

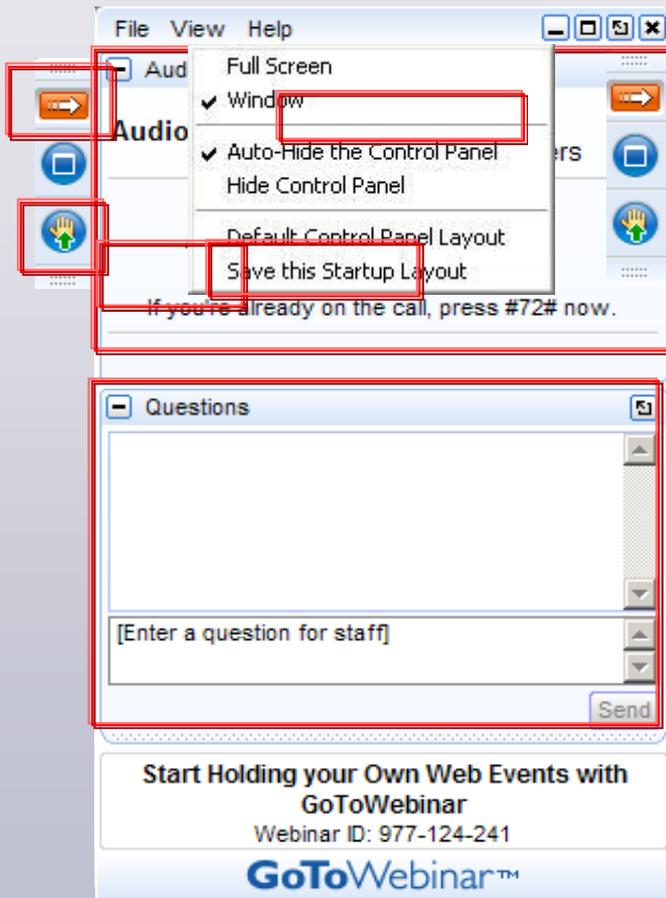
TOOLS & TIPS FOR PLANNING AND IMPLEMENTING AN EARLY GRADE READING ASSESSMENT



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16 February 2012



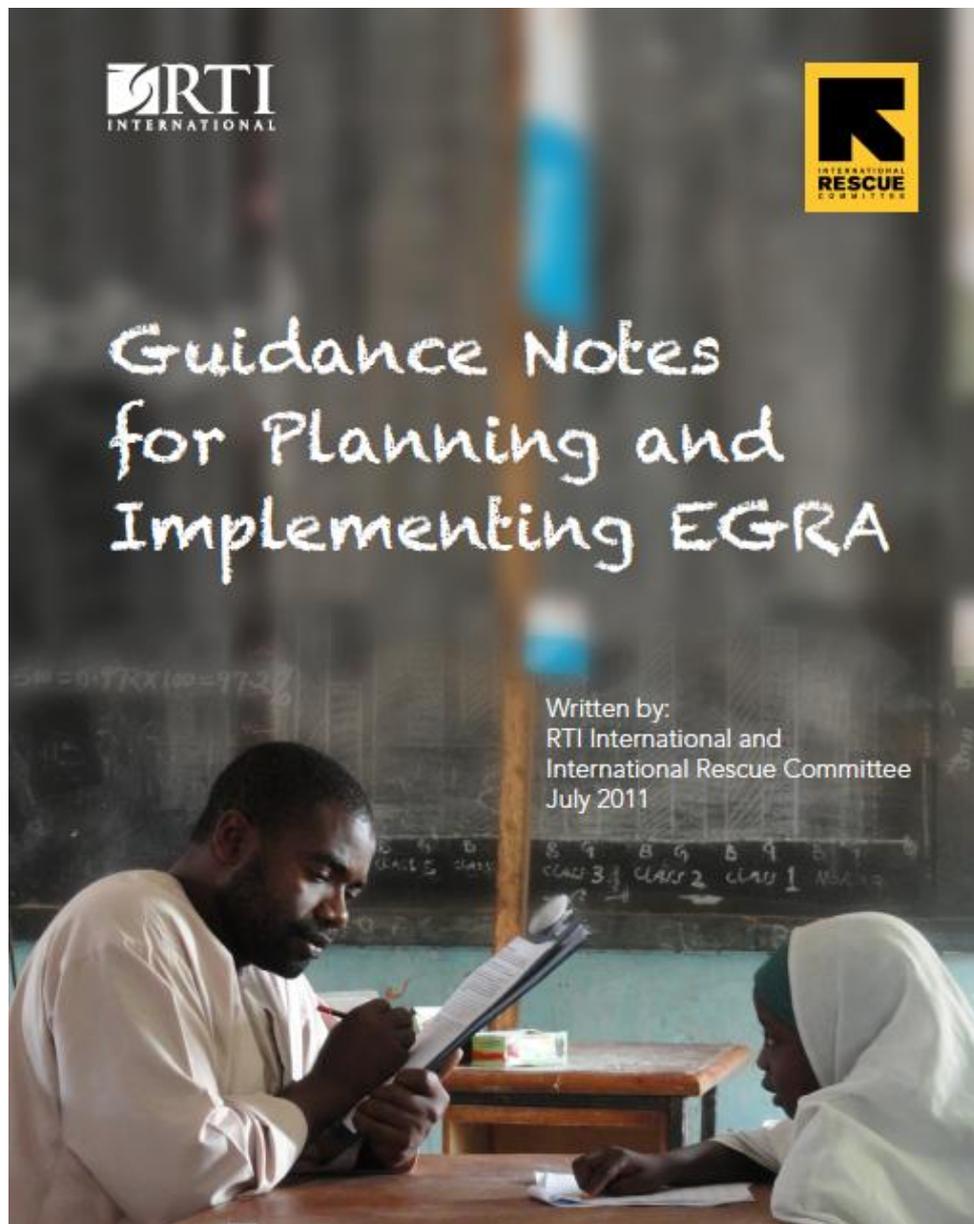
HOW TO PARTICIPATE TODAY



- Open and close your Panel
- View, Select, and Test your audio
- Submit text questions
- Raise your hand
- Q&A addressed at the end of today's session
- Everyone will receive an email within 24 hours with a link to view a recorded version of today's session

OVERVIEW OF PRESENTATION

- Why is it important to assess reading?
- What is EGRA and why is it used?
- Planning and implementing EGRA: An Overview



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WHY IS IT IMPORTANT TO ASSESS READING?

