

Implementation Levels of Cross-Curricular Reading Assessment and Literacy Intervention Practices and Their Relationship at Don Benito Maristela Memorial High School

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Abstract

This study examined the implementation of cross-curricular reading assessment practices and literacy intervention practices among teachers of Don Benito Maristela Memorial High School and determined the relationship between these variables. Guided by the Assessment for Learning Theory, the Response to Intervention (RTI) Framework, and Sociocultural Theory of Learning, the study emphasized the role of assessment and intervention in supporting learners' reading development. A descriptive-quantitative research design was employed. The respondents were twenty Junior and Senior High School teachers. Data were collected through a validated and reliable researcher-made questionnaire and analyzed using frequency count, percentage, weighted mean, and Pearson r correlation. Findings revealed that cross-curricular reading assessment practices were generally highly implemented. Among its dimensions, subject-specific assessment obtained the highest level of implementation, while assessment results utilization received the lowest rating. Literacy intervention practices were likewise implemented at a high level, with collaboration and support emerging as the most implemented dimension, whereas intervention implementation and progress monitoring and evaluation received comparatively lower ratings. The results further indicated a statistically significant moderate positive relationship between cross-curricular reading assessment practices and literacy intervention practices, demonstrating that stronger assessment practices are associated with more effective literacy intervention implementation. The study concluded that assessment and intervention are complementary processes that promote literacy development across learning areas. Effective assessment provides essential information for identifying learner needs, guiding instruction, and implementing targeted literacy interventions. The study recommends strengthening assessment utilization, progress monitoring, intervention implementation, and collaborative support systems to further improve literacy programs. The study supports Sustainable Development Goal 4 (Quality Education) by promoting literacy development and equitable learning opportunities, and Sustainable Development Goal 17 (Partnerships for the Goals) through stakeholder collaboration. Its sustainability contribution lies in strengthening educational, institutional, and community practices that support lifelong learning and continuous literacy improvement.

Keywords: Assessment Planning; Collaboration and Support; Cross-Curricular Reading Assessment; Literacy Intervention; Pearson r Correlation; Progress Monitoring; Reading Literacy; Subject-Specific Assessment; Teacher Practices; Weighted Mean.

1. Introduction

Reading literacy serves as the foundation for learning across disciplines because it enables learners to understand concepts, analyze information, solve problems, and communicate effectively. The Philippine educational system supports literacy development through the 1987 Philippine Constitution, Republic Act No. 9155, and Republic Act No. 10533, all of which promote accessible, quality, learner-centered, and standards-based education. These priorities are further aligned with Sustainable Development Goal 4, which advocates inclusive and equitable quality education for all (United Nations, 2015). The responsibility for literacy development has expanded beyond language teachers to include educators across all subject areas. Consequently, cross-curricular approaches have become increasingly important in fostering disciplinary literacy and higher-order thinking skills. Research has shown that Reading and Writing Across the Curriculum (RWAC) enhances students' reading literacy by providing authentic literacy experiences across learning areas (Sipayung et al., 2025), while cross-curricular teaching frameworks strengthen curriculum coherence and interdisciplinary learning (Ghosh, 2025).

The literature emphasizes the important role of reading assessment in identifying learners' strengths, weaknesses, and instructional needs. Studies on learning-oriented assessment, formative assessment, continuous assessment, and multimodal assessment demonstrate that assessment supports instructional decision-making, progress monitoring, and reading achievement (Yan & Chiu, 2023; Swaie & Algazo, 2023; Subramaniam et al., 2021). Assessment literacy among teachers is also critical for effective implementation of reading programs. Research likewise highlights the effectiveness of literacy intervention practices in addressing reading difficulties. Interventions that combine reading instruction, comprehension strategies, motivational support, scaffolding, peer reading, and explicit strategy instruction have demonstrated positive effects on learners' reading performance and comprehension (Lovett et al., 2021; Reynolds, 2021; Wu et al., 2021; Dugasa et al., 2022; Butler et al., 2022; Brown & Pyle, 2021). Collaborative and technology-supported approaches have also contributed to reading development (Knight & Kijai, 2023; Hartanti et al., 2024; Qiao et al., 2022). Local studies consistently show that effective intervention programs begin with assessment and involve targeted instruction, contextualized materials, monitoring, and stakeholder collaboration. Programs such as Adopt-A-Student, Project RUNDLE, Project REAL, Brigada Pagbasa, SPEAK UP, and other localized initiatives have reported improvements in learners' reading proficiency and comprehension (Abelito & Lumogdang, 2023; Garcia, 2023; Tangalin, 2023; Hutamares, 2023; Sienes & Porto, 2023; Pocaan et al., 2022).

