

ALL CHILDREN LEARNING

Middle East & North Africa 2013

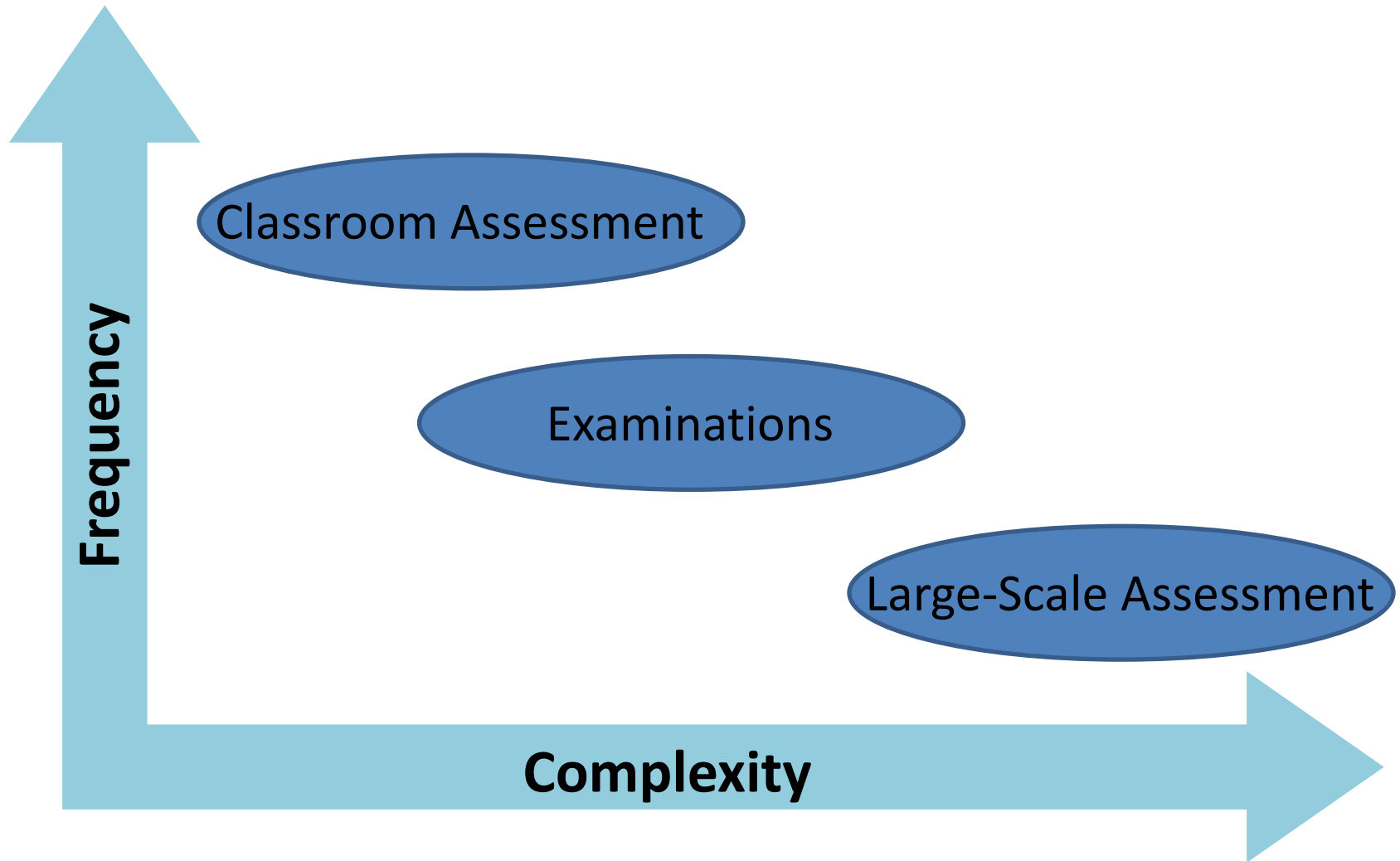


Actionable Data for a More Literate World:
Using large-scale assessment to improve results

