

Effects of Comprehensive Rapid Literacy Assessment on the Reading Proficiency of Grade Three Pupils

Kris-Anne Lourrainne N. Cruz, MAEd

Teacher I, Darangan Elementary School, Binangonan Rizal, Philippines

Email of Corresponding Author: krisannelourrainne.cruz@deped.gov.ph

Publication history:

Received: July 15, 2026

Revised: August 13, 2026

Accepted: August 18, 2026

Published: August 19, 2026

International Journal of Sustainable and Integrated Studies, Vol. 1, No. 1, pp. 231-237, August 2026.

Abstract

This study determined the extent of the effects of the Comprehensive Rapid Literacy Assessment (CRLA) on the reading proficiency of Grade Three pupils in selected public elementary schools in the Binangonan District, Division of Rizal, during School Year 2025–2026. It specifically examined the effects of CRLA in terms of vocabulary development, decoding, fluency, and comprehension and determined the level of pupils' reading performance based on their reading test scores. The study employed a descriptive-survey research design, supplemented by documentary analysis. The respondents were the total population of 100 Grade Three English teachers from Bilibiran Elementary School, Binangonan Elementary School, Calumpang Elementary School, Darangan Elementary School, Doña Susana Madrigal Elementary School, Don Jose Ynares Sr. Elementary School, Mabuhay Homes 2000 Elementary School, Sitio Mata Elementary School, Tagpos Elementary School, and Tayuman Elementary School. A researcher-made questionnaire-checklist was used to gather data on the perceived effects of CRLA, while pupils' reading test scores were examined to determine their reading performance. Findings revealed that CRLA often affects pupils' reading proficiency in vocabulary development, decoding, fluency, and comprehension. No significant differences were found in teachers' perceptions when grouped according to age, civil status, position title, educational attainment, length of service, and in-service trainings attended, except for sex in relation to vocabulary development. The pupils' reading performance was classified as Light Refresher, with a mean score of 15.25. Furthermore, no significant relationship was found between the perceived effects of CRLA and pupils' reading performance. The study concluded that CRLA contributes to literacy development as perceived by teachers but does not significantly correlate with pupils' measured reading performance. It recommended strengthening literacy interventions, providing relevant teacher training, continuously monitoring pupils' reading progress, enhancing classroom reading practices, encouraging parental support, and implementing the proposed action plan to improve pupils' literacy and reading proficiency.

Keywords: Comprehensive Rapid Literacy Assessment, Reading Proficiency, Vocabulary Development, Decoding, Fluency, Comprehension, Grade Three Pupils, Literacy Intervention

1. Introduction

Reading is a fundamental literacy skill that enables learners to acquire knowledge, communicate ideas, participate meaningfully in learning activities, and develop the competencies necessary for lifelong learning. Beyond the ability to recognize words, reading proficiency involves the capacity to understand, interpret, evaluate, and use information from written texts. The development of reading skills during the elementary years is particularly important because learners are expected to gradually move from learning to read toward using reading as a means of learning across subject areas. Consequently, early identification of reading difficulties and the provision of timely and appropriate interventions are essential components of effective literacy instruction. Reading

assessment plays a significant role in this process because it provides teachers with information about learners' strengths, weaknesses, and specific literacy needs that can guide instructional planning and remediation.

The continuing concern over reading proficiency has been demonstrated by international assessments. The Programme for International Student Assessment (PISA) defines reading literacy as the capacity to understand, use, evaluate, reflect on, and engage with texts for personal goals, knowledge development, and participation in society (OECD, 2023). In PISA 2022, the Philippines obtained a mean reading score of 347 points, considerably below the OECD average of 476 points. Only 24% of Filipino 15-year-old learners attained at least Level 2 proficiency in reading, compared with 74% across OECD countries. These findings indicate the continuing need to strengthen reading instruction and assessment throughout the basic education system.

The concern is also evident at the primary education level. Results of the Southeast Asia Primary Learning Metrics (SEA-PLM) 2019 showed that Filipino Grade 5 learners performed below the average of participating Southeast Asian countries in reading, mathematics, and writing. More particularly, only 10% of Filipino Grade 5 learners reached the reading proficiency level expected at the end of primary education, while more than one-fourth remained in the lowest reading proficiency band. The findings suggest that a considerable number of Filipino learners reach the later years of elementary education without developing the foundational reading competencies expected of them.

