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EGRA Results Dissemination

Prepared for the USAID workshop
“Designing and Implementing Early Grade Reading
Assessments: Understanding the Basics”

March 2015

Recap of Where We Are

- Identification of Research Design and Sampling Framework
- Development/Adaptation of EGRA Instrument
- Procedures for EGRA Administration, Scoring and Data Capture
- Establishment of Electronic Data Capture System
- Enumerator Training, Assessment, and Selection
- Pilot and Full Data Collection
- **Use and Dissemination of EGRA Results**
- Planning and Managing EGRA Implementation

Session Objectives

- Understand basic EGRA data outputs and uses
- Be familiar with effective communication and dissemination strategies

EXERCISE: Whose Results?

- Why do we collect EGRA data?
- Who will use it, and for what purpose?
- What kind of information is appropriate for certain audiences?
- What methods and media are best used according to audience and purpose?

1. What?

2. How?

Remember:

It's not what you want to tell them that counts, it is what they are capable of hearing!

and

Information is only useful if it is used...



Example: Which Message is Most Powerful?

- The average oral reading fluency score for children in grade 2 was 16 correct words per minute.
- The average grade 2 student reads 1 word every four seconds.
- After two years of public school, it takes the average child four seconds to read one word.

Best Practices

- Know your audience
- Tell a story
- Validate results first (depending on context)
- Less is usually more

Cautions and Limitations

- Correlation vs. causation
- Avoid comparison across languages and countries
- Be careful about generalizations if sample size is not sufficient
- Check print quality before distribution (particularly legibility of colors in graphs)
- Always clearly label your axes and give graphs a title (not always done for this presentation!)



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Presentation Types: Refresher

Presentation Types: Refresher

Not all presentation types are equal—certain visualizations are used for specific purposes.

- **Bar charts:** comparing groups
- **Pie charts** (or 100% bar charts): total distribution of values
- **Line graphs:** evolution over time
- **Points/scatterplots:** relationship between two variables
- **Tables:** technical details
- **Maps:** geographical information

Bar Charts: Comparing Groups

Figure 4: Mean Oral Reading Fluency by Region

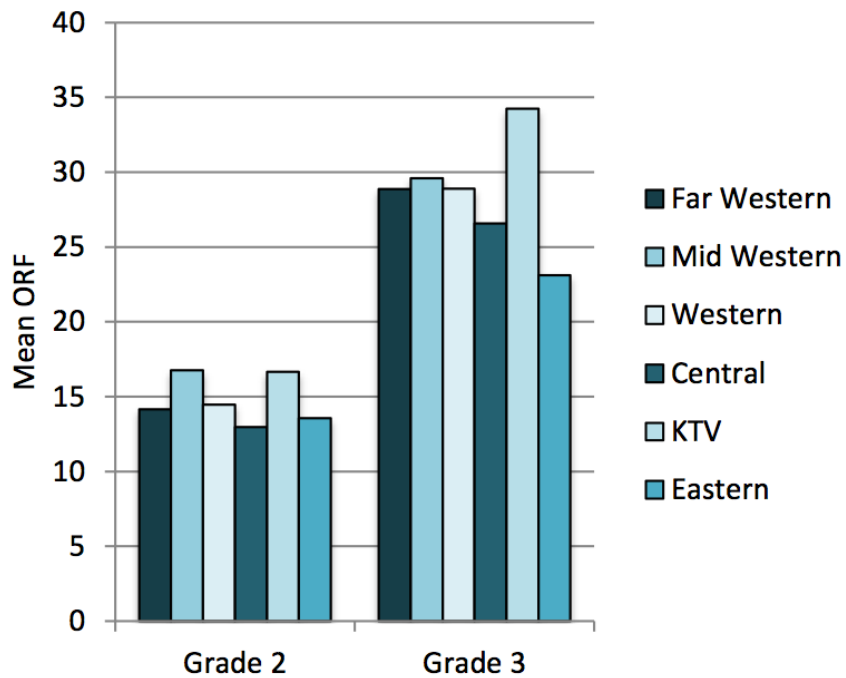
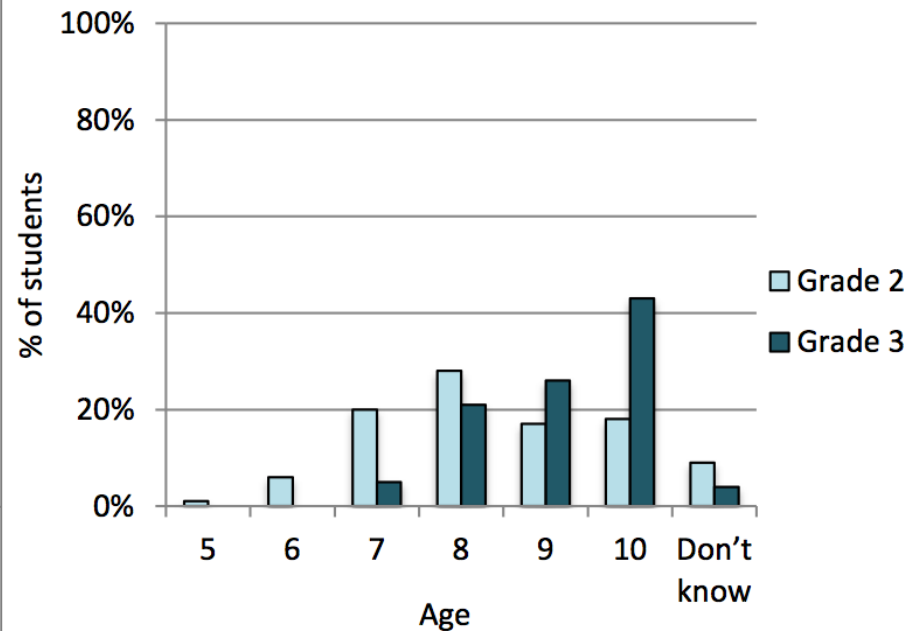
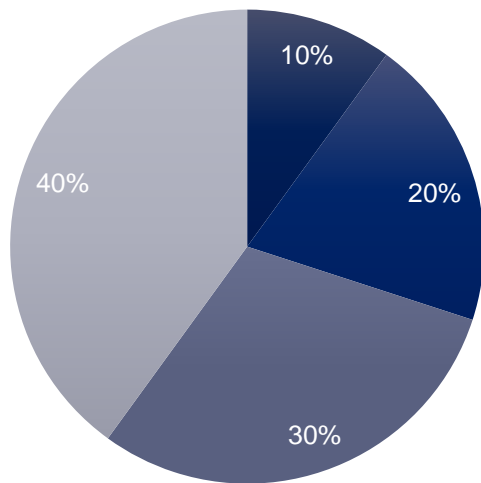


Figure 7: Student Age



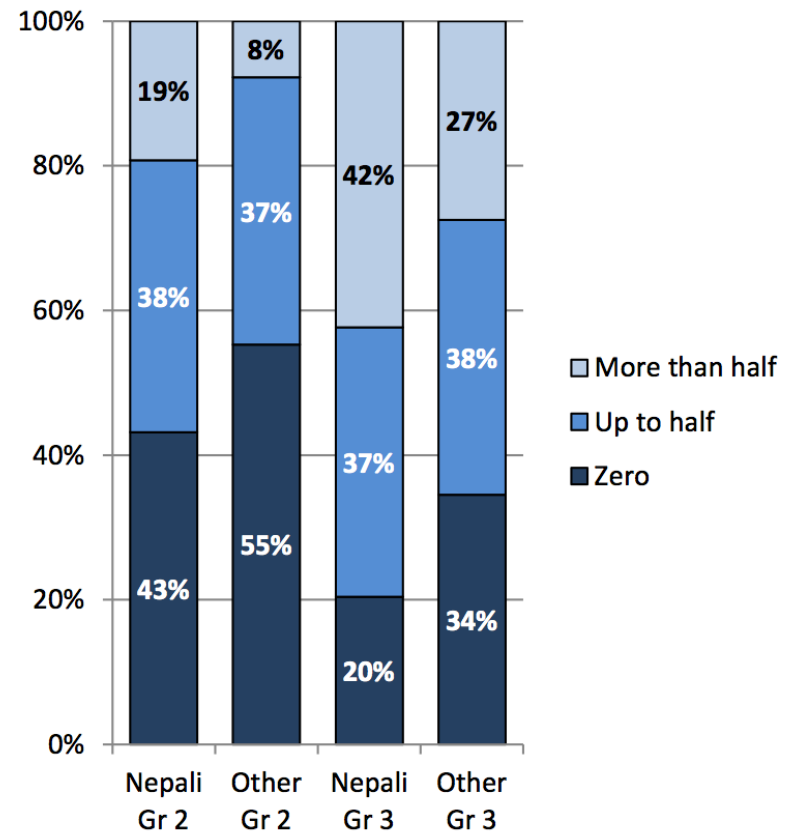
Stacked Bar Chart: Distribution by Group

Sample Pie Chart



- 1
- 2
- 3
- 4

Figure 16: Reading Comprehension by Language Group

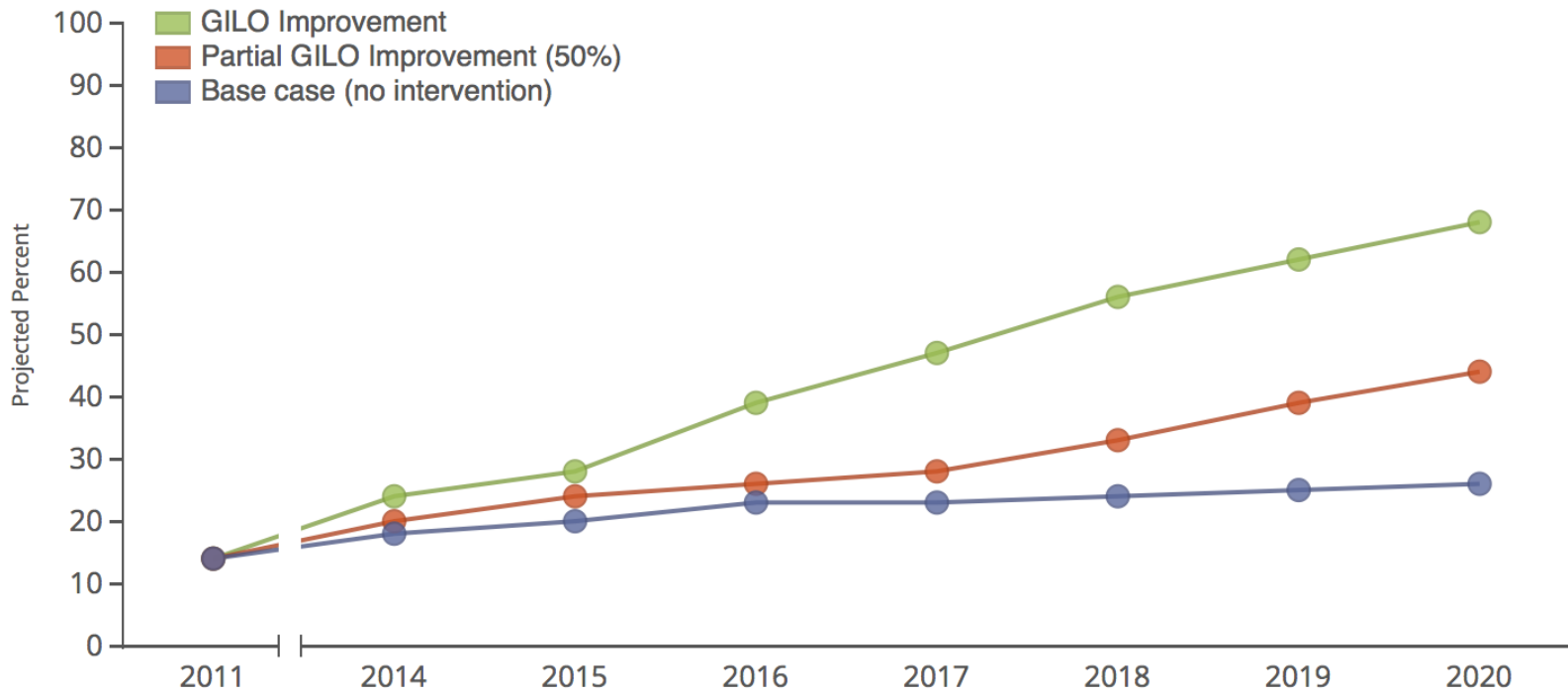


Source: Sitabkhan and DeStefano, 2014 (Nepal EGRA).

