



Internal Assessment Report of the Literacy Component of Pásala! Fútbol y Lectura

Quantitative evaluation of reading comprehension, democratic coexistence and self-confidence, 2018

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Abstract

This report compiles the quantitative evaluations executed at the beginning and end of the year 2018, with 5th and 6th graders in the primary school Fe y Alegría N° 65, located in Pamplona Alta, where the project team Pásala! Fútbol y Lectura, performs its intervention. The data shows positives and significant results for the project, because inferential reading comprehension and the global score of literacy have improved. In the same way, important and significant changes in democratic coexistence: interculturality and ethical conflict resolution were observed. The self-confidence construct was also measured as an associated variable alongside the project goals. We discuss these findings according class sessions development. Finally, we give some recommendations in order to improve the intervention in the following year.

Keywords: Reading comprehension, literacy, democratic coexistence, interculturality, education, kids, Football for development.



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Method

Participants

This 2018 quantitative evaluation year in ¡Pásala! was done with the participation of kids in both moments of the evaluation, of which 40 were in fifth grade (25 girls and 15 boys) and 41 were in sixth grade (20 girls and 21 boys). At the same time, in fifth grade, 15 students were Pásala! program participants and 25 were not. On the other hand, in sixth grade, 24 kids were not participants during the year or their participation was minimal (between 1 and 3 times during the year).

Instruments

Reading comprehension. – To measure literal reading comprehension, inferential reading comprehension and critical reading comprehension two specific tests for each group in both moments of the evaluation were utilized. In fifth grade, these tests included a text of one page, like an incomplete short story about animals, dealing with issues of social values like, team work. It had 7 questions, 1 for literal reading comprehension, 3 for inferential reading comprehension, 3 for Reflexive- critical reading comprehension. In sixth grade, the text of a page and a half- was a story about solidarity. It had 9 questions, 2 for literal reading comprehension, 3 for inferential reading comprehension, 4 for Reflexive- critical reading comprehension. All questions were evaluated with a rubric which had three possible scores: 0, 0.5 and 1. All were averaged to obtain global scores. Then they were homologated to 20 points

Coexistence. - To measure moral reasoning around the democratic coexistence a specific test was used for the project that evaluates three components: inclusion of minorities, interculturality and ethical conflict resolution. The test has a total of 6 questions, two for each component. These questions are based on fictitious cases, they consisted of images, comics, texts and news, sought to make the person evaluated reflect on his opinion regarding the cases exposed and thus measure his moral reasoning. The test was corrected through an elaborate post - hoc rubric with the students' answer. The scores were categorized into three levels: not achieved, 0 points, in process, of 0.5 points and achieved 1 point. All scores were averaged to obtain the global indicators. Later they were homologated to 20 points.

Self-confidence. – This variable was measured with the Self-confidence Scale of 19 items, 16 of which refer to qualities of self-confidence and 3 belong to a scale of self-criticism that tries to assess to what extent the students are answering honestly or not under the effects of social desirability. Each one of the items in the questionnaire can receive from 1 to 4 points depending on the answers of the students. The score of 4 reflects that the student presents a positive self-concept in the concrete behavior evaluated; on the other hand, a score of 1 reflects that in that specific behavior the student presents a negative self-concept. The maximum score that can be obtained is 64 points and the minimum 16¹.

¹ García Gómez A. (1998). Programa para la mejora de las habilidades sociales y la autoestima. Premios Joaquín Sama a la Innovación Educativa. Junta de Extremadura.



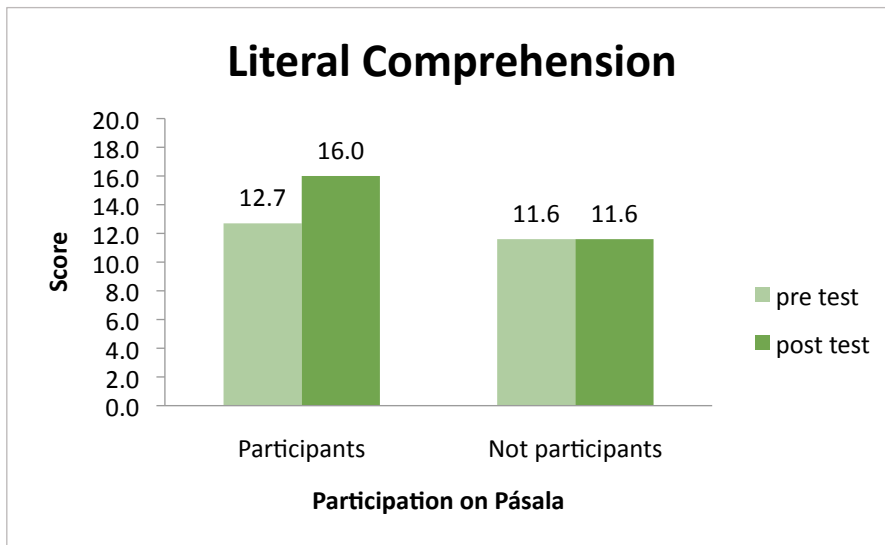
Analysis

The data was processed in both evaluations' moments. The database was analyzed with the SPSS v22 software. The results are shown descriptively and inferentially, with averages, comparing means and significant.