Globally, educational systems increasingly recognize literacy as a shared responsibility across subject areas, promoting interdisciplinary approaches to teaching, learning, and assessment. Cross-curricular instruction has been found to improve learner engagement, curriculum balance, and higher-order thinking skills (Fernández-Barroso & Escobar-Álvarez, 2025; Wang et al., 2025; Lehman et al., 2025). Nationally, the Philippines has strengthened literacy support through policies and programs such as the Academic Recovery and Accessible Learning (ARAL) Program under Republic Act No. 12028, the Philippine Informal Reading Inventory (Phil-IRI), and various locally implemented literacy initiatives. These mechanisms aim to identify struggling readers, provide targeted interventions, and monitor learner progress through collaborative efforts among schools, families, and communities. At the local level, Don Benito Maristela Memorial High School has implemented reading assessment and literacy intervention initiatives to strengthen learners' reading proficiency across learning areas. Teachers integrate literacy support into classroom instruction and provide interventions for learners with diverse reading needs. However, empirical evidence regarding the implementation of these practices within the school remains limited.

This study is anchored on Assessment for Learning Theory (Black & Wiliam, 1998), which emphasizes the use of assessment information to improve learning and guide instructional decisions. The theory supports assessment planning, progress monitoring, and utilization of assessment results in literacy instruction. The study is likewise grounded in the Response to Intervention (RTI) Framework (Fuchs & Fuchs, 2006), which highlights learner identification, targeted instructional support, progress monitoring, and evidence-based intervention. The framework provides a foundation for examining literacy intervention practices and their responsiveness to learner needs. Additionally, the Sociocultural Theory of Learning (Vygotsky, 1978) explains that learning develops through social interaction, guided instruction, and collaboration. This perspective supports differentiated literacy intervention, guided reading, teacher support, peer interaction, and collaborative implementation of literacy programs. Together, these theories suggest that assessment and intervention are complementary processes in literacy development. Assessment identifies learners' needs, while intervention translates assessment results into appropriate instructional support.

Previous studies have extensively examined reading assessment, reading interventions, comprehension strategies, teacher preparation, and school-based literacy programs (Yan & Chiu, 2023; Swaie & Algazo, 2023; Baker et al., 2024; Opatz & Kocherhans, 2024; Abelito & Lumogdang, 2023; Garcia, 2023; Tangalin, 2023). However, most research has focused on these areas separately rather than investigating their simultaneous implementation within a single school setting. Limited evidence exists regarding how cross-curricular reading assessment practices and literacy intervention practices are jointly implemented in public secondary schools where literacy is promoted as a shared instructional responsibility among teachers from different disciplines. Moreover, the relationship between the implementation of these two practices has not been sufficiently explored within the context of Don Benito Maristela Memorial High School.

This study addresses this gap by examining the implementation level of cross-curricular reading assessment and literacy intervention practices and determining whether a significant relationship exists between them. The findings are expected to provide evidence that can guide school-based literacy improvement efforts.

This study aligns primarily with SDG 4 – Quality Education, which promotes inclusive, equitable, and quality education and lifelong learning opportunities for all (United Nations, 2015). By focusing on reading assessment and literacy intervention, the study supports efforts to improve foundational literacy and educational outcomes. The study also aligns with SDG 17 – Partnerships for the Goals because effective literacy development requires collaboration among teachers, school leaders, parents, and community stakeholders. The literature and existing literacy programs emphasize the importance of shared responsibility and partnerships in supporting learners' reading development (Dayrocas & Junsay, 2023; Llarena, 2023).

The study contributes to educational sustainability by promoting literacy practices that strengthen learning across disciplines and support continuous academic development. Effective cross-curricular reading assessment and literacy intervention help ensure that learners acquire competencies necessary for lifelong learning and academic success. It contributes to social and community sustainability by encouraging collaboration among teachers, school leaders, parents, and other stakeholders in addressing learners' literacy needs. Such collaborative efforts help establish supportive learning environments that sustain literacy development beyond the classroom. The study also supports institutional sustainability by providing evidence that may guide school administrators, curriculum planners, and education leaders in strengthening literacy programs, instructional practices, and intervention systems. Through data-driven decision-making, schools can develop more responsive and sustainable approaches to literacy improvement.