Line graph: Continuous Variables (time series, trends)

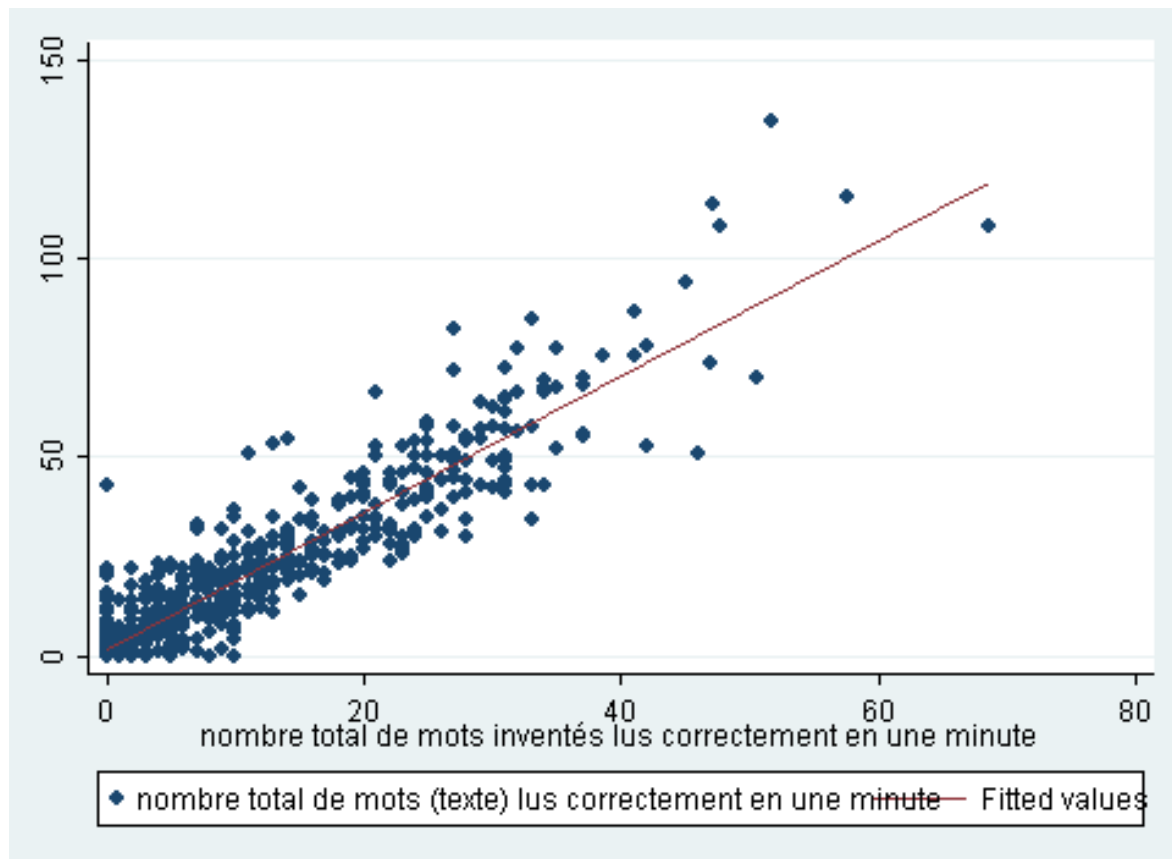
Percentage of Grade 2 Students Meeting Oral Reading Fluency Benchmark and Estimated Growth Assumptions*

Intervention



Source: USAID EGRA Barometer (Egypt), <http://www.earlygradereadingbarometer.org>

Points or Scatterplots: Relationship Between Two Variables



Source: Pouezevara, Sock, and Ndiaye, 2010 (Senegal EGRA).

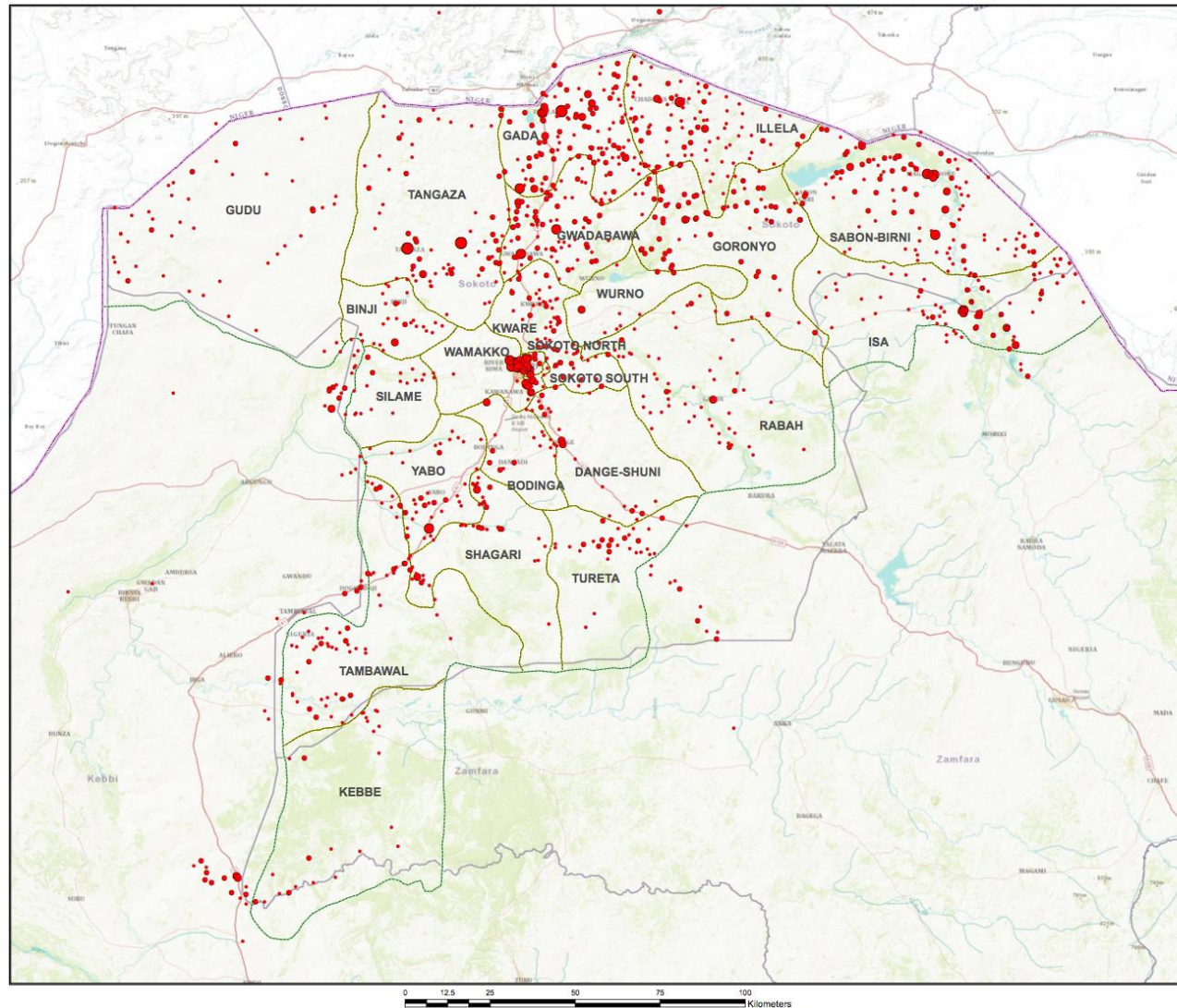
Tables: Technical Data

Table 3: Summary of Reading Performance on All Subtasks

| | Grade 2 | | | Grade 3 | | |
|---|---------|----------------|--------|---------|----------------|--------|
| | Mean | Standard Error | % Zero | Mean | Standard Error | % Zero |
| Letter sound knowledge (correct letters/min) | 28.6 | 1.0 | 8% | 39.9 | 1.1 | 4% |
| Matra reading (correct matras/min in isolation) | 15.8 | 1.1 | 31% | 27.9 | 1.4 | 16% |
| Nonword reading (correct words/min in isolation) | 6.6 | 0.5 | 34% | 11.7 | 0.6 | 19% |
| ORF (correct words/min of text) | 14.2 | 1.0 | 37% | 27.2 | 1.4 | 19% |
| Oral reading comprehension (# correct out of 6 questions) | 1.3 | 0.1 | 50% | 2.4 | 0.1 | 27% |
| Listening comprehension (# correct out of 3 questions) | 1.8 | 0.1 | 11% | 2.0 | 0.0 | 6% |

Source: Sitabkhan and DeStefano, 2014 (Nepal EGRA).

Maps: Geographic Data



**2011 - 2012
Sokoto**

**Total Enrollment
Primary Schools**



USAID NIGERIA NORTHERN
EDUCATION INITIATIVE

Legend

(1,257 of 1,344 schools displayed)

Enrollment

- 0 - 250
- 251 - 600
- 601 - 1,400
- 1,401 - 3,000
- 3,001 - 7,408

- National Boundary
- Sokoto Boundary
- LGA Boundary

Data Source: Sokoto Annual School Census, 2011 - 2012

Date: October, 2012, SUBEB, Sokoto State

Coordinates: Geographic Decimal Degree
Datum: WGS 84

LOCATION DIAGRAM





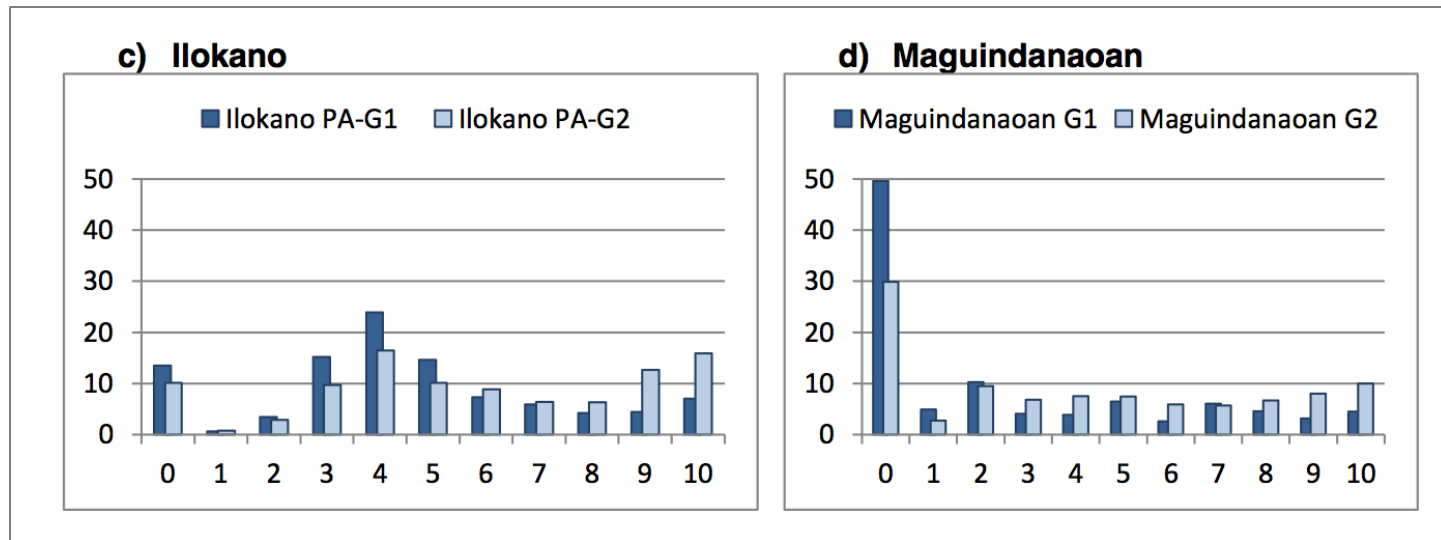
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Presentation by Type of Information

