



Percentile Norms for an Early Reading Assessment in Malay

Julia Ai Cheng Lee ^{*1}, Seung-Jin Lee ², Puay Hoon Ong ³, Zaimuariffudin Shukri Nordin ⁴
& Nur Fatimah Mat Yusoff ⁵

^{1,4,5} Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak, Malaysia.

² Education Department, Sehan University, Yeongham, The Republic of Korea.

³ Dyslexia Association of Sarawak, Lorong Maxwell 2, Jalan Maxwell, 93000 Kuching, Malaysia.

ABSTRACT

The study aimed to develop percentile norms on early reading proficiency among young elementary school children. These percentile norms were derived from a suite of early reading assessments in Malay administered to 866 Primary One (Grade 1 equivalent) school children from multilingual and multi-ethnic backgrounds. During testing, the children (462 males and 404 females) were approximately seven years old. The early reading assessment battery included measures such as letter writing, letter name knowledge, letter name fluency, rapid automatised naming, phonological awareness comprising elision, phonological memory, spelling, word reading accuracy, word reading efficiency, oral reading fluency, reading comprehension, vocabulary comprising expressive vocabulary and receptive vocabulary, and listening comprehension. These percentile norms are useful for the early identification and intervention of young children with reading difficulties and reading disabilities from multilingual communities whose languages include Malay, a transparent orthography. The implications of using the norms data for the diagnosis and classification of children with reading difficulties are discussed.

Keywords: percentile norms, transparent orthography, Malay language, young children, reading difficulties, early reading, assessment battery

ARTICLE INFO

Email address: aclee@unimas.my (Julia Ai Cheng Lee)

*Corresponding author

<https://doi.org/10.33736/jcshd.4469.2022>

e-ISSN: 2550-1623

Manuscript received: 14 January 2022; Accepted: 28 March 2022; Date of publication: 31 March 2022

Copyright: This is an open-access article distributed under the terms of the CC-BY-NC-SA (Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License), which permits unrestricted use, distribution, and reproduction in any medium, for non-commercial purposes, provided the original work of the author(s) is properly cited.