These conditions emphasize the importance of systematic literacy assessment at the early grades. Assessment should not merely be used to determine whether learners can answer reading questions; rather, it should provide evidence concerning specific components of reading such as vocabulary, decoding, fluency, and comprehension. Vocabulary development allows learners to recognize and understand words and use their meanings in context. Decoding enables learners to translate written symbols into recognizable words. Fluency involves accurate, automatic, and appropriately paced reading, while comprehension enables learners to construct meaning from texts. Weaknesses in any of these areas may interfere with overall reading development. Thus, an assessment approach that examines multiple dimensions of reading proficiency can provide teachers with more useful information for designing targeted interventions.

Within the Philippine basic education context, literacy assessment has become increasingly important as schools respond to persistent learning gaps. Assessment results can serve as a basis for identifying struggling readers, grouping learners according to instructional needs, monitoring progress, and determining appropriate intervention strategies. The use of assessment data is particularly valuable when teachers are expected to address learners with varied levels of literacy development within the same classroom. In this regard, the Comprehensive Rapid Literacy Assessment (CRLA) provides a mechanism through which teachers can examine learners' literacy competencies and identify areas requiring immediate instructional attention.

Related studies support the importance of assessment-informed reading interventions. Vargas and Ducot (2025), in their study of remedial reading programs among elementary pupils, examined factors such as program duration, teaching strategies, teacher qualifications and training, parental involvement, technology, curriculum content, and feedback and reinforcement in relation to reading development. Their findings reinforce the importance of systematic and responsive interventions in addressing pupils' reading needs. Similarly, the SEA-PLM supplementary report emphasized the importance of contextual factors associated with learning outcomes and provided evidence that learner performance should be examined alongside factors affecting the learning process. These studies indicate that improving reading proficiency requires not only the presence of literacy programs but also appropriate identification of learners' needs and the use of evidence to guide instructional decisions.

Despite the growing body of literature on reading interventions and literacy assessment, several gaps remain. First, much of the available evidence focuses on general reading performance, remedial reading programs, or large-scale assessments rather than on the specific effects of the Comprehensive Rapid Literacy Assessment on individual components of reading proficiency. Second, international assessments such as PISA and regional assessments such as SEA-PLM provide valuable evidence regarding the condition of reading literacy but do not directly establish how school-level assessment practices influence the reading proficiency of Grade Three pupils. Third, there remains limited empirical evidence examining teachers' perceptions of CRLA in relation to vocabulary development, decoding, fluency, and comprehension within a specific Philippine public-school district. Fourth, there is a need to examine whether teachers' demographic and professional characteristics are associated with differences in their perceptions of the effects of literacy assessment. Finally, there is a need to determine whether the perceived effects of CRLA are significantly associated with pupils' actual reading performance as reflected in reading assessment results.

These gaps are particularly significant in the context of Grade Three learners because this stage represents an important period in the development and consolidation of foundational reading competencies. Although existing national and international evidence establishes the seriousness of reading difficulties among Filipino learners, it does not sufficiently explain the relationship between school-based literacy assessment practices and the actual

reading performance of younger elementary pupils. Addressing this gap can provide localized evidence that may assist teachers and school administrators in improving literacy assessment, intervention, and monitoring practices.

In view of these considerations, the present study was conducted to determine the effects of the Comprehensive Rapid Literacy Assessment on the reading proficiency of Grade Three pupils in selected public elementary schools in the Binangonan District, Division of Rizal, during School Year 2025–2026. Specifically, it examined the perceived effects of CRLA in terms of vocabulary development, decoding, fluency, and comprehension and determined the level of pupils' reading performance. It also investigated whether significant differences existed in teachers' perceptions when grouped according to selected demographic and professional characteristics and whether a significant relationship existed between the perceived effects of CRLA and pupils' reading performance. The findings of the study are expected to provide school administrators and teachers with evidence that may support the strengthening of literacy assessment, reading interventions, teacher development, and learner-centered strategies aimed at improving the reading proficiency of Grade Three pupils.

2. Material and methods

2.1 Research Design

The study employed a descriptive-survey research design to determine the extent of the effects of the Comprehensive Rapid Literacy Assessment (CRLA) on the reading proficiency of Grade Three pupils in terms of vocabulary development, decoding, fluency, and comprehension, as perceived by Grade Three English teachers, while documentary analysis was utilized to determine the pupils' level of reading performance based on their reading test score

2.2 Locale of the Study

The study was conducted in selected public elementary schools in the Binangonan District, Division of Rizal, namely Bilibiran Elementary School, Binangonan Elementary School, Calumpang Elementary School, Darangan Elementary School, Doña Susana Madrigal Elementary School, Don Jose Ynares Sr. Elementary School, Mabuhay Homes 2000 Elementary School, Sitio Mata Elementary School, Tagpos Elementary School, and Tayuman Elementary School.

