

Comprehensive Rapid Literacy Assessment Reading (CRLA) Profiles and Reading Performance of Grade 3 Learners in English at Mangagoy Central Elementary School, Bislig City Division: A Descriptive-Correlational Approach

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ABSTRACT

This study determined the relationship between the Comprehensive Rapid Literacy Assessment (CRLA) English reading profiles and the academic performance in English of Grade 3 learners at Mangagoy Central Elementary School, Schools Division of Bislig City. Using a descriptive-correlational approach and documentary analysis of existing school records, the study analyzed CRLA post-test reading profiles and English final grades of 36 Grade 3 learners. Frequency, percentage, mean, standard deviation, and Spearman rho correlation were used to analyze the data. Findings showed that 21 learners (58.33%) were At Grade Level, 13 learners (36.11%) were Transitioning Readers, and 2 learners (5.56%) were High Emerging Readers; no learner was classified as Low Emerging or Developing. The learners obtained a mean English grade of 80.90,

interpreted as Satisfactory. The Spearman rho value of 0.641 with a p-value of 0.000025 indicated a moderate positive and statistically significant relationship between CRLA English reading profile and English academic performance. The study concluded that stronger reading profiles tend to be associated with higher English performance and that data-driven reading intervention is necessary for learners who have not yet reached grade-level reading proficiency. Based on the findings, a Grade 3 English Reading Intervention Program was proposed to strengthen foundational reading, fluency, vocabulary, comprehension, English academic support, home reading practice, and regular progress monitoring.

Keywords: *academic performance, CRLA, English reading profile, Grade 3 learners, reading intervention, reading proficiency*

INTRODUCTION

Reading is a foundational skill in basic education because it enables children to access instruction in English and other learning areas. Global education monitoring treats early-grade reading proficiency as a core indicator of learning quality, and the World Bank uses learning poverty to describe the inability of children to read and understand a simple age-appropriate text by age ten (UNESCO, n.d.; World Bank, 2024). In Southeast Asia, SEA-PLM findings also show that many learners continue to perform below expected reading levels, indicating that foundational literacy remains a regional concern (UNICEF & SEAMEO, 2024).

The Philippine reading situation gives urgency to school-level literacy inquiry. National evidence from PISA and learning poverty estimates indicates that many Filipino learners continue to experience difficulty in reading proficiency and comprehension (Organisation for Economic Co-operation and Development, 2023; World Bank, 2024). In response, the Department of Education strengthened early-grade reading assessment through the Comprehensive Rapid Literacy Assessment (CRLA), which classifies learners into Low Emerging, High Emerging, Developing, Transitioning, and At Grade Level reading profiles. CRLA results are now used not only for diagnosis but also for remediation and instructional planning (Department of Education, 2025).

At the regional and local levels, literacy remains a priority in Caraga, Surigao del Sur, and Bislig City Division. DepEd Caraga reported functional literacy concerns and implemented reading-related initiatives, while the Schools Division Office of Surigao del Sur continued to use CRLA and Phil-IRI for reading assessment and intervention planning (DepEd Caraga, 2024; Schools Division Office of Surigao del Sur, 2025). Mangagoy Central Elementary School is part of this literacy-support environment, with school- and division-based reading materials and interventions already documented in local reports (Mangagoy Central Elementary School, 2024a, 2024b).

Despite these efforts, there remains a need for a school-based analysis of how CRLA reading profiles relate to English academic performance among Grade 3 learners. Since reading affects comprehension, vocabulary, grammar learning, and written responses, learners with weaker reading profiles may also encounter difficulty in English academic tasks. This study therefore examined the relationship between the CRLA English reading profiles and English academic performance of Grade 3 learners at Mangagoy Central Elementary School as basis for a more responsive reading intervention program.

