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## EXTENT OF DEVELOPMENT, QUALITY ASSURANCE, AND PILOT TESTING OF PARALLEL TEST ITEMS FOR BEGINNING READING

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### ABSTRACT

This study evaluates the extent of development, quality assurance and pilot testing of parallel test items for beginning reading. This study was conducted in Holy Family Angelicum School, Incorporated, Kananga 1 District, Leyte Division with fifteen (15) teachers as members of the quality assurance team from the school and one expert from the district and the fifteen (15) learners were involved. To attain quality assured and field-tested individualized lesson plans, the researcher utilized the validation tools prescribed by DepEd Regional Memorandum No. s2021-577, s. 2021 entitled, "Format Template and Guidelines on the Submission of Finalized Division Contextualized Learning Resources (DCLRs)". The validation tools cover from the development of individualized lesson plans which includes the content, format, presentation and organization and accuracy and up-to-datedness of information. Based on the findings of the study, the developed parallel test items for beginning reading were found to be generally compliant with the established criteria in terms of content, format and design, and field-testing validation results as evaluated by both teachers and learners. The results

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revealed a very high extent of compliance, indicating that the test items were appropriate, relevant, visually organized, and acceptable for use among beginning readers. The positive evaluations from teachers and learners suggest that the materials effectively support reading assessment through clear instructions, engaging activities, appropriate illustrations, and learner-friendly presentation. However, despite the highly satisfactory quantitative results, the qualitative findings under the language component revealed the need for revisions in terms of clarity and alignment. This suggests that some words, phrases, instructions, or sentence structures may still be too complex, ambiguous, or insufficiently aligned with the comprehension level of beginning readers. The result highlights the importance of ensuring that assessment materials use simple, concise, and developmentally appropriate language to maximize learner understanding and minimize confusion.

**Keywords:** *Development, Quality Assurance, Pilot Testing, Parallel Test Items, Beginning Reading*

## INTRODUCTION

Early childhood education plays a crucial role in the development of foundational literacy skills, particularly in beginning reading. Reading is considered one of the most essential competencies that young learners must acquire during their early years of schooling. It serves as the foundation for future academic success, as reading ability influences learners' comprehension, vocabulary development, and overall learning across subject areas. For

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ISSN: 2704-3010

Volume VII, Issue IV

June 2026

Available online at <https://www.instabrightgazette.com>



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preschool and early primary learners, the acquisition of beginning reading skills such as letter recognition, phonemic awareness, word identification, and basic comprehension is critical for their academic progression.

Teachers in early childhood education settings are responsible not only for facilitating literacy instruction but also for assessing learners' reading development. Effective assessment tools enable teachers to monitor learners' progress, identify learning difficulties, and provide appropriate interventions. However, many early literacy assessments used in schools may not always undergo rigorous processes of test development, quality assurance, and validation, which may affect the reliability and accuracy of the results. In educational measurement, well-developed tests must demonstrate validity, reliability, and consistency in measuring the intended learning outcomes.

One approach to improving the reliability and fairness of assessment tools is the development of parallel test forms. Parallel test forms refer to two or more versions of a test designed to measure the same skills or competencies with equivalent difficulty levels and content coverage. These test forms contain different sets of items but yield comparable results when administered to the same group of learners. According to research in educational measurement, the development of parallel forms allows educators to conduct repeated assessments while minimizing practice effects and maintaining measurement consistency (Salkind, 2010). Parallel tests are especially useful in monitoring students' progress over time and ensuring fairness in assessment.

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The process of developing parallel test items requires careful planning and systematic procedures. Initially, test developers must create a large pool of items aligned with the learning objectives and competencies being assessed. These items are then reviewed through quality assurance processes, including expert validation, item analysis, and reliability testing. Through pilot testing, researchers can determine the clarity, difficulty level, discrimination index, and overall reliability of each test item. The results of pilot testing help refine the test instruments before they are used in actual classroom assessment.

Studies have highlighted the importance of ensuring the comparability and reliability of parallel test forms in reading assessments. For example, Lunrasri, Tangdhanakanond, and Pasiphol (2023) analyzed the statistical parallelism of reading literacy instruments and found that parallel test forms can provide consistent measures of learners' reading ability when the items demonstrate similar levels of difficulty, discrimination, and reliability. Their study confirmed that carefully constructed parallel reading tests can produce comparable scores across different test forms, making them useful tools for educational assessment.