This study aims to determine the implementation level of cross-curricular reading assessment and literacy intervention practices in Don Benito Maristela Memorial High School. Specifically, it examines the implementation of cross-curricular reading assessment in terms of assessment planning, subject-specific assessment, assessment administration, progress monitoring, and assessment results utilization, as well as literacy intervention practices in terms of learner identification, intervention planning, intervention implementation, progress monitoring and evaluation, and collaboration and support. It further investigates the relationship between these two practices to provide evidence for strengthening school-based literacy programs.

2. Material and methods

2.1 Research Design

The study utilized a descriptive-quantitative research design. The descriptive approach was used to determine the existing implementation of cross-curricular reading assessment and literacy intervention practices among teachers, while the quantitative approach facilitated the collection and analysis of numerical data through a structured questionnaire. The design was appropriate because it focused on describing current practices without manipulating variables or introducing experimental treatments. The study examined cross-curricular reading assessment practices in terms of assessment planning, subject-specific assessment, assessment administration, progress monitoring, and assessment results utilization, as well as literacy intervention practices in terms of learner identification, intervention planning, intervention implementation, progress monitoring and evaluation, and collaboration and support.

2.2 Locale of the Study

The study was conducted at Don Benito Maristela Memorial High School (DBMMHS), a public secondary school located in Barangay Togoron, Monreal, Masbate, on Ticao Island. Established in 1990 and later recognized as an independent national high school through Republic Act No. 9563, the school offers both Junior High School and Senior High School programs. Despite its geographically isolated location, the school has continuously expanded its facilities, educational services, and learning resources. At the time of the study, DBMMHS was staffed by 20 teaching personnel and actively implemented reading assessment and literacy intervention initiatives aligned with Department of Education programs and policies, making it an appropriate setting for investigating cross-curricular reading assessment and literacy intervention practices.

2.3 Respondents of the Study

The respondents consisted of all twenty (20) teachers of Don Benito Maristela Memorial High School, including seventeen (17) Junior High School teachers and three (3) Senior High School teachers. These teachers came from different learning areas and were directly involved in classroom instruction and literacy-related activities. They were selected because of their direct experience in assessing learners' reading abilities and implementing literacy interventions across subject areas. Their responses provided the primary data for evaluating the implementation of the study variables.

2.4 Sample and Sampling Procedure

The study employed convenience sampling, a non-probability sampling technique in which respondents were selected based on their availability and willingness to participate during the data collection period. Since all twenty

teachers in the school were accessible and directly involved in the practices being studied, all available and willing teachers participated in the survey. This approach enabled the researcher to obtain relevant information efficiently from individuals directly engaged in cross-curricular reading assessment and literacy intervention practices.

2.5 Research Instrument

The primary data-gathering instrument was a structured questionnaire developed according to the objectives and indicators of the study. The instrument measured the implementation level of literacy intervention and reading assessment practices. It included sections on learner identification, intervention planning, intervention implementation, progress monitoring and evaluation, and collaboration and support. Responses were measured using a four-point Likert scale, with higher scores indicating higher levels of implementation. To establish content validity, the questionnaire was reviewed by a panel composed of a research adviser, a language teacher, and an experienced teacher knowledgeable in research and instrument development. Their comments and recommendations were incorporated into the revision of the instrument. Reliability was established through pilot testing among individuals who were not included in the actual study. The pilot-test responses were analyzed using Cronbach's Alpha to determine internal consistency. Based on expert validation and reliability testing, the instrument was deemed valid, reliable, and appropriate for the study.

2.6 Data Gathering Procedure

Following the approval of the thesis proposal, the researcher secured the necessary permission to conduct the study. The survey questionnaire was prepared, reviewed, validated, revised, and finalized prior to administration. Copies of the approved questionnaire were distributed to the respondents after obtaining their consent and willingness to participate. Completed questionnaires were collected, checked for completeness, and organized for analysis. The responses were then encoded, tabulated, and prepared for statistical treatment. The resulting data were analyzed and interpreted to determine the implementation levels of the variables and the relationship between them. The findings served as the basis for the subsequent presentation, discussion, conclusions, and recommendations of the study.

2.7 Data Analysis Techniques

The study utilized frequency count and percentage to describe the profile of the respondents. Frequency count determined the number of responses in each category, while percentage described their proportional distribution. Weighted mean was used to determine the implementation level of cross-curricular reading assessment and literacy intervention practices across the specified indicators and dimensions. The weighted mean provided the numerical basis for interpreting the extent of implementation of each practice. Pearson r Correlation was employed to determine whether a significant relationship existed between the implementation level of cross-curricular reading assessment practices and the implementation level of literacy intervention practices. This statistical technique measured the direction and strength of the relationship between the two variables and tested its significance at the established level of significance.