4

WHY IS READING IMPORTANT?

- **The ability to read and understand a simple text is one of the most fundamental skills a child can learn.**
- **Children who cannot read cannot learn well in school.**



WHY IS READING IMPORTANT?

- Evidence indicates that learning to read both *early* and at a sufficient *rate* are essential for learning to read well.
- Children who do not learn to read in the first few grades are more likely to repeat and eventually drop out.

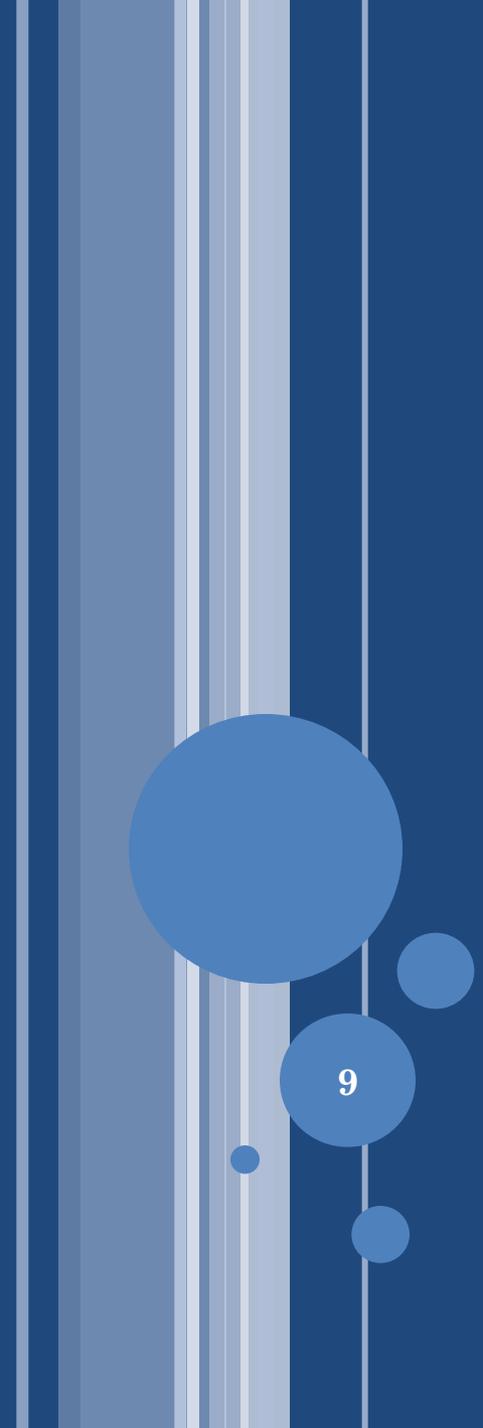


WHY ASSESS EARLY GRADE READING?

- Assessing children's reading ability tells us which reading skills children know (or do not know) and in what grade.
- This information can be used to improve instruction.

Are there any questions before we proceed?



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WHAT IS EGRA AND WHY IS IT USED?

9

WHAT IS EGRA?

- EGRA is an oral assessment of children's reading ability.
- It tests the component skills of reading:
 -  Phonemic awareness
 -  Phonics
 -  Vocabulary
 -  Fluency
 -  Comprehension

EGRA ADMINISTRATION



SAMPLE STUDENT STIMULUS: LETTER SOUND IDENTIFICATION (HAUSA IN NIGERIA)

Section 1

Misalai: a M d

a r I a n Z K e K W

u c n I W a O U Y S

M f a Y t Y G A 'y k

a S T K o I h N U F

a A i a C A K T s u

y A t D N ɓ k L e d

i M y a m i r A R i

N I R b A d N s A n

A a u E m E D j w s

i g U H N ƙ A n B l

Section 1. Letter Sound Knowledge

Show the child the sheet of letters in the student stimuli booklet. Say:

Ga shafi cike da baƙaƙen Hausa. Sai ki/ka faɗa mini SAUTIN baƙaƙen da duk kike/kake iya ganewa – ba wai sunansu ba. a'a yadda ake faɗinsu dai.

Misali, sautin wannan baƙi [nuna A] shi ne /aa/.

To, bisimilla: faɗa mini sautin wannan baƙi [nuna M]:

Idan yarinya/yaro ta/ya gano amsar, sai ki/ka ce: Da kyau, sautin wannan baƙi /mm/.

Idan yarinya/yaro ba ta/bai gano amsar ba, sai ki/ka ce: sautin wannan baƙi /mm/.

To, bari mu gwada wani baƙin: faɗa mini sautin wannan baƙi [nuna d]:

Idan yarinya/yaro ta/ya gano amsar, sai ki/ka ce: Da kyau, sautin wannan baƙi /d/.

Idan yarinya/yaro ba ta/bai gano amsar ba, sai ki/ka ce: sautin wannan baƙi /d/.

Kin/ka gane abin da ake son ki/ka yi?

In na ce “Fara”, to sai ki/ka faɗi sautin baƙaƙen da hanzari, da hankali, ki/ka kuma daga murya. Fara daga nan, ki/ka ci gaba haka [Nuna baƙi na farko a layi, bayan misali, sannan ki/ka ja manuni zuwa layin farko]. Idan kika/ka zo ga sautin baƙin da ba ki/ka sani ba, zan ce ki/ka ci gaba. In ba haka ba, zan yi shiru ina saurarenki/ka. To, aza yatsa kan baƙin farko. Kin/ka shirya? To, bisimilla, fara.