Amber Gove, RTI International

December 2, 2013

A framework for assessments

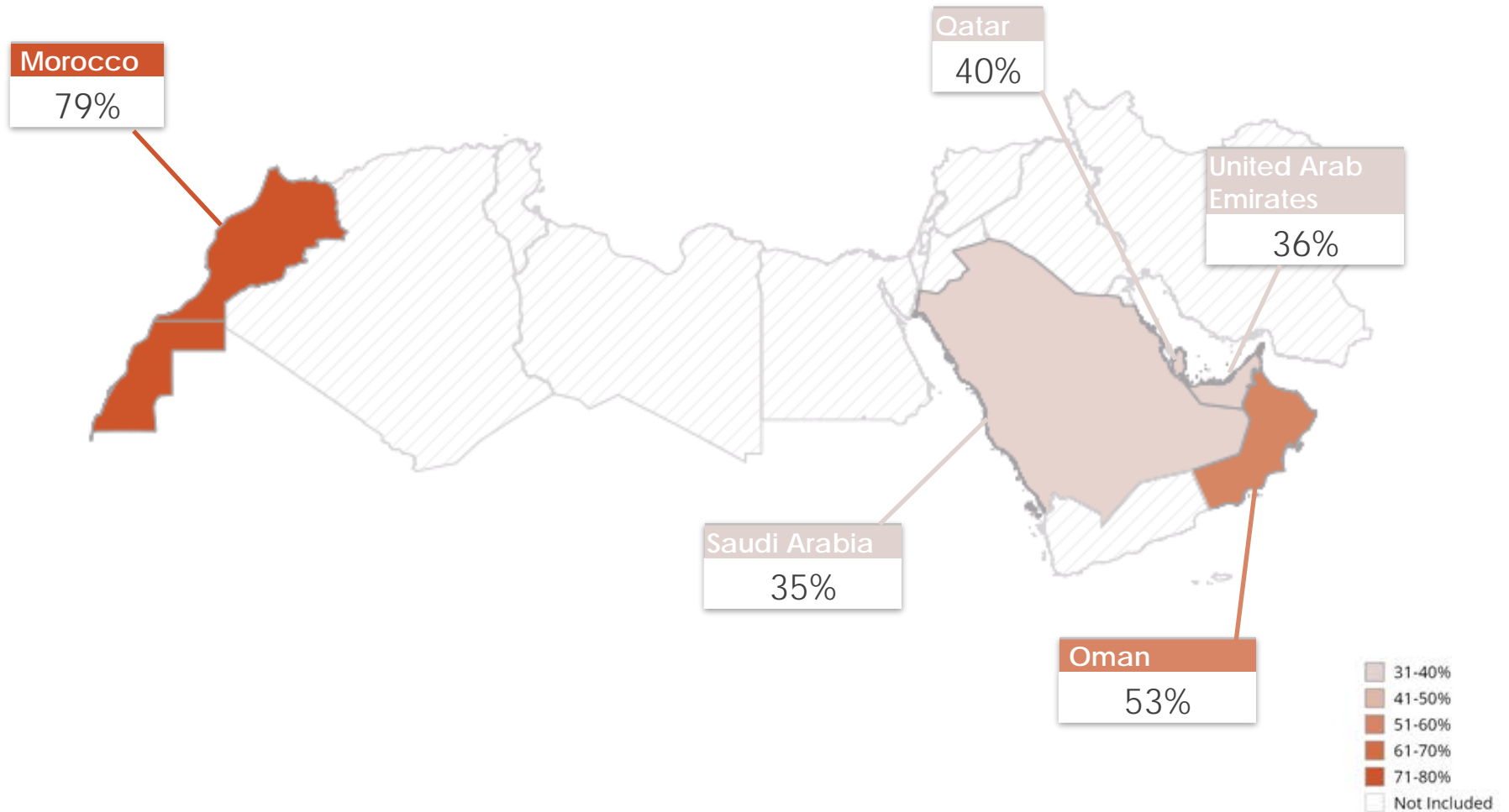


Large-Scale Assessments

STUDY	GRADE/AGE	SUBJECT(S)	ASSESSMENT PERIOD	MENA PARTICIPANTS
PIRLS	4 th Grade	Reading	Every 5 years since 2001	Iran, Morocco, Oman, Qatar, Saudi Arabia, United Arab Emirates
TIMSS	4 th and 8 th Grade	Math and Science	Every 4 Years since 1995	Algeria, Egypt, Iran, Israel, Jordan, Kuwait, Morocco, Oman, Palestinian National Authority, Qatar, Saudi Arabia, Tunisia, and Yemen
PISA	15 year olds	Reading, Mathematics, and Science	Every 3 Years since 2000	Jordan, Qatar, United Arab Emirates (Dubai), Mauritius and Tunisia
EGRA EGMA EGWA	Grades 1-3	Reading Mathematics Writing	At will	Egypt, Iraq, Jordan, Morocco, Yemen

