

**Handout 4.1: EGRA Instrument and Pupil Questionnaire
Session 4: EGRA Admin, Scoring, and Data Capture**

EXAMPLE FOR TRAINING PURPOSES ONLY – MARCH 2015

General instructions

Establish a playful and relaxed rapport with the child through a short conversation (see example topics below). The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly ONLY the sections in boxes.

Good morning. My name is ____ and I live in _____. I'd like to tell you a little bit about myself.
 [Number and ages of children; favorite sport, radio or television program, etc.] **1. What do you like to do when you are not in school?** [Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal consent]. **2. What games do you like to play?**




Verbal Assent: Read the text in the box clearly to the child.

- **Let me tell you why I am here today. I work with the Ministry of Education and we are trying to understand how children learn to read. You were picked by chance.**
- **We would like your help in this. But you do not have to take part if you do not want to.**
- **We are going to play a reading game. I am going to ask you to read letters, words and a short story out loud.**
- **Using this stopwatch/device/gadget, I will see how long it takes you to read.**
- **This is NOT a test and it will not affect your grade at school.**
- **I will also ask you other questions about your family, like what language your family uses at home and some of the things your family has.**
- **I will NOT write down your name so no one will know these are your answers.**
- **Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.**
- **Do you have any questions? Are you ready to get started?**

Check box if verbal assent is obtained: **YES**

(If verbal assent is not obtained, thank the child and move on to the next child, using this same form)

A. Date of assessment: (Example: 2 March 2015 = 02/03/2015)	Date: _____ Month: _____ Year: _____	J. Class:	<input type="checkbox"/> Grade X <input type="checkbox"/> Grade X
B. Geographic area 1 name		K. Section:	
C. Geographic area 2 name:		L. Pupil number:	
D. Geographic area code:		M. Pupil birth date:	Mo_____ Yr_____
E. Assessor name:		N. Gender	<input type="checkbox"/> Boy <input type="checkbox"/> Girl
F. Assessor code:			
G: School name:			
H: School EMIS code:		Start Time	_____ : _____ <input type="checkbox"/> AM [Tick one] <input type="checkbox"/> PM
I. School shift:	<input type="checkbox"/> = Full Day <input type="checkbox"/> = Morning <input type="checkbox"/> = Afternoon		

SUBTASK 1. LISTENING COMPREHENSION		 X	 X																								
<p> I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully and answer the questions as best as you can. You can answer the questions in whichever language you prefer. Ready? Let's begin.</p>		<p>Remove the pupil stimuli booklet from the child's view.</p> <p>Do not allow the child to look at the passage or the questions.</p> <p>If a child says "I don't know," mark as incorrect.</p>																									
<p>Adama has a hen. It lays eggs every day. Adama sells the eggs at the market. One day, Adama dropped her basket of eggs. All the eggs broke. Adama was very sad. The next day her hen gave new eggs. Adama was very happy.</p>																											
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Good effort! Let's go on to the next section.

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Session 4: EGRA Admin, Scoring, and Data Capture**