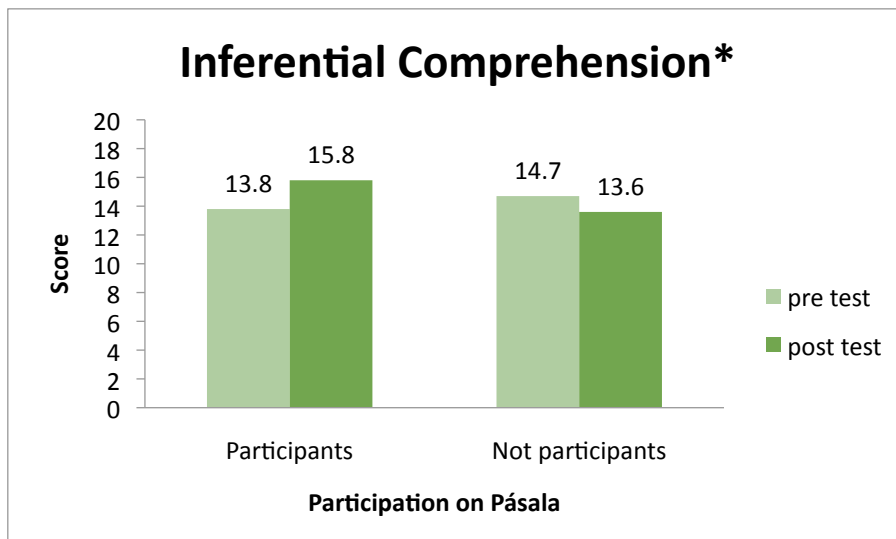
Results

Fifth grade

Reading Comprehension

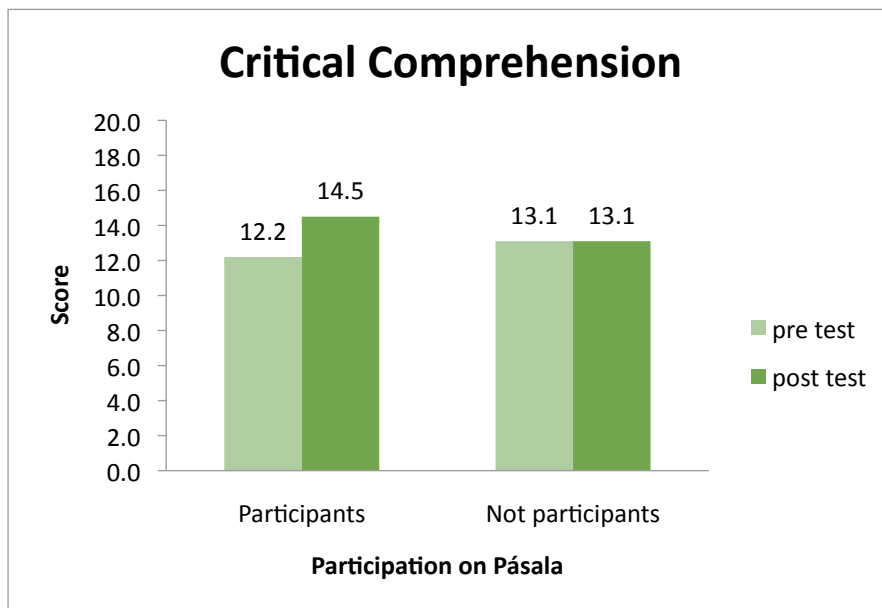


According to the results, it was observed that in literal comprehension of texts the kids who participated in Pásala have a higher score than those who didn't participate. Also, within the group that participated in Pásala it was verified that there was an increase of 3.3 points. Unlike the group that didn't participate, their scores were maintained. However, the results are not significant.

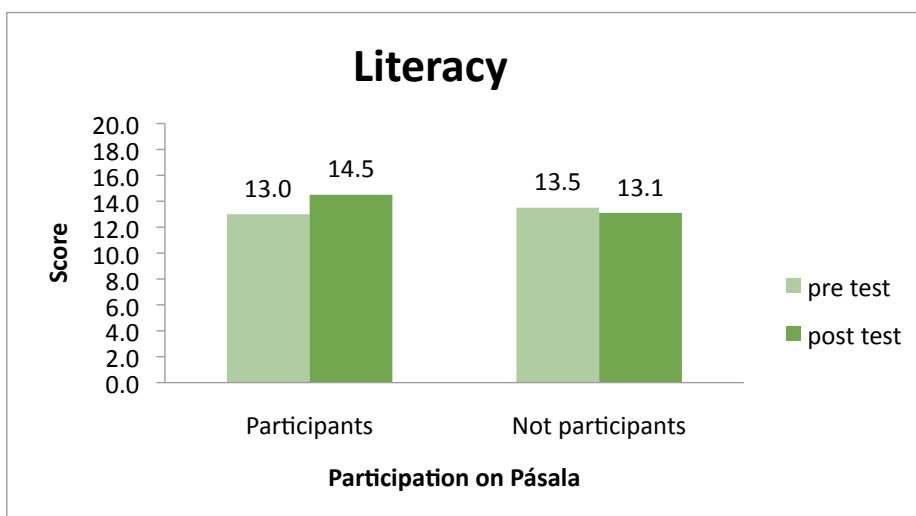




In inferential comprehension it can be observed that the students that participated in Pásala in the final evaluation (Post test) present a significantly higher score than those who didn't participate. In addition, it is important to note that after the Pásala sessions the kids scores increased by 2 points in this criterion, the result being significant. While in the group that didn't participate the scores decreased



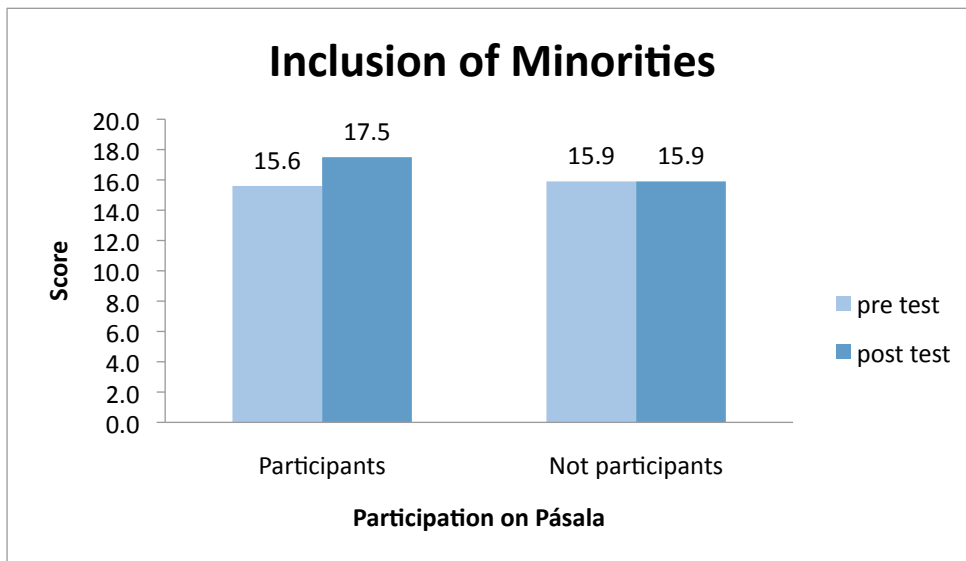
According to the graph, in Critical comprehension it can be seen that the group that participated in Pásala presents a higher score than the group that didn't participate. In addition, within the group that participated in the program, their scores increase by 2.3 points from the initial to the final evaluation, while the children who didn't participate in Pásala remained with the same score. However, the results are not significant.



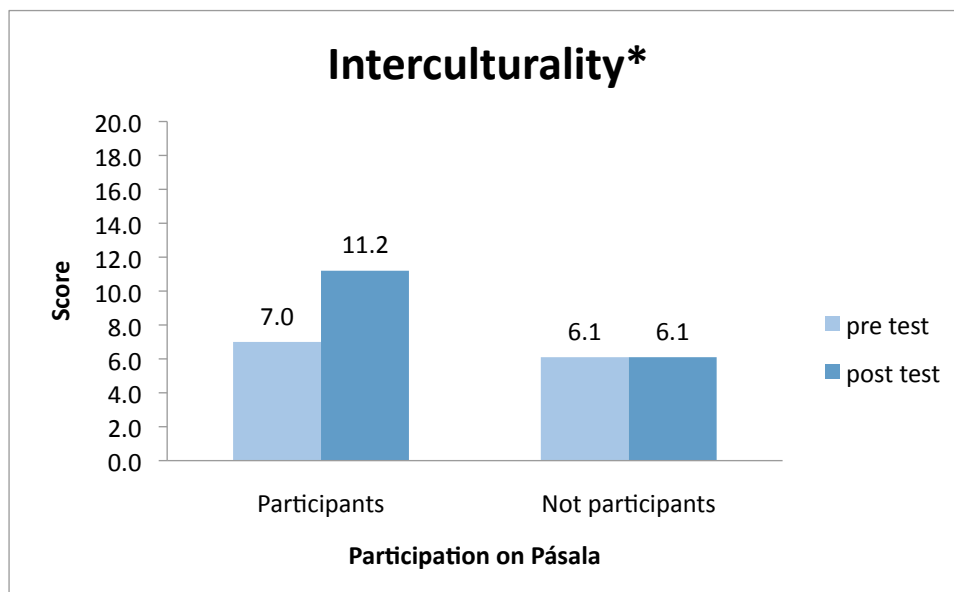


In the global score of the literacy test, it can be seen that the group that participated in Pásala has a higher average than the group that didn't participate. Note, that in the initial evaluation the group had a lower average than the group that didn't participate. However, the results are not significant.