Similarly, research on parallel forms reliability indicates that alternate forms of a test can be used to measure the same construct while maintaining consistency in results. In psychometric testing, the reliability of parallel forms is often evaluated by administering different test versions to the same group of respondents and examining the correlation between their scores (Salkind, 2010).

Other studies have also emphasized the importance of reliability and pilot testing in the development of assessment tools. Hanus (2014) found that parallel test forms used in

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curriculum-based measurement for early learners demonstrated reliability coefficients ranging from .76 to .94, indicating strong consistency in measuring students' academic readiness.

As a preschool teacher in a private school, the researcher has observed that assessing beginning reading skills among young learners can be challenging due to variations in learners' developmental readiness and the limited availability of validated assessment tools specifically designed for early literacy. In many cases, teachers rely on teacher-made assessments that may lack systematic processes of development and validation. This situation highlights the need for carefully developed test instruments that can reliably measure learners' reading skills and provide accurate information for instructional planning.

The development, quality assurance, and pilot testing of parallel test items for beginning reading can therefore contribute to improving classroom assessment practices in early childhood education. By ensuring that test items are reliable, valid, and appropriate for young learners, educators can obtain more accurate information about learners' reading abilities and design appropriate interventions to support literacy development.

This study seeks to examine the extent of development, quality assurance, and pilot testing of parallel test items for beginning reading to establish a reliable assessment tool that can be used by preschool teachers in monitoring learners' literacy progress. The findings of this research may contribute to improving early literacy assessment practices and supporting teachers in making data-driven instructional decisions.

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This study evaluates the extent of development, quality assurance and pilot testing of parallel test items for beginning reading in Holy Family Angelicum School, Incorporated, Kananga 1 District, Leyte Division. The findings of the study were basis for the proposed improved parallel test items.

Further, it sought to answer the following sub-problems:

1. What is the extent of quality assurance of the developed parallel test items for beginning reading?
2. What is the extent of the result of pilot testing on the developed parallel test items for beginning reading?
3. What are the recommendations of the evaluators on the improvement of the parallel tests?
4. What improved parallel test items can be proposed based on the findings of this study?

## METHODOLOGY

**Design.** This study employed descriptive research design to evaluate the extent of development, quality assurance and pilot testing of parallel test items for beginning reading. This study is descriptive for it describes the extent of quality assurance of parallel test items for beginning reading in terms of content, language, format or lay out and technical quality and pilot testing based on suitability, validity, and reliability. The locale of the study is in Holy Family Angelicum School Incorporated, Kananga I District, Leyte Division. The fifteen (15) teachers as members of the quality assurance team from the school and one expert from the

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district and the fifteen (15) learners were involved in the study. In assuring the quality and validity of the developed parallel test items for beginning reading, the researcher utilized the three (3) different evaluation and validation tools used by the Department of Education in the formulation of modules including parallel test. DepEd Regional Memorandum No. s2021-577, s. 2021 entitled, "Format Template and Guidelines on the Submission of Finalized Division Contextualized Learning Resources (DCLRs)". The validation tools cover from the development of parallel test items for beginning reading which includes the content, format, presentation and organization and accuracy and up-to-datedness of information. Further, for the validation and evaluation of Language, the researcher also utilized the DepEd RO8 tools in evaluating the language of parallel test items for beginning reading which is based on Element, Brief Description and Specific Recommendations for Improvement. Finally for the Layout and Design, the standards/criterion Items are: Physical Attributes, Design and Layout, Typographical Organization and Visuals. The validators checked if the material is compliant or not. To conduct the pilot testing of the materials, the Field-Testing Validation Tool for Teachers was utilized based on Learning Competencies, Content, Coherence and Clarity of Thought, Layout and Design and Readability of the Material.

