

Early Grade(s) Reading Assessments: Evolution and implementation to date

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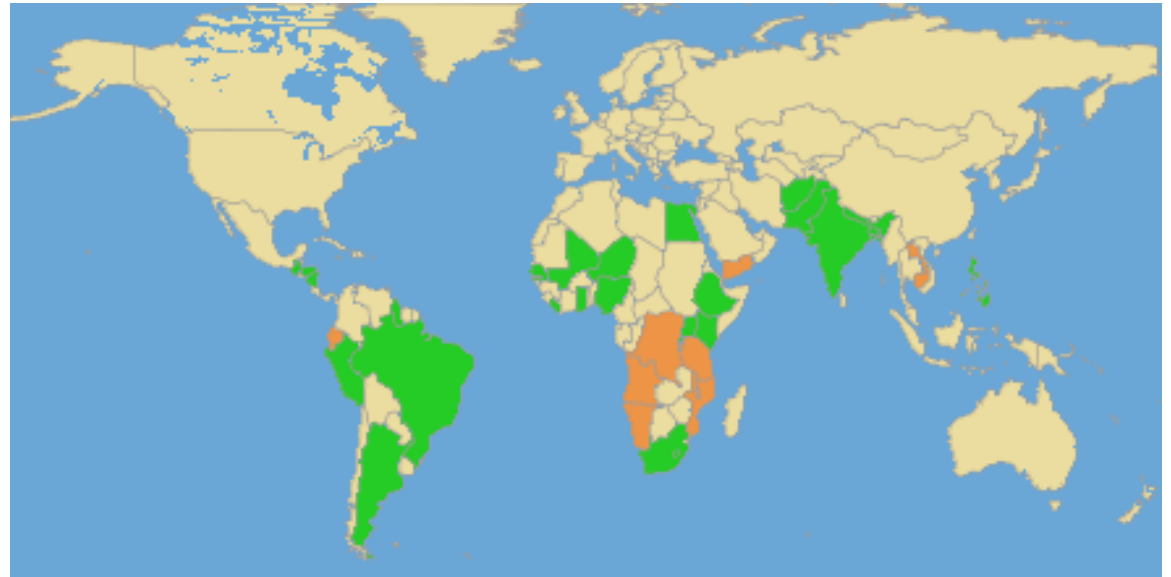
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All Children Reading by 2015:
From Assessment to Action
April 12-14, 2010
Washington, DC



Outline

- ❑ Evolution
- ❑ Coverage
- ❑ Results
- ❑ Challenges
- ❑ Opportunities



For a full list of countries see www.eddataglobal.org

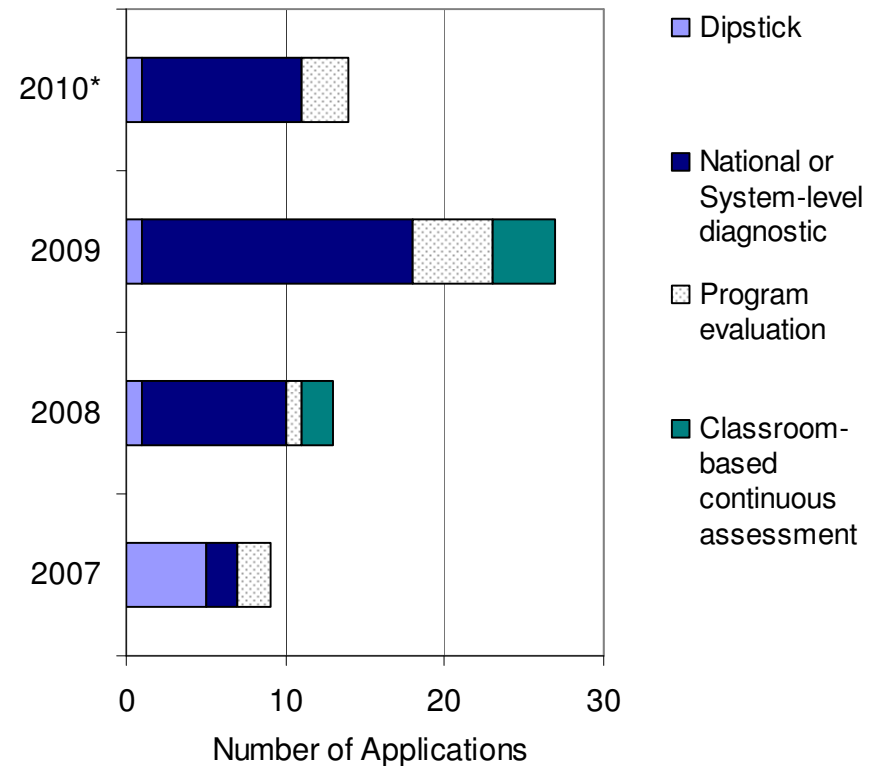
Funding Partners:
USAID, World Bank, William and Flora Hewlett Foundation