1. Subtask types
2. Item analysis
3. Relationships between variables or tasks
4. Factors associated with the results
5. Benchmarking
6. Validity and reliability

1. Subtask Types: Untimed Tasks (comprehension, phonemic awareness)

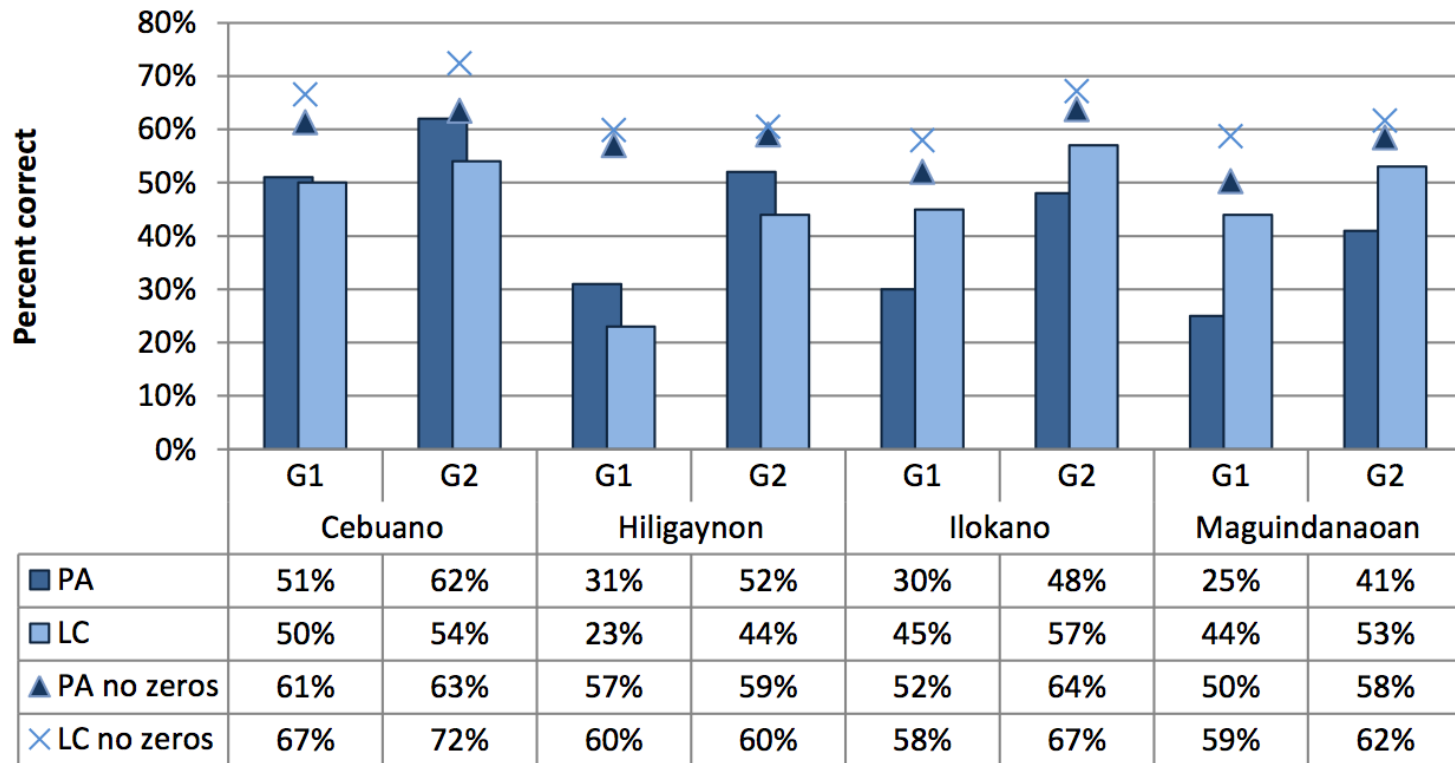
- Indicator is percent correct out of total possible or total attempted (in the case of reading comprehension).
- Present mean (average percent correct), distribution (how many got one correct, how many got two correct, etc.), and zero scores.



Source: Pouezevara, DeStefano, Cummiskey, and Pressley, 2014 (Philippines four-language EGRA).

Bar Chart With and Without Zero Scores

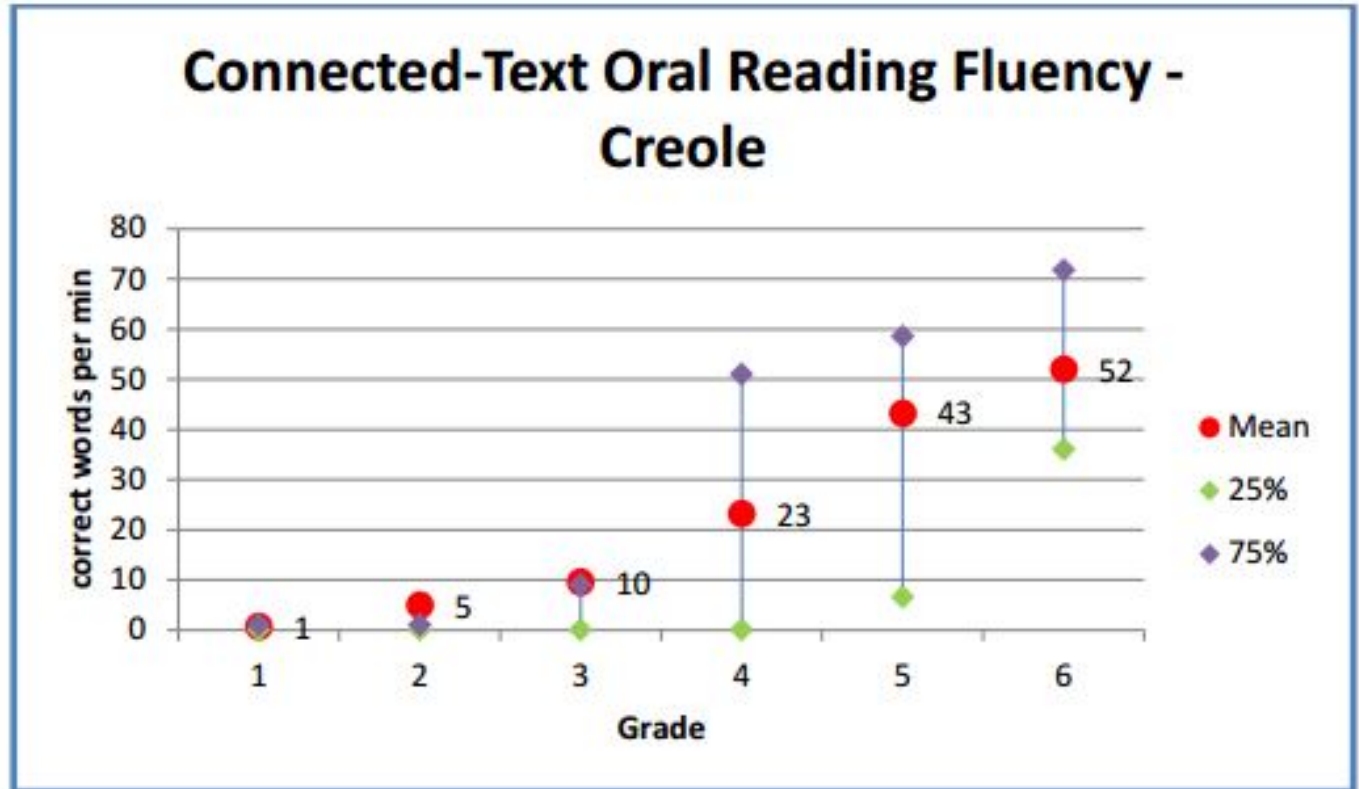
Figure 7: Scores on listening comprehension and phonemic awareness exercises, by grade and language



Source: Pouezevara, DeStefano, Cummiskey, and Pressley, 2014 (Philippines four-language EGRA).

Subtask Types: Timed Grid Tasks

- Fluency
- Accuracy
- Means
- Distribution

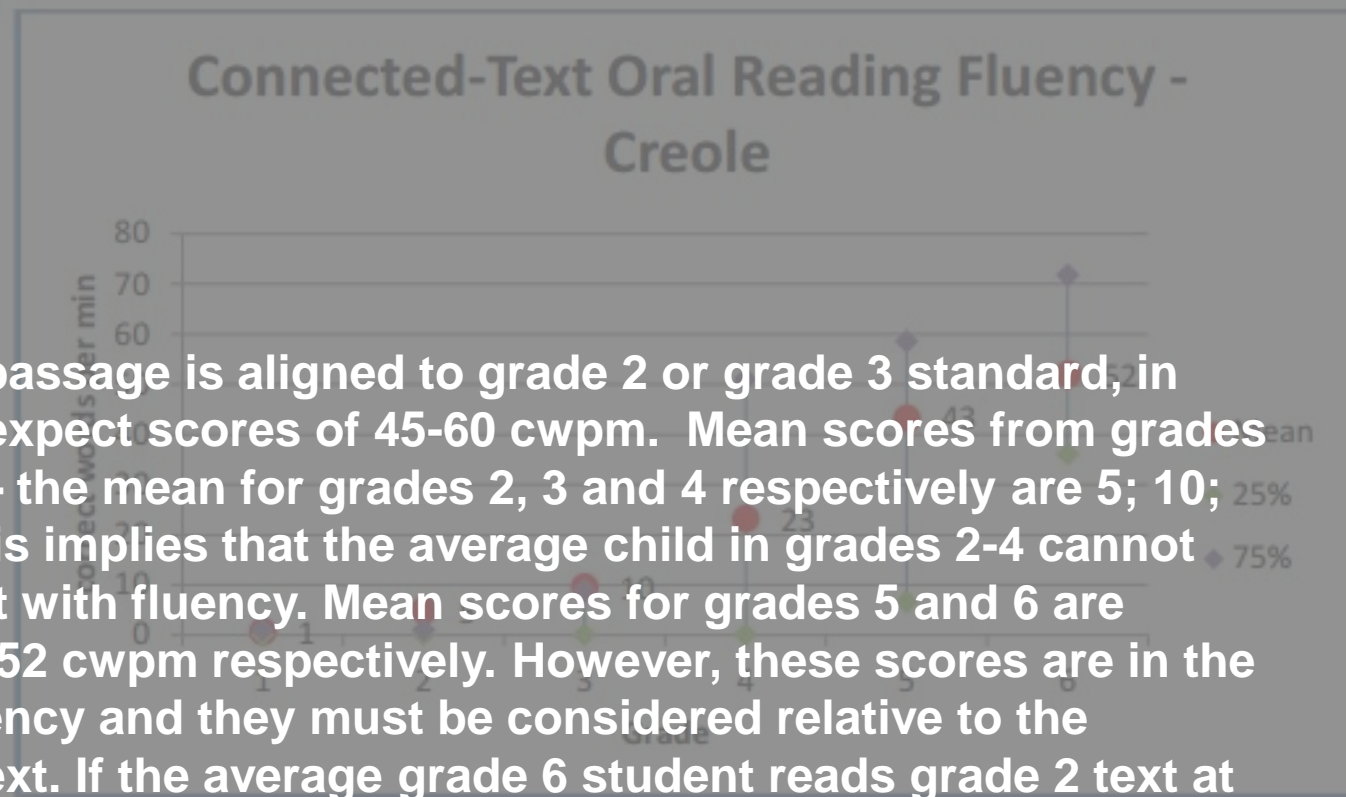


Source: Concern Worldwide, 2013 (EGRA in Saut d'Eau, Haiti).