2.8 Ethical Considerations

The researcher obtained official permission from the Schools Division Office and the concerned school authorities before conducting the study. Participation was voluntary, and respondents were informed of the purpose of the research. The researcher assured participants that all responses would be treated with strict confidentiality and used solely for academic and research purposes. Ethical research standards were observed throughout the conduct of the study, including the collection, handling, and reporting of data.

3. Results and Discussion

3.1 Implementation of Cross-Curricular Reading Assessment Practices

3.1.1 Assessment Planning

The findings revealed that assessment planning was Highly Implemented (composite mean = 3.30). Teachers frequently integrated reading tasks into subject lessons, which received the highest rating, while preparation of subject-specific reading materials and regular planning of assessment activities received comparatively lower ratings, although both remained implemented. These results indicate that teachers recognize the importance of integrating reading assessment into classroom instruction across learning areas. However, the relatively lower ratings for planning assessment activities and developing reading materials suggest a need for more structured preparation. This supports the view that assessment plays a critical role not only in identifying learner needs but also in guiding appropriate instructional support (Graves & Burns, 2024; Schumaker, 2022).

3.1.2 Subject-Specific Assessment

Subject-specific assessment was rated Highly Implemented (composite mean = 3.49), the highest among the dimensions of cross-curricular reading assessment. Teachers most frequently used reading activities relevant to their subject areas, while the use of varied assessment strategies received the lowest, though still implemented, rating. The findings suggest that teachers effectively embed literacy activities within their disciplines, helping

learners apply reading skills in authentic academic contexts. However, expanding the range of assessment strategies could provide a more comprehensive evaluation of learner comprehension. This finding is consistent with Cruz-Roa (2024), who emphasized the value of cross-curricular reading activities in strengthening critical reading and disciplinary literacy.

3.1.3 Assessment Administration

Assessment administration was found to be Implemented (composite mean = 3.24). Teachers consistently provided clear instructions before assessments, which received the highest rating. In contrast, the regular administration of reading assessments received the lowest rating. These results indicate that teachers ensure fairness and clarity during assessment activities but may benefit from more systematic implementation schedules. Regular administration of assessments can improve the identification of learners' reading difficulties and facilitate timely intervention. Similar findings were observed in Rubi (2024), where structured assessment practices served as an important component of reading improvement initiatives.

3.1.4 Progress Monitoring

Progress monitoring was rated Implemented (composite mean = 3.14). Teachers commonly recorded assessment results, while reviewing learners' reading progress over time received the lowest rating. The findings imply that teachers maintain records of learner performance but may not consistently use these records for long-term tracking of progress. Effective literacy support requires not only documentation but also regular analysis of learner growth. The importance of ongoing monitoring is supported by Miguel (2024), who highlighted the value of continuous tracking and individualized support during reading intervention.

3.1.5 Assessment Results Utilization

Assessment results utilization was Implemented (composite mean = 3.09), making it the lowest-rated assessment dimension. Teachers commonly adjusted instructional strategies based on assessment findings, while using assessment results to monitor learner improvement received the lowest rating. These findings suggest that teachers use assessment information to inform instruction but may not consistently employ assessment data for systematic evaluation of learner growth. Effective literacy programs require assessment results to be used not only for instructional adjustments but also for planning interventions and monitoring outcomes. This observation aligns with Pao (2024), who emphasized the role of assessment data in designing appropriate reading remediation programs.

3.2 Implementation of Literacy Intervention Practices

3.2.1 Learner Identification

Learner identification was rated Implemented (composite mean = 3.24). Teachers strongly identified learners who required reading intervention, while identification based specifically on reading performance received the lowest rating. The results indicate that teachers recognize the importance of identifying struggling readers, although a more systematic use of performance data may strengthen this process. Accurate identification of learner needs is essential for developing effective interventions. This finding supports Pocaan et al. (2022), who emphasized the need to assess learners' reading abilities before designing intervention activities.

3.2.2 Intervention Planning

Intervention planning was Implemented (composite mean = 3.23). Teachers most strongly aligned intervention activities with learners' reading needs, while preparation of literacy intervention activities received the lowest rating. These findings suggest that intervention planning is generally responsive to learner needs, although the development of intervention activities may require additional support and preparation. Effective intervention planning depends on an understanding of learners' strengths, weaknesses, and contextual factors. This finding is supported by Buraga (2021), who underscored the importance of considering learner and teacher variables when planning reading interventions.