We=Community of Practice

- AED
- AIR
- Amigos de Patzun
- BRAC
- CARE
- CEPP
- ChildFund
- CIASES
- FDA
- IEP
- IRC
- Liberia Education Trust
- Molteno
- Plan International
- Room to Read
- Save the Children
- VIA
- Governments of 35+ countries
- University researchers (US: Berkeley, Utah, Texas; France, UK, Spain, UAE, Egypt, South Africa, Chile)

Evolution: How did we get here?

- International goals focus(ed) on access
- Low income country needs not being met
- (Re)new(ed) focus on quality and learning
- Expert consultation, draft instrument, pilots
- Community of Practice
- 60+ in 35+ countries

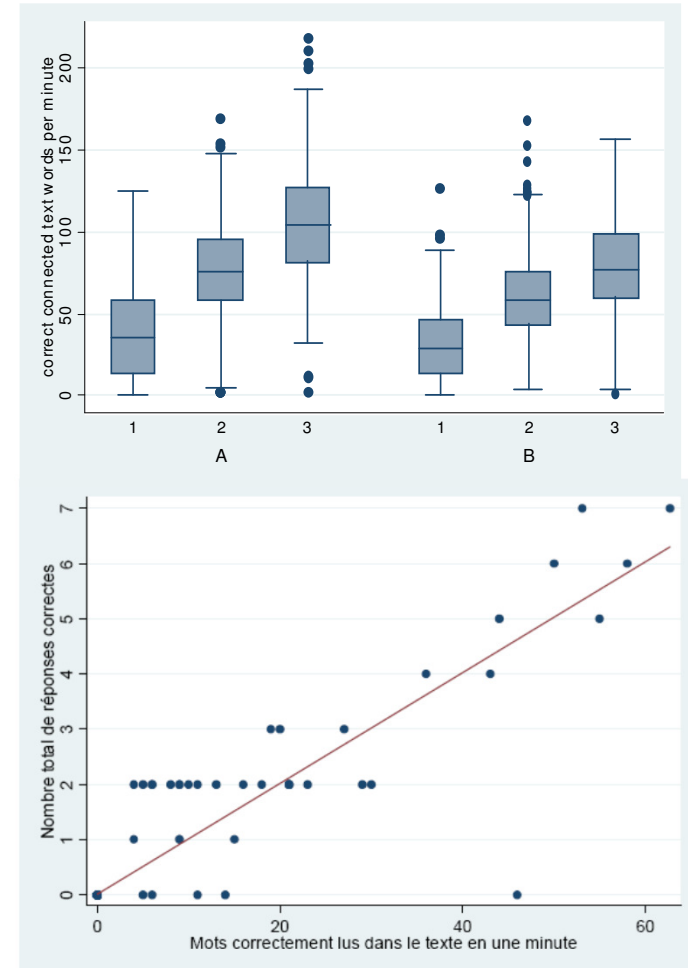


Coverage: What does EGRA test?

