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Literacy level of kindergarten learners under the MATATAG curriculum: Basis for reading intervention program

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Abstract

This study assessed the literacy level of kindergarten learners under the MATATAG Curriculum as a basis for developing a Reading Intervention Program. Specifically, it examined the learners' literacy skills based on the assessments of kindergarten teachers and school administrators, the extent to which kindergarten learning objectives were achieved, and the seriousness of problems encountered in assessing learners' literacy development. The study also evaluated the face and content validity of the research instrument. Findings revealed that the respondents were educationally qualified and experienced, with relevant professional development through their participation in trainings, seminars, and webinars related to kindergarten education. The respondents generally gave very high assessments of the learners' literacy levels, with most indicators rated as very highly assessed and the remaining indicators rated highly assessed. Likewise, 24 of the 25 objectives of kindergarten classes were perceived to have been very highly achieved, indicating positive assessments of the implementation of the kindergarten program. However, all identified situations affecting the assessment of learners' literacy were considered highly serious, suggesting challenges that may influence the accuracy and reliability of literacy assessment. Furthermore, the research instrument obtained very high ratings in terms of face and content validity, particularly in its appearance, language, layout, appropriateness, timeliness, functionality, acceptability, implementability, and sustainability. The findings highlight the importance of continuous literacy assessment and appropriate instructional support in kindergarten education. Based on the results, a Reading Intervention Program was proposed to strengthen foundational literacy skills and address the learning needs of kindergarten learners under the MATATAG Curriculum.

Keywords: MATATAG Curriculum, kindergarten learners, literacy level, early literacy, reading intervention program

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1. Introduction

Early literacy encompasses the activities that very young children do and the skills they cultivate to begin understanding reading and writing and how those activities fit into the world. Kindergarten is a time for playful and enriching learning activities that support children's literacy emergence while enhancing their social and cognitive development. The routines of a busy, engaged, productive kindergarten classroom is vividly brought to life in this information-packed book. Demonstrated are whole-class and small group strategies for helping children acquire concepts about print and the alphabet, build phonological and phonemic awareness, learn to read sight words, develop their listening comprehension and writing abilities, and much more. McGee, Lea M.et al (2024).

A typical kindergarten learner is at the "emergent literacy" stage, meaning they are just beginning to develop basic literacy skills like letter recognition, sound-letter correspondence, basic vocabulary, and understanding that print carries meaning, rather than being able to fluently read complex text; their focus is on developing foundational skills to prepare them for reading and writing. Individual informal assessments may examine a child's concepts about print, letter/sound recognition, phonemic awareness, phonological awareness, reading fluency, reading accuracy, writing skills, and spelling skills (Reading Rockets, 2024a). Additionally, it is critical to assess a child's comprehension and vocabulary. Kindergarten learners are typically expected to develop foundational skills such as phonemic awareness, letter recognition and letter-sound correspondence, sight word recognition, reading comprehension, and fluency and expression.

Kindergarten learners should learn to recognize and name all upper and lowercase letters of the alphabet. In addition, it is recommended that kindergarteners learn to recognize and read consistent letter-sound correspondences, including predictable consonants, short vowels, and certain digraphs and blend. Further, reading instruction in kindergarten has five main components: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Children enter Kindergarten with such divergent backgrounds that providing appropriate reading instruction at their individual levels can be challenging. One of the most powerful ways to assess a child's literacy skills is through observation. By keenly observing them during their day-to-day activities, educators and parents can gain valuable insights into their language development, reading abilities, and comprehension. Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process.

In summary, to assess kindergarten learners' literacy levels, educators can use a combination of formal and informal assessments focusing on letter recognition, phonemic awareness, print concepts, and early reading skills, with the goal of identifying strengths and areas for improvement. It is along with this context that the researcher is inspired to conduct a study on the Assessment of Literacy Level of Kindergarten Learners in the Public Elementary Schools of Sudipen District, Division of La Union with the end goal of proposing an Intervention Program.

The Research Paradigm- This study employed the Input-Process-Output Model of Research. Figure 1 below illustrates the conceptual paradigm of the study. The input variables include the survey results of the: a) Profile of Kindergarten Teachers and school administrators in terms of (a) age, (b) sex, (c) civil status, (d) highest educational attainment, e) length of service, and; f) seminars and trainings attended?

- Assessment in Literacy Level of Kindergarten Learners along: a) Phonemic, b) Awareness, c) Phonics, d) Fluency, e) Vocabulary, and f) Comprehension
- Degree of seriousness encountered in the Assessment in Literacy Level of Kindergarten Learners

- Level of attainment of the objectives of kindergarten classes.