Democratic coexistence



Next, the results of the second evaluated component are presented: Democratic coexistence. The first criterion is that of Inclusion of Minorities, where it can be seen that the kids who participated in Pásala show a higher score than those who didn't participate. Also, the group who participated, showed an increase of 1.4 points between the initial and final evaluations. However, in the group that didn't participate the scores remained the same. The results are not significant.

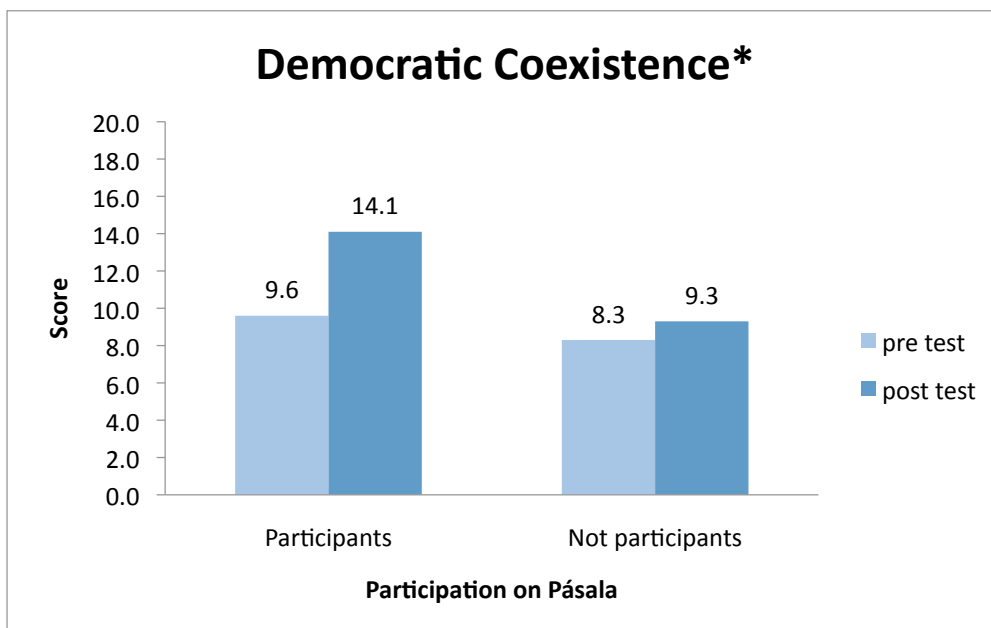




Regarding the criterion of Interculturality; that is, tolerance to understand diversity either by place of origin or different religious beliefs. It can be observed that in the final evaluation the kids who attended Pásala presented a higher score than those who didn't, with significant differences of 5.1 points. Likewise, the group that participated in Pásala has significant differences between pre and post test, with an increase of 3.2 points. While in the group that didn't participate the score remained equal and results are not significant



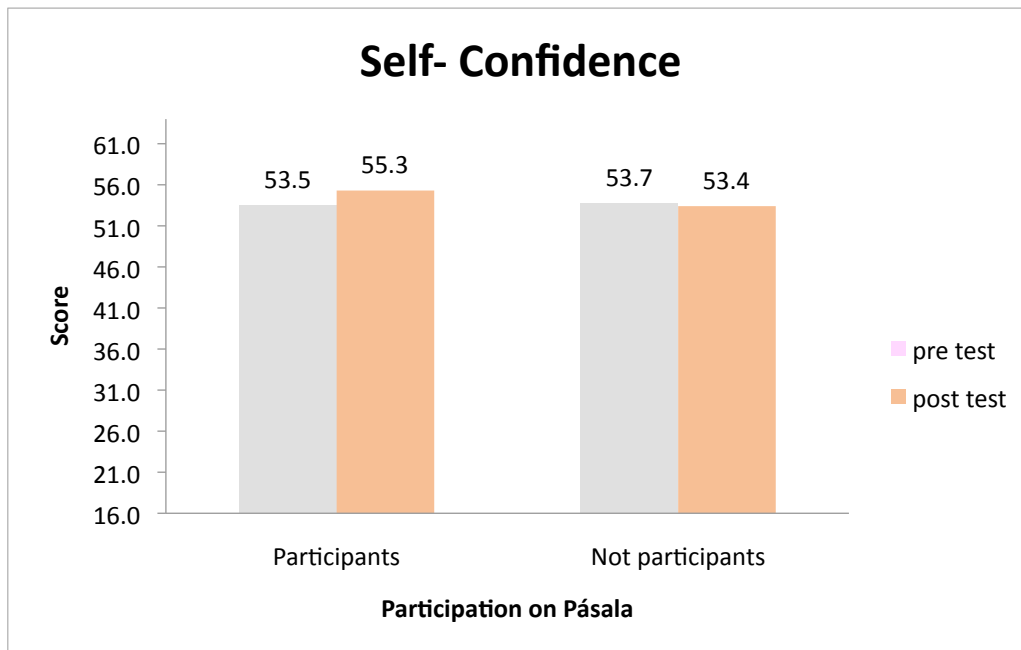
In ethical conflict resolution according to the post test, the kids who participated in Pásala show a higher score than those who didn't, with a significant difference of 6.5 points. In addition, in the group of kids that participated in Pásala, the scores increased by 8.7 points between pre and post, with the result being significant.



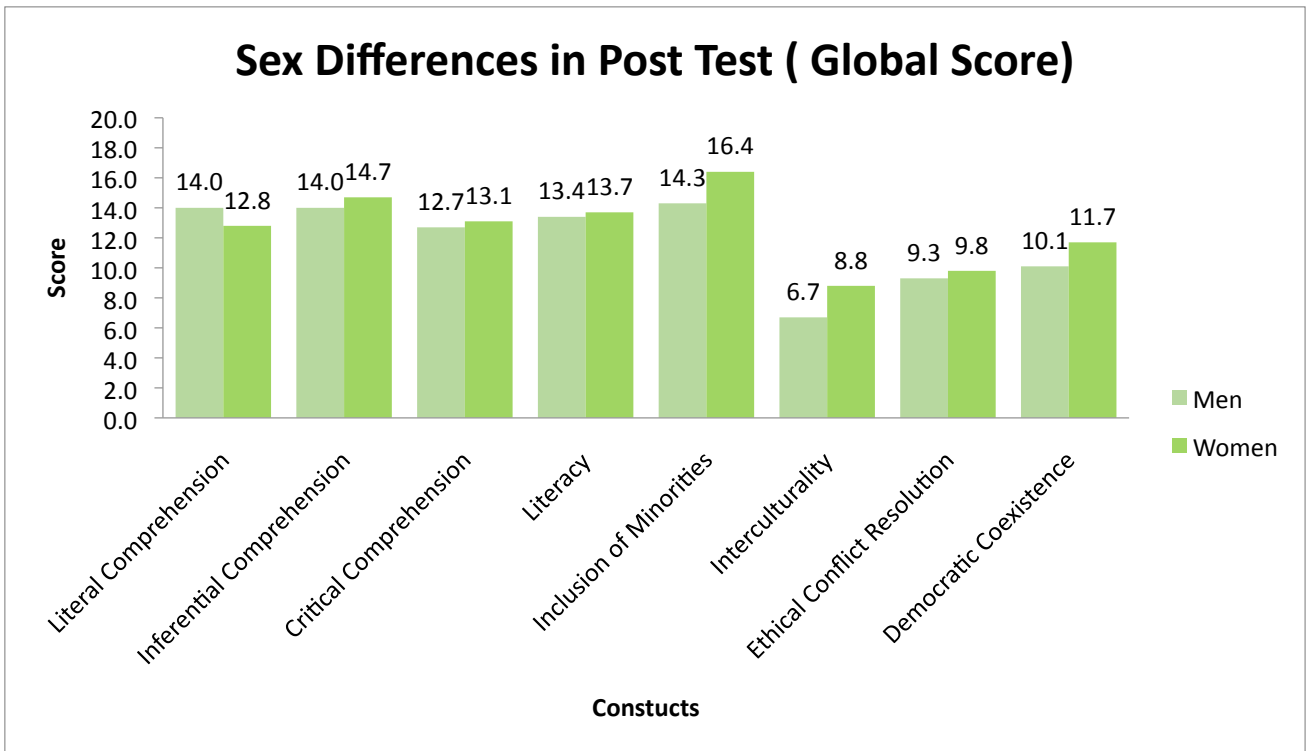


In this graph, the whole component of democratic coexistence is evaluated as an average score that integrates the criteria previously seen, towards the end of the year significant differences were observed between the group that participated un Pásala and the group that didn't participate, of 4.8 points, positive score for kids who participated in Pásala. Likewise, if the initial evaluation is compared with the final evaluation, for the group that participated in Pásala, we found a significant increase of 4.5 points