Start the timer when the child reads the first letter. Follow along with your pencil and **clearly** mark any incorrect letters with a slash (/). Count self-corrections as correct. If you've already marked the self-corrected letter as incorrect, circle the letter and go on. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, point to the next letter and say, “Please go on.” If the student gives you the letter name, rather than the sound, provide the letter sound and say: [“Please tell me the **SOUND** of the letter”]. This prompt may be given only once during the exercise.

AFTER 60 SECONDS SAY, “stop.” Mark the final letter read with a bracket (]). Early stop rule: If the child does not give a single correct response on the first line, say “Thank you!,” discontinue this exercise, check the box at the bottom, and go on to the next exercise.

Misalai: a M d

1	2	3	4	5	6	7	8	9	10	
a	r	I	a	n	Z	K	e	K	W	(10)
u	c	n	I	W	a	O	U	Y	S	(20)
M	f	a	Y	t	Y	G	A	'y	k	(30)
a	S	T	K	o	I	h	N	U	F	(40)
a	A	i	a	C	A	K	T	s	u	(50)
y	A	t	D	N	b	k	L	e	d	(60)
i	M	y	a	m	i	r	A	R	i	(70)
N	I	R	b	A	d	N	s	A	n	(80)
A	a	u	E	m	E	D	j	w	s	(90)
i	g	U	H	N	k	A	n	B	l	(100)

Time remaining on stopwatch at completion (number of SECONDS) :

Check this box [✓] if the exercise was discontinued because the child had no correct answers in the first line.

STUDENT RESPONSE

RM

Instructions to be read to the student

Instructions for the assessor on how to administer and score the test

The section of the test where the assessor records the student's responses

WHY USE EGRA?

- Appropriate for children in the early grades (both because it is oral and because it can discriminate between reading skills)
- Relatively quick to administer
- Can be administered to a sample of children
- Adaptable to different languages and contexts
- Easy to score and analyze
- Tests reading skills all children must have and is not curriculum specific.
- Provides feedback on specific skills needed for fluent reading.

WHY MEASURE READING ORALLY?

- Oral reading fluency and comprehension are good predictors of later reading and other learning skills.
- Paper and pencil test can't show reading comprehension.

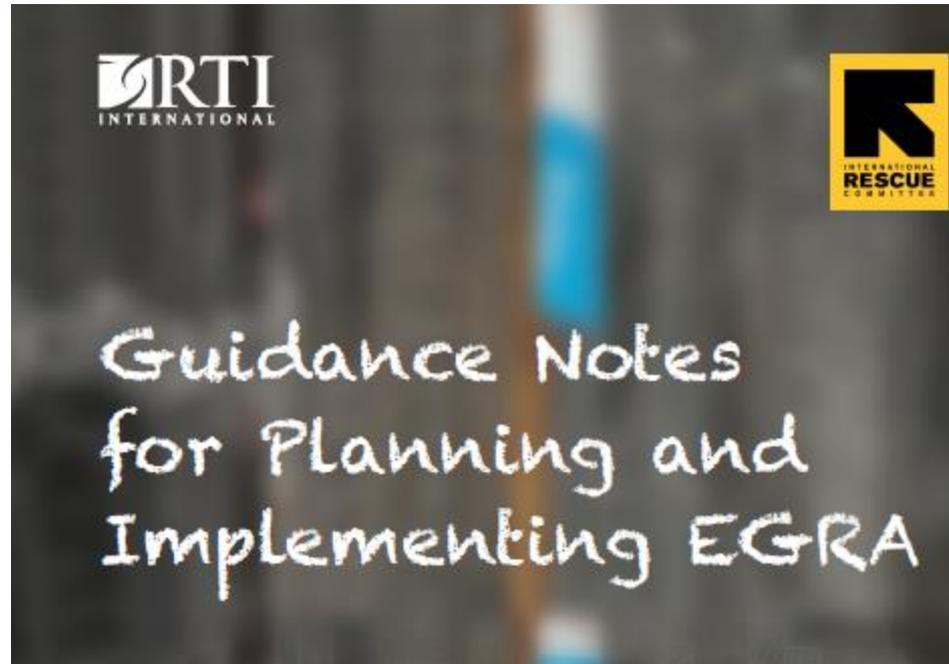


HOW IS EGRA DIFFERENT FROM OTHER ASSESSMENTS OR EXAMS?

- EGRA is conducted in the early grades
- EGRA is conducted orally
- EGRA is usually conducted on a sample of students
- Tests reading skills all children must have (and is therefore not specific to a curriculum)

Any questions or comments?





