




Republic of the Philippines  
Department of Education  
Region X  
**DIVISION OF MISAMIS ORIENTAL**  
Del Pilar-Velez Sts., Cagayan de Oro City  
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January 6, 2015

Division MEMORANDUM  
No. 07 s, 2015

TO: Education Program Supervisors  
Public Schools District Supervisors  
Elementary School Heads

FROM:   
CHERRY MAE L. LIMBACO, Ph.D., CESO V  
Schools Division Superintendent

SUBJECT: ADMINISTRATION OF ORAL READING TEST

1. To determine the levels of pupils' reading and comprehension skills and to provide necessary assistance and intervention, this office will administer an Oral Reading Test on February 16-20, 2015 to Kindergarten, Grades 1, 2 and 4 pupils.
2. The said test will be conducted by the Education Program Supervisors, Public Schools District Supervisors and School Heads.
3. For Kindergarten, Grades 1 and 2, the test will be in the Mother-Tongue while English shall be the medium for Grade 4.
4. Please see Enclosure for the list of personnel who will administer the reading test. The reading passages (examiner's and pupil's copies), instruction for test administration and reading level interpretation shall be given to the PS District Supervisors during the test administration.
5. Immediate dissemination of this Memorandum to all concerned is desired.

CLL/mma  
Encl.: As stated

### Oral Reading Test Team Composition

District	In-charge
Magsaysay 1, 2 & Medina	Mary Grace V. Gallana Merly Mabelin Beatriz Accdal School Principals
Talisayan, Kinoguitan & Sugbongcogon	Maria Teresa M. Absin Panfila Zarate Nestor Lofranco Cydel Valmores School Principals
Salay, Lagonglong & Jasaan	Ferminia Labis Evah Entusiasmo Rosanna Emanel Annalyn Salcedo School Principals
Balingasag	Meylinda M. Paciono Daylinda O. Vequezo School Principals
Villanueva & Tagoloan	Rhodora L. Gallares Edwin Amparo Edna Albaran School Principals
Claveria 1 & Claveria 2	Norberto Rosales Joylito Villastique School Principals
Opol & Alubijid	Horace Amelia Nacua Gerry Fabria School Principals
Laguindingan, Libertad & Initao	Rudy Magdugo Imelda Galaritta Marcel Tagalagon Ric Gabe School Principals
Naawan, Manticao and Lugait	Johnny Redondo Nilda Mejos Joel Jayme Wennie Nacasabog School Principals

## I. Oral Selections Administration

1. Tell the pupil to read the selection as carefully as he/she can because he/she is going to answer comprehension questions after the oral reading.
2. As the child reads the selection orally, record also his/her word recognition.
3. Stop the oral reading when or before the child reaches the point at which he/she manifests excessive hand movement, finger pointing, tension, slow rate of reading, soft voice as these show frustration on the part of the child.
4. After reading the selection orally, tell the child to reread it silently for 2 minutes to prepare him/her for comprehension questions.
5. Remove the copy from the child and ask immediately the question. He is given 5-7 seconds to answer the question. Repeat the question when it is apparent that the child did not understand the question or hear it correctly.

## II. Directions for Recording:

### A. Reading of Oral Selections:

1. Note the following possible errors and symbols in reading the words.
  - 1.1 Hesitation (/). The pupil hesitates before pronouncing the words. Such hesitations indicate that he does not know the word well. This is a pronunciation error; count only the word as an error.
  - 1.2 Don't know (DK). The pupil does not know the word. It had to be pronounced by the teacher.
  - 1.3 Substitution (saw). The pupil substitutes an incorrect word saw for was. (was)
  - 1.4 Insertion (^). The pupil inserts a word.
  - 1.5 Omission (o). The pupil skips the word.
  - 1.6 Ignoring Punctuation (x). The pupil ignores punctuation.
  - 1.7 Repetition ( ). The pupil reads the word twice. This is an error because he/she is unsure of the next word and repeats the preceding word while trying to analyze the second word.
  - 1.8 Self-correction (wh c). The pupil starts to pronounce the word incorrectly but corrects himself/herself. This is an error despite self-correction because it indicates that the initial perception of the word was inaccurate.
2. Indicate the level and write the error/word in the corresponding column.

### B. Asking of Comprehension Questions:

1. Ask the questions one by one and assign points for his/her answer as indicated.

### III. Directions for Scoring

#### A. Recognition:

1. Get the total errors-count the error in every level.
2. Get the number of words correctly read-Subtract the total errors from the total words.
3. Get the percentage-Divide the total words correct by the total words and multiply the quotient by 100.

#### B. Comprehension:

1. Get the total points obtained in each selection.
2. Get the percentage-multiply the total points by 10.

### IV. Directions for Determining the Reading Level

Get the reading level each for recognition and comprehension by getting the average percentage performance of all levels.

1. Add the percentage of performance of each level and divide the sum by the number of levels.
2. Look for corresponding level in the scoring guide below

Reading Level	Percentage of Proficiency
1. Independent	90% and above
2. Instructional	75% to 89%
3. Frustration	74% and below



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### ORAL READING TEST ANALYSES

#### Oral Test Criteria:

Level	Word Recognition (WR)	Comprehension
Independent	97-100 %	80-100%
Instructional	90-96%	59-79%
Frustration	89% below	58%-below

#### Overall Reading Level:

Word Recognition	Comprehension	Reading Level
Independent	Independent	Independent
Independent	Instructional	Instructional
Independent	Frustration	Frustration
Instructional	Independent	Independent
Instructional	Instructional	Instructional
Instructional	Frustration	Frustration
Frustration	Independent	Frustration
Frustration	Instructional	Frustration
Frustration	Frustration	Frustration
Non-reader	Listening Capacity	Non-reader

Word Recognition (WR):  $\frac{\text{No. of words correctly read}}{\text{No. of words in the passage}} \times 100$

Comprehension (C):  $\frac{\text{No. of correct answer}}{\text{No. of points}} \times 100\%$