The output of the study is Intervention Program to address the challenges encountered by kindergarten teachers of the Assessment in Literacy Level of Kindergarten Learners of Sudipen District, Division of La Union.

Problem Statement - The main objective of this study is to determine the Assessment in Literacy Level of Kindergarten Learners by kindergarten teachers in the public elementary schools of Sudipen District, Division of La Union during the school year 2025-2026 as the basis for Intervention Measures. Specifically, it sought answers to the following:

- What is the profile of two- group of respondents in terms of (a) age, (b) sex, (c) civil status, (d) highest educational attainment, e) length of service, and; f) relevant trainings and seminars attended?
- What is the level of assessment in literacy level of kindergarten learners along: a) oral language skills, b) phonological skills, c) phonics and word recognition; d) book and print knowledge?
- What is the level of attainment of the objectives of kindergarten classes as perceived by teachers?
- What is the degree of seriousness encountered in the assessment of literacy level of kindergarten learners?
- Based on the findings of the study, what intervention program can be proposed to address the challenges encountered by kindergarten teachers of the Assessment in Literacy Level of Kindergarten Learners in the public elementary schools of Sudipen District, Division of La Union?

Study Design - This study employed the descriptive research design. According to Calderon (1993), descriptive research involves the description, recording, analysis and interpretation of conditions that now exist. It often involves some types of comparison or contrast and may attempt to discover a cause-effect relationship that exists between non-manipulative variables. Moreover, Asperas (2005) expounds that descriptive research involves an element or interpretation of meaning or significance of what is described. Description, analysis, and interpretation of the conditions as they now exist are involved. Descriptive researches may also deal with comparison and contrast; or the discovery of existing relationships between events or groups. Furthermore, Best (1981) emphasized that descriptive research describes and interprets what is or what exists. It is concerned with conditions of relationships that exists; practices that prevail; belief; processes that are going on; effects that are being felt; or trends that are developing. It goes beyond more gathering and tabulation of data. Moreover, descriptive research is fact-finding with adequate interpretation. The descriptive method is something more or beyond just data gathering. The latter is not reflective thinking nor research. It also involves collection of data in order to test a hypothesis or to answer questions concerning the current status of the subject of the study. In view of the foregoing, such method of research was employed to assess the literacy level of kindergarten learners in Sudipen District, Division of La Union during the school year 2024-2025.

Study Size and Setting - The respondents of this study were the total enumeration of Kindergarten teachers and school administrators in the public elementary schools in Sudipen` District, Division of La Union. This study was conducted in the public elementary schools in Sudipen District, Division of La Union. Table 1 presents the distribution of respondent Kindergarten teachers and administrators by school.

Investigative Materials and Instruments - This study utilized a researcher-made questionnaire. Part I identified the profile of the two-group of respondents was collated, analyzed, and interpreted through frequency counting and percentage. For sub-problem number 2, dealt on the level of assessment in literacy level of kindergarten learners mean was used. For Sub-problem 3 delved on the level of attainment of the objectives of kindergarten classes as perceived by teacher's mean was used. Sub-problem 4, dealt on the on the degree of seriousness encountered in the assessment in literacy level of kindergarten learners mean was utilized. Other items included in the questionnaire were collated by the researcher from his readings of books and other materials related to the assessment in literacy level of kindergarten learners.

Table 1
Distribution of Respondents by School

Name of Schools	No. of Kindergarten Teachers	No. of School Administrators	Total
Old Sudipen Elem School	2	1	3
Sudipen Central School	2	1	3
Up-Uplas Elem School	1	1	2
Sengngat Elem School	1	1	2
Castro Elem School	1	1	2
San Francisco Elem School	1	1	2
San Jose Elem School	1	1	2
Porporiket Elem School	1	1	2
Duplas Elem School	1	1	2
Maliclico Elem School	1	1	2
Badang Elem School -	1	1	2
Basig Integrated School	1	1	2
TOTAL	14	12	26

Data Collection Procedures - Before the administration of the questionnaire to the target respondents, the researcher sought permission from the Schools Division Superintendent of La Union, Dr. Jorge M. Reinante, and the endorsement of the Dean of the Graduate School, Dr. Rowena R. De Guzman. The questionnaires for kindergarten teachers and school administrators was personally administered during the Teachers' District Meeting and school administrators' meeting. Retrieval of the questionnaires for kindergarten teachers and school administrators was personally done by the researcher on the same day of administration.