SUBTASK 2. PHONEMIC AWARENESS	📖 X	🕒 Untimed																																																																		
<p>👂 This is a listening exercise. I want you to tell me the first sound of each word. For example, in the word “pot”, the first sound is /p/. I would like you to tell me the first sound you hear in each word. I will say each word <u>two times</u>. Listen to the word, then tell me the very first sound in that word.</p> <p>Let’s practice. What is the first sound in “mouse”? ... “mouse”?</p> <p>[If the child responds correctly, say:] Very good, the first sound in “mouse” is /m/. [If the child does not respond correctly, say:] Listen again: “mouse”. The first sound in “mouse” is /mmm/.</p> <p>Now let’s try another one: What is the first sound in “day”? ... “day”?</p> <p>[If the child responds correctly, say:] Very good, the first sound in “day” is /d/. [If the child does not respond correctly, say:] Listen again: “day”. The first sound in “day” is /d/.</p> <p>Ready? Let’s begin.</p>	<p>Read the instructions to the child and conduct the examples.</p> <p>Read the prompt and then pronounce the word a second time. Pronounce each word slowly.</p> <p>🕒 If the child does not respond after 3 seconds, mark as “No response” and say the next prompt.</p> <p>👋 If the child responds incorrectly or does not respond to the first five words, say “Thank you!, discontinue this subtask, check the box at the bottom of the page, and go on to the next subtask.</p>																																																																			
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SUBTASK 3. LETTER SOUND IDENTIFICATION		📖 Page 1	⌚ 60 seconds																																																																																																																									
<p>💡 Here is a page full of letters of the English alphabet. Please tell me the SOUNDS of as many letters of the alphabet as you can. Not their names, but their sounds.</p> <p>For example, the sound of this letter [point to the letter T] is /t/.</p> <p>Let’s practice: Tell me the sound of this letter [point to the letter M]: [If the child responds correctly, say:] Good, the sound of this letter is /m/. [If the child does not respond correctly, say:] The sound of this letter is /m/.</p> <p>Now try another one: Tell me the sound of this letter [point to the letter S]: [If the child responds correctly say:] Good, the sound of this letter is /s/. [If the child does not respond correctly, say:] The sound of this letter is /s/.</p> <p>When I say “Begin,” start here [point to first letter] and go across the page [point]. Point to each letter and tell me the sound of that letter in a loud voice. Read as quickly and carefully as you can. If you come to a letter you do not know, go on to the next letter. Put your finger on the first letter. Ready? Begin.</p>		<p>Start the timer when the child reads the first letter.</p> <p>🕒 If a child hesitates or stops on a letter for <u>3 SECONDS</u>, point to the next letter and say “Go on”</p> <p>👋 When the timer reaches 0, say “stop.”</p> <p>👋 If the child does not provide a single correct response on the first line (10 items), say “Thank you!”, discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p> <p>If the child provides the letter name rather than the sound, say: “Please tell me the SOUND of the letter”. This prompt may be given only once during the sub-task.</p>																																																																																																																										
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SUBTASK 4. NON-WORD READING		📖 Page 2	⌚ 60 seconds																																																																																								
<p>👂 Here are some made-up words in English. I would like you to read as many as you can. Do not spell the words, but read them. For example, this made-up word is: “ut”.</p> <p>Let’s practise: Please read this word [point to the word: dif]. [If the child responds correctly]: “Good, This word is “dif.”” [If the child does not respond correctly, say]: This made-up word is “dif.”</p> <p>Now try another one: please read this word [point to the next word: mab]. [If the child responds correctly, say]: “Good, this made-up word is “mab.”” [If the child does not respond correctly say]: This made-up word is “mab.”</p> <p>When I say “Begin,” start here [point to first word] and read across the page [point]. Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</p>		<p>Start the timer when the child reads the first word.</p> <p>🕒 If a child hesitates or stops on a word for <u>3 SECONDS</u>, point to the next word and say “Go on.”</p> <p>👋 When the timer reaches 0, say “stop.”</p> <p>👋 If the child does not provide a single correct response on the first line (5 items), say “Thank you!”, discontinue this subtask, check the box at the bottom, and go on to the next subtask.</p>																																																																																									
<p>✂ (/) Mark any incorrect words with a slash (Ø) Circle self-corrections if you already marked the word incorrect () Mark the final word read with a bracket</p> <p><i>Examples:</i> ut dif mab</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2"></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th></th> </tr> </thead> <tbody> <tr> <td>fut</td> <td>lus</td> <td></td> <td></td> <td>dit</td> <td>leb</td> <td>gak</td> <td>(5)</td> </tr> <tr> <td>huz</td> <td>jod</td> <td></td> <td></td> <td>kib</td> <td>lek</td> <td>tob</td> <td>(10)</td> </tr> <tr> <td>nom</td> <td>rop</td> <td></td> <td></td> <td>hig</td> <td>reg</td> <td>san</td> <td>(15)</td> </tr> <tr> <td>tup</td> <td>ral</td> <td></td> <td></td> <td>wix</td> <td>nep</td> <td>nad</td> <td>(20)</td> </tr> <tr> <td>lut</td> <td>yod</td> <td></td> <td></td> <td>sim</td> <td>tat</td> <td>sig</td> <td>(25)</td> </tr> <tr> <td>en</td> <td>mon</td> <td></td> <td></td> <td>nup</td> <td>sen</td> <td>kad</td> <td>(30)</td> </tr> <tr> <td>taw</td> <td>lew</td> <td></td> <td></td> <td>paf</td> <td>sal</td> <td>zuv</td> <td>(35)</td> </tr> <tr> <td>ved</td> <td>kag</td> <td></td> <td></td> <td>vom</td> <td>riz</td> <td>gof</td> <td>(40)</td> </tr> <tr> <td>maz</td> <td>kol</td> <td></td> <td></td> <td>ver</td> <td>et</td> <td>beb</td> <td>(45)</td> </tr> <tr> <td>tib</td> <td>lef</td> <td></td> <td></td> <td>yag</td> <td>lim</td> <td>dov</td> <td>(50)</td> </tr> </tbody> </table>				1	2	3	4	5		fut	lus			dit	leb	gak	(5)	huz	jod			kib	lek	tob	(10)	nom	rop			hig	reg	san	(15)	tup	ral			wix	nep	nad	(20)	lut	yod			sim	tat	sig	(25)	en	mon			nup	sen	kad	(30)	taw	lew			paf	sal	zuv	(35)	ved	kag			vom	riz	gof	(40)	maz	kol			ver	et	beb	(45)	tib	lef			yag	lim	dov	(50)		
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SUBTASK 5A. ORAL READING PASSAGE		Page 3	60 seconds		
<p> Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “Begin,” read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</p>		<p>Start the timer when the child reads the first word.</p> <p> When the timer reaches 0, say “stop.”</p> <p> If a child hesitates or stops on a word for <u>3 SECONDS</u>, say “Go on”</p> <p> If the child does not provide a single correct word on the first line of text. Do not ask any comprehension questions.</p> <p>If a child says “I don’t know,” mark as incorrect.</p>			
<p> (/) Mark any incorrect words with a slash (Ø) Circle self-corrections if you already marked the word incorrect (]) Mark the final word read with a bracket</p> <p>After the child is finished reading, REMOVE the passage from in front of the child.</p>	<p>Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark “no response” and continue to the next question. Do not repeat the question.</p>				
SUB-TASK 5B: READING COMPREHENSION					
<p>Now I am going to ask you a few questions about the story you just read. Try to answer the questions as well as you can. You can provide your answers in whichever language you prefer.</p>					
	Cumulative # of words	Questions [Answers]	Correct	Incorrect	No Response
Binta and Ali clean their classroom every <u>day</u> .	8	1. What do Binta and Ali do every day at school? [clean their classroom]			
Ali cleans the blackboard and Binta sweeps the <u>floor</u> .	17	2. What is Binta’s duty at school? [sweeping the floor]			
One day, they could not find Binta’s broom. They looked in every <u>classroom</u> .	30	3. Where did Ali and Binta look for the broom? [in all the classrooms; in the school]			
Then they saw a goat eating the <u>broom</u> !	38	4. Where was the broom? [a goat ate it, in the goat’s mouth]			
Binta and Ali told their teacher. Their teacher gave them a new <u>broom</u> .	51	5. What did the teacher give Ali and Binta? [gave them a new broom]			
Time remaining on stopwatch at completion (number of SECONDS)					
Exercise discontinued because the child had no correct answers in the first line					
Good effort! Let’s go on to the next section.					