3.2.3 Intervention Implementation

Intervention implementation was rated Implemented (composite mean = 3.15). Teachers most frequently encouraged learner participation during intervention activities, while regular conduct of intervention sessions received the lowest rating. The findings indicate that teachers promote active engagement during literacy interventions but may encounter challenges in maintaining consistent implementation. Regular intervention sessions are important for ensuring sustained learner progress. Similar observations were reported by Tolentin (2023), who highlighted the importance of consistent intervention activities and learner engagement in reading programs.

3.2.4 Progress Monitoring and Evaluation

Progress monitoring and evaluation was Implemented (composite mean = 3.14). Monitoring learners' progress during intervention received the highest rating, while documentation of intervention progress received the lowest rating. These results demonstrate that teachers actively monitor intervention outcomes but may need stronger

documentation and evaluation practices. Systematic monitoring allows educators to determine whether interventions are effective and to make necessary instructional adjustments. The importance of continuous evaluation is supported by Deluao et al. (2022), whose findings demonstrated the value of assessing learner progress in reading interventions.

3.2.5 Collaboration and Support

Collaboration and support were Highly Implemented (composite mean = 3.27). Teachers strongly encouraged parents to support reading at home and regularly communicated learners' progress to families. Seeking support from school leaders received the lowest rating, although it remained implemented. The findings emphasize the importance of stakeholder involvement in literacy development. Collaboration between teachers, parents, and school personnel strengthens intervention effectiveness and provides learners with consistent support. These results are consistent with Soria (2024), who stressed the importance of collaboration, learner support, and responsive instructional resources in reading programs.

3.3 Relationship Between Cross-Curricular Reading Assessment and Literacy Intervention Practices

Pearson r analysis revealed a computed correlation coefficient of 0.49, indicating a moderate positive linear relationship between cross-curricular reading assessment practices and literacy intervention practices. Since the computed value exceeded the critical value (± 0.4438) at the 0.05 level of significance, the null hypothesis was rejected, confirming a statistically significant relationship between the two variables. The findings suggest that stronger implementation of cross-curricular reading assessment practices is associated with stronger implementation of literacy intervention practices. Teachers who consistently assess reading performance, monitor learner progress, and utilize assessment results are more likely to implement effective intervention strategies. This supports the theoretical premise that assessment and intervention are interconnected processes, wherein assessment provides the information necessary for identifying learner needs and designing appropriate literacy support mechanisms.

4. Conclusion & Recommendations

The study found that cross-curricular reading assessment practices and literacy intervention practices in Don Benito Maristela Memorial High School were generally implemented at a high level. Among the assessment dimensions, subject-specific assessment obtained the highest level of implementation, while assessment results utilization received the lowest rating. For literacy intervention practices, collaboration and support emerged as the highest-rated dimension, whereas progress monitoring and evaluation and intervention implementation received comparatively lower ratings. Furthermore, the findings revealed a statistically significant moderate positive relationship between cross-curricular reading assessment practices and literacy intervention practices, indicating that effective assessment practices are associated with stronger implementation of literacy interventions.

Based on the findings, teachers may further strengthen assessment planning, assessment results utilization, progress monitoring, and intervention implementation to enhance the effectiveness of literacy programs. School administrators may continue providing support through professional development activities, instructional resources, and collaborative initiatives that promote assessment-informed literacy interventions. Greater stakeholder involvement, particularly among parents and school personnel, may also be sustained to support learners' reading development. Future researchers may build on the findings by conducting similar studies in other educational settings to further examine the relationship between cross-curricular reading assessment and literacy intervention practices.

5. Compliance with ethical standards

This study was conducted in accordance with accepted ethical standards for educational research. Prior to data collection, permission to conduct the study was secured by the appropriate school authorities. Participation of the respondents was entirely voluntary, and they were informed of the purpose and nature of the study before providing their consent. The researcher ensured that all information gathered from the participants was treated with strict confidentiality and used solely for academic and research purposes. To protect the privacy of the respondents, data was reported in aggregate form, and no personally identifiable information was disclosed. The author declares that there are no conflicts of interest related to this research and that no external funding was received for the conduct of the study. The data supporting the findings of this study may be made available by the author upon reasonable request, subject to ethical and confidentiality considerations.

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