Data Processing - The data gathered were organized, tallied and presented in tables to ensure accuracy and order, and for systematic analysis of the processed data.

Statistical Tools - In order to come up with a valid and reliable analysis and interpretation of the data gathered, the researcher made use of frequency counts, percentages, weighted means, and ranking. These statistical techniques were used to present the descriptive statistics of this study. The personal profile of kindergarten teachers and school administrators in terms of age, sex, highest educational attainment, length of service, and number of trainings and seminars related to assess the literacy level of the kindergarten learners was treated and analyzed through frequency count and statistical percentage. The level of assessment in literacy level of kindergarten learner was measured and interpreted using the following numerical values. The level of assessment of the performance of kindergarten teachers in evaluating the literacy level of their learners was measured and interpreted using a five-point scale. A numerical value of 5, corresponding to a statistical limit of 4.21 to 5.00, was interpreted as Very Highly Assessed (VHA), while a numerical value of 4, corresponding to a statistical limit of 3.41 to 4.20, was interpreted as Highly Assessed (HA). A numerical value of 3, with a statistical limit of 2.61 to 3.40, was interpreted as Moderately Assessed (MA); a numerical value of 2, with a statistical limit of 1.81 to 2.60, was interpreted as Slightly Assessed (SA); and a numerical value of 1, with a statistical limit of 1.00 to 1.80, was interpreted as Not Assessed (NA).

The level of attainment of the objectives of kindergarten classes as perceived by teachers was likewise measured and interpreted using a five-point scale. A numerical value of 5, falling within the statistical limit of 4.21 to 5.00, was interpreted as Very Highly Attained (VHA), and a numerical value of 4, falling within the statistical limit of 3.41 to 4.20, was interpreted as Highly Attained (HA). A numerical value of 3, within the statistical limit of 2.61 to 3.40, was interpreted as Moderately Attained (MA); a numerical value of 2, within the statistical limit of 1.81 to 2.60, was interpreted as Slightly Attained (SA); and a numerical value of 1, within the statistical limit of 1.00 to 1.80, was interpreted as Not Attained (NA). The degree of seriousness of the problems encountered in the assessment of the literacy level of kindergarten learners was measured and interpreted using the same five-point scale. A numerical value of 5, corresponding to a statistical limit of 4.21 to 5.00, was interpreted as Very Highly Serious (VHS), while a numerical value of 4, corresponding to a statistical limit of 3.41 to 4.20, was interpreted as Highly Serious (HS). A numerical value of 3, with a statistical limit of 2.61 to 3.40, was interpreted as Moderately Serious (MS); a numerical value of 2, with a statistical limit of 1.81 to 2.60, was interpreted as

Slightly Serious (SS); and a numerical value of 1, with a statistical limit of 1.00 to 1.80, was interpreted as Not Serious (NS). All the statistical computations herein were calculated through Microsoft Excel Data Analysis Toolpak 2013.

2. Results and Discussion

This section presents and discusses the findings of the study. The data is presented in tabular form for easier interpretation and presentation.

Profile of Respondents - Table 2 displays the profile of the kindergarten teachers and school administrators in terms of their age and gender, civil status, highest educational attainment, length of service, and relevant trainings and webinars attended. It has to be understood that there are fourteen (14) kindergarten teachers and twelve (12) school administrators involved in the study.

As regards age brackets, the kindergarten teachers are relatively younger in their ages as compared to their school administrators. This is a normal situation. There are four kindergarten teachers found to belong to the age bracket of 25 to 30 years. There was none among the school administrators in this category. Along the age bracket of 31 to 35 years, there five or 35.71% kindergarten teachers while there a lone school administrator in this age category, which is the youngest school administrator in the study. On the age bracket of 35 to 40 years old, there are to teachers and one administrator in this bracket. Next is the age bracket of 41 to 45 years which shows another two teachers with three school administrators. This is being followed by the 45 to 50 years bracket with the oldest lone teacher with five school administrators. Finally, on the above 50 years' bracket, there are two administrators.