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SUB-TASK 6. DICTATION – LETTER WRITING	📖 X	🕒 X																							
<p>Give the child a pencil and a lined sheet of paper from an exercise book.</p> <p>🔊 I will say the name of a letter; you should listen carefully. After I have told you the name of the letter, I want you to write the letter on this paper. You can write the letter in either capital or lower case.</p> <p>Let’s practice: The letter I want you to write is “s” as in “sama”. Write the letter “s”.</p> <p>[If the child writes the letter correctly, say:] Good, that is how you write the letter “s.” [If the child does not respond correctly, say:] The letter “s” is written like this: [write letter for child].</p> <p>Okay, listen and let’s get started.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Note: When the child has finished writing all the dictation letters and words, examine his or her paper. Count as correct each letter written correctly. Count EITHER capital OR lowercase letters as correct.</p> <p>Letters do not need to be formed with perfect proportions, but all the essential components of that letter (lines, circles, stems, etc.), for EITHER its capital OR lowercase version should be present. In the child’s handwriting, the letter may seem disproportionately “tall” or “fat” or slightly distorted in some way, but as long as all its components are present, count as correct.</p> <p>If a letter is formed incorrectly, (missing an essential components, written backwards, facing the wrong direction, etc.), mark as incorrect. If the child does not write anything, mark as incorrect.</p> </div> <p>🔊 1. Write the letter “A,” as in “at”—[pause]—“A”.</p> <p>🔊 2. Write the letter “N,” as in “not”—[pause]—“N”.</p> <p>🔊 3. Write the letter “T,” as in “take”—[pause]—“T”.</p> <p>🔊 4. Write the letter “U,” as in “up”—[pause]—“U”.</p> <p>🔊 5. Write the letter “B,” as in “be”—[pause]—“B”.</p> <p>✍️ (✓) Tick Correct, Incorrect or No Response to indicate the response provided by the pupil.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 25%; text-align: center;">Correct</th> <th style="width: 25%; text-align: center;">Incorrect</th> <th style="width: 25%; text-align: center;">No Response</th> </tr> </thead> <tbody> <tr><td style="text-align: center;">a/A</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">n/N</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">t/T</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">u/U</td><td></td><td></td><td></td></tr> <tr><td style="text-align: center;">b/B</td><td></td><td></td><td></td></tr> </tbody> </table>		Correct	Incorrect	No Response	a/A				n/N				t/T				u/U				b/B				<p>Instructions.</p> <p>Make sure the pupil knows where to write in the space provided.</p> <p>Always say the letter twice and use it in a word. Before moving on to the next letter.</p> <p>🕒 If a child hesitates or stops on a letter for <u>3 SECONDS</u>, say “Go on”</p> <p>If a child says “I don’t know,” or writes nothing, mark that letter as incorrect.</p>
	Correct	Incorrect	No Response																						
a/A																									
n/N																									
t/T																									
u/U																									
b/B																									

Good effort! Let’s go on to the next section.