Chapter 1: Pre-Implementation Planning

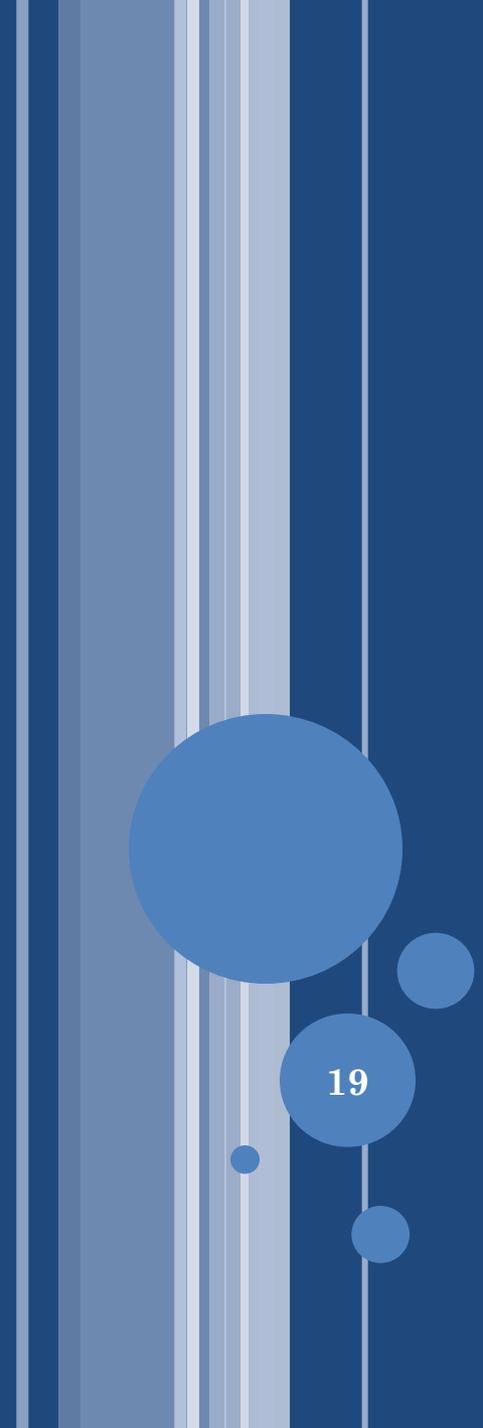
Chapter 2: Instrument Development

Chapter 3: Assessment Training

Chapter 4: Data Collection

Chapter 5: Data Analysis and Reporting

**Chapter 6: EGRA Results: Dissemination and
Next Steps**

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CHAPTER 1: PRE-IMPLEMENTATION PLANNING

19

CHAPTER 1: PRE-IMPLEMENTATION PLANNING

This chapter provides guidance on:

- How to identify the purpose of your EGRA
- How to build an “EGRA team”
- How to identify the EGRA sample and choose appropriate sampling methodologies
- How to develop a work plan
- How to prepare an EGRA budget

IDENTIFYING THE “EGRA TEAM”

- Identify an “EGRA team” with individuals who will be responsible for each task associated with implementing EGRA
- Identify appropriate stakeholders for collaboration (Ministry of Education, NGOs and CSOs, universities, etc.) to be responsible for each task.



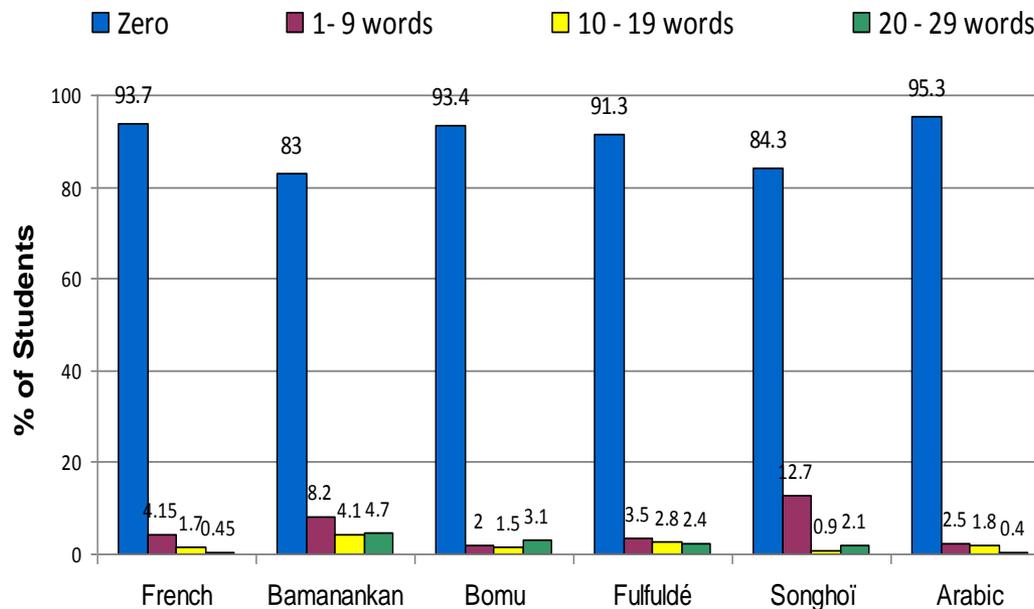
Roles and responsibilities of team members

- Coordinator or Team Leader, supported by project staff
- Technical experts (reading specialist, language specialists, curriculum specialists, translator)
- Statistician/survey specialist (for sampling and/or data analysis)
- Assessors (data collectors) and supervisors
- Data entry clerks and supervisors
- Data analyst(s) and report writer(s)
- To consider: Advisory/Consultative Team

IDENTIFY THE PURPOSE OF YOUR EGRA

1. Provide a “snapshot” of reading achievement in a particular area
2. Establish a nationally (or regionally) representative baseline to inform government policy - **EXAMPLE: Mali**

Grade 2 - Passage reading - Correct words per minute



IDENTIFY THE PURPOSE OF YOUR EGRA

3. Assess the impact of an organization's intervention – **EXAMPLE: Liberia**



IDENTIFY THE PURPOSE OF YOUR EGRA

4. Identify children in the classroom that need additional support.



HOW EGRA SHOULD NOT BE USED

- Cannot use same survey as both a project evaluation tool and a system level “snapshot”
- Cannot be used in cross-language comparisons
- Should not be used for “high stakes” assessment
- Should not be used to determine if students should pass or fail a grade

SELECT YOUR SAMPLE

- Based on what you would like to know, identify your sample
- Be sure to consult a statistician to ensure your sample is appropriate for your purpose.



TIP!

Your sample size will have a significant effect on your budget. A sampling expert can help you identify the appropriate sample size.

DEVELOP A WORK PLAN

Activity and Tasks	Month 1				Month 2				Month 3				Month 4				Month 5				Month 6				Month 7				Month 8			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A. Preparation and Management																																
1	Develop workplan, research design																															
2	Conduct policy dialogue with in-country stakeholders (ongoing)																															
3	Recruit language experts																															
4	Recruit enumerators																															
B. Development of EGRA Instruments																																
1	Prepare adaptation workshops																															
2	Arrange logistics for pilot																															
3	Conduct adaptation workshop(s) [length depends on number of languages, number of subtasks in EGRA tasks, whether pilot will be conducted immediately afterwards, etc.]																															
4	Develop EGRA questionnaire [for students; may want to develop teacher and principal questionnaires as well, which will require additional time]																															
5	Pilot instrument(s)																															
6	Develop data entry interface																															
7	Enter pilot data																															
8	Analyze pilot data																															
9	Finalize instruments																															
10	Submit instruments and manuals for Institutional Review Board (IRB) approval																															
C. EGRA Survey																																
1	Finalize sampling framework, select schools																															
2	Arrange logistics for enumerator training																															
3	Conduct week-long enumerator training																															
4	Arrange logistics for full survey																															
5	Conduct full EGRA survey																															
D. EGRA Data Analysis																																
1	Recruit and train data entry clerks																															
2	Conduct data entry																															
3	Conduct data cleaning and analysis																															
4	Write summary report - 4 days																															
5	Share EGRA results with stakeholders																															