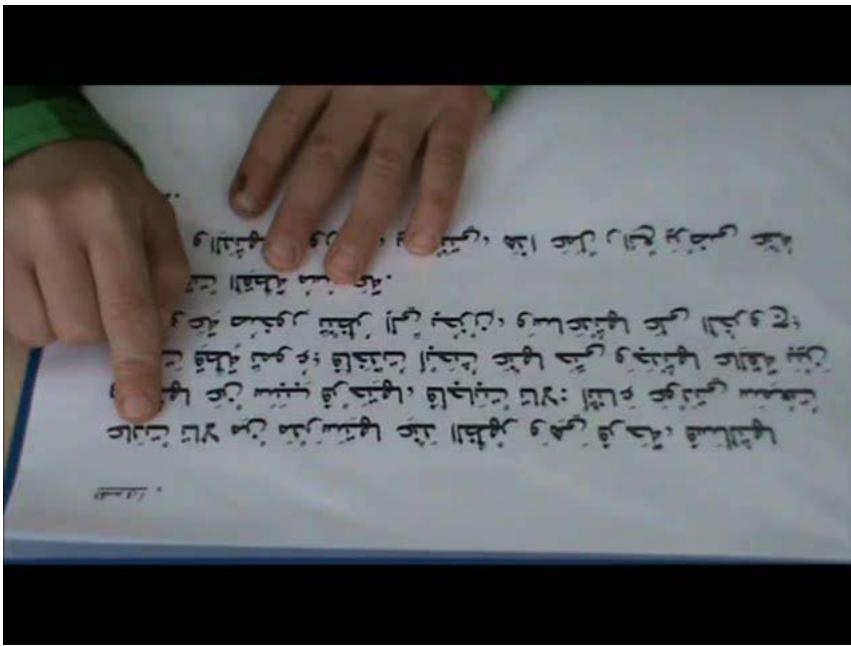
PIRLS 2011 Results

Percentage of students below the Low International Benchmark

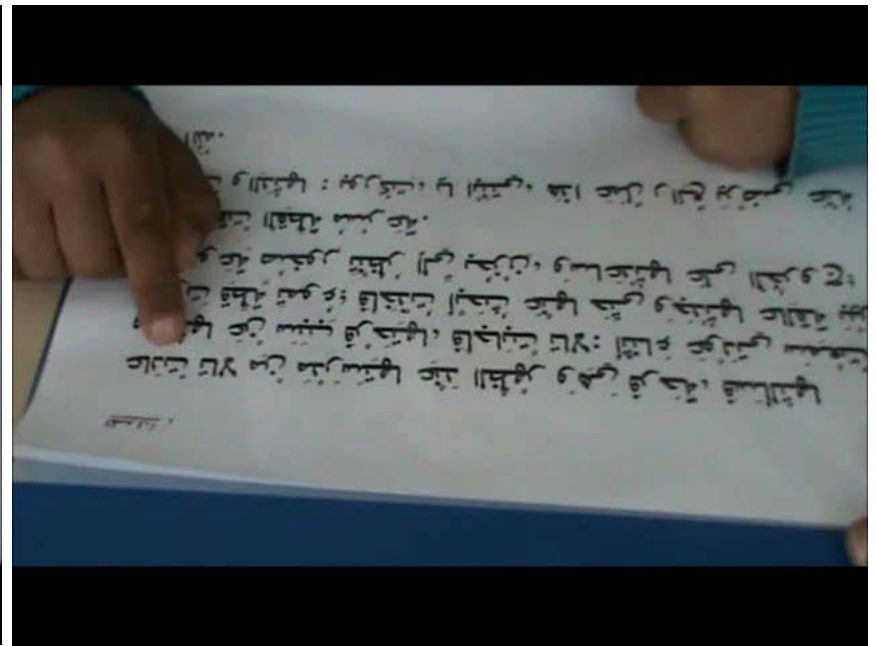


Early Grade Reading Assessment (EGRA)