- ❑ Phonemic Awareness (sound)
- ❑ Letter Knowledge
- ❑ Alphabetic Principle (print to sound)
- ❑ Accuracy and Fluency
- ❑ Comprehension (reading and listening)
- ❑ (Vocabulary)

Results: What have we found so far?

- ❑ Basic skills lacking . . .
 - High zero scores (30-90%)
 - Large variation
 - Few students meeting goals
- ❑ Even in upper grades (zero scores in Mali)
 - Letter naming: 17% in 6th
 - ORF: 68% in 4th; 23% in 6th
- ❑ Comprehension correlated with fluency
 - Less so in transparent orthographies?



Results: What have we found so far?

- Teachers lack support and basic content knowledge
- Instructional time is minimal
- Few interactions with print outside of school
 - Textbook is usually the only book
 - 25% of 2nd grade students with books in Mali
 - Among Gambian “readers”, 90% have books in the home (vs. 24% of students below benchmark)
- Low expectations
 - 74% of Malian teachers think reading unfamiliar text is “inappropriate” before 4th grade

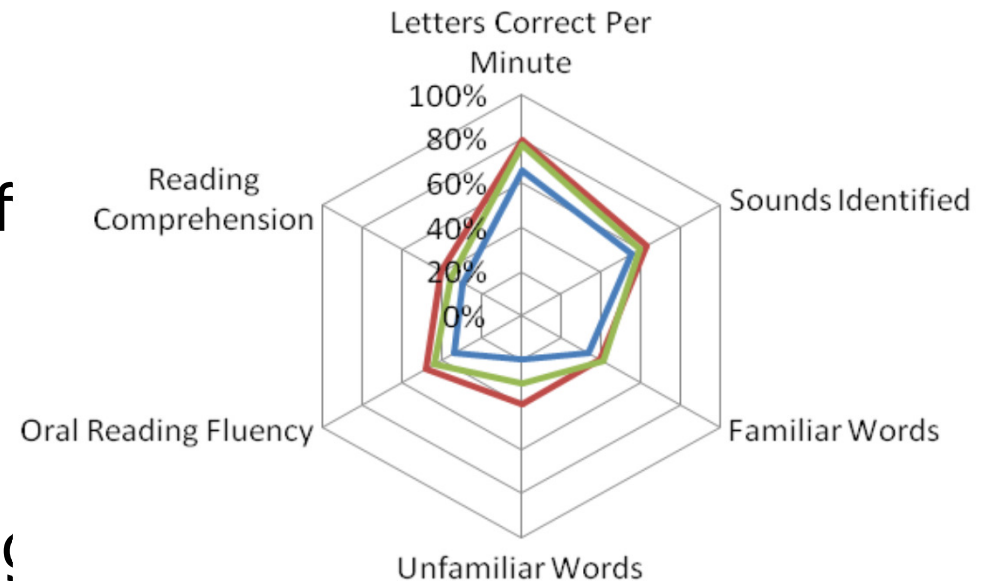
Challenges: What could be improved?

- ❑ Floor effects
- ❑ Vocabulary
- ❑ Comprehension
- ❑ Establish goals and benchmarks
- ❑ Move beyond the measure to higher level skills
- ❑ Communication and dissemination of results



Opportunities: What lies ahead?

- ❑ Reading is attracting attention, gaining momentum
- ❑ FTI Indicators: % of children reading (end of grade 2)
- ❑ Evidence for successful instructional models
- ❑ Low results in L2 leading to renewed focus on L1
- ❑ Concurrent validity good; still need predictive



For more information

- ❑ Amber Gove: agove@rti.org
- ❑ www.eddataglobal.org
- ❑ www.reading.org
- ❑ <http://www.educationfasttrack.org/themes/learning-outcomes/>