2.3 Respondents of the Study

The respondents were the total population of 100 Grade Three English teachers from the selected public elementary schools in the Binangonan District who were involved in the implementation, assessment, or monitoring of Grade Three pupils' reading development during School Year 2025–2026.

2.4 Sample and Sampling Procedure

The study utilized total enumeration sampling, wherein all 100 Grade Three English teachers from the identified public elementary schools were included as respondents because their number was manageable and their participation provided comprehensive representation of the target population.

2.5 Research Instrument

The researcher utilized a researcher-made questionnaire-checklist as the primary data-gathering instrument, which consisted of items measuring the perceived extent of the effects of the Comprehensive Rapid Literacy Assessment on pupils' reading proficiency in terms of vocabulary development, decoding, fluency, and comprehension, together with items determining the respondents' demographic and professional profiles.

2.6 Data Gathering Procedure

Data were gathered after securing the necessary permissions from the appropriate school authorities, administering the validated questionnaire to the identified Grade Three English teachers, retrieving and checking the accomplished instruments for completeness, and collecting relevant documentary records of pupils' reading test results for analysis.

2.7 Data Analysis Techniques

The collected data were analyzed using frequency, percentage, weighted mean, t-test, one-way analysis of variance (ANOVA), and Pearson product-moment correlation coefficient (r) to describe the respondents' profiles, determine the perceived extent of the effects of CRLA and pupils' reading performance, test differences across respondent groups, and determine the significant relationship between CRLA effects and pupils' reading performance.

2.8 Ethical Considerations

The study observed ethical principles in conducting research involving human participants. Participation in the study was voluntary, and the respondents were informed about the purpose of the research before answering the questionnaire. The information gathered from the respondents was used solely for academic purposes and was

treated with confidentiality. The researcher ensured that the respondents' identities and personal information were protected throughout the research process. The collected data were analyzed and reported objectively to maintain the integrity and credibility of the study.

3. Results and Discussion

3.1 Profile of the respondents

In terms of age, the majority of the respondents belong to the 31–40 years old bracket with 30.0%, followed by those aged 51–60 years old with 29.0%, 41–50 years old with 24.0%, and 21–30 years old with 17.0%, while none were 61 years old and above. In terms of sex, female respondents comprised the majority at 91.0%, while males accounted for 9.0%. As to civil status, married respondents ranked first with 72.0%, followed by single respondents with 22.0%, while widow/widower and separated/annulled respondents both comprised 3.0%. Regarding position title, Teacher I ranked first with 52.0%, followed by Teacher III with 24.0%, Teacher II with 11.0%, Master Teacher I with 6.0%, Teacher IV with 3.0%, Teacher VI with 2.0%, and Master Teacher II and Master Teacher III with 1.0% each. In terms of educational attainment, respondents holding a Bachelor's Degree constituted the largest group at 30.0%, followed by those with MA units at 27.0%, Master's Degree holders at 26.0%, Master's Degree with Doctorate Units at 4.0%, and Doctorate Degree holders at 3.0%. With respect to length of service, the majority had 11–20 years of teaching experience at 40.0%, followed by those with 1–10 years at 33.0% and 21 years and above at 27.0%, with no respondent having less than one year of service. Finally, in terms of in-service trainings attended, division-level trainings ranked first at 32.0%, followed by district-level trainings at 24.0%, national- and school-level trainings at 16.0% each, regional-level trainings at 7.0%, and international trainings at 5.0%. Overall, the profile indicates that the respondents were predominantly female, married, Teacher I, Bachelor's Degree holders, with 11–20 years of teaching experience, and had primarily attended division-level in-service trainings.