Subtask Types: Timed Grid Tasks

- Fluency
- Accuracy
- Means
- Distribution

• “The text in this passage is aligned to grade 2 or grade 3 standard, in which we would expect scores of 45-60 cwpm. Mean scores from grades 1-4 are very low – the mean for grades 2, 3 and 4 respectively are 5; 10; and 23 cwpm. This implies that the average child in grades 2-4 cannot read a simple text with fluency. Mean scores for grades 5 and 6 are higher, at 43 and 52 cwpm respectively. However, these scores are in the low range for fluency and they must be considered relative to the standard of the text. If the average grade 6 student reads grade 2 text at just 52 cwpm it is very unlikely that he/she can read a grade 6 level text with fluency or comprehension”



Source: Council Worldwide, May 2015, EGRA (Haiti)

Fluency vs. Accuracy

Table 8: Reading accuracy: Percent correct out of total attempted

| | Cebuano | | Hiligaynon | | Ilokano | | Maguindanaoan | |
|----------------|---------|-----|------------|-----|---------|-----|---------------|-----|
| | G1 | G2 | G1 | G2 | G1 | G2 | G1 | G2 |
| Non-words | 74% | 81% | 73% | 80% | 81% | 89% | 67% | 73% |
| Familiar words | 76% | 88% | 79% | 86% | 77% | 89% | 67% | 77% |
| Short story | 79% | 90% | 76% | 87% | 76% | 85% | 72% | 84% |

Source: Pouezevara, DeStefano, Cummiskey, and Pressley, 2014 (Philippines four-language EGRA).

Fluency vs. Accuracy

Table 8: Reading accuracy: Percent correct out of total attempted

| | Cebuano | | Hiligaynon | | Ilokano | | Maguindanaoan | |
|----------------|---------|-----|------------|-----|---------|-----|---------------|-----|
| | G1 | G2 | G1 | G2 | G1 | G2 | G1 | G2 |
| Non-words | 74% | 81% | 73% | 80% | 81% | 89% | 67% | 73% |
| Familiar words | 76% | 88% | 70% | 86% | 77% | 80% | 67% | 77% |
| Short story | 75% | 90% | 70% | 81% | 76% | 85% | 72% | 84% |

“With a few exceptions, for all languages and tasks accuracy improved by less than 10 percentage points from one grade to the next. This means that Grade 1 children who showed some reading ability were already reading with a great deal of accuracy, and by Grade 2 their cognitive skills could be used for increasing automaticity and therefore overall fluency. We can also see that as reading becomes more embedded in context and familiarity (short story reading as opposed to reading words in isolation), accuracy usually improves. Ilokano was the only exception where accuracy was lower when reading a short story, compared to when reading words in isolation in both Grade 1 and Grade 2. It is likely that this was due to the highly agglutinative nature of the language.”

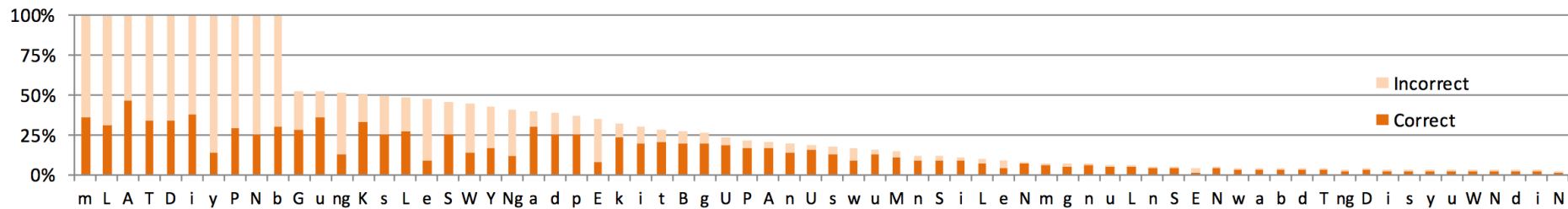
Subtask Types: Comprehension (reading and listening)

Table 5: Grade 2 Analysis of Correct Responses to Attempted Questions

| | | Grade 2 | | | | | | |
|-------------|-----------|---------|-----|-----|-----|-----|-----|--|
| # Attempted | # Correct | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | |
| 0 | | | | | | | | |
| 1 | 72% | 28% | | | | | | |
| 2 | 34% | 29% | 37% | | | | | |
| 3 | 12% | 20% | 34% | 35% | | | | |
| 4 | 3% | 6% | 9% | 23% | 59% | | | |
| 5 | 1% | 0% | 9% | 12% | 29% | 51% | | |
| 6 | 1% | 0% | 1% | 16% | 12% | 22% | 49% | |

2. Item Analysis

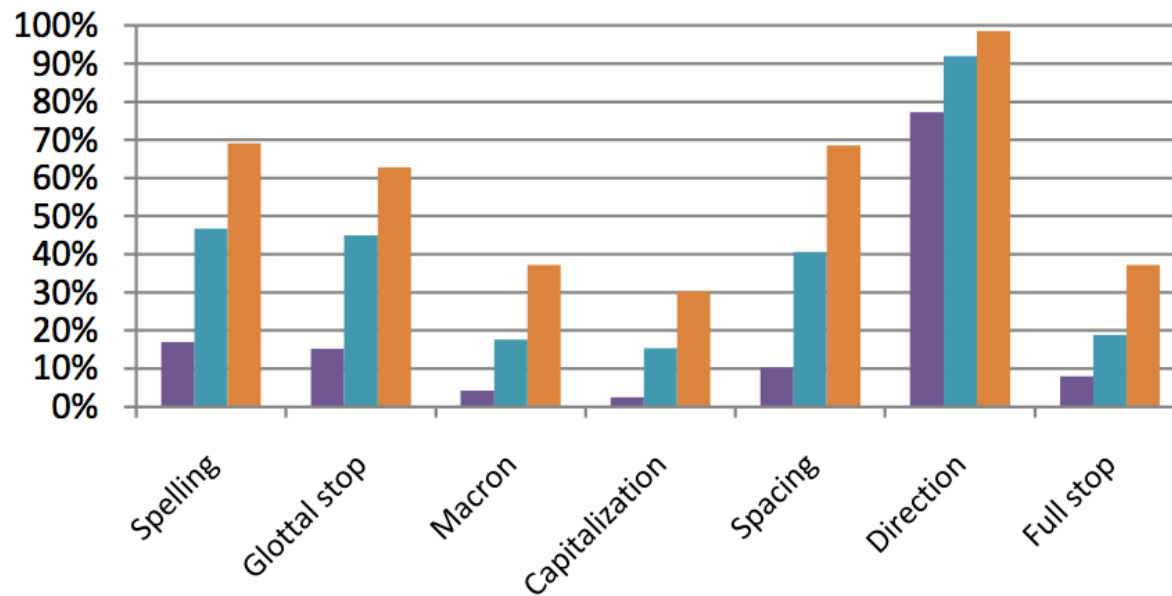
- Percent correct/incorrect by item



Source: Pouezevara, DeStefano, Cummiskey, and Pressley, 2014 (Philippines four-language EGRA).

Item analysis: Dictation

Figure 5 – Percentage of Correct Answers in Each Task of Sub-test 8 by Class and Gender

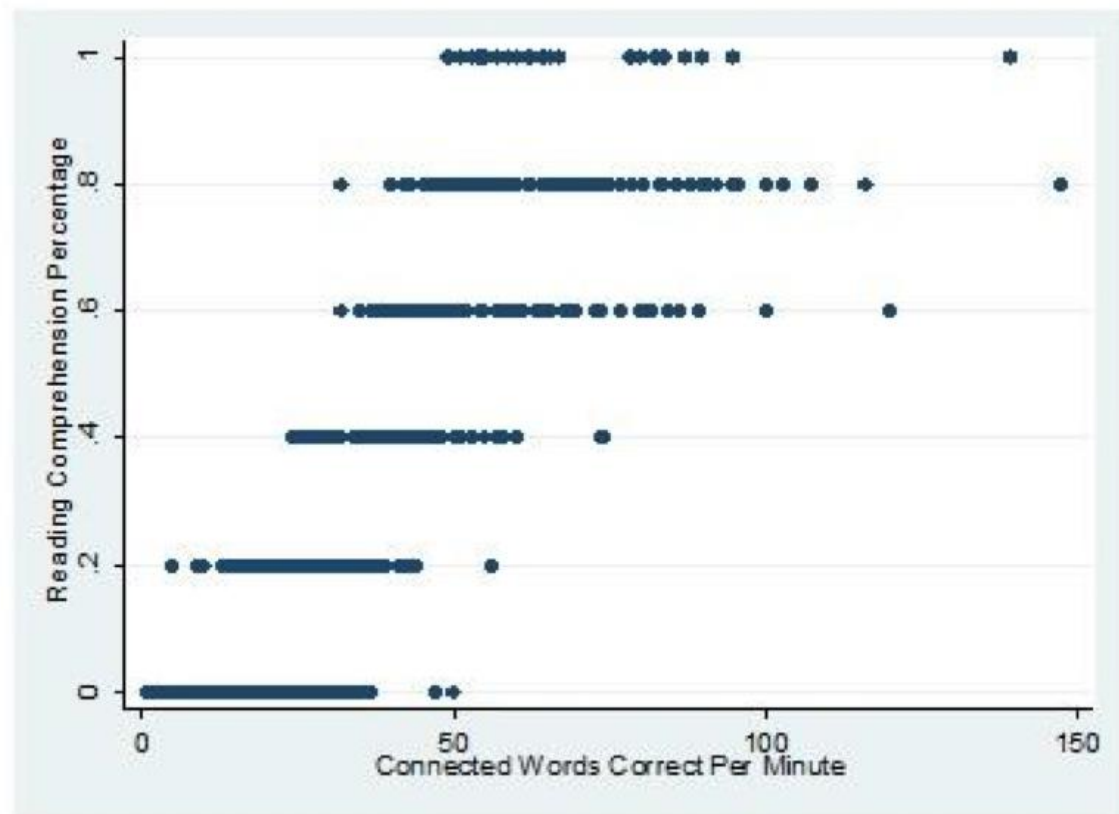


Source: Machuca-Sierra and Stevens, 2009 (Tonga EGRA).