DEVELOP A BUDGET

EGRA Budget Items

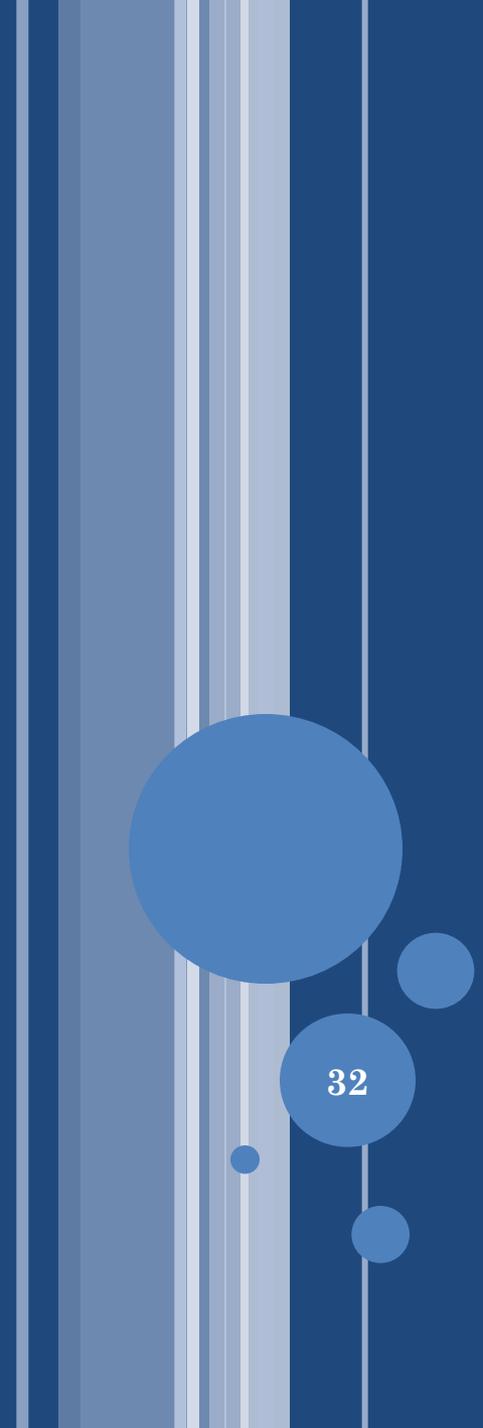
Adaptation workshop	Unit cost	Number	Total
Venue rental			
Participant travel			
Participant lodging			
Participant per diem			
Meals/snacks			
Supplies (see detail sheet)			
Assessor training			
Venue rental			
Participant travel			
Participant lodging			
Participant per diem			
Meals/snacks			
Supplies (see detail sheet)			
Pilot			
Assessor transport			
Assessor per diem			
Assessor lodging			
Data entry			
Data collection			
Database development			
Assessor transport (must be broken down in detail)			
Assessor per diem			
Supplies (see detail sheet)			
Data entry			
Data entry clerk per diem			
Data entry clerk transport			
Data entry - test per unit cost			
Computer rental			

RELATED TOOLS IN ANNEX:

- Annex 1: Introductory Presentation
- Annex 2: EGRA Sample Instrument
- Annex 3: Relevant EGRA Sampling Principles
- Annex 4: Simple Work Plan Example
- Annex 5: Detailed Work Plan Example
- Annex 6: Guidance on Budget Inputs

Any questions or comments?



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CHAPTER 2: INSTRUMENT DEVELOPMENT

32

CHAPTER 2: INSTRUMENT DEVELOPMENT

This chapter provides guidance on:

- How to draft an EGRA instrument
- How to select or design supplementary instruments, such as questionnaires
- Pre-adaptation workshop preparations such as staffing, agenda, training materials, and logistics
- How to pilot and revise your EGRA instrument

EGRA TEST DEVELOPMENT

- Identify reading and language specialists
- Collect learning materials in the language of assessment
- Conduct language analysis
- Identify EGRA sub-tasks appropriate for language, purpose of your EGRA
- Develop draft instrument
- Conduct adaptation workshop



EGRA HAUSA ADAPTATION WORKSHOP - NIGERIA



TIP!

Adaptation requires careful attention to detail, especially language characteristics. Be sure to bring on board a qualified linguist, not only speakers of the language. The linguist will work in collaboration with the reading specialist to make sure the test is well-designed.

DEVELOPING QUESTIONNAIRES AND OTHER DATA COLLECTION TOOLS

- Student (pupil) questionnaire
- Teacher and principal questionnaires
- Parent questionnaire
- Classroom observation

PILOT TESTING YOUR INSTRUMENT



- Conducted in a small sample of schools
- Results are analyzed and the instrument finalized

RELATED TOOLS IN THE *GUIDANCE NOTES* ANNEX:

- Annex 7: How to Prepare Letter- and Word-Frequency Lists
- Annex 8: Criteria for Oral Reading Fluency and Comprehension Stories
- Annex 9: Basic EGRA Subtask Scoring
- Annex 10: Sample Agendas for Adaptation Workshops

Any questions or comments?





CHAPTER 3: TRAINING ASSESSORS & SUPERVISORS

40

CHAPTER 3: TRAINING ASSESSORS AND SUPERVISORS

This chapter provides guidance on:

- Recruiting assessors and supervisors
- EGRA assessor and supervisor roles and responsibilities
- How to plan and conduct a training workshop for EGRA assessors and supervisors
- How to select EGRA assessors and data collectors from the available candidates.