3.2 Extent of Effects of Comprehensive Rapid Literacy Assessment on the Reading Proficiency of the Grade Three Pupils as Perceived by Respondents With Respect to the Different Aspects

The results show a composite weighted mean of 4.49, verbally interpreted as Often (High Effect), indicating that CRLA frequently contributes to the development of pupils' reading proficiency. Among the four aspects, decoding ranked first with an overall weighted mean of 4.55, verbally interpreted as Always (Very High Effect), followed by fluency with a weighted mean of 4.49, comprehension with 4.46, and vocabulary development with 4.45, all verbally interpreted as Often (High Effect). The findings suggest that CRLA provides teachers with opportunities to identify and address pupils' reading difficulties, particularly in word recognition, sound-symbol correspondence, accurate pronunciation, reading fluency, and understanding of texts. The particularly high rating for decoding indicates that assessment-based literacy activities may be effective in strengthening foundational reading skills that support subsequent development in fluency and comprehension. Likewise, the high ratings for fluency and comprehension suggest that continuous assessment and appropriate literacy interventions can help pupils read more accurately, smoothly, and meaningfully. Although vocabulary development obtained the lowest rank, its high-effect interpretation indicates that it remains an important area supported by CRLA implementation. These findings imply that comprehensive and continuous literacy assessment can serve as an important basis for identifying pupils' specific reading needs and providing appropriate instructional interventions. The results are consistent with the findings of Casingal et al. (2025), which reported that the implementation of the Comprehensive Rapid Literacy Assessment contributed to a reduction in the number of learners requiring refresher interventions. Similarly, Gildore et al. (2025) emphasized that adaptive and learner-centered reading interventions can improve reading outcomes among primary-grade learners. Taken together, the findings indicate that CRLA is a valuable school-based assessment mechanism for monitoring reading development and informing interventions aimed at strengthening the literacy competencies of Grade Three pupils.

3.3 Significant Difference on the Extent of Effects of Comprehensive Rapid Literacy Assessment on the Reading Proficiency of Grade Three Pupils as Perceived by the Respondents with Respect to the Different Aspects in Terms of Their Profile

The results show that the probability values for age, civil status, position title, educational attainment, length of service, and in-service trainings attended were all greater than the 0.05 level of significance across vocabulary development, decoding, fluency, and comprehension. Thus, the null hypothesis was accepted, indicating that there were no significant differences in the respondents' perceptions based on these profile variables. This suggests that teachers, regardless of their age, civil status, position, educational background, years of teaching experience, and training exposure, generally shared similar perceptions regarding the effects of CRLA on pupils' reading proficiency. However, a significant difference was found when respondents were grouped according to sex in terms of vocabulary development, with an F-value of 4.949 and a p-value of .028, which is lower than the .05 level of significance; hence, the null hypothesis was rejected for this aspect. In contrast, sex did not produce significant differences in decoding ($p = .075$), fluency ($p = .540$), and comprehension ($p = .212$). The significant difference in vocabulary development suggests that male and female respondents may have differing perceptions of how CRLA contributes to pupils' vocabulary development, possibly because of variations in classroom

experiences, instructional approaches, language-related activities, or observations of pupils' word-learning behaviors. Nevertheless, the absence of significant differences across most profile variables indicates that teachers generally recognize the value of CRLA in supporting pupils' reading development regardless of their personal and professional characteristics. This consistency may be attributed to the standardized nature of literacy assessment practices, curriculum expectations, and school-based reading interventions, which provide teachers with relatively similar frameworks for assessing and monitoring pupils' reading skills. The findings further imply that CRLA can be implemented as a common literacy support mechanism across teachers with diverse backgrounds and professional experiences. The result on sex, particularly in vocabulary development, warrants further attention because differences in teachers' classroom practices or perceptions may influence how vocabulary-related outcomes are observed and interpreted. The findings are partially consistent with Baltikian et al. (2024), who reported no significant gender differences in scientific literacy levels, suggesting that gender does not necessarily result in differences in literacy-related outcomes. Likewise, Strauss (2024) emphasized the importance of teachers' shared assessment experiences despite differences in classroom conditions and learner characteristics. Overall, the results indicate that respondents generally hold consistent perceptions of the effects of CRLA, with sex emerging as the only profile variable associated with a significant difference and only in the area of vocabulary development.

3.4 Level of Reading Performance of Grade Three Pupils as Revealed in Their Scores in the Comprehensive Rapid Literacy Assessment Test