Table 2
Demographic Profile of Study Respondents

Indicators	Kindergarten Teachers		School Administrators	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Age Bracket				
25-30	4	28.57%	0	0%
31-35	5	35.71%	1	8.33%
36-40	2	14.29%	1	8.33%
41-45	2	14.29%	3	25%
46-50	1	7.14%	5	41.67%
51 years old and above	0	0%	2	16.67%
Total	14	100%	12	100%
Sex				
Male	1	7.14%	5	41.67%
Female	13	92.86%	7	58.33%
Total	14	100%	12	100%
Civil Status				
Single	3	21.43%	0	0
Married	11	78.57%	11	91.67%
Widow/Widower	0	0	1	8.33%
Total	14	100%	12	100%
Highest Educational Attainment				
Ed.D./Ph.D. Graduate	0	0%	3	25%
With Doctoral Units	1	7.14%	3	25%
With M.A./MS Units	12	85.72%	6	50%
Bachelor's Degree	1	7.14%	0	0%
Total	14	100%	12	100%
Length of Service				
Below 1year	1	7.14%	0	0%
1 – 3 years	5	35.71%	2	16.67%
4 – 6 years	1	7.14%	1	8.33%
7 – 9 years	5	35.71%	4	33.33%
10 -12 years	2	14.20%	2	16.67%
13 years and above	0	0%	3	25%
Total	14	100%	12	100%
Relevant Training and Webinars Attended				

School Based Level	5	17.24%	5	23.81%
District Wide Level	5	17.24%%	5	23.81%
Division level	12	41.38%	8	38.10%
Regional Level	7	24.14%	2	9.52%
National Level	0	0%	1	4.76%
Total	53	100%	21	100%

As regards the variable gender, there is a lone male kindergarten teacher while there are five male school administrators. It is assumed that kindergarten teaching is not being preferred by males. The remaining thirteen or 92.86 % are female kindergarten teachers while the remaining seven administrators are also females. On the variable highest educational attainment of the respondents, there are of the twelve school administrators indicated that they were already through with their doctorate degrees while three others claimed to have earned units towards doctorate education. Meanwhile one kindergarten teacher also claimed she had also earned some units towards doctorate degree. Twelve of the fourteen kindergarten were found to have been earning towards their master's degree while there was one teacher who only hold a bachelor degree. It is then construed that the study respondents were on the road to strengthen their academic profiles since promotion in rank or in salary is based on paper qualification. Besides, one pronouncement of the president of the country that no one should retire as Teacher I. It is then construed that the study respondents have positive thinking and eyeing of growing in their profession. Also. T could be mentioned that there is trend that some individuals are coming to the teaching profession via side door or back door. This is to mean that some individuals who are already through with a college course would take an education course as employment in the teaching profession is a good option.

Regarding length of service in the profession, there is one teacher who had been in the service below one year. Presumably, this is the teacher found earlier who has only been through the bachelor course. There are five kinder teachers who claimed to have been in the service between one to five years while another five reported to have spent between seven to nine years of service. Two others claimed to have been in the service for ten or more years. Among the school administrators, there are two who indicated to have been in the service between a year and three. One had served between for more than four years while another four had served between seven to nine years. Two others claimed to have been in the service between ten to twelve years and finally, the remaining three had served over thirteen years.

Attendance to Relevant Trainings/Webinars - As regards to the attendance of respondents to relevant trainings and webinars, the data shows that the respondents had been in attendance to whatever trainings or seminars that were afforded them. In many cases, attendance these trainings or webinars were a must or unavoidable. There are instances too that attendees have no other choice but to comply as his is termed as captive participants. As to school-based and district seminars, there were five from both groups were in attendance. Along division-wide seminars/trainings, this is the most attended as twelve teachers and eight school administrators claimed to have been in attendance. Seven teachers and two school administrators also were made to attend seminars in the regional level. And finally, one school administrator indicated he attended a national level seminar/webinar.

Level of Assessment in Literacy - Table 3 projects the perceived level of assessment along literacy among kindergarten learners as assessed by the set of respondents. The data reveals that five of the seven indicators were very highly shown in the table, all seven indicators got categorical ratings of "very highly assessed to indicate that the literacy level of the kindergarten classes included in the study were perceived to possess very high assessment levels. It is then implied that the kindergarten teachers were not remiss of their duties to develop the literacy levels of them learn. As shown in the table, all seven indicators got categorical ratings of "very highly assessed to indicate that the literacy level of the kindergarten classes included in the study were perceived to possess very high assessment levels. It is then implied that the kindergarten teachers were not remiss of their duties to develop the literacy levels of their earners. Highest assessed literacy level was along the development of learners to manifest to read beginning oral language skills of pupils to be able to communicate their personal experiences, ideas, and feelings in different contexts. Meaning the learners could read basic oral language skills to enable them to relate

their different experiences or ideas of how they feel or whatever happened to them. The learners then could talk or express what they have in mind or what they experienced or what they had witnessed.