**Sampling.** The fifteen (15) teachers as members of the quality assurance team from the school and one expert from the district and the fifteen (15) learners enrolled in the said locale for School Year 2025-2026 were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

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ISSN: 2704-3010

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**Research Procedure.** Upon securing a research permit, data gathering was initiated. Letter requests to conduct the study were submitted to proper authorities for approval. First, a letter request was submitted to the Schools Division Superintendent for approval to proceed with data gathering among the identified respondents. After the approval of the SDS, permission letters were also submitted to the Public Schools District Supervisor. After approval, the researcher proceeded into data gathering. The researcher conducted an orientation to the respondents. During the orientation, respondents were informed about the study's goals and their right to confidentiality. Anonymized data was used solely for research, minimizing any burden on participants. Data were stored securely, accessible only to the research team, reinforcing confidentiality. Participation will be purely voluntary, with the freedom to withdraw at any time. The presentation of findings maintained strict transparency, highlighting participants' views without bias or alterations. Further, a permit from the respondents were asked which stipulates their consent to be included in the study. After the orientation, validation tools and the constructed individualized lesson plans were distributed to the respondents. The respondents were given ample time to validate the material. After the validation, the researcher inputted the revisions and submitted for quality assurance. Then the QA Team validated and evaluated the materials using the tool. Respondents again conducted quality assurance using the tool. After, the researcher complied with the recommendations, it was pilot tested in the school. The learners were tested, data were validated and revisions were complied before printing the final copy. After accomplishing all

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the validation and evaluation tools, it was collected, tallied, and submitted for statistical treatment.

**Ethical Issues.** The researcher obtained the necessary written permission from the authorities to conduct the study. While conducting the quality assurance and validation procedures, the researcher made sure that the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

**Treatment of Data.** The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to evaluate the extent of development, quality assurance and pilot testing of parallel test items for beginning reading before utilizing in the lesson. Discussion of the recommendations was also part of the highlights of the study.

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## RESULTS AND DISCUSSION

Table 1

Content Validity of Learning Resources

Factor	Indicator	Weighted Mean	Interpretation
<b>Factor I. Intellectual Property Rights Compliance</b>	1. The learning resource has no copyright violations.	0.93	Very High
	2. The copyrighted texts and visuals used in the LR are properly cited.	0.93	Very High
	3. The copyrighted materials used in the LR are accurately acknowledged and attributed.	0.93	Very High
	4. The references are properly listed in the bibliography section.	0.07	Very Low
<b>Factor II. Learning Competencies Alignment</b>	5. Content is consistent with the targeted DepEd Learning Competencies (LCs).	1.00	Very High
<b>Factor III. Instructional Design and Organization</b>	6. The LR contributes to the achievement of specific learning objectives.	0.93	Very High
	7. Sequencing of contents and activities facilitates achievement of objectives.	0.93	Very High

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ISSN: 2704-3010

Volume VII, Issue IV

June 2026

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Factor	Indicator	Weighted Mean	Interpretation
	8. Content is suitable to learners' developmental level and needs.	0.93	Very High
	9. Content reinforces mastery of targeted competencies.	1.00	Very High
	10. Content is logically developed (simple to complex progression).	0.73	High
	11. The LR includes introductions, summaries, and learning aids.	0.93	Very High
	12. Lessons allow review and integration of prior learning.	0.93	Very High
	13. Motivational strategies (games, organizers, etc.) are included.	0.93	Very High
	14. Teaching strategies address individual learning differences.	1.00	Very High
	15. LR develops higher-order thinking and 21st-century skills.	1.00	Very High
<b>Factor IV. Instructional Quality</b>	16. Content and information are accurate.	0.93	Very High
	17. Content and information are up-to-date.	1.00	Very High
	18. LR is free from social content violations.	1.00	Very High

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Factor	Indicator	Weighted Mean	Interpretation
	19. LR is free from factual errors.	1.00	Very High
	20. LR is free from grammatical errors.	1.00	Very High
<b>Factor V. Assessment</b>	21. LR provides tools for evaluating learner progress.	1.00	Very High
	22. Assessments are aligned with objectives.	0.93	Very High
	23. LR provides self-checks and review activities.	1.00	Very High
	24. LR provides variety of assessment types.	1.00	Very High
	25. Assessments include clear instructions and rubrics.	0.93	Very High
	26. Activities promote active learner engagement.	1.00	Very High
<b>Factor VI. Readability</b>	27. Vocabulary level is appropriate for learners.	1.00	Very High
	28. Sentence length is suited to learners' comprehension level.	0.93	Very High
	29. Sentence structures are varied and appropriate.	1.00	Very High
	30. Ideas flow logically across lessons.	0.93	Very High