3. Relationships between subtasks

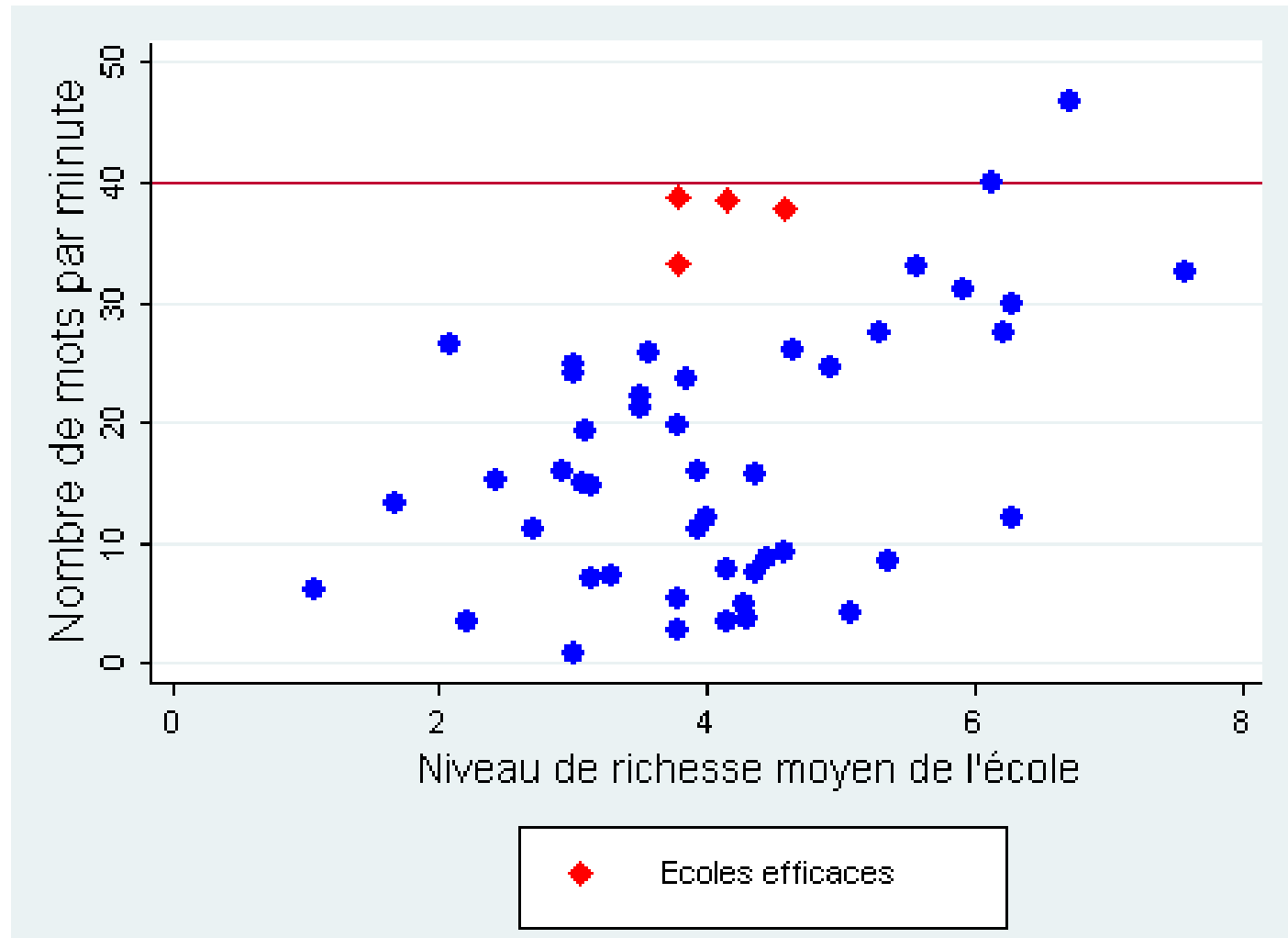
Figure 6 – Percentages of Average Reading Comprehension by Number of Correct Words Read Per Minute in the Oral Reading Passage

- Reading fluency and comprehension



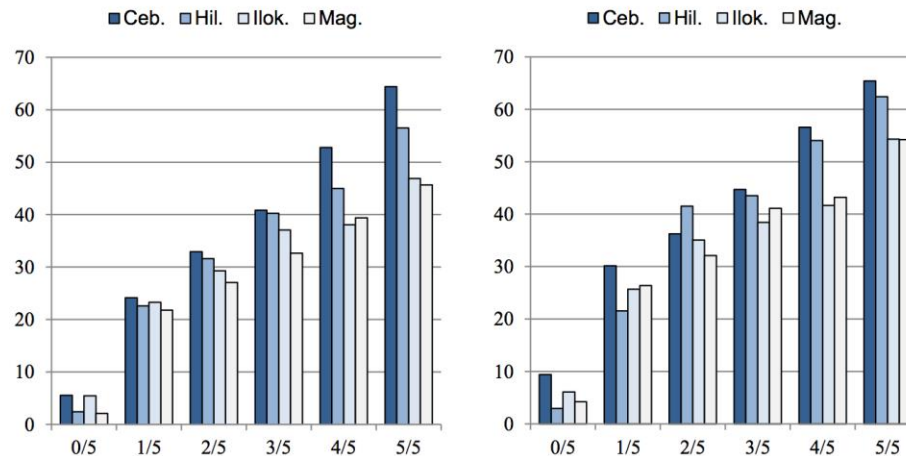
Source: Machuca-Sierra and Stevens, 2009 (Tonga EGRA).

Fluency and socioeconomic status



Source: Pouezevara, Sock, and Ndiaye, 2010 (Senegal EGRA).

Fluency and comprehension



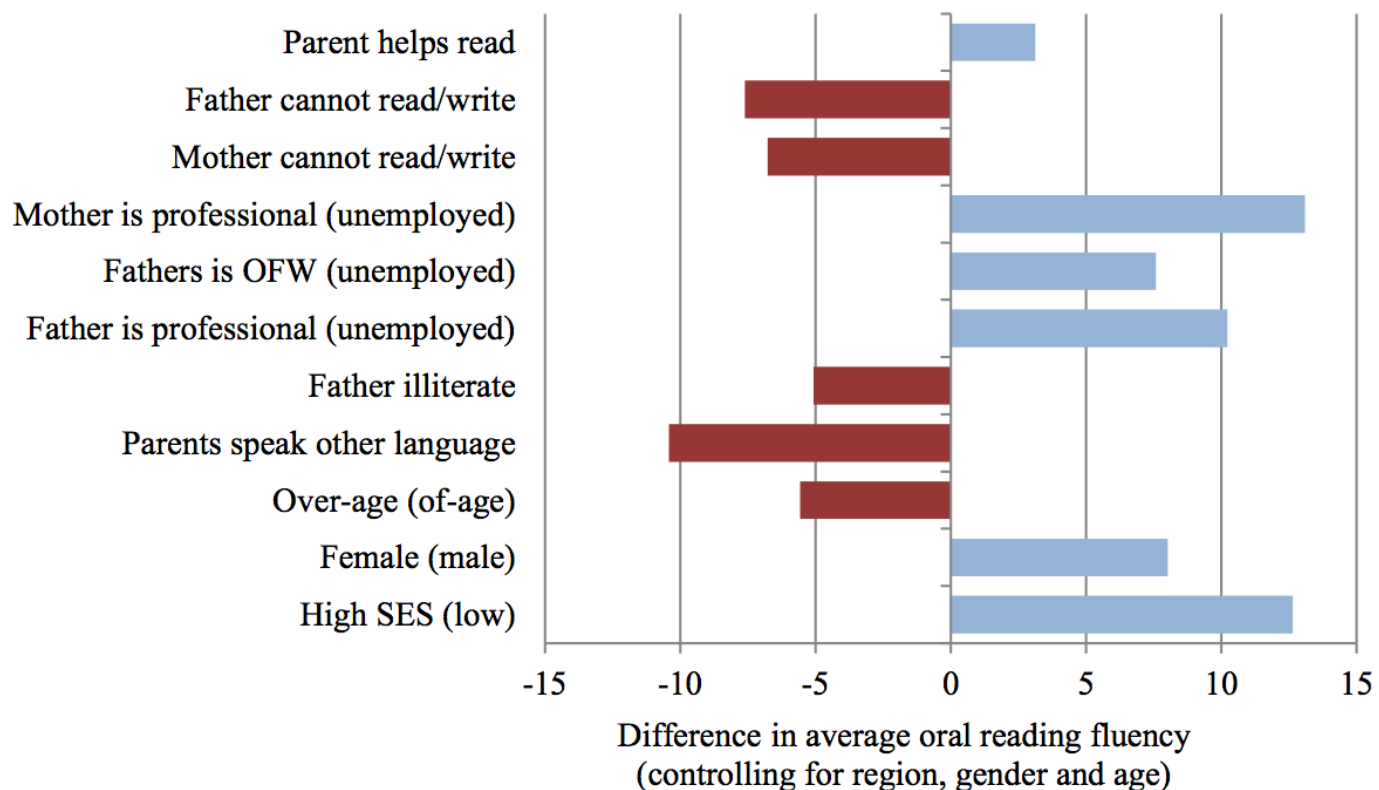
What we see is that students at the highest levels of comprehension across Grades 1 and 2 had oral reading fluencies in the ranges shown for each language in **Table 10** below.

Table 10 ORF and comprehension

| | 80% comprehension | 100% comprehension |
|---------------|-------------------|--------------------|
| Cebuano | 52-55 wpm | 62-65 wpm |
| Hiligaynon | 45-54 wpm | 55-65 wpm |
| Ilokano | 38-41 wpm | 45-55 wpm |
| Maguindanaoan | 39-41 wpm | 45-53 wpm |