Self confidence



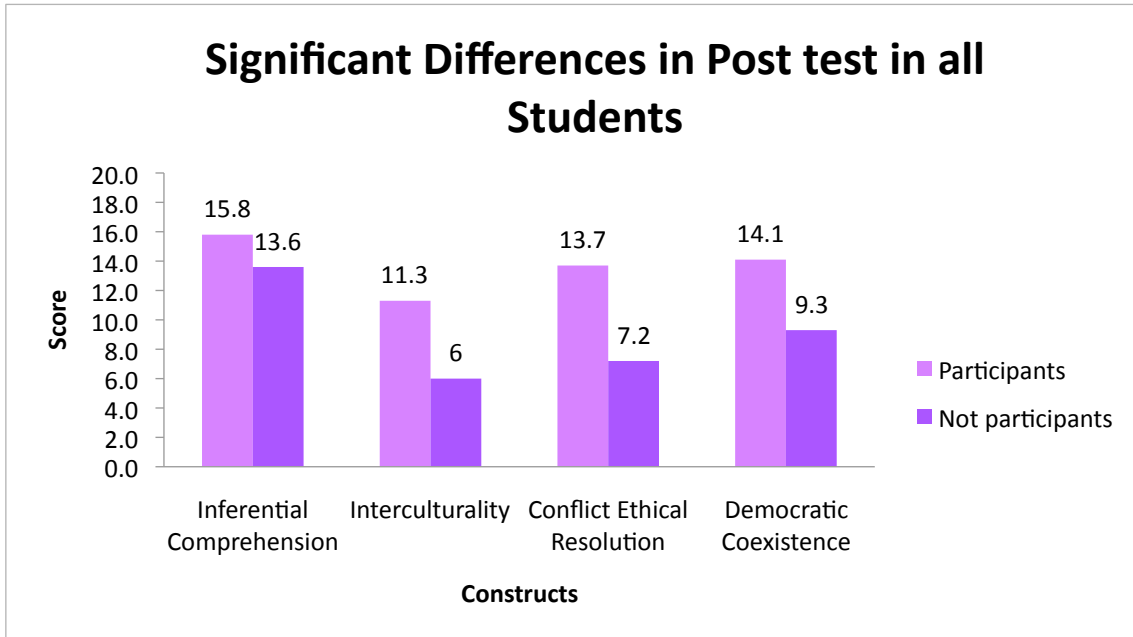
In the final evaluation, the kids who participated in Pásala presented a high average self-confidence level, unlike those who did not, who showed an average level. However, it should be noted that the results are not significant.



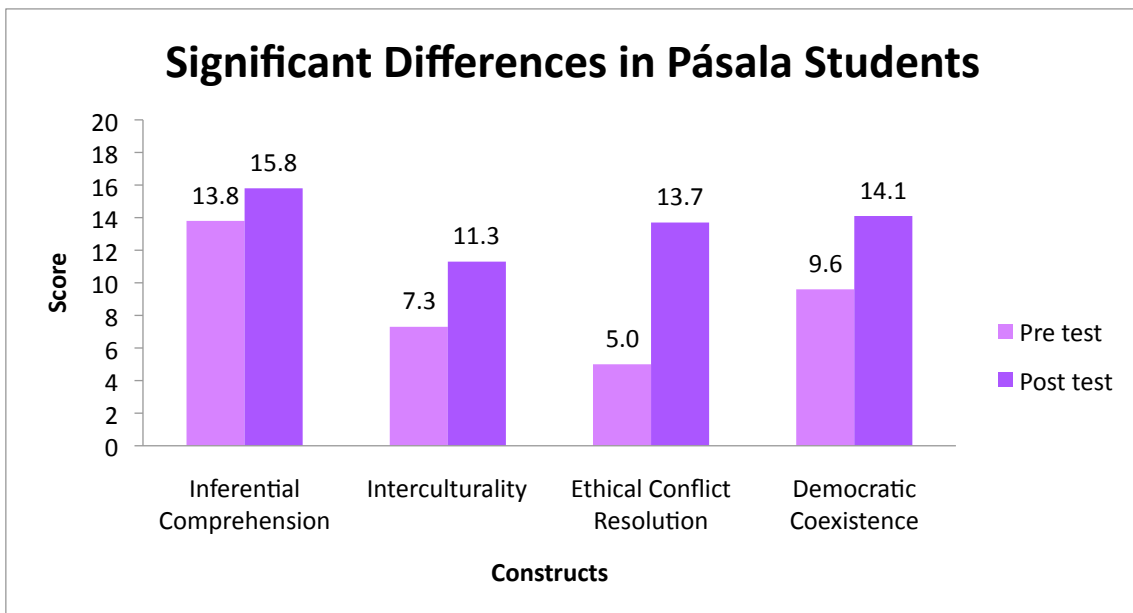
According to the graph where the results of both those who attend and those who do not are shown, it can be observed that there is a diversity of differences at a descriptive level in both men and women, where women have a higher score in almost all criteria evaluated; except, in literal comprehension where men lead. However, these differences are not significant.



In this page, we show an abstract of the results which were significant for fifth grade.



The kids who participated in Pásala in the final evaluation presented significantly higher scores in both Inferential comprehension, interculturality, conflict ethical resolution, and democratic coexistence in comparison with the kids who did not attend the developed sessions.

