**EMILIO AGUINALDO COLLEGE – MANILA**

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**CHALLENGES AND OPPORTUNITIES IN DETERMINING THE READING LEVEL THROUGH THE PHIL - IRI DURING**

**THE TIME OF PANDEMIC**

**(*Action Research)***

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**ABSTRACT**

DepEd Order No. 50, s. 2012 states that “Every Child A Reader Program” (ECARP) is a national program that supports the thrust of the Department of Education (DepEd) to make every child a reader and writer at his/her grade level. It is supporting the attainment of Education for All (EFA) target of universal school participation and elimination of dropouts and repetition in the first three- grades.

This advocate was supported by Bureau of Learning Delivery by initiating the Philippine Informal Reading Inventory (Phil-IRI) which aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading and listening comprehension.

The main purpose of this paper is to identify the challenges and opportunities of conducting the Philippine Informal Reading Inventory during this time of pandemic to elementary pupils at Teofila Z. Rovero Memorial Elementary School for SY 2020 – 2021.

This study is categorize as Action Research (AR). The significant experiences, challenges and opportunities coming from the teachers who administered the reading inventory will be accounted.

This study will utilize a descriptive narrative and mixed method research design which will be supported by the consolidated results of the online survey to be conducted to teachers who administered the Phil-IRI. The data gathered from the survey will be analyzed qualitatively. Online interview to support the answers in the survey will also be looked into.

*Key Words: Reading, Reading Inventory, Reading Performance, Reading Level*

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