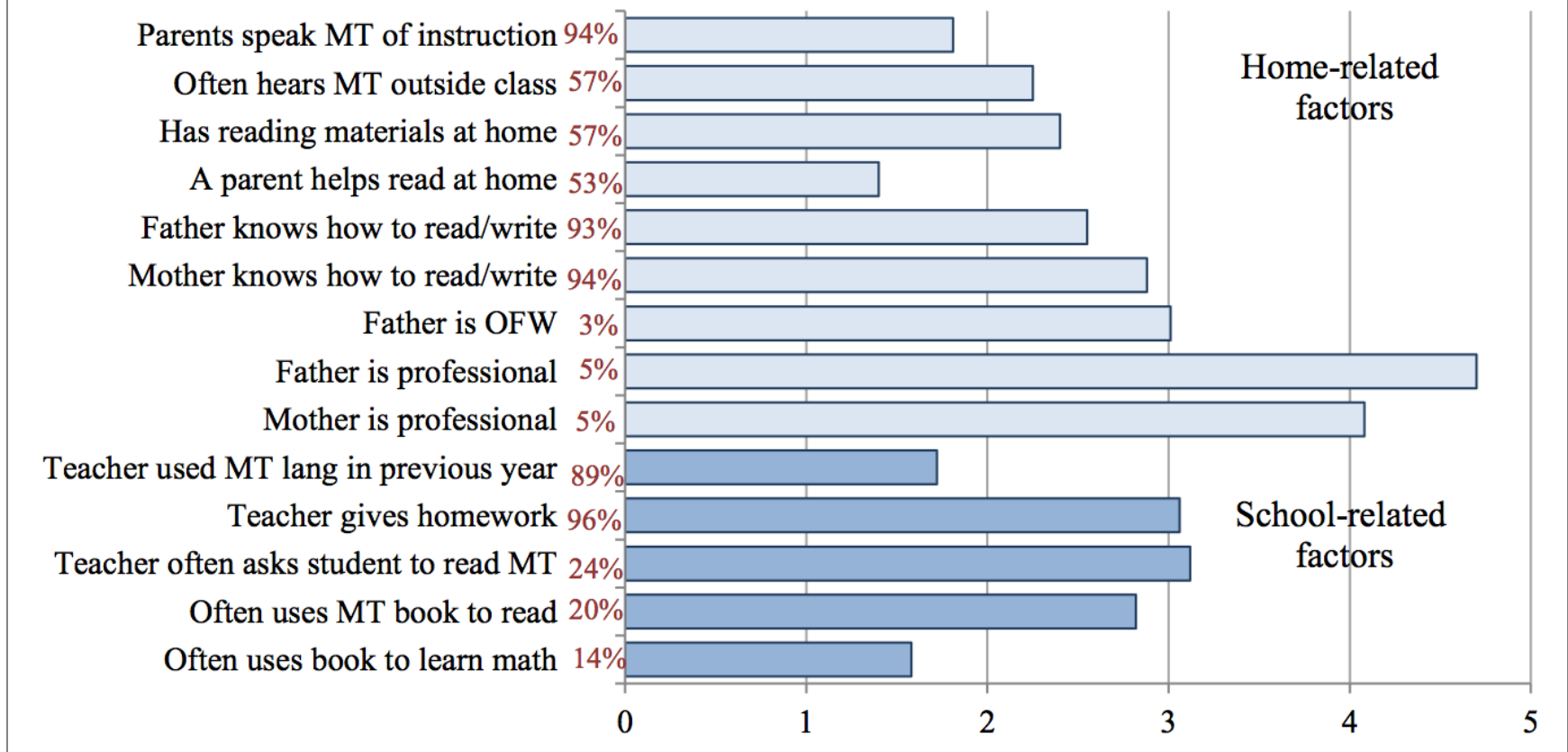
4. Factors Associated with Results

Figure 27: Differences in oral reading associated with home factors

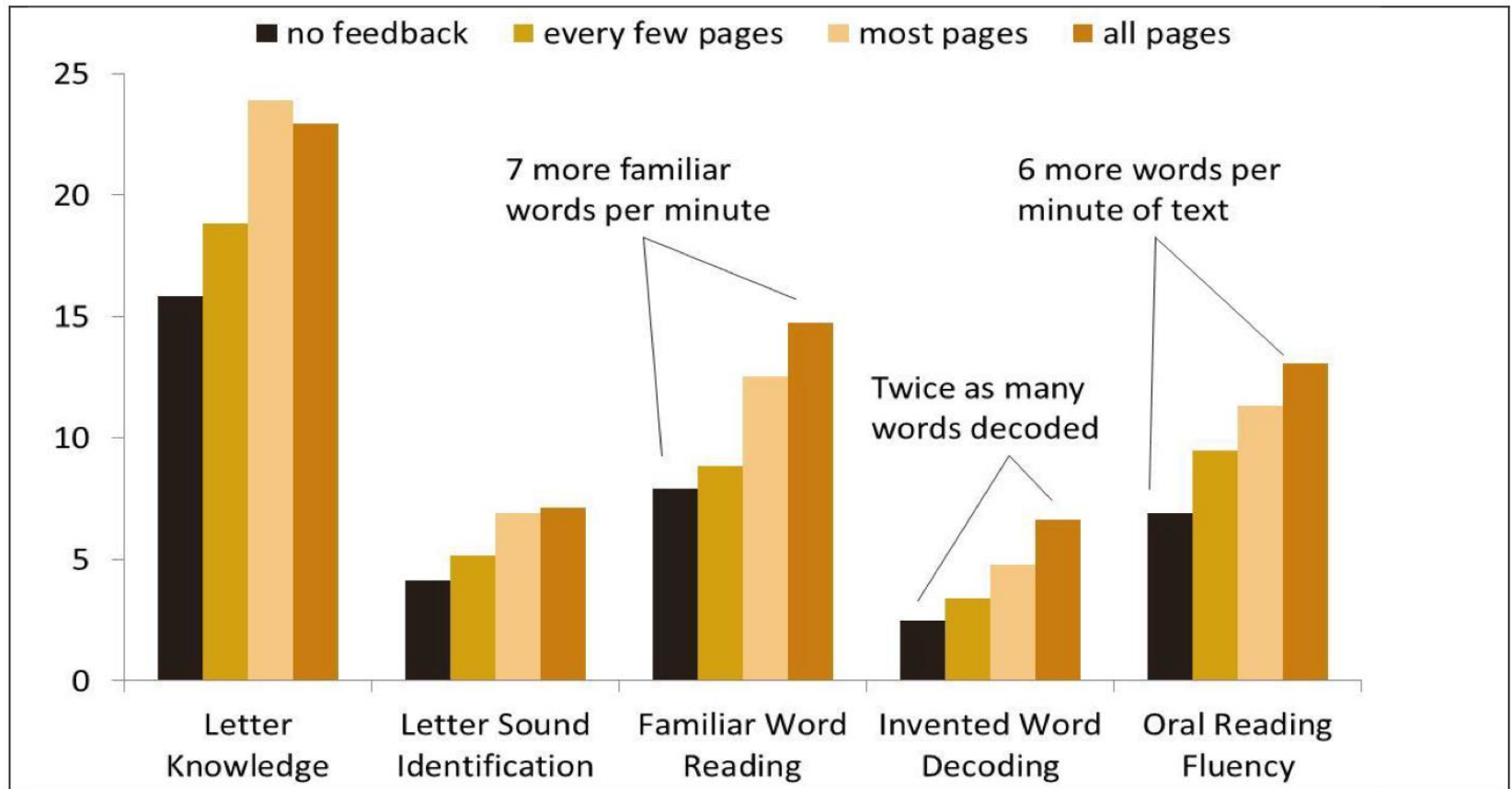


Factors associated with high performance

Figure 29: Odds ratios for variables associated with being in the top 25% of readers



Corrective feedback and reading achievement



Source: Collins and Messaoud-Galusi, 2012 (Yemen EGRA); and RTI International, 2013 (brief).

5. Benchmarking

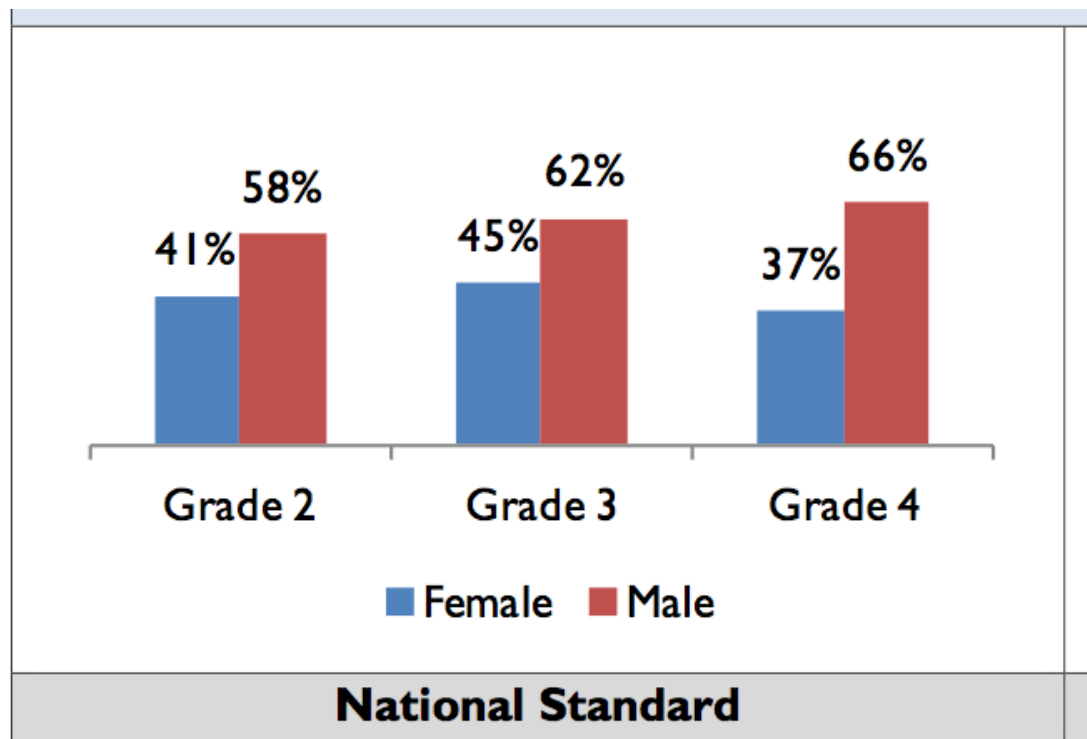
Table 20: Reading fluency and comprehension as benchmarks

| | | Grade 1 | % in range | Grade 2 | % in range |
|---------------|-----------|----------------|-----------------------|----------------|-----------------------|
| Cebuano | 80% comp | 42 – 56 | 11% | 46 – 64 | 27% |
| | 100% comp | | | 55 – 76 | 19% |
| Hiligaynon | 80% comp | 38 – 51 | 10% | 44 – 62 | 25% |
| | 100% comp | | | 53 – 69 | 15% |
| Ilokano | 80% comp | 34 – 44 | 10% | 35 – 45 | 25% |
| | 100% comp | | | 45 – 58 | 20% |
| Maguindanaoan | 80% comp | 32 – 57 | 4% | 35 – 56 | 20% |
| | 100% comp | | | 45 – 62 | 13% |

Source: Pouezevara, DeStefano, Cummiskey, and Pressley, 2014 (Philippines four-language EGRA).

Benchmarking

- Students who did not pass the national benchmarks.



Source: Tvaruzkova and Shamatov, 2012 (Kyrgyz Republic and Tajikistan EGRA).

6. Validity and Reliability

- Chronbach's Alpha vs. Pearson Correlation
- Recommendation is to use only Chronbach's alpha, Item-test
Item-rest analysis

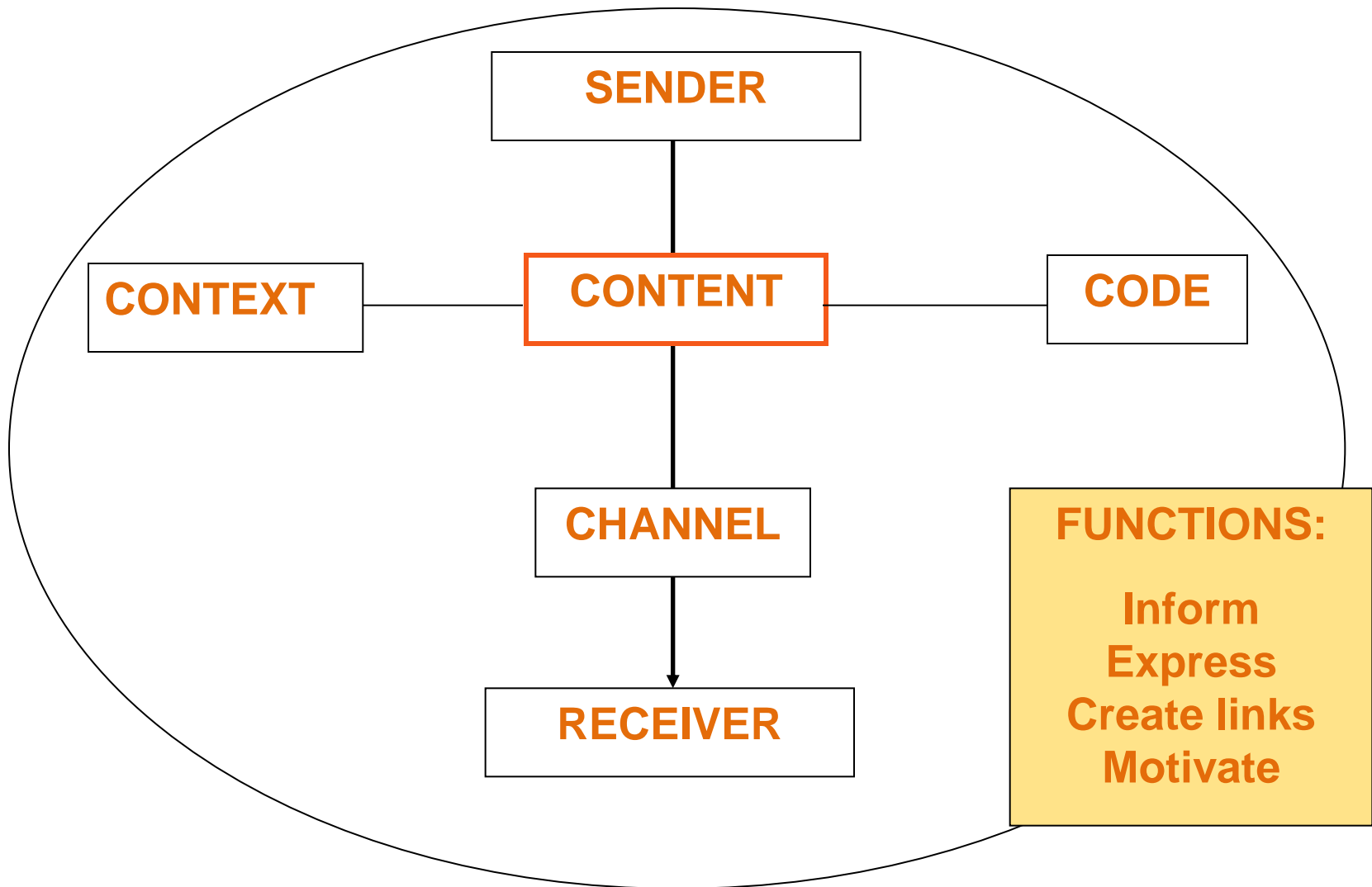


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From Presentation to Delivery

Sharing Results for Maximum Impact

Communication Refresher



Receiver (Whom Do You Need to Reach?)

