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# **EGRA Adaptation and Content Development**

Prepared for the USAID workshop  
“EGRA Basics and Beyond Workshop”

November 2015

# Recap of Where We Are

- Identification of Research and Sample Design
- **Development/Adaptation of EGRA Instrument**
- Procedures for EGRA Administration and Scoring
- Establishment of Electronic Data Capture System
- Assessor Evaluation and Selection
- Pilot and Full Data Collection
- Use and Dissemination of EGRA Results
- Planning and Managing EGRA Implementation

# Session Objectives

- Be knowledgeable about the process of developing an EGRA
- Know how to plan for and implement an adaptation workshop
- Review specific considerations and guidance regarding instrument construction

# Review: What is EGRA

- An assessment of early reading skills
- Different skills are measured by different subtasks
- Each subtask consists of instructions and specific items that the child will read or listen to, while the assessor records performance data
- Whereas items may change from one survey to the next, the basic procedure, including instructions, should remain consistent

# What Is Instrument Design?

Whether designing an instrument from scratch (development) or from an existing model (adaptation), you will need to make sure that it is appropriate for:

- The language
- The grade level
- The research questions

1. Select subtasks to use

2. Identify subtask items

# Who is Involved?

- Language experts
- Reading specialists
- Curriculum and assessment experts (from the Ministry of Education)
- Teachers, especially reading teachers
- Psychometrician or test development experts

# Adaptation Process Overview

<b>Adaptation (development) of new instruments</b>	<b>Adaptation (modification) of existing instruments</b>
Language analysis	Language analysis (optional);
Item selection	Item reordering/randomization
Verification of instructions	Verification of instructions
Pretesting	Pretesting
Pilot testing	Pilot testing
Validation	Validation

# Adaptation Workshop Considerations

- One week is usually sufficient, including one day of practice (pretesting)
- Some language analysis should be done in advance
- Bring a draft instrument when possible
- The workshop and testing should be in the same region when possible. When not possible, pretesting should happen afterward, but participants need to report back.
- The most difficult part is usually story writing, so don't leave it until the last day

### Early Grade Reading Assessment (EGRA) Instrument Adaptation Workshop Agenda – EXAMPLE

<b>Day &amp; Time</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
9:00-9:30 a.m.	Welcome and introduction	Review of Day 1	Review of Day 2	Review of Day 3	Visit schools to field test instruments and questionnaires
9:30-10:30 a.m.	Project overview and EGRA context	Review draft EGRA instrument (e.g., non-words)	Development of Listening Comprehension Passages	Modify/develop additional subtasks and questionnaires, as applicable	
10:30-11:00 a.m.	<i>Break</i>				
11:00-12:30 p.m.	Overview of EGRA: purpose, instrument content, results use	Development of Oral Reading Fluency Passages	Continue listening comprehension stories and develop questions	Modify/develop additional subtasks and questionnaires, as applicable	School visit debrief
12:30-1:30 p.m.	<i>Lunch</i>				
1:30-3:00 p.m.	Presentation on language: orthography and issues to consider vis-à-vis EGRA development	Continue ORF stories and develop questions	Review and Update Pupil Questionnaire	Prepare instruments for school visits	Finalization of instruments
3:00-3:45 p.m.	<i>Break</i>				
3:45-5:00 p.m.	Review draft EGRA instrument: (e.g., phonemic awareness and letter sounds)	Finalize stories and questions	Finalize stories, questions, pupil questionnaire as needed	Prepare instruments for school visits	Workshop Closure
<i>Daily Objectives:</i>	<i>Understanding of EGRA purpose and content</i>	<i>Oral reading passages and questions developed</i>	<i>Listening comprehension passages and stories developed; Pupil Questionnaire Developed</i>	<i>Additional subtasks/questionnaires developed</i>	<i>Instruments finalized</i>

NOTE: The duration of the adaptation workshop and specific sessions will depend on several factors, including: existence of a previously used EGRA for the given language/country/grade; number of subtasks to be tested; number of languages to be tested; need for additional questionnaires and instruments; and purpose and audience of the workshop.