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Factor	Indicator	Weighted Mean	Interpretation
	31. Transition devices are consistently used.	1.00	Very High
	32. Instructions and activities are clear.	0.93	Very High
<b>Overall Weighted Mean</b>		<b>0.93</b>	<b>Very High</b>

**LEGEND:**

**RANGES**

0.80-1.00

0.60-0.79

0.40-0.59

0.20-0.39

0.00-0.19

**INTERPRETATION**

*Very High (Fully Complied)*

*High (Mostly Complied)*

*Moderate (Moderately Complied)*

*Low (Slightly Complied)*

*Very Low (Not Complied)*

Table 1 presents the results on content validation of learning resources presented in the study in terms of intellectual property rights compliance, learning competencies alignment, instructional design and organization, instructional quality, assessment and readability. It was revealed on the table that the extent of content validation of learning resources presented in the study in terms of intellectual property rights, learning competencies, instructional design

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and organization, instructional quality, assessment and readability received an overall mean of 0.93 (Very High). This means that the parallel test items for beginning reading had fully complied with the standards set by the department in terms of content validity. The very high validation results demonstrate that the developed learning resources were pedagogically sound, curriculum-aligned, learner-centered, and instructionally effective. The findings further suggest that the materials are suitable for classroom implementation and can serve as valuable instructional tools in enhancing learner achievement and engagement. Nevertheless, the bibliography section should be improved to ensure full compliance with citation and referencing standards, thereby strengthening the academic and professional quality of the learning resources.

**Table 2**

**Format and Design (Layout and Design Evaluation)**

Factor	Indicator	Weighted Mean	Interpretation
<b>Factor I. Physical Attributes – Cover Page</b>	1. Cover art is appropriate, relevant, and interesting.	0.93	Very High
	2. Cover elements are complete (title, grade, DepEd labels, etc.).	0.93	Very High
<b>Front Matter Pages</b>	3. Title page, copyright page, table of contents are complete.	0.93	Very High
	4. Correct pagination using Roman numerals is observed.	0.93	Very High

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Factor	Indicator	Weighted Mean	Interpretation
<b>Inside Pages</b>	5. Beginning page consistently placed on right-hand side.	0.93	Very High
	6. Pagination uses correct Arabic numerals format.	0.93	Very High
	7. Spacing between letters and words is readable.	1.00	Very High
	8. No awkward page breaks or hyphenation issues.	0.73	High
	9. Hyphenated words are appropriately limited.	0.73	High
	10. Pages have no bad breaks affecting readability.	0.73	High
<b>Back Matter Pages</b>	11. Includes glossary, bibliography, index, appendix.	0.93	Very High
<b>Factor II. Design and Layout</b>	12. Consistency of headings and subheadings is observed.	0.93	Very High
	13. Design is simple and not distracting.	1.00	Very High
	14. Layout is attractive and visually appealing.	1.00	Very High
	15. Illustrations adequately support text.	1.00	Very High

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Factor	Indicator	Weighted Mean	Interpretation
	16. Elements are harmoniously blended (text and visuals).	1.00	Very High
	17. Layout is suitable for target users.	1.00	Very High
<b>Factor III. Typographical Organization</b>	18. Font size is appropriate for learners.	0.93	Very High
	19. Font style is readable and appropriate.	0.93	Very High
	20. Typography supports identification of key ideas.	0.93	Very High
	21. Boldface and italics are properly used.	0.93	Very High
	<b>Factor IV. Visuals</b>	22. Visuals supplement and clarify the text.	1.00
23. Visuals are relevant to learner context.		0.93	Very High
24. Visuals are clear and well-detailed.		0.93	Very High
25. Visuals sustain learner interest.		1.00	Very High
26. Visuals are properly placed and proportioned.		0.93	Very High

