Handout 7.5: EGRA Assessor Reference Sheet

MARKING RESPONSES		IN TANGERINE	ON PAPER
Item is wrong	**~~(b)~~**	**Tap item once**	Draw a line through the item
Correct if already marked wrong	**Ø**	**Tap item again**	Circle the item
If child skips a row	*****	**Click the star (*) at the end of the row. All items will be marked as incorrect**	Draw a line through the whole row
Indicate last item read	**]**	**Tap the last item read. A bracket will be placed automatically.**	Insert a bracket after the last item read

ADMINSTRATION PROCEDURES: STIMULI TASKS (LETTER SOUNDS, FAMILIAR WORD, NON-WORD, and ORAL READING)

- Start by showing pupil stimuli as you read instructions
- Start the timer when learner reads the first letter or word
- Remove stimuli from learner's view when not in use
- When timer goes off, tap the final letter or word attempted
- Allowable prompts (besides "please go on") are given only once during a subtask (e.g., "tell me the letter sound, not the name" or "speak louder")
- Always read instructions and carry out examples first
- Any skipped letter or word is marked incorrect

ADMINISTRATION PROCEDURES: ALL TASKS

3 Second-rule: If a child hesitates for 3 seconds, point to next letter/word and say "Please go on." Mark letter/word as incorrect or no response. This is for: **Phonemic Awareness, Letter sounds, Familiar Words, Non-words, and Oral Reading Passage**

10 Seconds-rule: Ask all questions. If learner does not respond after 10 seconds, mark **"no response"** and go on to next question. Do not repeat the question. If the learner says "I don't know," mark incorrect. This is for: **Reading and Listening Comprehension**

Early stop rule: If a child has not given any correct responses for the first 5 (**Phonemic Awareness, Familiar Words, and Non-words**); 8 (**Oral reading passage);** or 10 (**Letter sounds)** items, thank the child, stop the task by removing the stimuli, and move to the next task.

Subtask 1: LISTENING COMPREHENSION
Listen to story, answer questions **NO STIMULI, NOT TIMED, READ STORY ONCE, ASK ALL QUESTIONS**

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- Read the entire passage aloud to the child ONE TIME ONLY. Read slowly (about 1 word per second).
- Ask all of the questions. Do not allow the child to look at the passage or the questions.
- **10 seconds**: If a child does not answer after 10 seconds, mark as **"no response**" and continue to the next question. Do not repeat the question.

Subtask 2: PHONEMIC AWARENESS **NO STIMULI, NOT TIMED. EARLY STOP=NONE CORRECT ON 1ST FIVE (5) ITEMS**

Identify the syllable that begins with a different sound

- State the prompt question before the 1st, 4th, 7th, and 10th set of syllables.
- Read aloud each set of syllables twice and have the student say the syllable that begins with a different sound.
- If the child provides all the correct sounds, mark the box "All correct."
- **5 seconds:** If the child does not respond to an item after 5 seconds, mark as "**no response**" and proceed to the next set of words. Remember to ask the prompt question before each set of words.
- Stop if the child does not provide a single correct response after the first five questions .

Subtask 3: LETTER SOUND IDENTIFICATION **STIMULI. EARLY STOP=NONE CORRECT ON 1ST TEN (10) ITEMS**

Tell the sound each letter makes

- **3 seconds**: If the child hesitates for 3 seconds, **point** to the next letter and say, "Please go on." Mark the skipped letter as **incorrect.**
- Stop if the child does not provide a single correct response on the first line (10 letters).
- If the student 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 subtask.

Subtask 4: FAMILIAR WORD READING **STIMULI. EARLY STOP=NONE CORRECT 1st FIVE (5) ITEMS**

Read these words

- **3 seconds**: If the child hesitates for 3 seconds, **point** to the next word and say, "Please go on." Mark the skipped letter as **incorrect.**
- Stop if the child does not provide a single correct response on the first line (5 items).

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Subtask 5: NON-WORD DECODING — **STIMULI, TIMED, EARLY STOP=NONE CORRECT 1st FIVE (5) ITEMS**

Read these non-words

- **3 seconds**: If the child hesitates for 3 seconds, **point** to the next word and say, "Please go on." Mark the skipped letter as **incorrect.**
- Stop if the child does not provide a single correct response on the first line (5 items).

Subtask 6a: ORAL READING PASSAGE — **STIMULI. EARLY STOP=NONE CORRECT 1st EIGHT (8) ITEMS**

Read this story

- **3 seconds**: If the child hesitates for 3 seconds, **point** to the next word and say, "Please go on." Mark the skipped letter as **incorrect.**
- Stop if the child does not provide a single correct word on the first line of text. Do not ask any comprehension questions.
- After the child is finished reading, REMOVE the passage from in front of the child.