This is closely followed by three concepts which got identical descriptive equivalents of very highly assessed as these three literacy concepts got identical mean values of 4.42, very highly assessed. One of these is the situation where learners manifest beginning oral language skills in different situations. The learners were also made to use phonological shills to discriminate and manipulate sound patterns. Moreover, the assessors note that the learners could recognize and analyze word patterns. Next ranked skill was along the ability of the learners to discriminate and manipulate sound patterns of words. They could distinguish the tense of words or when to use exclamatory or something that is wonderful, beautiful, fearful or something that is extra-ordinary. The least rate item which is also categorically very highly assessed is the ability of the learners to demonstrate their knowledge and understanding of basic book and print media. They can now read basic concepts.

Table 3
Level of Assessment in Literacy Level of Kindergarten Learners

Indicators	WM	DR	Rank
The learners manifest to read beginning oral language skills to communicate personal experiences, ideas, feelings in different contexts.	4.57	VHA	1
The learners manifest beginning oral language skills to communicate personal experiences, ideas, feelings in different contexts.	4.42	VHA	2
The learners use knowledge of phonological skills to discriminate and manipulate sound patterns.	4.25	VHA	5
The learners use knowledge of phonological skills to discriminate and manipulate sound patterns.	4.42	VHA	2
The learners apply phonics and word analysis skills in reading, writing and spelling words. (phonics and word recognition)	4.42	VHA	2
The learners demonstrate knowledge and understanding of the organization and basic features of print. (book and print knowledge)	4.00	VHA	7
The learners apply phonics and word analysis skills in reading, writing and spelling words. (phonics and word recognition)	4.17	VHA	6
Average Mean	4.38	VHA	

Numerical value Statistical Level Descriptive Rating: 5 is 4.21 - 5.00 Very Highly Assessed, 4 is 3.41 – 4.20 Highly Assessed, 3 is 2.61 – 3.40 Moderately assessed, 2 is 1.81 – 2.60 Lightly Assessed, and 1 is 1.00 - 1.80 Low Assessed.

Level of Attainment of the Objectives of Kindergarten Classes - Table 4 portrays the perceived level of attainment of the different objectives of kindergarten classes from the standpoint of the respondents of the study. As disclosed in the table, all the indicated objectives were all rated as categorically except the last one were rated "very highly attained". The data is indicative of the generous assessments of the study respondents indicating of their belief that the objectives of kindergarten education were very satisfactorily attained or achieved in the locale of the study. It has to be remembered that educationally, the study respondents were educationally equipped which were backed-up by their attendance to seminars/trainings/webinars that were considered relevant and necessary for the effective implementation and conduct of kindergarten classes. Further, it has to be mentioned that the implementation of the Matatag Curriculum in its initial stage was given the necessary attention and proper implementation.

Rank 3 and 4 concern the encouragement and cultivation of self-help skills and the development of motor skills through physical activities. The games initiated by the teachers are mean to achieve something and not just any game that comes from the mind of the teachers. These games include the cultivation of coordination, self-help and more importantly for the learners to follow the rules of the games. IT also underscores the encouragement of independence, cooperation and concern for others. Next highly attained objectives are those that has to do with positive interaction with classmates and the proper conduct and respect for adults or older people.

Next highly attained objectives are those that has to do with positive interaction with classmates and the proper conduct and respect for adults or older people. Respect is then emphasized as adults have to be given proper respect. Also, being emphasized is the positive interaction with peers or classmates. That classmates must be treated nicely as to develop camaraderie and belongingness. That the learners are living in a society with the proper

acknowledgement of the feelings and individual capacities and individual feelings and actions. Such that coming as next is the cultivation and emphasis to foster positive values and attitudes toward learning and fellow leaners. While there are instances that some learners tend to dominate the group, there are steps that teachers do so as not harm classmates. Then comes the cultivation of confidence and self-resilience. That individual capacities are given the proper attention and that learners must develop resilience and self-motivation. That learners must be given the urge to rely on their abilities to do an activity or task.