Literature Review

Foundational Literacy and the Comprehensive Rapid Literacy Assessment

Foundational literacy is widely regarded as a gateway skill that supports learning across subject areas. UNESCO (2025) describes foundational learning as the base for continued education and participation, while the World Bank (2024) treats reading by age ten as a practical indicator of whether children are acquiring essential learning skills. The Simple View of Reading explains this concern by showing that reading comprehension depends on the interaction of decoding and language comprehension (Gough & Tunmer, 1986). When learners struggle with decoding, fluency, or meaning-making, their ability to understand academic texts is also affected.

Within the Philippine system, the CRLA provides a structured way to identify early-grade reading needs. It classifies Grades 1 to 3 learners into Low Emerging, High Emerging, Developing, Transitioning, and At Grade Level profiles (Department of Education, 2025). These profiles are useful because they translate reading assessment results into categories that teachers can use for grouping learners, planning remediation, and monitoring progress. The categories also reflect the developmental view of reading found in Scarborough's Reading Rope, where skilled reading emerges from the coordination of word recognition and language comprehension strands (Scarborough, 2001).

Reading Profile and Academic Performance

Research consistently links reading performance with academic achievement. Mudrák et al. (2020) found that reading literacy and reading-related factors explained substantial variance in school grades and reading scores among fourth-grade learners. Didion et al. (2020) also reported that teacher professional development in reading instruction had significant positive effects on learner reading achievement, reinforcing the importance of instruction and support in improving literacy outcomes.

Philippine studies provide direct support for examining reading assessment data alongside school grades. Pao (2024) used Phil-IRI posttest results and English ratings and found a positive significant relationship between oral reading proficiency and English performance. Angay (2025) found a significant relationship between CRLA-based reading skills and academic performance among Grade 2 learners, while Mara (2024) reported that reading performance was significantly related to academic performance in English and Filipino. These studies support the use of school records and reading profiles in correlational literacy research.

Assessment-Driven Reading Intervention

Reading assessment becomes more useful when results lead to targeted support. Graham and Kelly (2019) showed that early-grade reading interventions generally improve literacy outcomes, especially when instruction addresses foundational skills. In ASEAN and Philippine contexts, reading difficulties are shaped not only by learner ability but also by home literacy support, teacher preparation, language background, and access to instructional resources (Dulay et al., 2018; UNICEF & SEAMEO, 2024). These factors suggest the need for school-based interventions that are differentiated according to learners' reading profiles.

Local evidence also supports intervention based on reading needs. Napiere (2024), in a study conducted in Bislig City, identified weak phonological awareness, word recognition, fluency, and comprehension as causes of poor reading performance. Mangagoy Central Elementary School reports likewise documented reading activities, guided reading, peer support, and differentiated instruction for learners needing improvement (Mangagoy Central Elementary School, 2024a, 2024b). These studies and reports justify the use of CRLA profiles as basis for a structured Grade 3 English reading intervention program.

Synthesis and Research Gap

The reviewed literature affirms that reading proficiency is a foundational condition for academic success. Global, regional, national, and local evidence shows that learners who struggle with reading are more likely to experience difficulty in classroom learning. At the same time, CRLA provides a useful early-grade assessment system for identifying learners who need reading support.

However, limited school-level evidence is available on the specific relationship between CRLA English reading profiles and English academic performance among Grade 3 learners at Mangagoy Central Elementary School. The present study addresses this gap by using archived CRLA post-test results and official English final grades to determine whether stronger reading profiles are significantly associated with higher academic performance. The findings serve as basis for a targeted reading intervention program.