TRAINING ASSESSORS & SUPERVISORS

- Identify and recruit assessors
 - Potential assessors should be identified based on established criteria, in consultation with relevant stakeholders



IN THE TRAINING WORKSHOP, ASSESSORS NEED TO LEARN HOW TO:

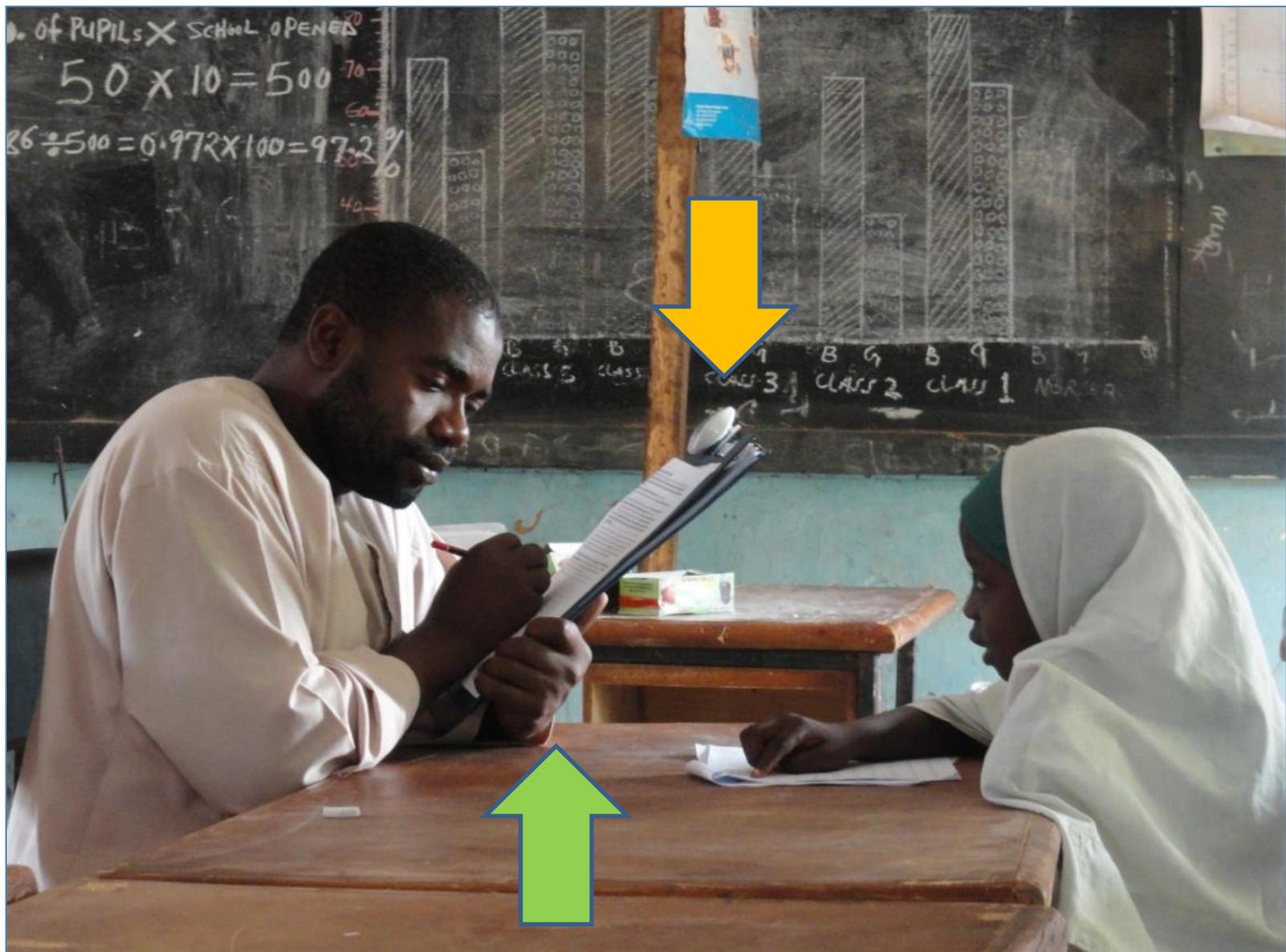
- Use the materials
- Work with children
- Administer each sub-section of the test
- Score each sub-section of the test
- Complete the demographic information
- Select the sample of children
- Code the instrument

- Plan workshop to train assessors
- Train assessors
 - Goal is for assessors to accurately administer and score EGRA
- Select assessors and supervisors
 - Potential assessors are evaluated during the training to identify those who most accurately administer the test
 - Those who are able to most accurately conduct the assessment are selected
- Train supervisors
 - Specific roles and responsibilities



TIP!

Assessor training should be approximately 1 week. Build the capacity of trainees by providing instruction, practice opportunities in schools, and consistent feedback.



1	2	3	4	5	
tana	in	nan	tafiya	sai	(5)
ina	kai	daya	yi	zo	(10)
su	malam	za	ku	ce	(15)
makaranta	audu	sunu	ta	iya	(20)
shi	gida	ba	har	ka	(25)
wata	tare	ya	wasa	to	(30)
ruwa	yara	tafi	ana	mai	(35)
lafiya	ki	da	wani	daga	(40)
yana	ga	rana	aka	suka	(45)
cikin	ke	ina	ne	ni	(50)