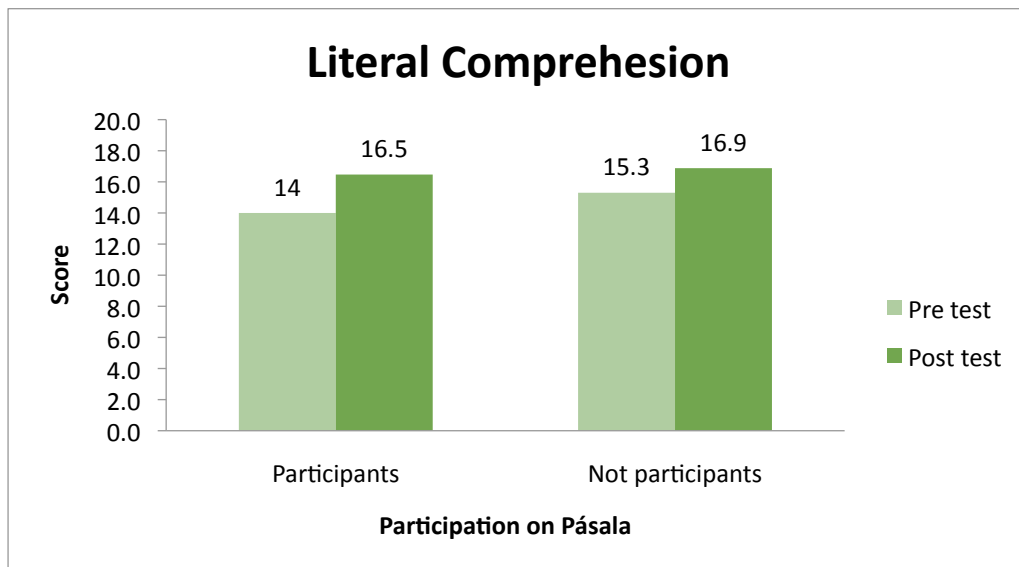




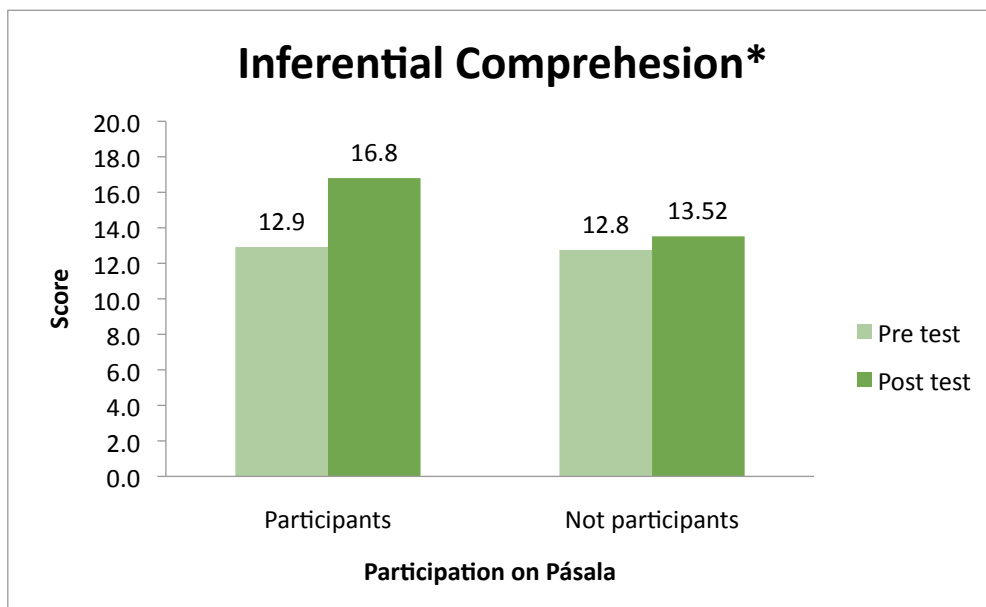
Finally, if the group that participated in Pásala is observed internally, there are significant differences between the initial evaluation and the final evaluation in inferential comprehension, interculturality, conflict ethical resolution, democratic coexistence. It should be noted that in three of the constructs, one goes from a low score to a medium level (greater than 11).

Sixth grade

Reading Comprehension

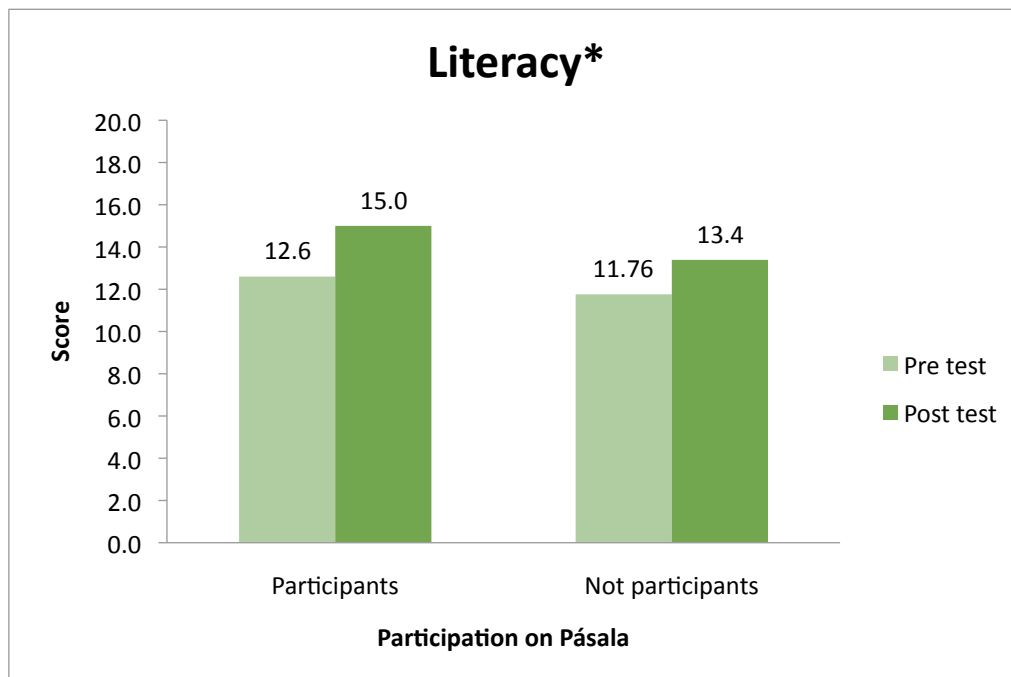


According to the results of the final evaluation, it is observed that in literal comprehension of texts the children who attend Pásala have a minimum score of at least 0.4 compared to those who do not attend. Note that in the initial evaluation the score of kids going to the Pásala sessions was lower than the other group. Also, within the group that attended Pásala sessions, it was verified that there was an increase of 1.5 points. However, the results are not significant.





In inferential comprehension it can be observed that the students that participated in the final evaluation (Post test) present a significantly higher score than the ones that didn't participate, the difference being 3.3 in both groups. In addition, it is important to note that after the Pásala sessions the kids scores increased by 1.9 points in this criterion, the result being significant. While in the group that didn't participated scores decreased.

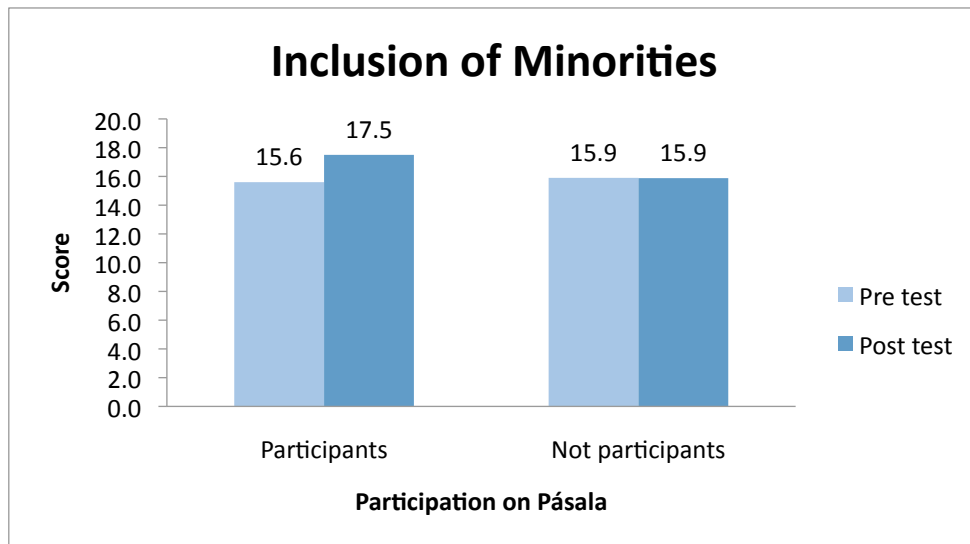


In this criterion, according to the final evaluation, the kids who participated in Pásala presented a higher score than those who did not. It should be noted that if we observe internally the group that participated in Pásala, it showed a minimum decrease of 0.3 between the pre and post test. However, the results are not significant.