Table 4
Level of Attainment of the Objectives of Kindergarten Classes as Perceived by Teachers

Objectives of Kindergarten	WM	DR	RANK
Promoting a sense of self-worth and belonging	4.66	VHA	1
Learning to recognize and write numerals	4.62	VHA	2
Encouraging independence and self-help skills	4.59	VHA	3
Developing gross motor skills through physical activities	4.58	VHA	5.5
Learning to interact positively with peers and adults	4.50	VHA	5.5
Fostering positive values and attitudes towards learning and others	4.50	VHA	5.5
Building confidence and resilience	4.47	VHA	7
Refining fine minor skills thru writing, drawing & arts and crafts	4.66	VHA	8.5
Recognizing and expressing emotions appropriately	4.66	VHA	8.5
Developing self-regulating skills	4.43	VHA	10
Encouraging verbal expressions and active learning	4.40	VHA	11
Encouraging curiosity and a love for learning	4.39	VHA	12
Developing empathy and understanding of others	4.38	VHA	14.5
Developing number sense and counting skills	4.38	VHA	14.5
Learning to share, take turns and cooperate	4.38	VHA	14.5
Identifying and sorting objects by color, sizes and shapes	4.38	VHA	14.5
Learning to write letters a simple word	4.36	VHA	17
Participating in group discussions and storytelling	4.35	VHA	18
Developing a sense of responsibility and respect	4.31	VHA	19.5
Developing phonological awareness	4.31	VHA	19.5
Understanding basic math concepts like addition, and subtraction	4.30	VHA	21
Developing basic reading and comprehension skills	4.27	VHA	22
Learning letter recognition and sounds	4.23	VHA	23.5
Developing vocabulary and sentence structure	4.23	VHA	23.5
Building vocabulary through reading and conversation	4.19	HA	25

Numerical value Statistical Level Descriptive Rating: 5 is 4.21 - 5.00 Very Highly Assessed, 4 is 3.41 – 4.20 Highly Assessed, 3 is 2.61 – 3.40 Moderately assessed, 2 is 1.81 – 2.60 Lightly Assessed, and 1 is 1.00 - 1.80 Lowly Assessed.

Degree of Seriousness of Problems Encountered - The next table portrays the perceived extent of seriousness of some enumerated factors that could affect the determination of the literacy levels of kindergarten learners. As could be inferred from the data found in the table, all factors indicated a picture of "highly serious" situations.

Table 5
Degree of Seriousness of the Problems Encountered in Assessing the Literacy Level of Kindergarten Learners

Problems Encountered	WM	DR	RANK
Children with behavioral or emotional difficulties may struggle to participate in literacy activities and assessments	4.04	HS	1
Some children may have learning disabilities that affects their literacy development such as dyslexia or dysgraphia	4.01	HS	2
Parents are not cooperative in guiding their children at home	4.0	HS	3
Many children arrive at kindergarten with limited exposure to books	3.86	HS	4
Kindergarteners come from diverse backgrounds with varying levels of literacy exposure, creating a wide range of starting points	3.82	HS	5
Assessments may not be culturally or linguistically appropriate for all	3.80	HS	6
Teachers may not have adequate training in identifying and assessing literacy skills in young children, leading to inaccurate assessments and interventions	3.78	HS	7 .5

Schools lack the necessary resources, such as books, materials, and trained staff to effectively assess and support young learner's literacy development	3.78	HS	7.5
Informal observations and assessments, such as observing children's engagement with books and their ability to use print concepts, are crucial for gathering a comprehensive picture of their literacy skills.	3.63	HS	9
Standardized to my no accurately capture the literacy skills of young children, especially those who, are not yet comfortable with formal testing situations	3.55	HS	10.5
It can be challenging to pinpoint specific areas of literacy difficulty, such as phonemic awareness, decoding or comprehension using only informal assessments	3.55	HS	10.5
Average Mean	3.71	HS	

Numerical Value Statistical Level Descriptive Rating: 5 is 4,21 - 5.00 Very Highly Serious, 4 is 3.41 - 4.20 Highly Serious, 3 is 2.41 - 3.40 Moderately Serious, 2 is 1.81 – 2.40 Slightly Serious, and 1 is 1.00 -1.80 Not Serious.

This means that there are really conditions or situations that could affect the veracity of assessments that could be evaluated by the assessors. The assessments are not foul proof as these are just estimated calculations. However, it is noted that there is no situation that is labeled "very highly serious" nor "moderately serious". Hence, the situations were seen as "highly serious". Perceived as the highest "highly serious" is the condition "that children with behavioral or emotional difficulties may struggle to participate in literacy activities. Hence the extent of participation is not normal as it could be under stress or involuntary and that it would be difficult for an assessor to estimate the assessment result. Truth is there might be learners with behavioral conditions or some learners are emotionally disturbed. Moreover, the assessments could vary from individual assessor. Next is the situation where some learners may have learning disabilities that could affect their literacy development such as reading disability, hearing disability, or talking disability and so forth that is not easily seen that meets the eye. Hence the expertise of the evaluator or assessor is also a factor to reckon with. Coming as a third is the condition there are parents who seem not to be cooperative in guiding their children at home. Or perhaps, some parents are so much occupied with their income generating activities and that they find no time to help their children study It is then a fact that some parents do not find time to help their children study especially when their families are big.