The results show that the pupils obtained an overall mean score of 15.25, verbally interpreted as Light Refresher, with a standard deviation of 5.359, indicating a moderate variation in the pupils' reading scores. The highest recorded score was 20, while the lowest was 2. In terms of classification, Grade Ready ranked first, comprising 53.0% of the pupils, followed by Light Refresher at 21.0% and Moderate Refresher at 9.0%, while no pupil was classified under Full Refresher. The results indicate that more than half of the Grade Three pupils demonstrated reading performance within the Grade Ready category, suggesting that a substantial proportion had developed reading competencies appropriate to their grade level. However, the overall mean classification of Light Refresher indicates that, when considered collectively, the pupils still require reinforcement and continued literacy support. Pupils classified as Light Refresher may benefit from supplementary reading activities and guided practice, while those under the Moderate Refresher category require more focused and sustained intervention to address specific reading difficulties. The absence of pupils in the Full Refresher category is a positive indication that none of the pupils fell within the most intensive level of reading remediation based on the assessment results. These findings imply that existing literacy instruction and intervention activities have supported the development of pupils' reading competencies, but continuous assessment and differentiated intervention remain necessary to ensure that pupils progress toward and maintain grade-level reading proficiency. Teachers may use assessment results to identify specific weaknesses in vocabulary, decoding, fluency, and comprehension and subsequently provide appropriate remediation, enrichment, and individualized reading activities. The findings are consistent with Bencito et al. (2024), who reported improvements among struggling readers following targeted reading intervention, and Valencia (2024), who found that the use of reading-in-tandem strategies helped pupils move from lower refresher classifications toward Grade Ready and Light Refresher levels. Overall, the findings demonstrate the importance of continuous literacy assessment and responsive intervention in sustaining pupils' reading development and addressing differences in their reading proficiency.

3.5 Significant Relationship Between the Extent of Effects of Comprehensive Rapid Literacy Assessment and the Level of Reading Performance of Grade Three Pupils

The results reveal that the obtained p-values for vocabulary development ($p = .890$), fluency ($p = .284$), decoding ($p = .448$), and comprehension ($p = .430$) are all greater than the .05 level of significance; hence, the null hypothesis was accepted. Likewise, the computed r-values were .014 for vocabulary development, .108 for fluency, .077 for decoding, and .080 for comprehension, indicating very weak positive relationships that were not statistically significant. This means that there is no significant relationship between the extent of effects of CRLA and the reading performance of Grade Three pupils across the four reading domains. The findings suggest that although CRLA was perceived by respondents to have a high effect on pupils' vocabulary development, decoding, fluency, and comprehension, these perceived effects did not correspond to significant differences in the pupils' actual reading test performance. Thus, the perceived effectiveness of the assessment should not be interpreted as a direct predictor of pupils' measured reading achievement. The results further suggest that reading performance is a multidimensional outcome influenced by various learner, instructional, and environmental factors. These may include pupils' reading habits, motivation, learning abilities, exposure to reading materials, parental support, home literacy environment, quality and frequency of reading practice, and the availability of individualized interventions. While CRLA provides valuable information for identifying literacy needs and guiding instructional decisions, assessment alone may not be sufficient to produce measurable improvements in reading performance without sustained and targeted intervention. The findings therefore emphasize the need to complement assessment with continuous reading instruction, differentiated remediation, teacher monitoring, guided practice, and supportive home literacy experiences. The result is consistent with Loyo et al. (2024), who found no statistically significant relationship between the use of digital reading tools and learners' literacy levels, suggesting that the availability or use of a particular literacy-related intervention does not necessarily translate directly into higher

measured literacy outcomes. Similarly, Pama (2024) emphasized that factors such as learning strategies, learner motivation, and family support may contribute to differences in reading proficiency. Overall, the findings indicate that CRLA serves an important role in identifying and monitoring pupils' literacy needs, but its perceived effects alone do not significantly determine their actual reading performance.

4. Conclusion & Recommendations

The study concluded that the Comprehensive Rapid Literacy Assessment (CRLA) has a high effect on the reading proficiency of Grade Three pupils, particularly in vocabulary development, decoding, fluency, and comprehension, as reflected in the composite weighted mean of 4.49. Among the four aspects, decoding obtained the highest rating and was interpreted as having a very high effect. The findings further showed that respondents' perceptions of the effects of CRLA did not significantly differ when grouped according to age, civil status, position title, educational attainment, length of service, and in-service trainings attended; however, a significant difference was found according to sex in terms of vocabulary development. The reading performance of the pupils obtained a mean score of 15.25, verbally interpreted as Light Refresher, although more than half of the pupils were classified as Grade Ready. Despite the perceived high effects of CRLA, no significant relationship was found between its effects and the pupils' actual reading performance in vocabulary development, decoding, fluency, and comprehension. This indicates that while CRLA is useful in identifying and monitoring pupils' literacy needs, assessment alone does not directly determine reading achievement, which may also be influenced by learner-related, instructional, family, and environmental factors.