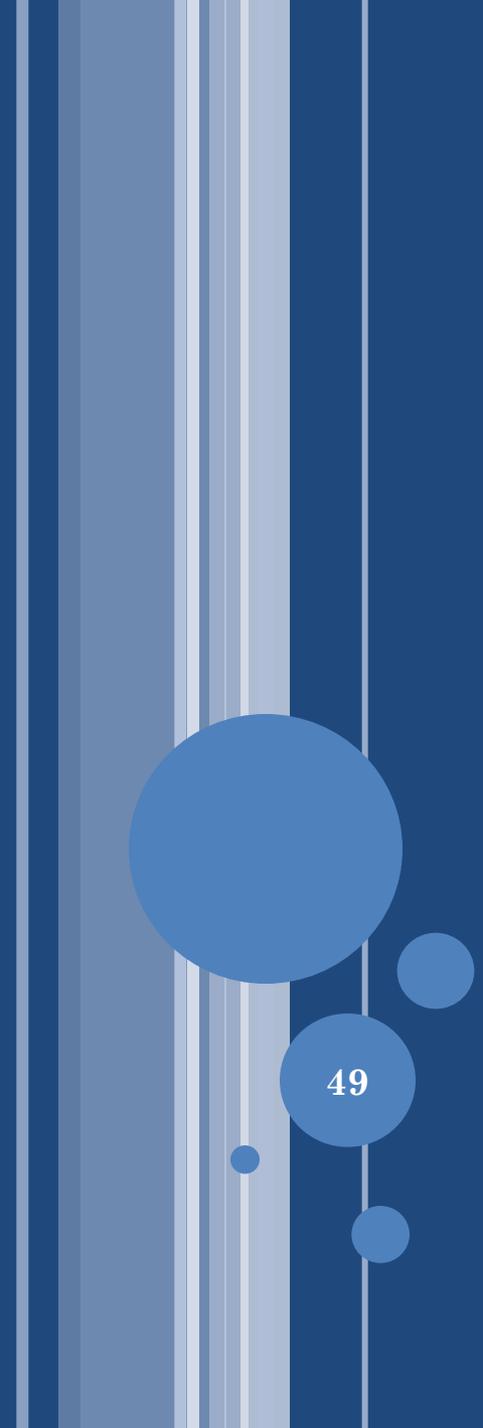
RELATED TOOLS IN ANNEX:

- Annex 11: Sample Assessor Handouts
- Annex 12: Sample Supervisor Handouts
- Annex 13: EGRA Assessor Training—Agenda Examples
- Annex 14: Scoring Presentation
- Annex 15: Assessor Observation Checklist
- Annex 16: Overview of Interrater Reliability (IRR) Test Administration and Scoring

You can download training videos at:
www.eddataglobal.org/video/index.cfm

Any questions or comments?



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CHAPTER 4: DATA COLLECTION

49

CHAPTER 4: DATA COLLECTION

This chapter provides guidance on:

- How to organize assessment materials
- How to arrange travel logistics
- How to organize and pre-code EGRA instruments and supplementary instruments
- How to work with school personnel during data collection
- How to facilitate and supervise accurate and complete data collection
- How to ensure sufficient post-assessment reporting and data management

PREPARING FOR DATA COLLECTION

- Identify time period for conducting assessment
- Review sample schools and verify location
- Create itinerary
- Organize testing materials
- Arrange transportation, lodging
- Notify all schools in advance and obtain letter of authorization



PREPARE MATERIALS IN ADVANCE

- Bags for supervisors
- Folders for assessors
- Rain gear
- Guidance for how to prepare instruments and restock folders and bags each evening
- Tools for coding and sampling
- A transportation plan
- Troubleshoot some scenarios together in advance



TEST ADMINISTRATION

- Teams of data collectors (2-3 assessors, plus 1 supervisor) travel to one school per day to gather data
- They select a sample of pupils to assess (must obtain pupil consent)
- Administer EGRA during the school day
- Interview teachers and head teachers about their qualifications, instructional practices and other characteristics

SUPERVISION



DURING DATA COLLECTION

- Conduct EGRA, ensuring proper student sampling and management of supplementary questionnaire
- Ensure proper fieldwork reporting



TIP!

Supervision is key to a successful EGRA. A well-trained supervisor should accompany all teams. Supervisors should review all test instruments and provide feedback to assessors. An overall EGRA Coordinator should be in constant communication with supervisors to ensure that administration is running smoothly.

SUPERVISION



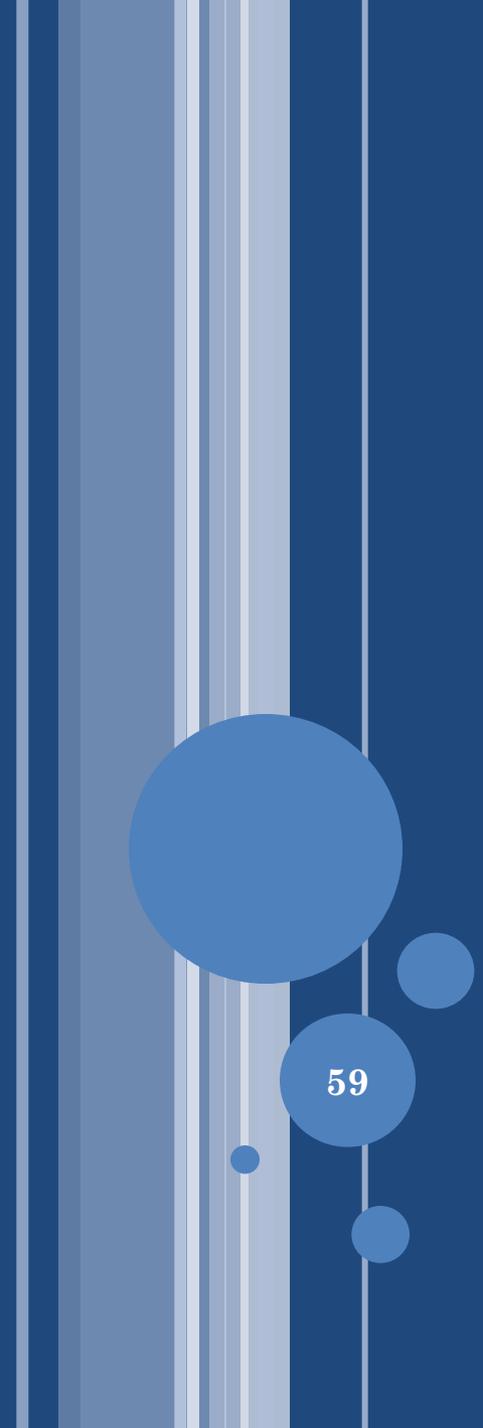
RELATED TOOLS IN ANNEX:

- Annex 17: Sample Data Collection Itinerary and School Schedule
- Annex 18: Sample School Codes



Any questions or comments?