Subtask 6b: READING COMPREHENSION — **NO STIMULI, NOT TIMED. ASK ONLY QUESTIONS CORRESPONDING TO TEXT READ**

Answer questions to the story they read

- Before asking the questions, REMOVE the passage from in front of the child**.**
- Mark the child's response (correct or incorrect) and continue to the next question. Responses with a similar meaning to those provided should be marked correct.
- **10 seconds**: If the child does not respond to a question after 10 seconds, mark "**no response**" and continue to the next question.
- Do not repeat the question.

Tip: For comprehension questions, potential answers are found in parenthesis below each question. Be careful not to read these answers to the pupil. Answering in the local language is allowed.

Subtask (LANGUAGE): FAMILIAR WORD READING — **STIMULI. EARLY STOP=NONE CORRECT 1st FIVE (5) ITEMS**

Read these words

- **3 seconds**: If the child hesitates for 3 seconds, **point** to the next word and say, "Please go on." Mark the skipped letter as **incorrect.**

- Stop if the child does not provide a single correct response on the first line (5 items).

Subtask (LANGUAGE): VOCABULARY	**NO STIMULI, NOT TIMED. GIVE DIRECTIONS AND MARK WHETHER THE PUPIL'S ACTION IS CORRECT**

- Question 1: "Point to your (part of body)"…. ➲ **3 seconds**: If the child hesitates for 3 seconds, go on to the next item.
- Question 2: "Show me (object in the room)"… ➲ **5 seconds**: If the child hesitates for 5 seconds, go on to the next item.
- Question 3: "Put the pencil (in some orientation)"… ➲ **5 seconds**: If the child hesitates for 5 seconds, go on to the next item.

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EGRA ADMINISTRATION TERMS AND PROTOCOL

TERMS	
tablet	The electronic device used to collect data.
Tangerine/XXXXX	The name of the software (computer program) that displays the EGRA test and the questionnaires.
application	Various programs on the tablet indicated by a symbol or drawing.
stylus	The stick or "pen" used to input information into the tablet. Tap the stylus gently on the tablet to select a test, navigate between tasks, and mark responses.
administrator protocol	The test "booklet" used by the assessor to read the instructions and mark the pupil's responses (will only be used as backup if the tablet is not working).
stimuli	The paper placed in front of the child during EGRA. For EGRA, the pupil stimulus is used for the letter sounds, non-word reading, and oral reading fluency tasks.
ADMINISTRATION RULES AND TIPS	
subtask	Name for the specific tests within the EGRA instrument. For example, "letter sound identification" is a subtask in EGRA.
start	Start the task by tapping on "start" on the tablet (or pushing "start" on the stopwatch) when the child first speaks the first letter or word. If the child does not provide a response for the first item, the "3 second rule" is applied and you should start the timer after 3 seconds and then tell the child to "go on".
slash/tap	An incorrect response is ALWAYS indicated by a slash mark. On paper, the mark looks like this: (/). On the tablet, tap the item and a slash will appear like this: (b)
3-second rule	If a child does not provide a response to a given item (e.g., letter, number, or word) after three seconds, mark the item as incorrect. Point to the next item and say, "Please go on."
skipped item	If the child skips a letter or word, mark it as incorrect.
skipped row	If the child skips an entire line, mark the entire row incorrect (press the asterisk [*] at the end of the row in Tangerine).
early stop rule	If the child does not provide any correct responses (including "no response") after a certain number of items in EGRA, the "early stop" rule is applied. This means that the subtask is discontinued or stopped. The rule is different in every subtask. In Tangerine, the system will automatically stop the subtask. However, if marking on paper, you must be aware of the "early stop" rule for each task. Note that some subtasks do NOT have an early stop rule.
language	Be sure to indicate the language of each subtest during the transition/introduction and to use the correct stimuli. Anytime you see (main local language) or (EGRA language) in a questionnaire item, this refers to the language we are assessing, i.e., LANGUAGE 1, LANGUAGE 2, ETC. Replace the term with the language name when asking the question.
energizer	Halfway through the assessment it may be necessary to do a simple energizer to maintain the child's attention. For example, invite the child to stand up and stretch. Play a quick hand gesture game. The activity should be quiet and contained within your assessment area.

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pronunciation	EGRA is a reading test, not a pronunciation test. If children in a particular area pronounce a word in their regular speech differently than elsewhere, they should not be marked incorrect for their variation of pronunciation when reading that word. This is not a reading error.
vertical reading	If the child begins to read vertically, discontinue the child from reading and point with your finger to show the child that s/he should read from left to right. Restart the section. This may be done ONLY ONCE. If the child continues to read vertically (or in another manner), allow 3 seconds for each item in the first row, mark the items as incorrect, then discontinue the task.
finger-pointing	The child can follow a reading with his or her finger. The child SHOULD point during the stimuli tasks.
stop watch	If it is necessary to record assessment results on paper, write the time shown on the stop watch at the bottom of timed tasks (not the time remaining).
learner interview	The questionnaire should be administered verbally. Pay attention to when you should or should not read aloud response options.
testing materials	Hold the tablet or the clipboard out of the child's view. The pupil stimuli is blank side up except when the child is reading it.