Chosen as a function of:

- Their influence: Can the target audience get done what you think needs to be done, based on the results?
- Access: To whom do you actually have access?
- Relationships: What is the relationship between the person who delivers the communication and the target population?

Target Populations

- Government policy makers
- School-level officials
- Teachers
- Researchers
- Parents and civil society

Consider what each audience may get out of the EGRA results, and what is the best format for communication.

Channel: Methods of Dissemination

- Reports
- Flyers, infographics
- Workshops
- Media/multimedia

Dissemination: Reports

- Find examples on www.eddataglobal.org
- Reports can be a comprehensive record of everything about the study:
 - Purpose
 - Methodology (procedures, instruments, limitations)
 - Sample framework and selection
 - Validity and reliability indicators
 - Results
 - Conclusions and recommendations
- In reports, use a combination of visuals and narrative (visuals should ALWAYS be accompanied by an explanation)

Dissemination: Flyers, Posters, Banners

- A one-page flyer is always a good idea since many people won't read the full report, and it can be expensive to print and distribute full reports
- Extract key data from the report and present visually, highlighting the importance and action items
- Use local materials; engage local partners in developing flyers

Handout 10.1: Brief Example: Nigeria

Handout 10.2: Brief Example: Senegal

Handout 10.3: Brief Example: Philippines

Handout 10.1: Brief Example: Nigeria

Early Grade Reading Assessment (EGRA) in Hausa Results for Bauchi & Sokoto

The ability to read is one of the most important skills a child can learn. For this reason, the Nigeria Northern Education Initiative (NEI), with support from the U.S. Agency for International Development (USAID), collaborated with SUBEB, the Ministry of Education, the College of Education and others to conduct the Early Grade Reading Assessment in P3 in February and March 2011 in Bauchi and Sokoto states. The purpose of EGRA was to measure pupils' ability to read in Hausa, the language of instruction in P1- P3.

❖ What is the Early Grade Reading Assessment?

EGRA measures various skills that are necessary for children to read fluently and understand what they read. The test is conducted orally and one-on-one with pupils. EGRA results tell us whether children have acquired these key skills, and if not, what areas need to be improved.

❖ Why measure pupils' reading ability in Hausa?

Measuring pupils' reading ability in Hausa is important for several reasons. First, children learn to read best in a language that is familiar to them. This is because they arrive at school with an extensive vocabulary in their first language, which helps them learn to read with understanding. Becoming a good reader in Hausa also helps children to learn English, since many of the key skills related to reading are transferrable from one language to another.



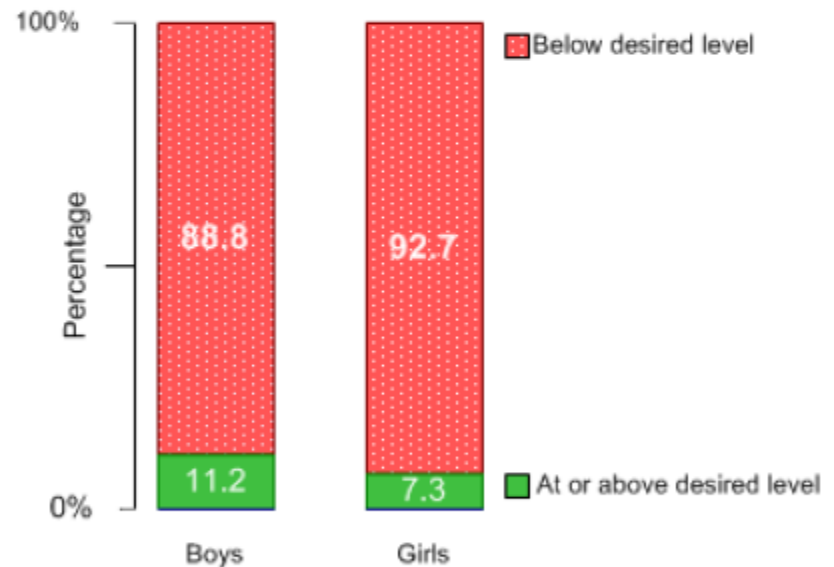
Handout 10.2: Brief Example: Senegal

Early Grade Reading Assessment (EGRA) Project in Senegal Update and results

In 2009, the William and Flora Hewlett Foundation supported implementation of an Early Grade Reading Assessment in Senegal. This assessment was conducted by RTI International and FocusAfrica with assistance from Associates in Research and Education for Development (ARED) and the National Institute of Research for Educational Development (INEADE) in Senegal. The evaluation took place from May to June in CE1 classes (third year of schooling) across 50 schools in 11 regions of Senegal. From July to November, the results were analyzed, then presented to different departments of the Ministry of Preschool, Elementary, and Middle Schooling, and of National Languages (Ministry of Education) during a working session on November 16, 2009. This publication summarizes key findings about the current level of reading ability in the grade tested, as well as factors linked to the socioeconomic and classroom environment that appear to influence that ability.

Overall results of the study

Percent of children in CE1 who have demonstrated minimum French reading fluency (score equal or greater than 50 MCM)

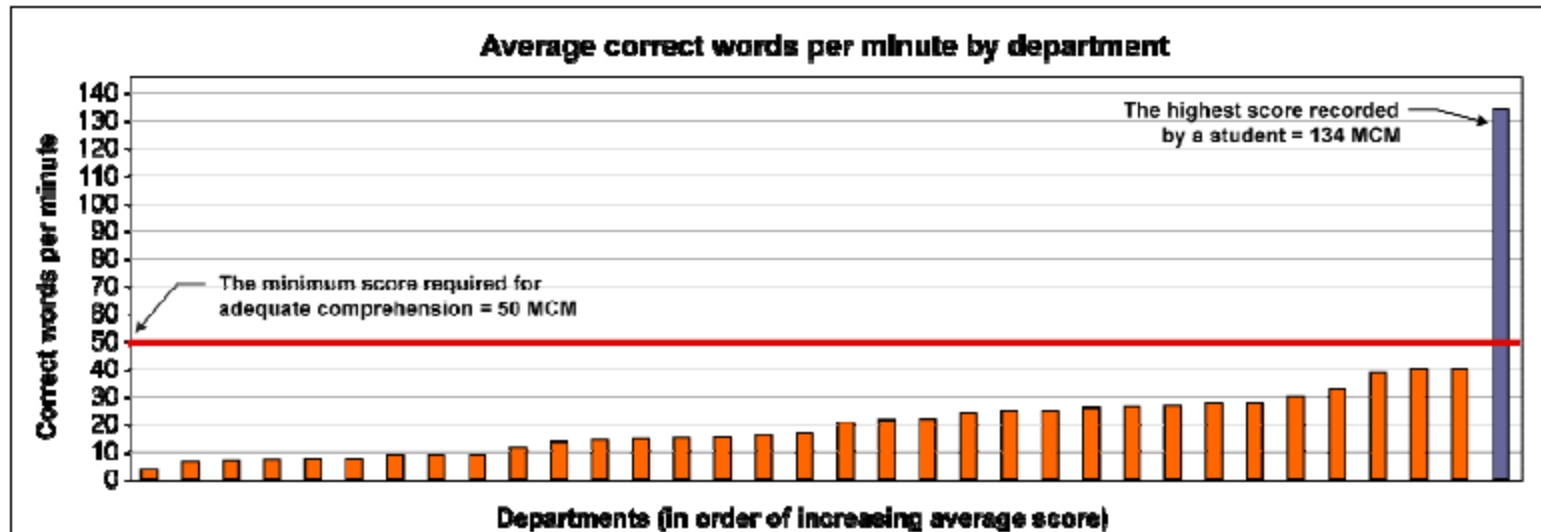


How is this study different from other student reading assessments?

Handout 10.2: Brief Example: Senegal

2

Early Grade Reading Assessment (EGRA) Project in Senegal



The graph above shows the large inequalities in performance between the student samples, presented by departmental* average. The bars indicate departments—and schools within these departments—where the student average reaches 40 words per minute, and others where almost all the students have a score of zero and averages do not exceed 10 words per minute (in other words, *one word every 6 seconds*). In order to read effectively and understand the text that is read, it is necessary to read at least 50 words per minute, yet

no department has reached this performance threshold on average. The best reading score recorded from the sample was 134 words per minute. Nevertheless, only a total of 9% of the sampled students read 50 words per minute or more. The only children that answered all of the comprehension questions correctly were part of this group. 50 WPM is an appropriate target after the first year in most countries.

*Given the relatively small sample, we have maintained the anonymity of the departments.

Handout 10.3: Brief Example: Philippines

Maguindanaoan EGRA: Summary of Results

The ARMM region has been implementing MTB-MLE since 2012, and trainings began in the region as early as 2010. This region is receiving support from the Australian Agency for International Development through the BEAM program. Access to education and outcomes and been improving despite the particular challenges of this region, including political instability, poverty and highly diverse communities resulting in classrooms where multiple languages are represented among the children.

According to data from this study:

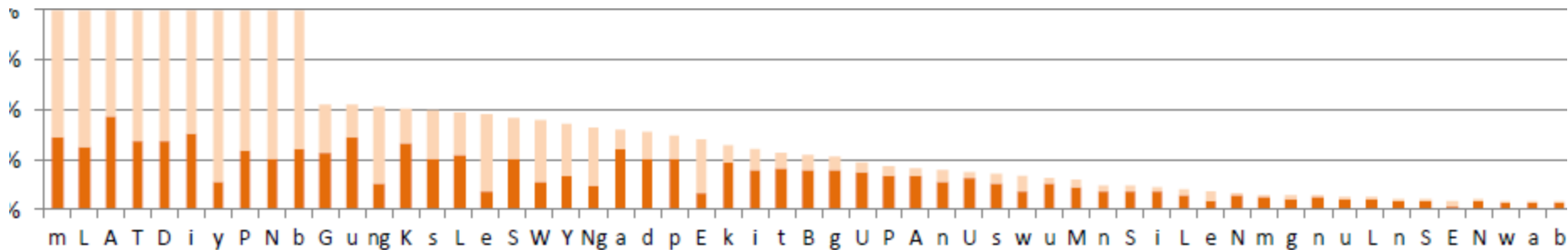
- * **83%** of teachers say Maguindanaoan is their mother tongue.
- * **98%** of students say that Maguindanaoan is spoken in their home.
- * Maguindanaoan was observed being used during a reading lesson **87%** of the time and during another subject area **49%** of the time.
- * **45%** of grade 1 and **43%** of grade 2 students report that the teacher never uses the MT

| | Grade 1 | Grade 2 |
|---|---------|---------|
| All pupils have learning materials | 49% | 32% |
| All teachers have the teacher's guide | 46% | 23% |
| Teachers believe they have sufficient materials | 29% | 28% |

Children learning to read in Maguindanaoan are improving scores significantly from Grade 1 to Grade 2, yet G2 scores are equivalent to Grade 1 in other regions/languages. An important factor reducing overall averages is the high proportion of zero scores across subtests, from 68% who could not decode a single non-word in Grade 1 to 38% who could not read a word of the short story in Grade 2.