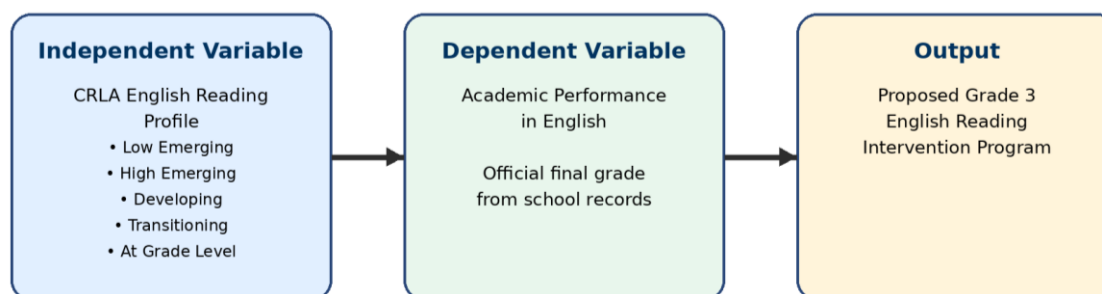


Figure 1. *Conceptual Framework of the Study*

METHODS

Research Design

The study employed a quantitative, non-experimental, descriptive-correlational research design using documentary analysis of existing school records. The descriptive component identified the learners' CRLA English reading profiles and summarized their English academic performance. The correlational component examined whether a statistically significant relationship existed between the ordinal CRLA reading profiles and the learners' English final grades.

Documentary analysis was appropriate because the needed data were already available in the school's official CRLA records and academic records. No intervention, survey, or direct testing was conducted during data collection; therefore, the study determined association rather than cause-and-effect relationships.

Research Locale

The study was conducted at Mangagoy Central Elementary School, a public elementary school under the Schools Division of Bislig City, Surigao del Sur, Region XIII or Caraga Region. The school was selected because the Grade 3 learners were officially enrolled there and because the necessary CRLA results and English academic performance records were accessible for documentary analysis.

Participants and Sampling Technique

The participants were Grade 3 learners of Mangagoy Central Elementary School during School Year 2025–2026 with available CRLA post-test reading profile results and English final grades. The final analysis used the downloaded records of 36 learners. Total enumeration was applied to include all available eligible records; however, the source manuscript contains an internal inconsistency because one methodology table mentions 33 learners while the Results section and all statistical tables report 36 learners.

Research Instrument

The primary sources of data were the official CRLA reading profile records and the learners' official English academic performance records. CRLA served as the measure of the independent variable, classifying learners as Low Emerging, High Emerging, Developing, Transitioning, or At Grade Level. English final grades from school records served as the measure of academic performance. A researcher-made data extraction sheet was used to encode learner code, CRLA reading profile, and English final grade while protecting learner identity.

Data Gathering Procedure

The researcher secured permission from the school head to conduct the study and access the required records. Since the study involved minors and used school records, parental consent and school approval were considered necessary. Learner names were replaced with codes before encoding and analysis.

The researcher retrieved the CRLA post-test reading profiles and English final grades from official school records. The entries were encoded in the data extraction sheet, reviewed for completeness and consistency, and then prepared for statistical treatment. One entry encoded as "Transitioining Reader" was treated as "Transitioning Reader" during data cleaning.

Data Analysis

Frequency count and percentage were used to describe the distribution of learners across CRLA profiles and English performance levels. Mean and standard deviation were used to summarize English final grades. Spearman rank-order correlation was used to test the relationship between CRLA reading profile and English academic performance because the CRLA categories are ordinal. The CRLA profiles were ranked as follows: Low Emerging = 1, High Emerging = 2, Developing = 3, Transitioning = 4, and At Grade Level = 5. The level of significance was set at 0.05.

Ethical Consideration

The study observed confidentiality and responsible handling of school records. Since the researcher had access to learner records as class adviser, objectivity was maintained by using coded data and reporting results only in aggregate form. No direct learner testing, interview, or survey was administered. The data were used solely for academic and research purposes, and all records were kept secure during analysis.

RESULTS AND DISCUSSION

CRLA English Reading Profile of Grade 3 Learners

The CRLA English reading profile results showed that most Grade 3 learners were already reading at or near the expected level. As shown in Table 1, 21 learners or 58.33% were At Grade Level, 13 learners or 36.11% were Transitioning Readers, and 2 learners or 5.56% were High Emerging Readers. No learner was classified as Low Emerging or Developing.

