use assessment data to inform instruction are better able to align teaching with learners' readiness levels, learning preferences, and interest. Similarly, Afflerbach (2017) notes that assessment-driven instruction allows educators to implement flexible strategies, group learners effectively, and adjust the pace and complexity of lessons to maximize literacy development.

Concerning this study, some results are almost the same of different studies referenced. This means that utilizing types of reading assessment tools are indeed beneficial in helping learners to be more interested in reading and improving their literacy skills in reading. However, some inconsistencies and challenges faced by the learners. Applying reading assessment tools teachers must identify the gaps in reading comprehension, understanding learners' reading fluency, analyzing learners' reading strength and weaknesses, modifying tasks for different instruction, grouping learners by reading proficiency and adjusting pace of instruction to match learners' readiness. Through this integration process of assessment teachers create a feedback loop in which instruction is continuously refined based on learners' performance. (Lagdaan & Sivilla, 2025) found out that assessment data also allow teachers to monitor progress,

adjust instruction when needed, and provide feedback to students and parents, ensuring effective literacy development.

➤ *Insights of Teachers Regarding the Effectiveness of Data-Driven Instruction Based on the Reading Assessments on the Literacy Learners:*

The findings highlighted that data-driven instruction based on reading assessment results is effective in improving the literacy performance of Grade 4 learners because it enables them to identify specific learning gaps and tailor accordingly. By analyzing assessment data, teachers were able to group learners based on reading levels, focus on weak areas such as comprehension and fluency, and design targeted interventions. This finding supports Mandinach and Gummer (2016), who emphasized the teachers who use data systematically are better positioned to make informed instructional decisions that respond to learners' needs. Teachers also noted that Data-driven instruction enhanced their ability to monitor learner progress and adjust teaching strategies in real time. Regular used of formative and summative reading assessments allowed them track improvements and modify lessons when learners showed limited gains.

However, some expressed difficulty in translating assessment results into concrete instructional actions, highlighting the need for professional development in data literacy. This supports Wayman and Jimeron(2024), suggest that teachers often require sustained training and collaborative support to use assessment data effectively for instructional planning.

Despite these challenges, teachers generally perceived positive impact of data-driven instruction on learners' reading performance, including improved comprehension, increased engagement, and learner ability levels. According to (Stecker, Lembke, & Foegen, 2022; Dole & Martin, 2020) Data also helped teachers give early support to struggling readers and choose strategies that work best for them, leading to better confidence and overall literacy performance. On other note, (Fuchs, Fuchs, & Compton, 2021) instruction is based on real assessment result, learners show faster and more consistent improvement in reading. Another study pointed that Data also helps teacher design targeted and differentiated activities that support both struggling and advanced readers, leading to consistent improvement in reading performance (Diron & Baldonado, 2025; Labordo, 2025). Going back to the study of Fuchs& Compton, 2021; Dinero et al, 2023) overall, research strongly supported that reading assessment data improves literacy outcomes by guiding instructional decisions.

➤ *Factors that Hinder the Teachers from Utilization of Reading Assessment Tools and Results*

In this part of the study, the factors that hinder the teachers from utilization of reading assessment tool have been revealed. Pupils' behavior issues and concerns as a factor affected the optimum utilization of reading assessment tools and results. Studies show that pupil's attitudes and behavior toward reading significantly influence their reading performance and motivation. Students with positive reading

attitudes tend to comprehend better and participate more actively in reading activities (Wahyuni & Yuyu, 2020; Nootens et al., 2019; Barotas & Palma, 2023). This highlighted the importance of understanding and supporting learners' reading behavior to improve literacy outcome. Understanding the behavior of the learners helps the teachers and parents identify the child's need, strength and difficulties. A child's behavior often reflects their emotions, learning readiness, motivation and challenges. Parents play a vital role in supporting their children's education and overall development. Their involvement in school contributes significantly to learners' academic success, positive behavior, and emotional well-being.

Another issues that affect the utilization of reading assessment tools is lack of support from parents. Parents are considered partners in providing quality education to learners. The roles they played in program adaptation and implementation are very important in the realization of the goal and objectives of the program, for they can reinforce the process required of the program. Parental involvement helps ensure a more holistic approach in the delivery of the program. Different research and studies have shown the power of parental involvement of parents. For instance, (Dagohoy, Opingo, & Plando, 2025; Fortaleza & Lomarda, 2025) stated that parental involvement is essential for developing learners' reading skills. Children whose parents engage in reading activities at home-such as reading aloud, discussing stories, and encouraging independent reading-tend to have better comprehension, vocabulary, and fluency. If parents of the students are not so academically involved in their children, then this could be the reason why student find it hard to improve their literacy skills. Observing during class homeroom PTA meeting some parents seldom attend for some reasons, they leave all the responsibilities to the teachers and school the performance and behavior of the child.