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Factor	Indicator	Weighted Mean	Interpretation
	27. Visuals are correctly labeled/captioned.	0.93	Very High
	28. Visuals are simple and recognizable.	1.00	Very High
<b>Overall Weighted Mean</b>		<b>0.94</b>	<b>Very High</b>

**LEGEND:**

**RANGES**

**INTERPRETATION**

0.80-1.00

Very High (Fully Complied)

0.60-0.79

High (Mostly Complied)

0.40-0.59

Moderate (Moderately Complied)

0.20-0.39

Low (Slightly Complied)

0.00-0.19

Very Low (Not Complied)

Table 2 presents the results of the validation on format and design of the parallel test items for beginning reading presented in the study in terms of physical attributes, inside pages, design and layout, topographical organization and visuals. It was shown on the table that the results of the validation on format and design of the learning resources presented in the study in terms of physical attributes, inside pages and design and layout, topographical organization and visuals received an overall weighted mean of 0.94 (Very High). This indicates

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that the format and design of the parallel test items for beginning reading fully complied with the standards on layout and design evaluation. These findings indicate that the parallel test items for beginning reading demonstrated excellent quality in terms of format and design evaluation. The very high ratings across physical attributes, design and layout, typographical organization, and visuals signify that the instructional materials were professionally prepared, learner-friendly, visually engaging, and supportive of effective learning. However, the indicators on awkward page breaks and hyphenation suggest that slight improvements in page formatting and text continuity may further enhance readability and aesthetic consistency. Despite these minor concerns, the overall results confirm that the learning resources are highly suitable for classroom utilization and aligned with standards for quality instructional materials.

**Table 3**

**Language Findings (Qualitative Themes)**

<b>Theme</b>	<b>Indicator / Evidence</b>	<b>Interpretation</b>
<b>Clarity of Instructions</b>	Instructions such as “encircle/underline” need clearer phrasing	Needs Improvement
<b>Sentence Structure Appropriateness</b>	Some sentences are too long for Grade 1 learners	Needs Improvement
<b>Sight Words Placement</b>	Blanks/underlines sometimes incorrectly placed in early reading tasks	Needs Improvement
<b>Reading Progression</b>	Needs proper sequencing from phonics to comprehension	Needs Improvement

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ISSN: 2704-3010

Volume VII, Issue IV

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Theme	Indicator / Evidence	Interpretation
<b>Cognitive Level of Questions</b>	Questions are mostly literal, lacking HOTS	Needs Improvement
<b>Higher-Order Thinking Enhancement</b>	Needs inclusion of WH-type inferential questions	Needs Improvement

## LEGEND:

*Exemplary Practice – Highly appropriate and well-developed*

*Satisfactory – Acceptable with minor revisions needed*

*Needs Improvement – Requires revision for clarity/alignment*

*Not Evident – No observable evidence*

Table 3 presents the summary of language findings, a qualitative analysis which includes the objective clarity of instructions, sentence structure appropriateness, sight words placement, reading progression, cognitive level of questions and higher order thinking enhancement. The findings revealed that all the themes mentioned needs improvement in the sense that instructions such as “encircle/underline” need clearer phrasing, some sentences are too long for Grade 1 learners, blanks or underlines sometimes incorrectly placed in early reading tasks, needs proper sequencing from phonics to comprehension, questions are mostly literal which lacks higher order thinking skills questions, and it needs inclusion of WH-type inferential questions. Overall, the developed parallel test questions for beginning reading require revision for clarity or alignment. This suggest that the materials require refinement in

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language simplicity, sequencing of reading skills, formatting of literacy activities, and integration of higher-order thinking strategies. Addressing these concerns will strengthen the effectiveness of the learning resources and ensure alignment with evidence-based practices in early literacy instruction. Furthermore, improving these components can enhance learner comprehension, participation, and overall reading achievement among Grade 1 pupils.