Table 1. *CRLA English Reading Profile of Grade 3 Learners*

CRLA English Reading Profile	Frequency	Percentage
Low Emerging	0	0.00%
High Emerging	2	5.56%
Developing	0	0.00%
Transitioning	13	36.11%
At Grade Level	21	58.33%
Total	36	100.00%

These results suggest that many learners had already reached functional reading proficiency in English. However, the presence of High Emerging and Transitioning Readers shows that targeted support remains necessary, especially in decoding, fluency, vocabulary, comprehension, and independent reading. This finding is consistent with evidence that reading development progresses through stages and that learners who have not yet reached grade-level reading require sustained instructional support (Gough & Tunmer, 1986; Scarborough, 2001).

Academic Performance in English

Table 2 summarizes the learners' academic performance in English. The learners obtained a mean final grade of 80.90 with a standard deviation of 5.85, interpreted as Satisfactory. The highest grade was 93.25, while the lowest grade was 71.00.

Table 2. *Descriptive Statistics of English Academic Performance*

Indicator	Value
Number of learners	36
Highest grade	93.25
Lowest grade	71.00
Mean grade	80.90
Median grade	80.38
Standard deviation	5.85
General performance description	Satisfactory

The grade distribution in Table 3 shows that 13 learners or 36.11% obtained Satisfactory performance, followed by 10 learners or 27.78% who were Fairly Satisfactory. However, 6 learners or 16.67% did not meet expectations, indicating that although the class generally passed English, some learners required additional support.

Table 3. *Level of Academic Performance in English*

Grade Range	Description	Frequency	Percentage
90–100	Outstanding	4	11.11%
85–89	Very Satisfactory	3	8.33%
80–84	Satisfactory	13	36.11%
75–79	Fairly Satisfactory	10	27.78%
Below 75	Did Not Meet Expectations	6	16.67%
Total		36	100.00%

These findings affirm the importance of reading support in English instruction because English performance requires comprehension, vocabulary knowledge, sentence understanding, and the ability to respond

to written texts. Learners with weak reading skills may encounter difficulty in completing English tasks even when they participate in classroom activities.

English Performance According to CRLA Reading Profile

The pattern of English grades by CRLA profile shows that learners with stronger reading profiles tended to obtain higher English final grades. High Emerging Readers obtained the lowest mean grade of 71.88, Transitioning Readers obtained a mean grade of 77.46, and learners At Grade Level obtained the highest mean grade of 83.89.

Table 4. *Mean English Grade According to CRLA English Reading Profile*

CRLA English Reading Profile	Frequency	Mean English Grade	Lowest Grade	Highest Grade
Low Emerging	0	—	—	—
High Emerging	2	71.88	71.00	72.75
Developing	0	—	—	—
Transitioning	13	77.46	72.75	83.75
At Grade Level	21	83.89	75.75	93.25

The same pattern appeared when grade levels were compared by profile: both High Emerging Readers were under Did Not Meet Expectations, while none of the At Grade Level Readers was classified under Did Not Meet Expectations. This supports Philippine and international evidence that reading performance is associated with school achievement (Angay, 2025; Mara, 2024; Mudrák et al., 2020; Pao, 2024).

Relationship Between CRLA English Reading Profile and English Academic Performance

Spearman rho correlation was used to determine the relationship between CRLA English reading profile and English final grade. As shown in Table 5, the computed correlation coefficient was 0.641 with a p-value of 0.000025.

Table 5. *Correlation Between CRLA English Reading Profile and English Academic Performance*

Variables Correlated	N	Statistical Test	Correlation Coefficient	p-value	Decision	Interpretation
CRLA English Reading Profile and English Final Grade	36	Spearman rho	0.641	0.000025	Significant	Moderate positive relationship

Since the p-value is lower than the 0.05 level of significance, the null hypothesis was rejected and the alternative hypothesis was accepted. The result indicates a moderate positive and statistically significant relationship: as learners' CRLA reading profile improves, their English final grade also tends to increase. This finding emphasizes that strengthening reading skills may contribute to improved English academic performance.