Fluent



Non-Fluent

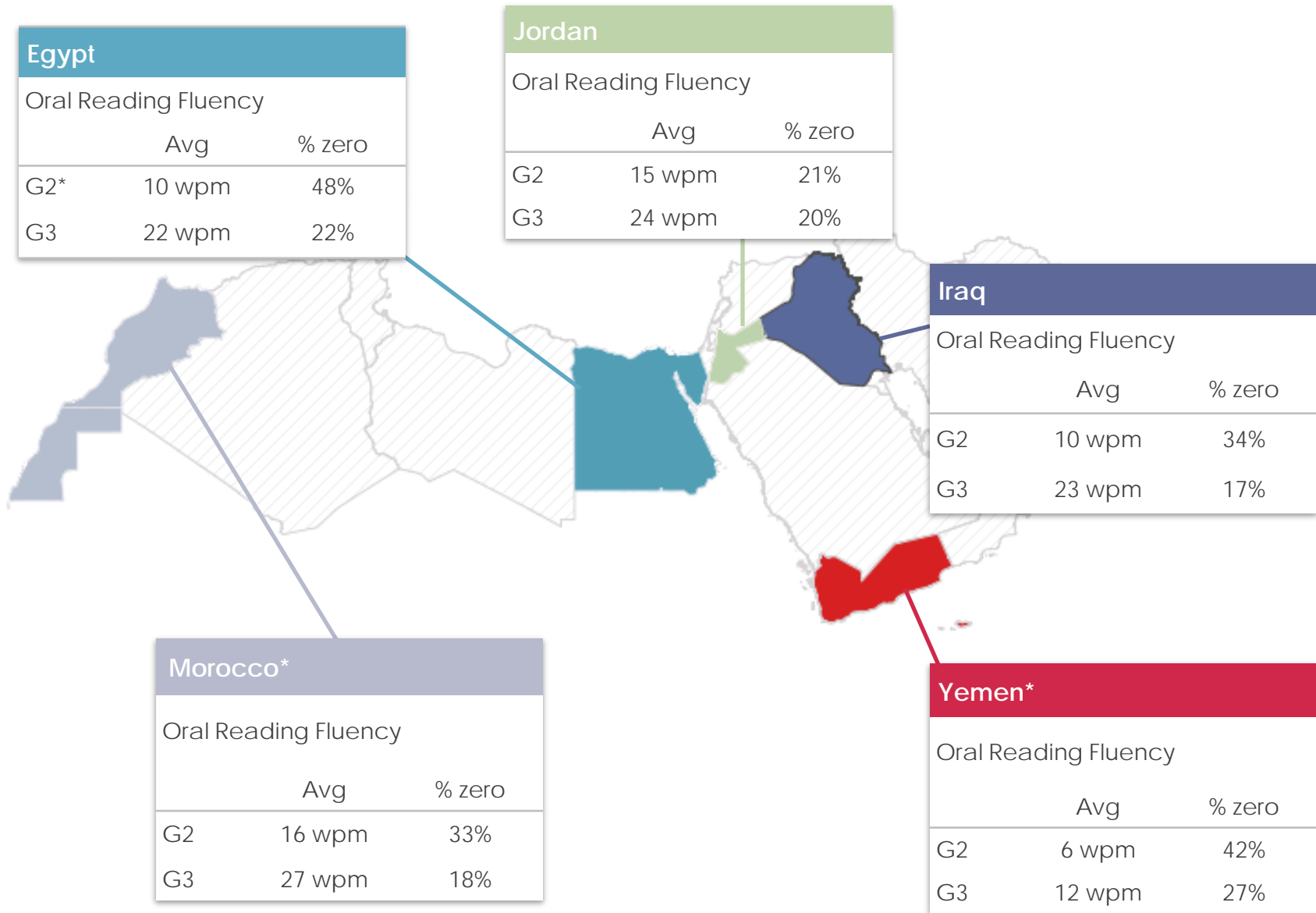


The videos show grade 3 Jordanian primary school students performing the Oral Reading Fluency