**Handout 4.1: EGRA Instrument and Pupil Questionnaire
Session 4: EGRA Admin, Scoring, and Data Capture**

Pupil Questionnaire

EXAMPLE FOR TRAINING PURPOSES ONLY MARCH 2015

INSTRUCTIONS TO ASSESSOR		
<ul style="list-style-type: none"> Ask the pupil each question verbally, as in an interview. DO NOT READ THE ANSWER OPTIONS TO THE PUPIL UNLESS INDICATED TO DO SO. Wait for the pupil to respond to each question, then tick the box (<input checked="" type="checkbox"/>) that corresponds to his or her response. 		
Now I am going to ask you some questions about yourself and activities you do at home and at school.		
1.	How old are you?	<p align="center">_____</p> <p align="center">Years</p> <input type="checkbox"/> Do not know/No response
2.	Did you go to nursery before Grade 1?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
3.	Did you eat before coming to school today?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
4.	Do you attend any other school besides this school? <i>If NO, skip to 6</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
5.	<i>[If YES to Question 4]</i> Please tell me the type of school you attend.	<input type="checkbox"/> Public/government school <input type="checkbox"/> Religious school <input type="checkbox"/> Other <input type="checkbox"/> Do not know/No response
6.	Were you absent from THIS school any day last week?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
7.	Do you have a LANGUAGE reading book at school?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
8.	Do you have time to read books in your classroom or in your school library every day?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
9.	Do you bring home reading books from your classroom or from the school library?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
10.	How often does someone read out loud to you at home: Never, sometimes, or every day?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Everyday <input type="checkbox"/> Do not know/No response

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11.	Does someone at home help you with your homework when you need it?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
12.	<i>[If YES to Question 11]</i> Who helps you with your homework?	<input type="checkbox"/> Brother or sister <input type="checkbox"/> Mother or father <input type="checkbox"/> Grandparent <input type="checkbox"/> Other <input type="checkbox"/> Do not know/No response
13.	How often do you read out loud to someone at home? Never, sometimes, or every day?	<input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Everyday <input type="checkbox"/> Do not know/No response
Now I'm going to ask you a few questions about your home.		
14.	What language do you speak <i>most</i> frequently at home?	<input type="checkbox"/> Language 1 <input type="checkbox"/> Language 2 <input type="checkbox"/> Language 3 <input type="checkbox"/> Other <input type="checkbox"/> Do not know/No response
15.	Apart from your school books, are there books, newspapers or other materials for you to read at your house?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
16.	What is the main flooring material of your house?	<input type="checkbox"/> Earth/sand <input type="checkbox"/> Straw <input type="checkbox"/> Cement <input type="checkbox"/> Carpet/rug <input type="checkbox"/> Other <input type="checkbox"/> Do not know/No response
17.	What is the main roofing material of your house?	<input type="checkbox"/> No roof <input type="checkbox"/> Thatch <input type="checkbox"/> Plastic mat <input type="checkbox"/> Metal/zinc <input type="checkbox"/> Cement <input type="checkbox"/> Other <input type="checkbox"/> Do not know/No response
18.	Where do you most frequently get your drinking water at home?	<input type="checkbox"/> Well <input type="checkbox"/> Borehole <input type="checkbox"/> Tap outside the house/compound <input type="checkbox"/> Tap inside the house/compound <input type="checkbox"/> Stream, river, pond <input type="checkbox"/> Buy from vendors <input type="checkbox"/> Other <input type="checkbox"/> Do not know/no response

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19.	What type of fuel does your family use for cooking MOST OFTEN? <i>Read options to the child.</i>	<input type="checkbox"/> Wood/coal <input type="checkbox"/> Gas/electric/kerosene <input type="checkbox"/> Cow dung <input type="checkbox"/> Corn stalks <input type="checkbox"/> Do not know/No response
20.	What type of toilet facility does your household have? <i>Read options to the child.</i>	<input type="checkbox"/> Flush toilet <input type="checkbox"/> Pit toilet/latrine – private <input type="checkbox"/> Pit toilet/latrine – shared <input type="checkbox"/> No facility <input type="checkbox"/> Do not know/No response
Do you have the following items in your home?....		
21.	A radio?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
22.	A telephone or cell phone?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
23.	Electricity?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
24.	A television?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
25.	A refrigerator?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
26.	A bicycle?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
27.	A motorcycle or motorbike?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
28.	A car or truck?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
29.	A canoe?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
30.	A boat with a motor?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
31.	An animal-drawn cart?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
32.	A generator?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
33.	A computer?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Do not know/No response
Thank you very much for your help. You may now return to class.		
	Time the interview ended:	_____ : _____ HH : MM