Based on these findings, school administrators should strengthen and sustain literacy programs and reading interventions that address vocabulary development, decoding, fluency, and comprehension and provide teachers with relevant training, seminars, and workshops on evidence-based reading instruction, assessment, remediation, and differentiated literacy strategies. Teachers should continuously enhance classroom reading practices, regularly monitor pupils' reading progress, and provide targeted intervention and guided practice based on individual assessment results, particularly for pupils classified under Light and Moderate Refresher levels. Schools should also provide enrichment activities for Grade Ready pupils to sustain and further develop their reading competencies. Parents should be encouraged to support literacy development at home by providing age-appropriate reading materials, establishing regular reading routines, and creating a supportive home literacy environment. Since CRLA did not show a significant relationship with actual reading performance, schools should avoid relying on assessment alone and instead integrate assessment results with sustained instruction, remediation, learner motivation, and parental support. The proposed action plan may be implemented to strengthen Grade Three literacy development, while future researchers may conduct similar studies involving larger populations, other grade levels, additional learner and environmental variables, and longitudinal designs to further determine the factors that contribute to pupils' reading proficiency and the long-term effectiveness of literacy assessment and intervention programs.

5. Compliance with ethical standards

The author affirms that no conflicts of interest exist in relation to this study. The research was conducted in accordance with accepted ethical principles for human-participant research, including obtaining informed consent, ensuring voluntary participation, allowing participants to withdraw at any stage without consequence, and protecting participant confidentiality through anonymous, secure, and aggregated data management. Because the study examined psychological well-being, all research procedures were non-invasive and implemented with appropriate measures to reduce the risk of discomfort. Participants were informed of available support services should the need arise. Furthermore, the necessary institutional approvals were obtained for the administration of the research instruments and access to relevant academic records.

REFERENCES

- Baltikian, M., Kärkkäinen, S., & Kukkonen, J. (2024). Assessment of scientific literacy levels among secondary school students in Lebanon: Exploring gender-based differences. *Eurasia Journal of Mathematics, Science and Technology Education*, 20(3), Article em2407. <https://doi.org/10.29333/ejmste/14279>
- Bencito, A. K. J., Lleno, M. A. R. C., Ignacio, E. M., Calibat, A. V., De Guzman, A. M., Manalad, J. M. T., Santos, J. M., & Faustino, J. B. (2024). Effectiveness of the Read Like Me Program for Grade 3 struggling readers. *International Journal of Research and Innovation in Social Science*, 8(6), 335–352. <https://doi.org/10.47772/IJRISS.2024.806025>
- Casingal, C. P., Laud, G. V., & Balaba, M. F. C. (2025). Longitudinal assessment of reading proficiency through Comprehensive Rapid Literacy Assessment (CRLA): A three-year analysis of Grade 1–3 learners in SDO-Makati (2022–2025). *International Journal of Educational Review*, 7(1), 32–45. <https://doi.org/10.33369/ijer.v7i1.40173>
- Gildore, P. J. E., Aryanto, S., Suharjuddin, Denatara, E. T., & Awiria. (2025). Effective reading intervention strategies for primary grade students in Indonesia: A systematic review. *Cogent Education*, 12(1), Article 2482470. <https://doi.org/10.1080/2331186X.2025.2482470>
- Organisation for Economic Co-operation and Development. (2023). PISA 2022 results (Volume I): The state of learning and equity in education. OECD Publishing. <https://doi.org/10.1787/53f23881-en>
- Pama, E. P. (2024). Determinants affecting the reading proficiency among the primary pupils in relation to academic performance: Basis for an enhanced reading program. *International Journal for Multidisciplinary Research*, 6(2). <https://doi.org/10.36948/ijfmr.2024.v06i02.17063>
- Strauss, A. M. (2024). Strengthening teachers' assessment skills for accurate reading inferences and learning support in Grade 3 classrooms. *South African Journal of Education*, 44(4), 1–9. <https://doi.org/10.15700/saje.v44n4a2539>
- Valencia, A. (2024). Reading-in-tandem: An intervention strategy for reading proficiency of primary grade pupils. *Psychology and Education: A Multidisciplinary Journal*, 18(2), 130–135. <https://doi.org/10.5281/zenodo.10858941>
- Vargas, J. A., & Ducot, L. A. (2025). Impact of remedial reading programs on pupils' reading proficiency. *Psychology and Education: A Multidisciplinary Journal*, 44(2), 239–252. <https://doi.org/10.70838/pemj.440206>