subtask of the Early Grade Reading Assessment. (March 2012)

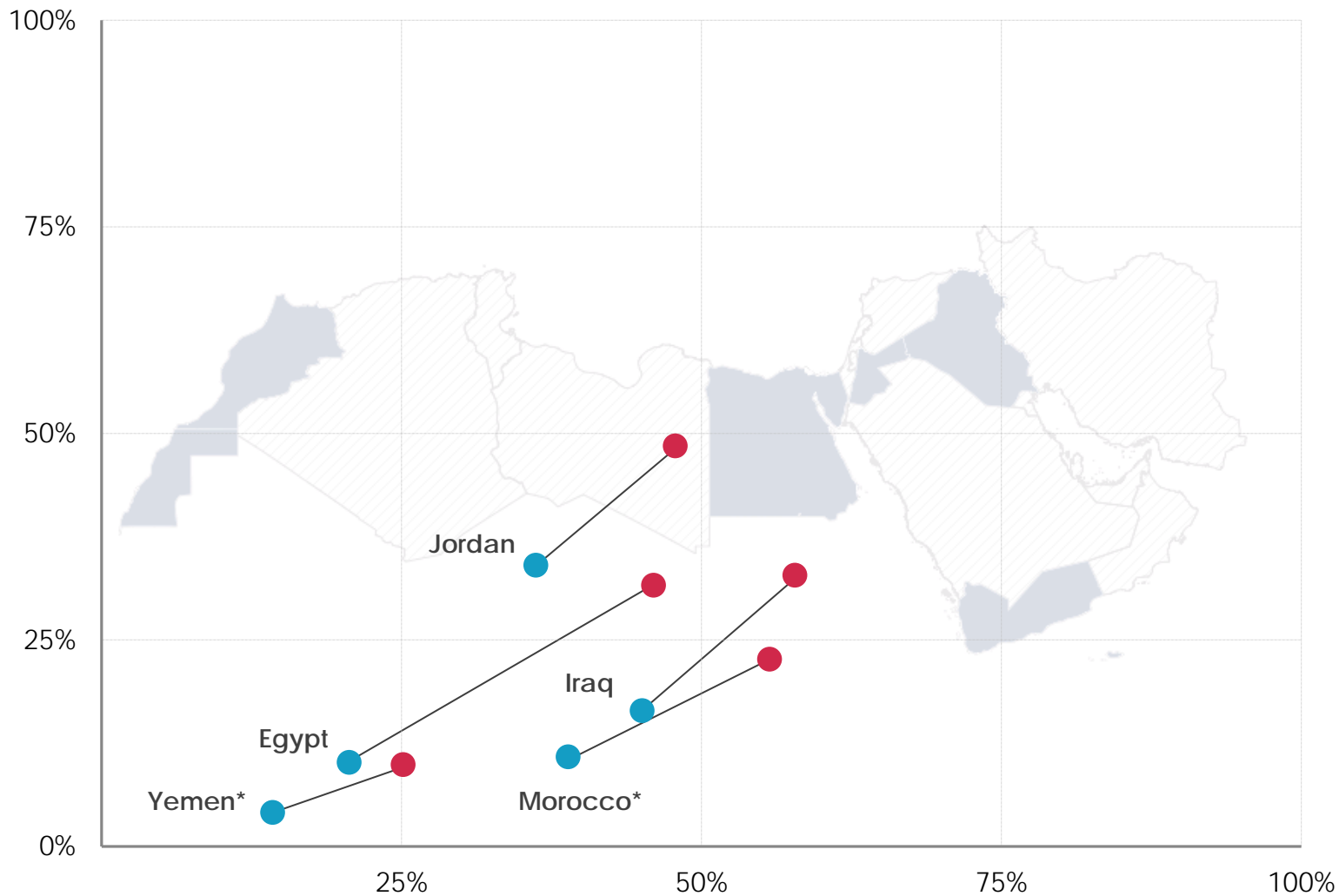
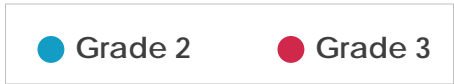
EGRA Characteristics