While next is the perceived condition that learners come from very diverse backgrounds with varying degree of levels of literacy exposure creating a wide range of starting points. One situation is the level of educational attainment of parents like some have barely finished grade school or elementary education while some parents might have gone to college or even degree holders. The situation is then varied. The worse scenario might be that some parents have not gone to formal education. Another situation is that some families are well to do while others are on the poverty level of economic condition. This is followed by the situation is that assessments may not culturally or linguistically appropriate for all students thereby potentially leading to inaccurate results. The language at home is then one factor to consider as there could be different languages at the homes. Another problem is that some teachers do not have adequate training in identifying and assessing literacy skills in young children that could lead to inaccurate and diversified assessments levels. This is also the problematic condition as some school lack the necessary and adequate resources.

Validity of Questionnaire Used - The last table depicts the state of validity of the questionnaire used to gather the data for the study. It has to be mentioned that the questionnaire was subjected to the evaluation of some experts in the field such as master teachers. As shown in the table, the questionnaire used in the study is very much acceptable both in face validity and in content validity. Hence it was rated as very appropriate and very reliable as evidenced by the ratings given by the set of evaluators. This means that the research instrument were given the proper attention and care so as to properly achieve the results that is supposed to be achieved. It also considered the ease of implementation, with the proper words and terms used so as not to foster ambiguity and wrong interpretation.

Validated Templates and Forms for Kindergarten Learners - To determine the appropriateness of the developed template and form, the material underwent a test along with Content Validity, Clarity and Language Appropriateness, Usability and Practicality, Alignment with DepEd Policies, Ethical Considerations, and Overall Acceptability. For content characteristics, Table 7 shows that the overall validity rating of evaluators for the developed Templates and Forms for Kindergarten Learners is very high. This is evident for the overall computed

median for objectivity, clarity, and relevance is all rated 5 implying very high validity. It confirms that early reading intervention is critical for kindergarten learners who show signs of dyslexia and dysgraphia. Because these learners are still developing foundational literacy skills, intervention programs must be structured, developmentally appropriate, and consistently monitored. To ensure effectiveness and accountability, validated templates and forms are essential tools for both teachers and parents. These instruments help document learner progress, guide instruction, and strengthen home–school collaboration while maintaining ethical and educational standards.

Table 6
Validity of Research Instrument (Questionnaire)

Indicators	WM	DR	RANK
I. Face Validity			
(Appearance and Legibility)			
1. General Appearance	4.60	VHA	1
(this includes neatness, alignment and typing)	4.40	VHA	2.5
2. Grammar			
(this includes correct tense, parallelism)	4.40	VHA	2.5
3. Lay out			
(this includes spacing, balance on sheet)			
II. Content Validity			
Functionality	4.40	VHA	4.5
Acceptability	4.40	VHA	4.5
Appropriateness	4.60	VHA	1.5
Timeliness	4.60	VHA	1.5
Implementability	4.40	VHA	4.5
Sustainability	4.40	VHA	4.5

Numerical Value Statistical Range Descriptive Equivalent: 5 is 4.21 – 5.0 Very Highly Acceptable (VHA), 4 is 3.41 – 4.20 Highly Acceptable (HA), 3 is 2.61 – 3.40 Moderately Acceptable (MA), 2 is 1.81 - 2.60 Slightly Acceptable (SA) and 1 is 1.00 - 1.80 Not Acceptable (NA).

Table 7
Validation of the Developed Templates and Forms for Kindergarten Learners with Behavioral or Emotional Difficulties