**Table 4A**

**Field Testing Validation Results (Teachers)**

Criteria	Indicator	Yes	No	Percentage (Yes)	Interpretation
<b>Learning Competencies</b>	1. Teaching methods, learning activities, and evaluation measures are congruent with objectives.	15	0	100%	Very High (Complied)
	2. Content is age and developmentally appropriate to target users.	15	0	100%	Very High (Complied)
<b>Content</b>	3. Activities are appropriately contextualized with the topic.	15	0	100%	Very High (Complied)
	4. Content is properly and comprehensively developed.	15	0	100%	Very High (Complied)
	5. No conceptual, factual, or computational errors are observed.	15	0	100%	Very High (Complied)

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Criteria	Indicator	Yes	No	Percentage (Yes)	Interpretation
	6. Material is free from grammatical and spelling errors.	9	6	60%	High
	7. Copyrighted texts and visuals are properly cited.	15	0	100%	Very High (Complied)
	8. No obsolete information is present.	10	5	66.67%	High
	9. No violations of social content standards.	7	8	46.67%	Moderate
	10. Visuals are relevant and not misleading.	15	0	100%	Very High
	11. Contextualization facilitates learning.	15	0	100%	Very High
<b>Coherence and Clarity of Thought</b>	12. Statements and phrases make sense.	15	0	100%	Very High
	13. Ideas are logically sequenced.	15	0	100%	Very High
	14. Proper use of conjunctions and transitions.	15	0	100%	Very High
	15. Choice of words is appropriate.	15	0	100%	Very High
	16. Sentences are not too long or complex.	7	8	46.67%	Moderate

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Criteria	Indicator	Yes	No	Percentage (Yes)	Interpretation
<b>Layout and Design</b>	17. Proper use of page space (no wasted margins).	15	0	100%	Very High
	18. No awkward spacing or formatting issues.	7	8	46.67%	Moderate
	19. Proper paragraph endings observed.	7	8	46.67%	Moderate
	20. No awkward page breaks or hyphenation issues.	7	8	46.67%	Moderate
	21. No bad breaks affecting readability.	7	8	46.67%	Moderate
	22. Labels are correctly placed.	15	0	100%	Very High
<b>Readability</b>	23. Sentence and paragraph structures are appropriate.	15	0	100%	Very High
	24. Instructions and activities are clear.	15	0	100%	Very High
	25. LR facilitates understanding and comprehension.	15	0	100%	Very High
	26. Language is appropriate for target users.	15	0	100%	Very High
	27. Headings and titles are appropriate.	15	0	100%	Very High

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Criteria	Indicator	Percentage		Interpretation	
		Yes	No		
	28. Words are correctly spelled.	15	0	100%	Very High
<b>Overall Weighted Mean</b>		<b>89%</b>		<b>Very High</b>	

**LEGEND:**

**RANGES**

**INTERPRETATION**

81%-100%

Very high (Fully Complied)

61%-80%

High (Mostly Complied)

41%-60%

Moderate (Partially Complied)

21%-40%

Low (Low Compliance)

0%-20%

Very Low (Not Complied)

Table 4A presents the field-testing validation results from teacher-respondents' in areas like, learning competencies, content, coherence and clarity of thought, layout and design and readability. It was presented on the table that the field-testing validation results in areas like, learning competencies, content, coherence and clarity of thought, layout and design and readability received an overall weighted mean of 89% (Very High). This means that the results show mixed compliance across criteria like on learning competencies, content, coherence and clarity of thought, layout and design and readability. The findings demonstrate that the developed learning resource is highly valid, coherent, contextualized, and readable. Although

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minor improvements are needed in grammar editing, sentence simplification, social content review, and layout formatting, the LR already demonstrates strong instructional quality and high acceptability for educational use. The results support the growing body of literature emphasizing that contextualized, organized, and readable instructional materials significantly contribute to learner comprehension, engagement, and academic success (Almunawaroh & Steklacs, 2024).

**Table 4B**

**Field Testing Validation Results (Learners)**

Criteria	Indicator	Yes	No	Percentage (Yes)	Interpretation
1	Lessons and instructions are clear.	16	0	100%	Very High
2	Language is easily understood.	16	0	100%	Very High
3	Activities are familiar and easy to follow.	16	0	100%	Very High
4	Activities can be completed within allotted time.	16	0	100%	Very High
5	Illustrations are interesting and appropriate.	16	0	100%	Very High
6	Illustrations help in understanding lessons.	16	0	100%	Very High
7	Illustrations are clear and readable.	16	0	100%	Very High
<b>Overall Weighted Mean</b>		<b>1.00</b>			<b>Very High</b>