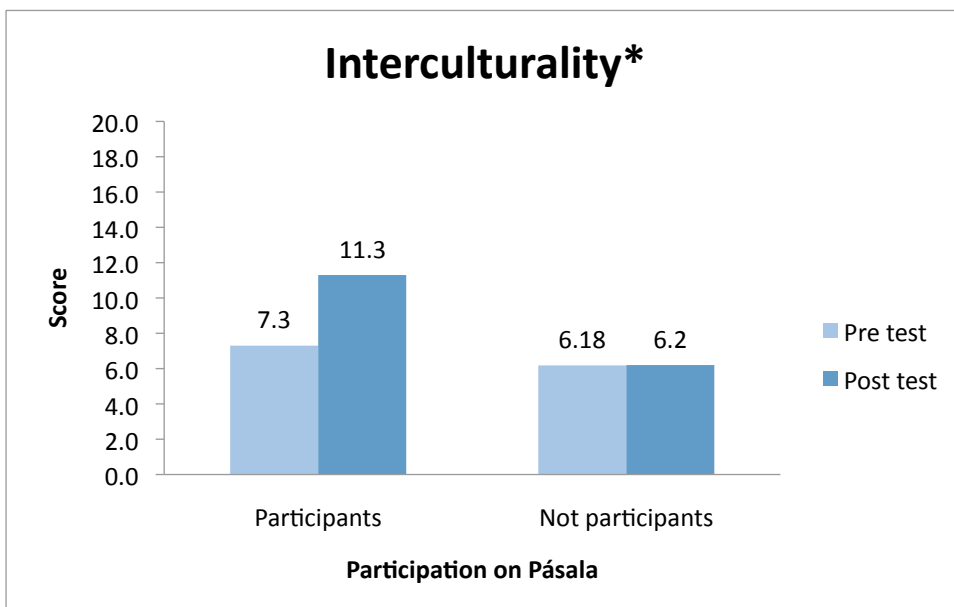


Literacy global score show that the kids who participated in Pásala tested higher than those who didn't participate; however, the difference in both groups is not significant. On the contrary, if we place ourselves in a group that participated in Pásala there is a significant increase of 2.4 points between the pretest and the post test.

Coexistence Democratic



The first criterion is that Inclusion of Minorities, where it can be seen a small difference in both groups, they are minimal and no significant. The group that didn't participate in Pásala has the same score in pre-test and post test. However, students have an average score in this criterion. The results are not significant.

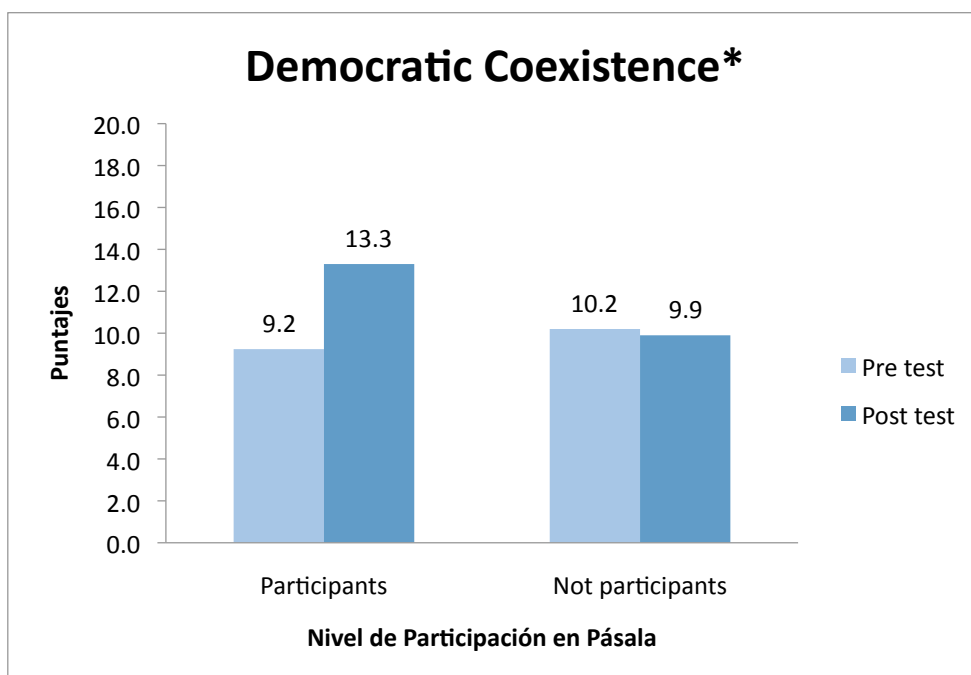




In this criterion of democratic coexistence, a significant difference is observed in the final evaluation (5.1 points) in favor of the group that participated in Pásala. Also, within this same group there is a significant increase between the pretest and post test. While in the group that didn't participated in Pásala the score is below average and is maintained throughout the year.



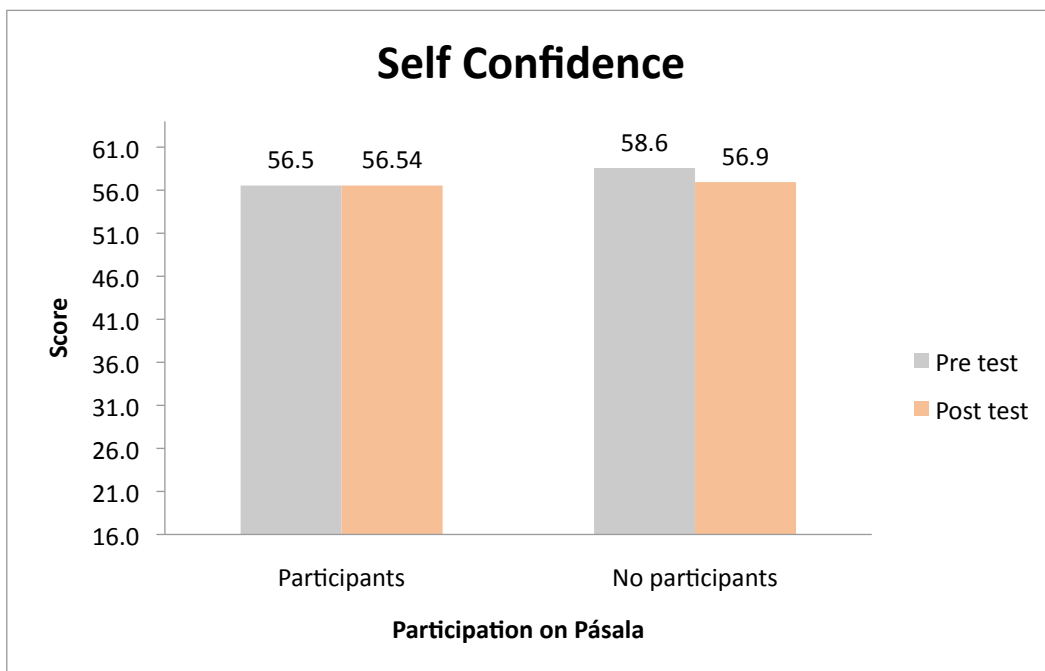
In the third criterion, the students who participated in Pásala have a higher score than those who didn't participant, however, this difference is not significant. On the other hand, if you compare the pre-test with the post- test of the group that participated in Pásala there is an increase of 3.1 points, while in the other group the difference is 1.4 points. In both cases the results are not significant.