CHAPTER 5: DATA MANAGEMENT & ANALYSIS

59

CHAPTER 5: DATA MANAGEMENT & ANALYSIS

This chapter provides guidance on:

- Roles and responsibilities of team members
- Selecting an appropriate data entry system
- Hiring and training data entry clerks
- Conducting and supervising the data entry process
- Cleaning and analyzing data
- Producing an EGRA report



DATABASE DEVELOPMENT

- Select your system
- Hire a person to develop it, if necessary

D.	Administrator name:	Select Administrator name			▼
E.	Administrator code:	Select Administrator code			▼
F.	School name:	Select school			▼
G.	School code:	Select school code			▼
H.	School shift:	<input type="radio"/> Full Day	<input type="radio"/> Morning	<input type="radio"/> Afternoon	
I.	Multi-grade Class?	<input type="radio"/> No		<input type="radio"/> Yes	
J.	Class (Grade):	<input type="radio"/> P3			
K.	Section: [Letter only]				
L.	Pupil number:	Select pupil number			▼
M.	Pupil birth date:		Month	Year	
N.	Gender:	<input type="radio"/> Boy	<input type="radio"/> Girl		

Drop-down menu

Radio button

DATA ENTRY

- Identify/hire data entry clerks and supervisor(s)
- Train data entry clerks
- Supervise data entry



DATA PROCESSING & ANALYSIS

- Review data entered
- Check for duplicate entries, data outside expected ranges, etc.
- Analyze data based on EGRA objectives
- Analyze EGRA variables appropriately



TIP!

In order to ensure the reliability and accuracy of EGRA results, a skilled data analyst will be needed to clean and analyze your data.

WRITE EGRA ANALYSIS REPORT

- Draft outline
- Use data to tell a story
- Include graphs and tables to visually represent data
- Be thorough yet succinct in what you report
- Consult the Guidance Notes and review EGRA reports online for an overview of how to present data



Any questions or comments?





CHAPTER 6: RESULTS DISSEMINATION & NEXT STEPS

66

CHAPTER 6: RESULTS DISSEMINATION AND NEXT STEPS

This chapter provides guidance on:

- Identifying the target audience for results dissemination
- Choosing dissemination activities

IDENTIFYING YOUR DISSEMINATION STRATEGY AND ACTIVITIES



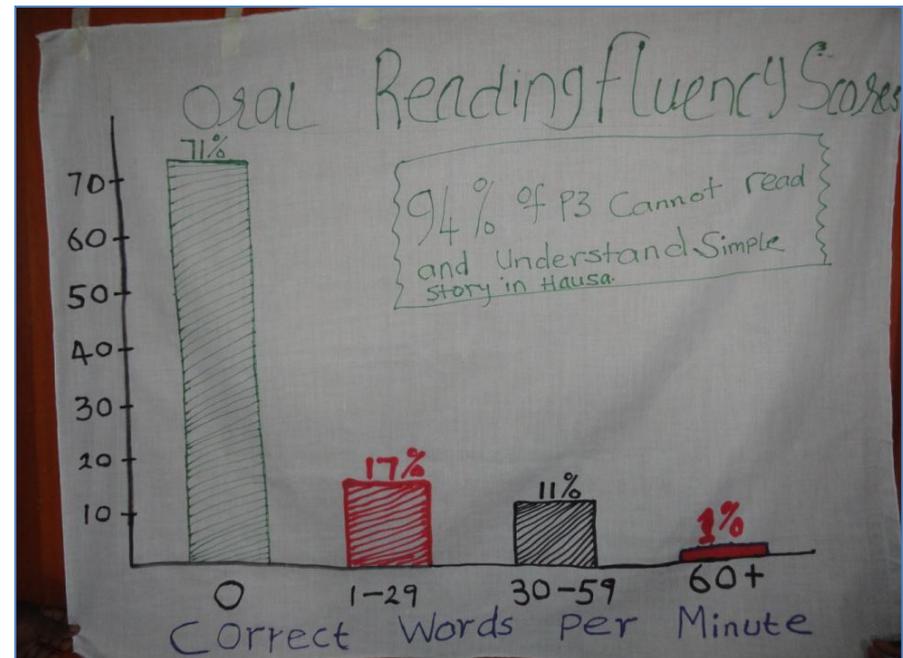
DISSEMINATING RESULTS

- Hold a stakeholder meeting to validate results
- Identify other activities based on EGRA purpose (as well as budget)
- Example activities:
 - Policy dialogue
 - Distribution of briefs
 - Social mobilization campaign
 - Radio or television announcements



DISSEMINATING RESULTS

- Determine your main audiences for results dissemination and how they can be reached
- Identify key messages
- Prepare appropriate dissemination materials



USING RESULTS TO IMPROVE READING

- Identify how results can be used to improve children's reading outcomes
- Select and implement context-appropriate strategies for improving reading



Example: EGRA results in Malawi led to the development of a reading program for the early grades

SOME OUTCOMES FROM EGRA

- **Gambia:** Results of the survey spurred government into action
 - Developed handbook on Teaching Early Grade Reading Abilities
 - Conducted nationwide in-service training of grade 1–3 teachers and their supervisors
 - Conducted a follow-up EGRA in 2009 to assess the impact of their actions
 - Results revealed significant improvement in children's reading ability
 - Continuing to improve reading through the development of reading program in mother tongue languages

RELATED TOOLS IN ANNEX:

- Annex 19: Sample EGRA Findings Workshop
- Annex 20: Sample EGRA Brief

INTERESTED IN LEARNING MORE?

For more information on reading, planning and implementing EGRA, consult:

- *Guidance Notes on Planning and Implementing Early Grade Reading Assessments (EGRA)*
www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=318
- *EGRA Toolkit*
www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=149
- *EGRA training videos*
www.eddataglobal.org/video/index.cfm
- *Eddata website* (includes country-specific reports and instruments)
www.eddataglobal.org