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Table 4B presents the field-testing validation results from learner-respondents. It was shown on the table that the result of pilot testing of the parallel test items for beginning reading received an overall weighted mean of 1.00 (Very High). This means that the parallel test items for beginning reading have fully complied with the standards set for validation of learning resources as prescribed by the Department of Education. The field-testing validation results indicate that the developed learning resource is highly effective and acceptable from the learners' perspective. The perfect ratings across all criteria demonstrate that the material successfully met the learners' needs in terms of clarity, engagement, comprehension, and usability. The findings support the idea that carefully designed and contextualized instructional materials positively influence learner understanding, participation, and learning experiences (Aguelo, 2024).

## Conclusion

Based on the findings of the study, the developed parallel test items for beginning reading were found to be generally compliant with the established criteria in terms of content, format and design, and field-testing validation results as evaluated by both teachers and learners. The results revealed a very high extent of compliance, indicating that the test items were appropriate, relevant, visually organized, and acceptable for use among beginning readers. The positive evaluations from teachers and learners suggest that the materials effectively support reading assessment through clear instructions, engaging activities, appropriate illustrations, and learner-friendly presentation. However, despite the highly satisfactory

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quantitative results, the qualitative findings under the language component revealed the need for revisions in terms of clarity and alignment. This suggests that some words, phrases, instructions, or sentence structures may still be too complex, ambiguous, or insufficiently aligned with the comprehension level of beginning readers. The result highlights the importance of ensuring that assessment materials use simple, concise, and developmentally appropriate language to maximize learner understanding and minimize confusion. Therefore, while the developed test items are highly acceptable overall, refinement of the language component remains necessary to further enhance their effectiveness and appropriateness for beginning readers.

### Recommendations

1. Teachers and school heads should implement the proposed improved parallel test items for beginning reading.
2. Revise the language component of the parallel test items by simplifying difficult words, shortening lengthy sentences, clarifying instructions, and ensuring alignment with the reading and comprehension level of beginning readers.
3. Conduct additional language validation with reading specialists, language teachers, and literacy experts to further improve the clarity, appropriateness, and developmental suitability of the test items.

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4. Teachers should utilize the developed parallel test items as supplementary assessment tools in beginning reading instruction while considering necessary language adjustments based on learners' needs and responses.
5. School heads and curriculum planners should encourage the continuous development and validation of contextualized and learner-friendly reading assessment materials to strengthen early literacy instruction and assessment practices.
6. Future researchers must conduct pilot testing or experimental studies to determine the effectiveness of the revised parallel test items in improving learners' reading comprehension, fluency, decoding, and overall reading performance.
7. Future studies should also explore the use of mother tongue-based, multilingual, or differentiated reading assessments to further enhance learners' understanding and performance, particularly among diverse groups of beginning readers.
8. Continuous monitoring, revision, and enhancement of the materials are recommended to ensure that the test items remain accurate, inclusive, engaging, and aligned with current literacy standards and learner needs.

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## ACKNOWLEDGMENT

First and foremost, I offer my deepest thanks to God Almighty for granting me the strength, wisdom, and guidance throughout the process of completing this thesis. Without His grace and blessings, this achievement would not have been possible. I would like to express my sincere appreciation to my thesis adviser, Dr. Jasmine B. Misa, for her invaluable guidance, continuous support, and encouragement. Her patience, knowledge, and constructive suggestions greatly contributed to the successful completion of this research. My heartfelt gratitude also goes to the faculty and staff of Western Leyte College of Ormoc City, Inc. for their support during my graduate studies. To my professors in the Master of Arts in Education program, thank you for sharing your expertise, providing mentorship, and showing dedication to our academic and professional development. I am deeply grateful to my mother, Sonia H. Oliveros, who raised me with love, strength, and perseverance despite life's many challenges. Your sacrifices and constant belief in me have served as the foundation of my achievements. I am also thankful to my brother and sisters for their encouragement and unwavering support. Your presence has always inspired and motivated me to continue striving for success. To my friends, colleagues, and classmates, thank you for the friendship, encouragement, and memorable experiences that made this academic journey more meaningful and manageable. Finally, I would like to extend my sincere appreciation to everyone who, in one way or another, contributed to the completion of this thesis. Your support and kindness are deeply appreciated. and belief in me will always be remembered.