Proposed Reading Intervention Program

Based on the findings, a reading intervention program is proposed for learners classified as High Emerging and Transitioning Readers and for learners with low English grades. The program prioritizes foundational reading, fluency, vocabulary, comprehension, English academic support, home reading practice, and regular progress monitoring.

Table 6. *Proposed Grade 3 English Reading Intervention Program*

Component	Target Learners	Key Activities	Frequency/Time Frame	Success Indicator
Reading profile validation and grouping	High Emerging, Transitioning, and learners with low English grades	Review CRLA results, validate reading level, and group learners by need	First week	Learners are grouped according to reading needs
Foundational reading support	High Emerging Readers	Letter-sound drills, phonics review, syllable reading, sight word reading, and guided oral reading	2–3 times per week	Improved word recognition and basic reading accuracy
Fluency development	Transitioning Readers	Repeated reading, choral reading, echo reading, paired reading, and timed oral reading	Weekly	Improved accuracy, speed, and confidence
Vocabulary development	High Emerging and Transitioning Readers	Picture-word matching, vocabulary journals, word games, and sentence-building tasks	Weekly	Improved vocabulary use and word meaning
Reading comprehension enhancement	Transitioning Readers and learners with low English grades	WH-questions, sequencing, main idea identification, retelling, and drawing conclusions	Weekly	Improved accuracy in comprehension tasks
English academic support	Learners with low English grades	Short passage reading, grammar-in-context tasks, sentence completion, and guided writing	Weekly	Improved English class performance
Home reading support and progress monitoring	All intervention learners	Parent-assisted reading logs, short take-home passages, biweekly reading checks, and progress chart	Weekly and every two weeks	Regular home practice and measurable progress

The intervention program should be implemented regularly and monitored every two weeks. The 2 High Emerging Readers, 13 Transitioning Readers, and 6 learners who did not meet expectations in English should be prioritized because they represent the learners most likely to benefit from immediate reading support.

CONCLUSION

The study concluded that most Grade 3 learners at Mangagoy Central Elementary School were already reading at or near grade level in English, with the majority classified as At Grade Level and Transitioning Readers. However, the presence of High Emerging and Transitioning learners indicates that reading support remains necessary.

The learners' English academic performance was generally Satisfactory, but the presence of learners under Fairly Satisfactory and Did Not Meet Expectations show that not all learners had fully mastered required English competencies. Learners with stronger CRLA reading profiles obtained higher English grades, and the Spearman

rho result confirmed a moderate positive significant relationship between CRLA English reading profile and English academic performance.

The findings contribute school-based evidence that reading profile is meaningfully associated with English performance. Therefore, strengthening learners' foundational reading, fluency, vocabulary, and comprehension skills may help improve their academic performance in English. The proposed reading intervention program provides a data-driven response to learners' identified reading needs.

Recommendation

Teachers should use CRLA results as a regular basis for planning differentiated reading instruction and remediation activities. High Emerging and Transitioning Readers should receive additional support in phonics, word recognition, oral reading fluency, vocabulary, and comprehension, while learners with low English grades should receive reading-linked academic support.

The school head should support the implementation of a Grade 3 English Reading Intervention Program by providing reading materials, monitoring tools, teacher coaching, and time for remediation. The reading coordinator should assist teachers in analyzing CRLA results, preparing intervention materials, and monitoring learner progress.

Parents and guardians should support home reading practice by guiding learners in reading short English passages, answering simple questions, and completing reading logs. Learners should actively participate in intervention sessions and practice oral reading to build confidence, fluency, and comprehension.

Future researchers may conduct similar studies using larger populations, other grade levels, or additional variables such as attendance, home reading support, study habits, socioeconomic background, and learner motivation. An evaluation study may also be conducted after the proposed intervention program is implemented to determine its effectiveness.

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