Content Characteristics	Mean	DER
A. Content Validity		
Indicators reflect early reading skills appropriate for kindergarten learners	5.00	VHV
Indicators reflect early writing and fine motor skills	5.00	VHV
Items focus on observable learner behaviors, not diagnosis	5.00	VHV
Content is aligned with the Kindergarten Curriculum Guide	5.00	VHV
Overall	5.00	VHV
B. Clarity and Language Appropriateness		
Instructions are clear and easy to understand	4.80	VHV
Language used is parent-friendly and non-technical	4.80	VHV
Statements are free from labeling or bias	5.00	VHV
Overall	4.93	VHV
C. Usability and Practicality		
Forms are easy to accomplish within a reasonable time	4.80	VHV
Layout and format are user-friendly	5.00	VHV
Templates are applicable in both home and school settings	5.00	VHV
Overall	4.90	VHV
D. Alignment with DepEd Policies		
Supports the objectives of Every Child a Reader Program (ECARP)	5.00	VHV
Aligned with Inclusive Education Policy (DO 21, s. 2019)	5.00	VHV
Supports MTSS and school-based intervention programs	5.00	VHV
E. Ethical Considerations		
Uses strength-based and child-friendly language	5.00	VHV
Ensures confidentiality of learner information	5.00	VHV
Promotes ethical parent and teacher involvement	5.00	VHV
F. Overall Acceptability		
Suitable for use by kindergarten teachers	5.00	VHV
Suitable for use by parents	5.00	VHV
Effective for reading intervention documentation	5.00	VHV
Overall Content Characteristics	4.94	VHV

The use of validated templates and forms is a critical component in the successful implementation of reading

intervention programs for kindergarten learners, particularly those experiencing difficulties associated with dyslexia and dysgraphia. In the context of the Department of Education's (DepEd) inclusive education framework, these tools ensure that interventions are systematic, equitable, evidence-based, and responsive to the developmental needs of young learners. Validated templates and forms provide a standardized structure for collecting learner data across different settings and implementers, including teachers and parents. Without standardized tools, observations may be subjective, inconsistent, or incomplete. Kindergarten is a critical period for developing foundational literacy skills. Validated templates help teachers and parents identify early warning signs of reading and writing difficulties, such as challenges in phonological awareness, letter recognition, or fine motor control.

One of the core principles of DepEd's MTSS and school-based intervention programs is data-driven decision-making. Validated templates and forms ensure that instructional decisions are grounded in objective evidence rather than assumptions or intuition. This alignment ensures that interventions are not isolated efforts but integral parts of the school's improvement strategies. The use of validated templates and forms is indispensable in implementing effective kindergarten reading intervention programs for learners with dyslexia and dysgraphia. These tools ensure consistency, promote early identification, support data-driven instruction, enhance home–school collaboration, and uphold ethical and inclusive practices. Most importantly, they align school-based interventions with DepEd's vision of providing quality, learner-centered education where no child is left behind.

In this regard, for kindergarten learners, forms should focus on observable behaviors and skill development, not medical diagnosis, since dyslexia and dysgraphia are best identified through long-term observation and professional evaluation. Parents play a vital role in the success of early reading intervention, especially for kindergarten learners who experience difficulties in reading and writing associated with dyslexia and dysgraphia. To support parents in this role, the use of validated templates and forms is essential. These tools guide parents in providing structured, consistent, and meaningful support at home while ensuring alignment with school-based intervention programs. Consistent documentation on validated templates and forms play a vital role in the successful implementation of a kindergarten reading intervention program for learners with dyslexia and dysgraphia. By providing structured documentation, guiding instructional decisions, and strengthening collaboration between teachers and parents, these tools help ensure early, effective, and ethical support. When thoughtfully designed and consistently used, they contribute significantly to improving literacy outcomes and building learner confidence at a critical stage of development.

3. Conclusions

The following conclusions have been forwarded, culled from the findings earlier stated.

- The study respondents showed that they were educationally prepared and
- backstopped with their years of service and length of years in the service, including their attendance at relevant trainings/seminars/webinars attended.
- The respondents were generous in their level of assessment of the literacy level of the learners, as all six indicators were categorized as "very highly assessed".
- The different objectives of kindergarten classes were generally categorized as "very highly attained.
- The supposedly problematic situations that were listed were categorically "highly serious".

Recommendations

- Schools should encourage parents to participate in their children's literacy development by providing simple home-based literacy activities, reading materials, and training sessions on how to support early reading at home.

- Teachers should tailor literacy activities to meet the diverse needs, abilities, and learning styles of kindergarten learners. Small-group instruction, flexible grouping, and individualized tasks can ensure that each child receives appropriate support.
- Early literacy programs should consistently include activities that develop sound recognition, blending, segmenting, and rhyming. These foundational skills are essential for reading readiness and should be reinforced daily.
- Teaching methods that combine visual, auditory, and kinesthetic-tactile activities such as letter tracing, sound matching games, and interactive story sessions can enhance learners' engagement and retention.
- Using carefully selected digital literacy tools and interactive applications can supplement classroom instruction. These tools should promote phonics, vocabulary building, and early reading comprehension in an age-appropriate manner.

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