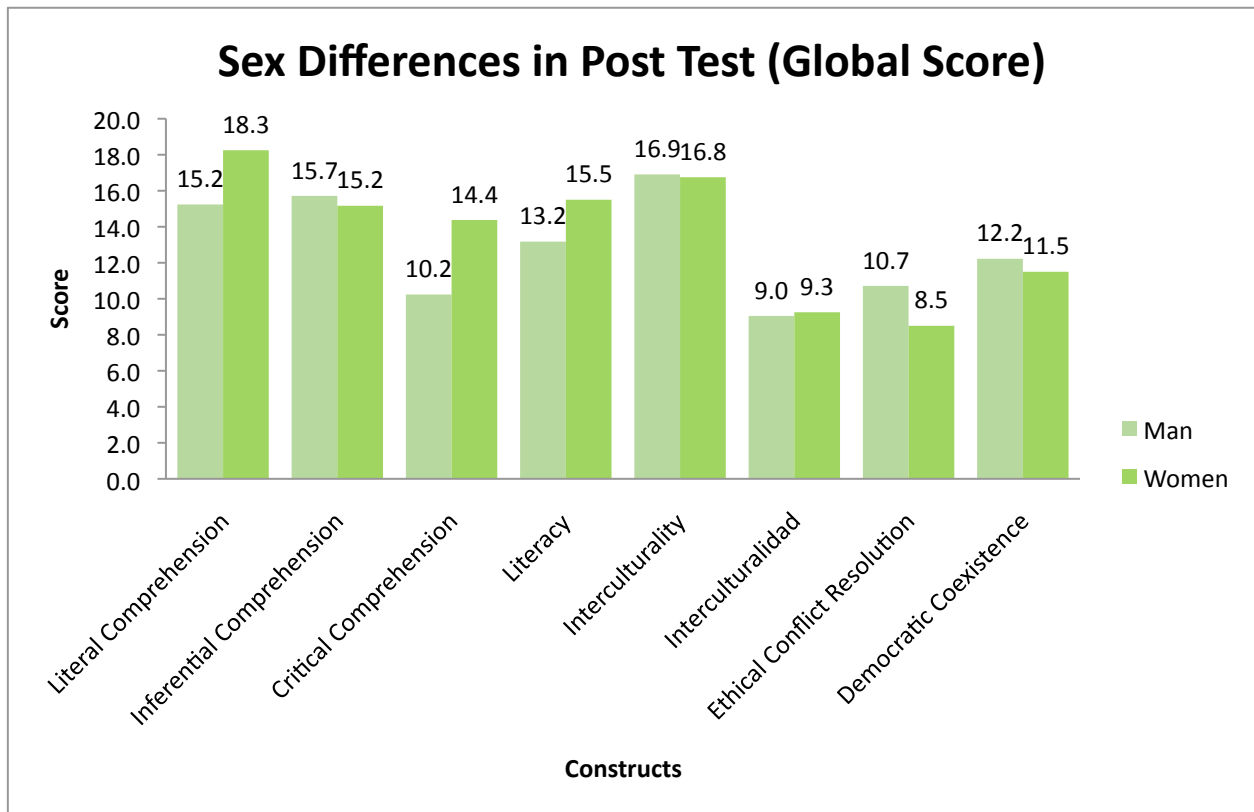


Finally, the whole component of democratic coexistence is evaluated as an average score that integrates the criteria previously seen, towards the end of the year significant differences were observed between the group that participated un Pásala and the group that didn't participate. Likewise, if the initial evaluation is compared with the final evaluation, for the group that participated in Pásala, we found a significant increase of 4.1 points

Self-confidence



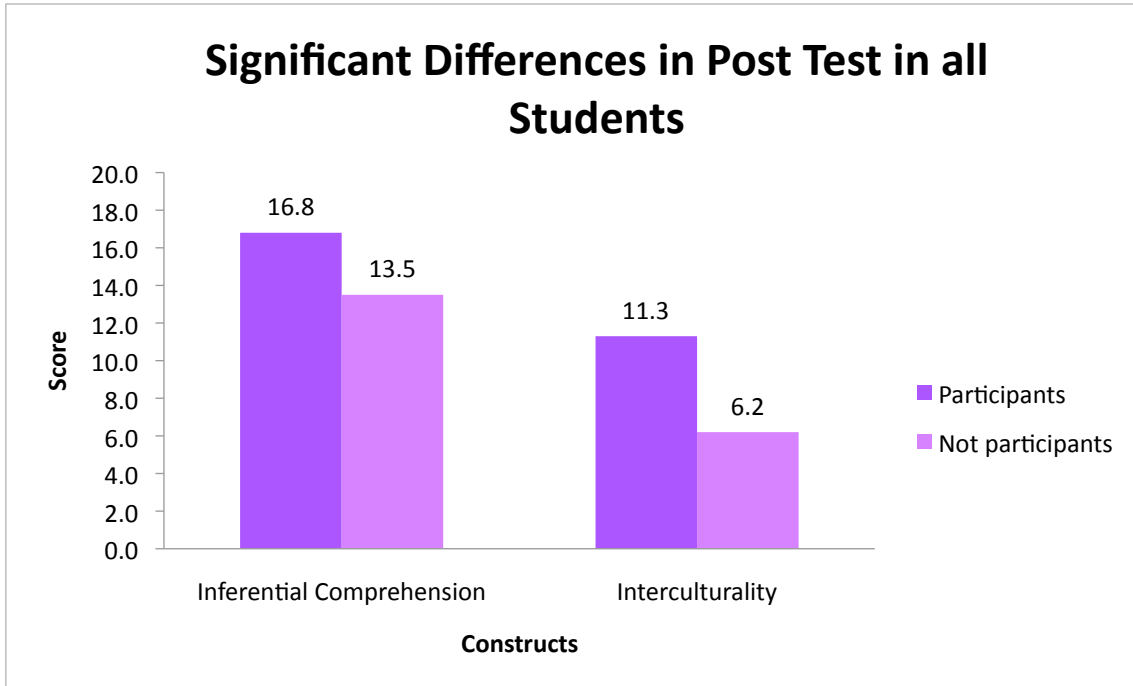
In the self-confidence questionnaire, both the group that participated in Pásala and the group that didn't participate, are at an average high level according to the scale applied to the students. Also, this level does not vary in the pre-test and post-test for both groups.