Another issues and concerns excessive time spent on lesson preparation and other teaching-related tasks can hinder a teacher's ability to focus on essential instructional duties, such as analyzing assessment results and providing individualized support to learners. Research shows that teachers often dedicate a significant portion of their working hours to planning lessons, marking, and administrative duties, which reduce the time available for direct instruction and engagement with the learners. According to the study of (Tacher Workload Research, 2024) that extensive preparation and documentation demanded increase work pressure and reduce opportunities for reflective teaching and targeted intervention. These findings may hinder teachers' capacity to optimally utilize assessment data to support learners' academic needs.

Limited fund intended for reading resources is another factor that hinder the utilization of reading assessment tools. This means that having funds for reading materials is important because it allows school to provide books and other resources that help students improve their reading skills. Funds also make sure that all students have access to the materials they need to succeed. In connection with this

research, William, Zafar, and Levin (2025), well-maintained learning resources play a significant role in improving students' reading and writing abilities, particularly in under-resourced schools.

➤ *Proposed School-Based Literacy Intervention Program Tailored to Assessment Findings*

The findings have driven the researcher to propose innovative reading strategies to enhance the instructional applications of reading assessment tool and results. The ARAL (Academic Recovery and Accessible learning) Program is a DepEd initiative established by Republic Act 12028 to address learning gaps and recover from learning losses among students in kindergarten through Grade 10. The program aims to help students who are struggling or have fallen behind due to disruptions like pandemic. The researcher proposed the adoption of video-based reading strategy. The work of Tumalak et al (2022) looked into the effectiveness of the video-based Marungko Approach in remedial reading. This vouched for the desire of the current research to consider the said reading strategy.

V. CONCLUSIONS AND RECOMMENDATIONS

➤ *The Following Conclusions Were Derived from the Findings of the Study:*

- Grade 4 teachers primarily rely on the Phil-IRI as their reading assessment tool, while teacher-made and online-sourced assessments are used, and the CRLA is the least utilized.
- Grade 4 teachers use reading assessment results to adapt instruction, ensuring that learners' diverse literacy needs are effectively supported.
- The assessment of teachers in Grade 4 show that data-driven instruction enhances pupils' reading fluency, bridges vocabulary gaps, boosts motivation and engagement, improves reading profiles, and fosters participation and interest in reading.
- Grade 4 teachers face challenges in utilizing reading assessment tools due to pupils' behavior issues, lack of parental support, excessive time spent on teaching preparation and related tasks, and limited funds for reading resources.
- The proposed school-based literacy intervention program strengthens Grade 4 instruction by combining data-driven reading groups, individualized action plans, assessment-informed mini-lessons, and feedback-driven reading journals to enhance learners' literacy development.

➤ *Based on the Conclusions, the Following Recommendations are Proposed:*

- Provide trainings for teachers on diverse assessment tools and proper administration with the integration of digital reading assessments platform for efficiency and accuracy.
- Train teachers in data interpretation and evidence-based instructional planning through collaborative data review sessions among teachers to share strategies and best practices.

- Regularly use reading assessments in identifying learners' strength and gaps, guiding targeted and differentiated instruction be institutionalized by making such evident in the professional development plan of teachers.
- Allocating fund for reading assessment activities and for crafting or reproduction of developmentally appropriate reading materials be prioritized by the school.
- The proposed school-based literacy intervention program be adopted.

➤ *Significance of the Present Study*

This study is significant because it highlights the types of reading assessment tools most commonly utilized by Grade 4 teachers, with Phil-IRI emerging as the primary instrument. By examining how teachers apply assessment results to identify comprehension gaps, analyze fluency, and tailor instruction, the study underscores the crucial role of data-driven practices in literacy development. The findings provide evidence that assessment tools not only measure performance but also guide instructional decisions that directly impact learners' progress. Furthermore, the study emphasizes the importance of aligning assessment outcomes with differentiated instruction to meet diverse literacy needs. In doing so, it contributes to the growing body of knowledge on effective strategies for improving reading proficiency in elementary education.

The study is also significant because it reveals both the positive insights and the challenges faced by teachers in implementing reading assessment tools. Teachers recognize improvements in fluency, vocabulary, motivation, and engagement, yet they also encounter barriers such as pupil behavior issues, lack of parental support, limited preparation time, and insufficient resources. Addressing these challenges is vital for sustaining the effectiveness of data-driven instruction and ensuring equitable literacy opportunities. The proposed school-based intervention program is expected to contribute in the literacy development of the school.

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