Children in Grade 1 read on average 7 correct letter sounds per minute, 5 correct non-words per minute, and 6 correct familiar words per minute. In Grade 2 the non-word and familiar word reading averages

Handout 10.3: Brief Example: Philippines



66% of children in grade 1 and 38% of children in grade 2 could not read the first 8 words, and the exercise was discontinued.

A majority of children attempted 1-3 letter sounds in one minute, which amounts to about 5 seconds per letter. When provided simple one-syllable words, they could isolate only 3 of 10 initial sounds. Children were most successful with the words "ulan", "tig" and "gansu".

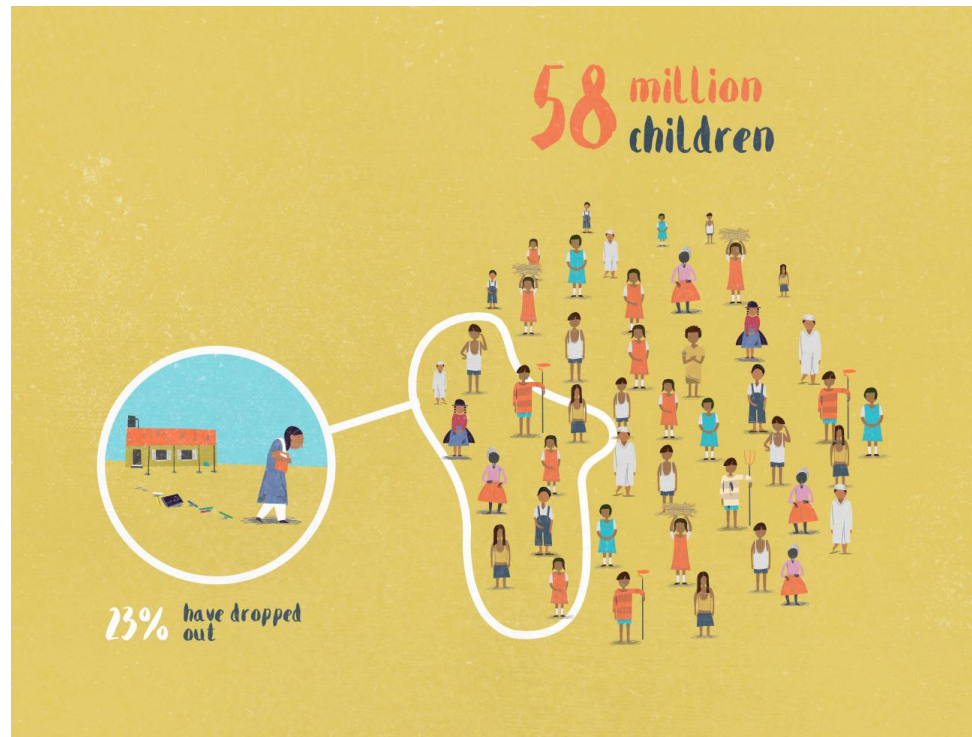
Children* read common familiar words like this correctly 67% (G1) to 77% (G2) of the time

Si Amir endu su pakat nin na nageda sa awang.
Minangay silan sa lawas a ig ka nanguwa sa seda.
 Nakakuwa silan sa sakatimba a seda. Pendagangen
 nilan su seda lu sa padian. Nalipatanan nilan i dikena
 gay na padian. Minuli silan ka inilutu nilan su seda



Multimedia Infographics

- http://www.uis.unesco.org/_LAYOUTS/UNESCO/oosci-data-tool/index-en.html#en/cover



- <http://www.msiworldwide.com/2014/07/infographic-the-road-to-children-reading-in-pakistan/>

Dissemination: Workshops

- Involve the country stakeholders
- Validate the results prior to wider dissemination in order to understand the context
- Give stakeholders an opportunity to tell you what kind of presentation formats they understand best and what might need additional clarification
- Allow people to work in groups to think about the issues and possibilities for addressing them

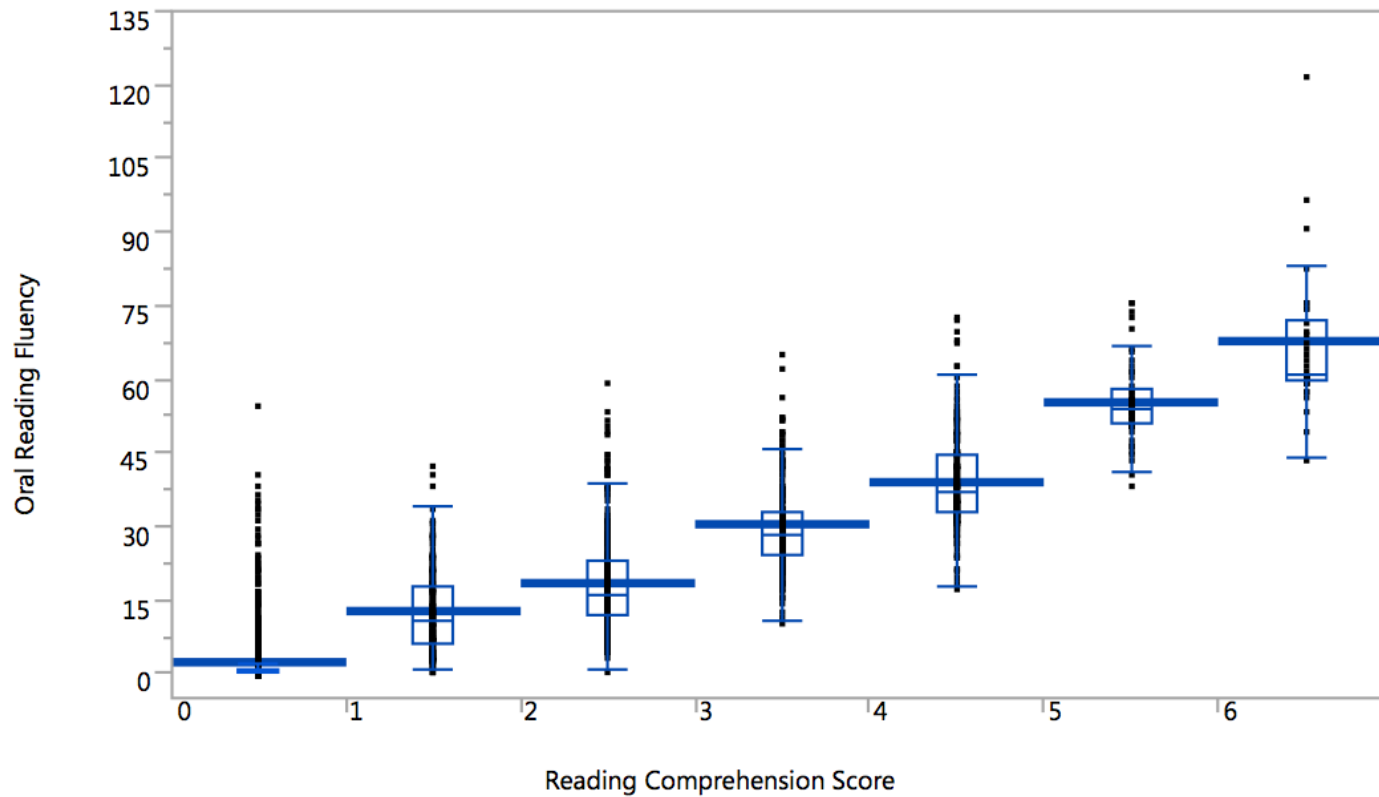
Dissemination: Multimedia

- Showing actual children reading can be a powerful way to illustrate what you are presenting in the data.
- It can be difficult and time consuming to produce high-quality multimedia such as video.
- Once created, TV/radio can be equally as costly to broadcast, depending on the country.
- Multimedia approaches are often used more for motivation to action than actually presenting the results.

Content: What to Present

*Here are some examples of different types of data presentation.
Who might be the target audience for each visualization?*

Figure 2: Mean Oral Reading Fluency and Reading Comprehension Scores, Grade 2



Source: Sitabkhan and DeStefano, 2014 (Nepal EGRA).

Five Key Facts

1. Our children are going to school, but are they learning?

- Nationally, 7 out of 10 children in class 3 cannot do class 2 work. Learning levels are poorest in arid districts and in Western Province.

1 out of 5 children in class 4 cannot read this simple class 2 paragraph

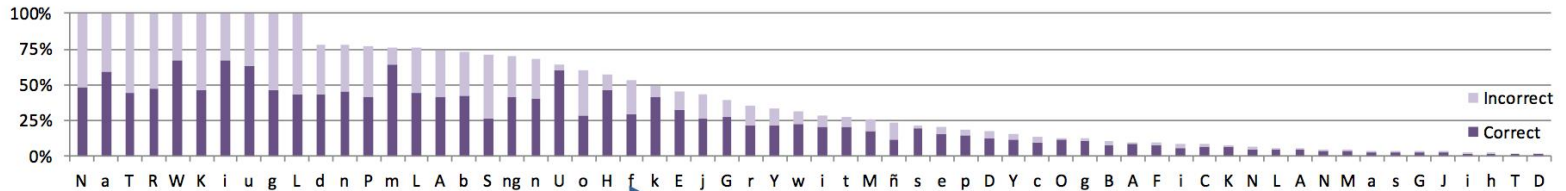
Paragraph

Sara has one brother.
His name is Tom.
Tom is six years old.
He is in class one.

9 out of 100 children in class 8 cannot do these class 2 division.

Division

$4 \div 2 =$ $6 \div 3 =$ $10 \div 5 =$ $12 \div 4 =$
 $16 \div 4 =$ $8 \div 2 =$ $21 \div 3 =$ $20 \div 5 =$



33% of children in grade 1 and 13% of children in grade 2 could not read the first sentence.

A majority of children attempted 24 letter sounds in one minute, which amounts to more than 2 seconds per letter. When provided a set of simple one- or two-syllable words, they could correctly identify the word with a different sound only half the time.

Napan da Dino ken ti gayyemna idiy plasa.
Nangitugotda iti sipog ta agay-ayamda sadiay. Idi
 addadan idiay plasa nakitada nga | adu ti tattao ken adda
 pabuya. Nagbuya laengen dagiti aggayyem. Saanda | a
 napuotan a rumabii gayamen. Nagdardaras garud a
 pimmanaw da Dino ken ti gayyemna. ✓

Children* read common familiar words like this correctly 77% (G1) to 89% (G2) of the time, at a rate of 28 to 76 correct words per minute, respectively.



On average, grade 1 children read 20 words in one minute, with 10 mistakes.

In this passage, children* most frequently misread the underlined words.



On average, grade 2 children read 31 words in one minute with 8 mistakes.

In Grade 2, 27% of children read to the end of the story within one minute and attempted 5 questions. On average, they answered half of the comprehension questions correctly. In Grade 1, 5% of children attempted all 5 questions. Average comprehension was 25% of all questions attempted.

*excludes children with "zero" scores



Boys and girls combined, 19% of children are reading with comprehension (80%) or more. These children are reading in a range of 41 to 54 correct words per minute.

In both grades, girls read up to 50% more fluently and 43% more accurately than boys. The result are comprehension scores at least 40% higher than boys and fewer girls with zero scores.



Guest speaker: Benjamin Sylla
Strategic Measurement Specialist
Goal 1 & Goal 3 Strategic Measurement, USAID

- We will now break for lunch. The next session will begin at 2:00 p.m. EST.
- Online participants can chat in questions from the last session.

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