- Individual, oral assessment
- Quick (15 minutes)
- Foundation skills of reading
- Grades 1-3
- Measures of both oral and written language
- Predictive of later success
- Informs system level and classroom instructional decisions
- Publically available at:
<https://www.eddataglobal.org>





Reading Comprehension



Listening Comprehension

AME Data Tool—Beta Version

DEMO



ALL CHILDREN LEARNING
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Early Grade Reading Barometer

Actionable Data For A More Literate World

« BETA VERSION »

Morocco

MOROCCO: 2011, Arabic



This tool facilitates the use of Early Grade Reading Assessment (EGRA) data to:

- Analyze existing levels of reading achievement and the factors that are associated with different levels of performance;
- Set reasonable standards for reading performance, given the baseline distribution of scores on various EGRA subtasks; and
- Consider scenarios for likely trajectories of improvement in that performance.

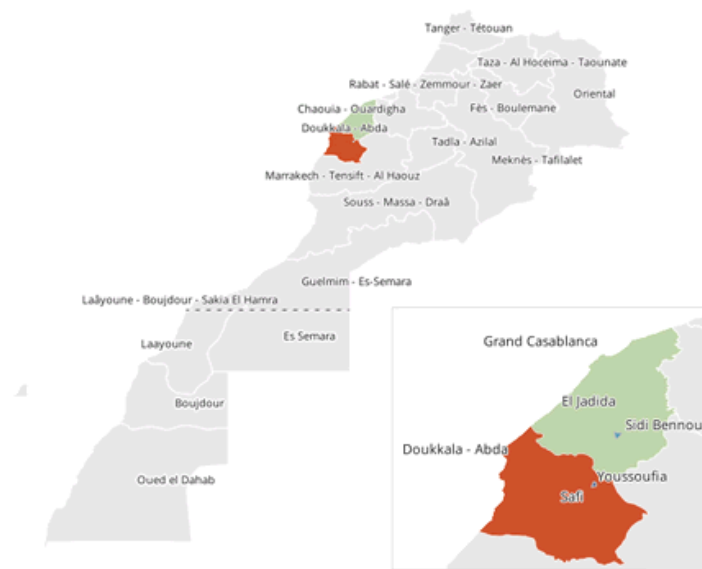
RESOURCES

- [Reading Development](#)
- [About EGRA](#)
- [About the Data](#)

Questions? Info@nameoforg.org (link pending)

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Regions Included in Study



GROSS ENROLLMENT RATIO

Total enrollment in a education level, regardless of age, expressed as a percentage of the population of the official age for that level. Can exceed 100% due to inclusion of over-aged and under-aged students because of early or late school entrance and grade retention.

58%	115%	70%	2012
Pre-primary	Primary	Secondary	Data Year

Source: <http://data.worldbank.org>, UNESCO Institute for Statistics: World Development Indicators

Resources

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www.eddataglobal.org

www.usaid.gov/what-we-do/education

<http://ame.dewd.us/>

User: AMEtoolreviewer

Password: AMEtool2013

**Please use Chrome, FireFox, or IE 9+.