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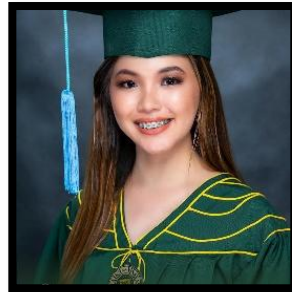
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## AUTHOR'S PROFILE



### MS. JANICE MAE H. OLIVEROS

Janice Mae H. Oliveros, born on September 9, 2000, in Ormoc City, is a dedicated and passionate educator who strongly believes in the transformative power of education. She is committed to providing meaningful, learner-centered instruction that develops not only academic skills but also values, confidence, and good character among young learners.

She completed her Elementary Education at Kananga Central School and her Secondary Education at Kananga National High School. She pursued her Senior High School studies at Ormoc City Senior High School. These formative experiences helped shape her discipline, perseverance, and strong sense of purpose in pursuing her chosen profession.

She earned her Bachelor of Elementary Education degree, graduating *cum laude*, at Visayas State University Main Campus Baybay, City Leyte in 2023. In March 2024, she successfully passed the Licensure Examination for Teachers (LET), officially beginning her professional career in education.

At present, she serves as a private teacher at Holy Family Angelicum School, Inc., where she has gained valuable experience in delivering quality instruction, preparing engaging

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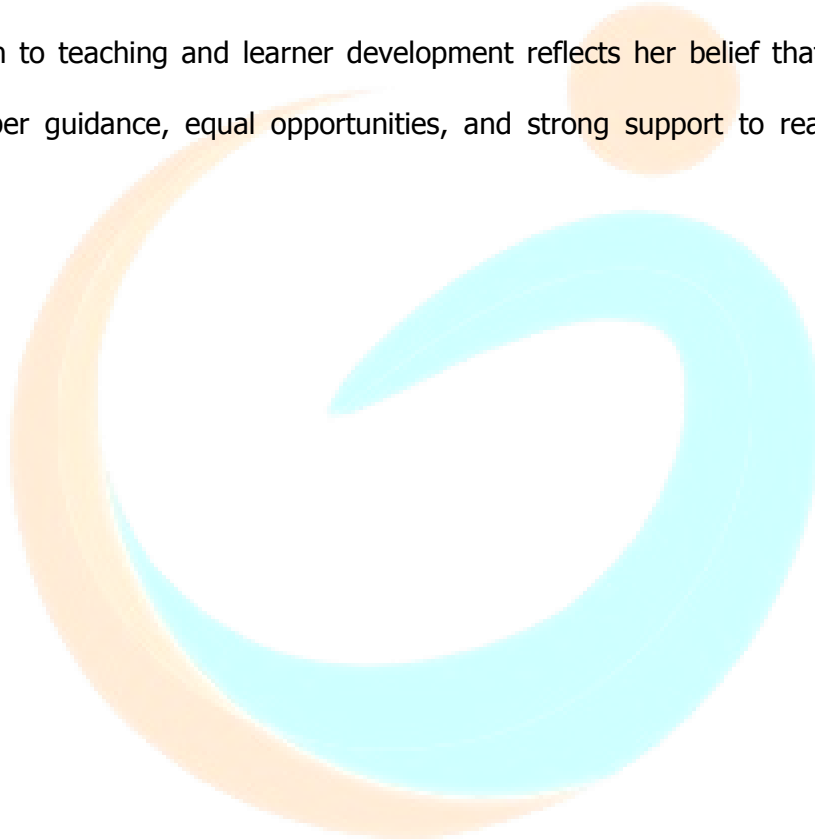
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lessons, and maintaining a positive, inclusive, and supportive classroom environment. Through her dedication, patience, and commitment, she aims to help learners become confident, responsible, and compassionate individuals prepared for lifelong learning and success.

Committed to continuous professional growth, she is currently pursuing a Master of Arts in Education major in Elementary Education at Western Leyte College of Ormoc City, Inc. Her dedication to teaching and learner development reflects her belief that every student deserves proper guidance, equal opportunities, and strong support to reach their fullest potential.



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