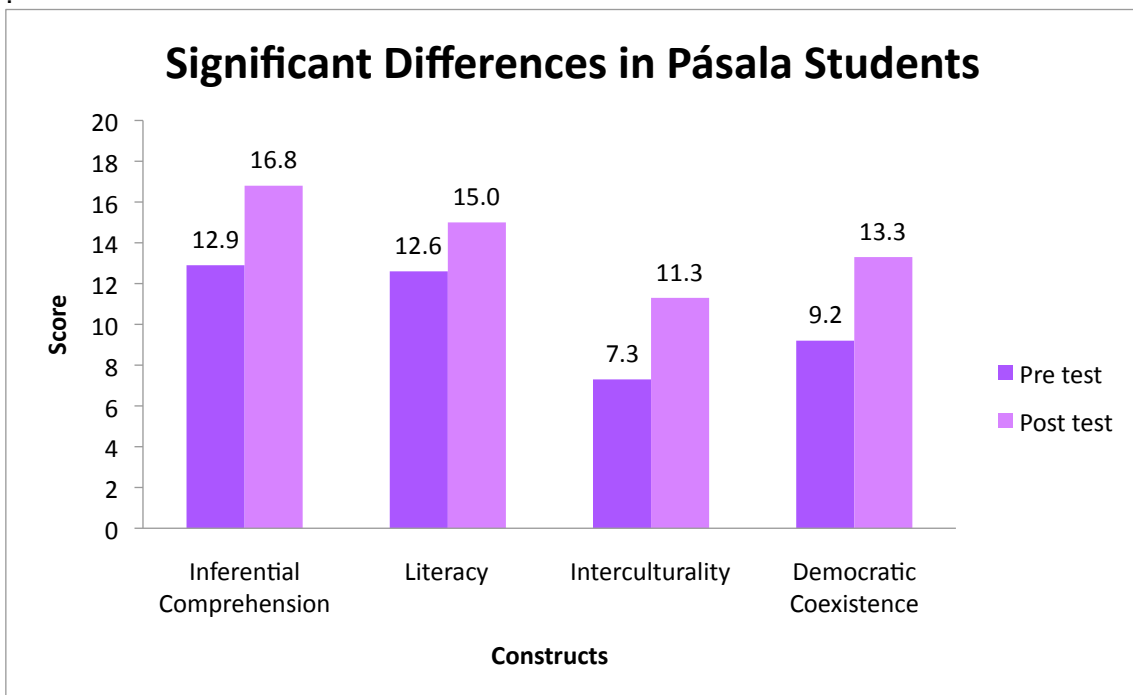
According to the graph where the results of both those who attend and those who do not are shown, it can be observed that women have a higher score in Literacy and their respective criteria; however, only they have a significant difference in Critical Comprehension. On the other hand, men have higher scores in inclusion of minorities, ethical conflict resolution and democratic coexistence, but the difference is not significant.



In this page, we show an abstract of the results which were significant for sixth grade.



The kids who participated in Pásala in the final evaluation presented significantly higher scores in both inferential comprehension, Interculturality, in comparison with the kids who did not attend the sessions.





Finally, if the group that participated in Pásala is observed internally, there are significant differences between the initial evaluation and the final evaluation in Inferential comprehension, literacy, interculturality, democratic coexistence.

Analysis and conclusions

According to results showed before the capture, it was doing the reflexive analysis. This analysis has qualitative information about work in the year and some concepts in relations to the theory. Next, we present a summary of the main findings, divided by interventions areas.

Reading comprehension

In fifth grade, kids who participated in Pásala showed lower scores at the beginning of the year than kids who didn't participate in Pásala. In other words, in the baseline, we have kids with more difficulties in reading comprehension and general comprehension levels (literal, inferential and critical) than in the other group. For instance, they need more reinforcement and follow up. This is one of the explanations why at the beginning of the year it was hard to sessions class development, but as the sessions progressed it got better, so it was possible to work better. This dynamic was made possible by three reasons: empathy between Pásala's team and the kids, attention and concern from Pásala's team about kids needs and the work with didactic materials. According to this experience, at the beginning of the year, is important that we work hard to achieve safe base and confident space with all the participants of the project, especially with kids. Indeed, with this structure, Pásala! teachers could learn more with kids, and then they could create their own culture in class. Likewise, this safe space allows the designed strategies to be effective. So, in the second part of the project we could observe the kids who have enjoyed the reading.

In the final evaluation, kids who participated in Pásala had significant differences compared to kids who didn't participate only in inferential comprehension. The kids who participated in the Project have a better score in inferential comprehension thanks to the sessions of Pásala. On the other hand, if we analyze only the group that participated in Pásala, we find significant scores in the same area. That means, the differences between pre-test and post- test are significant and positive, we have a real impact in the kids learning through the project. For instance, the kids who took classes of Pásala managed to draw conclusions and hypotheses based on the implicit information that is available in the texts, they get to go beyond the literal and can deduce new information. In fifth grade, for the next year, it is important to focus on strategies to improve at the critical level; however, there is already an important base in 2018.

In sixth grade, like fifth grade we found significant differences in comprehension inferential between the group who participated in Pásala and the group who didn't participate. According to this finding, the kids who participated in classes of Pásala could be do inferences of literal texts, get conclusions with implicit information better



than the other group who weren't in Pásala. Similarly, if we observed only the kids who participated in Pásala they have significant increment in the global score of literacy and inferential comprehension level. This result shows that the project has a real impact on reading skills. This result is also thanks to the work that has been done two years ago. On the other hand, we could observe that in critical comprehension the average decreases minimally, not significantly, so they remain at the same level with which they started. This finding could be explained by the fact that in sixth grade, they have started a new development stage, so they have different curiosities and needs. In the next year, it could be recommended to use reading materials according to their needs, such as the beginning of interest in the opposite sex, questions related to their identity, etc.

Democratic coexistence

Within this area, in fifth grade, significant differences can be found between the group that attends Pásala and the group that does not, in terms of interculturality, ethical conflict resolution and in the global score. This means that the kids who have attended the sessions of Pásala have a greater tolerance for diversity, tend to respect differences more, know how to proceed in a better way in the face of a conflict (as witnesses) compared to those who didn't attend. On the other hand, if we analyze only the group that was in Pásala, we can conclude that they have improved in the same areas previously exposed (democratic coexistence, interculturality and ethical conflict resolution) This means that there is a real impact of the project on these areas, because there are differences between the beginning and the end of the year, since they started with a very low level, reaching an average level, evidencing the importance of football for development, since in this space different situations were proposed to be able to generate discussion in relation to the way to reach an agreement, consensus and solve the present conflict based on a culture of respect. This result is interesting, because it can serve as a reference to reduce school bullying in Peruvian educational institutions.

Self confidence

The level of self-confidence, both in fifth and sixth grade, is maintained on an average level and on high average scores in both measurements. There are slight variations, but they do not involve a substantial change. It can be said that the kids with show a positive perception of their own image, identify and value their strengths, and also recognize their aspects to improve. According to the recommendations for 2018 from previous years it is important to evaluate if this scale will be applied because it is not significant for the project, it can help explain the results a little; however, it is not an area of direct project intervention. In the case of sixth and fifth grade, we have observed that in most cases where kids have increased their scores in the areas evaluated, it may have helped them to have a high average and average self-confidence level.

At a general level, we can see that the project is having a real impact on several areas of intervention; however, it is important to provide continuous monitoring. In 2018,



according to the recommendations of previous years, the link with the fifth and sixth grade teachers began to be strengthened, in order to have a better knowledge of the students, allowing us to think and design more appropriate strategies according to their life history. So, for the following years it is recommended to continue strengthening the link with the other actors of the project, including the teachers, in order to have a greater impact on kids.

Pásala represents a different space for kids, with greater flexibility, where they can express their opinions freely, where each idea is respected and discussed. According to what the kids said, it becomes a safe and enjoyable place. Being a different space at the beginning of the year, it is essential to establish the limits, to frame the space well and from there the objectives can be achieved. In this line, the information handled with them should be clear without generating higher expectations. Hence, in the course of time in which the planned sessions could not be continued, the kids were informed of the absence. This fact helped to manage in a better way when we started again the sessions; however, some kids stopped going to the project in the second part of the year, so in total they attended maximum three times. Upon returning, it was of real importance to dedicate a session to resume and frame the space and recover what had been previously worked on.

Finally, for the future Pásala sessions, it would help to have a specific reading material for the fifth and sixth grades, that could take the form of a Pásala library, because it will be a fundamental tool to be able to improve the taste for reading.