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# Subtask Design Guidance

Step-by-Step Procedures for Each Subtask

Handout 3.2: EGRA Subtasks:  
Item Design Specifications and Templates

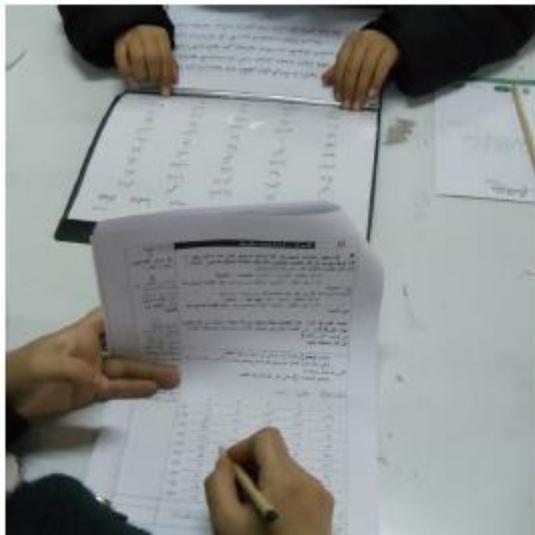
# Handout 3.2: EGRA Subtasks

## Item Design Specifications and Templates

*EdData II*

### Early Grade Reading Assessment (EGRA) Subtasks: Item Design Specifications and Templates

Guidance document prepared by RTI International for the USAID workshop “Designing and Implementing Early Grade Reading Assessments: Understanding the Basics,” March 2–4, 2015



# 1. Phonemic Awareness (PA)

- Different types of PA exercises exist, each with certain advantages and limitations:
  - Initial sound identification
  - Initial sound differentiation
  - Sound segmentation

# Phonemic Awareness (PA) activity

- Choose 10 words, of one or two syllables (preferably),
- Should have a mix of initial sounds
- Only 2 should have vowel sounds at the beginning
- No blends as initial sounds (examples: “cr”, “bl”, “sc”...)
- Continue looking at development procedures and quality control checklist to continue refining your list

**SEE Pages 7-8, EGRA Subtasks: Item Design Specifications and Templates**

- “Development procedure”
- “Quality-control checklist”

# EXERCISE: Phonemic Awareness

cat	valley	papa	nine
animal	sit	kite	queen
run	telephone	ear	up
play	baby	in	win
ant	stop	lamp	fall
mother	white	open	pajamas
school	garage	tiger	idea

## 2. Letter-Sound Identification

- Children should give sounds of letters, not names
- In English, only the short vowel sounds are accepted
- The grid is completed based on the letter-frequency analysis previously conducted, so letters repeat proportionally to their frequency in the language
- A student stimuli page is also prepared, with careful attention to the font type

**SEE Pages 10-11, EGRA Subtasks: Item Design Specifications and Templates**

- “Development procedure”
- “Quality-control checklist”

# EXERCISE: Letter Sound Identification

## Exercise B: Letter Sound Subtask Student Sheet

Example: A n L

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a	I	N	g	K	R	A	T	u	m
S	n	P	L	d	i	b	C	ng	o
O	H	U	f	E	j	l	G	k	w
Y	c	t	r	M	ñ	s	e	p	D
Y	n	K	J	B	A	F	L	N	A
L	A	N	M	S	G	g	I	h	a
T	D	ng	U	I	N	r	K	A	p
N	G	o	i	V	M	G	Q	N	b
a	R	K	S	H	G	u	L	T	g
Z	P	X	I	A	ng	D	N	K	L

### 3. Familiar Word Reading

- 50 familiar words in random order, based on word-frequency analysis
- Pronunciation of the words should be unambiguous
- Words should be familiar across languages and dialects

**SEE Pages 14-15, EGRA Subtasks: Item Design Specifications and Templates**

- “Development procedure”
- “Quality-control checklist”

## 4. Nonword Reading

- 50 nonwords in random order
- Words should be plausible (following regular orthographic patterns)
- Using the frequent-word list can ensure this is the case
- Ensure a balance in the use of consonants and vowels

**SEE Page 17, EGRA Subtasks: Item Design Specifications and Templates**

- “Development procedure”
- “Quality-control checklist”

## EXERCISE: Nonword Reading

*Practice creating nonwords from the following list of frequent words in English:*

any	be	better	both	bring
but	carry	clean	done	draw
drink	funny	hot	hurt	light
little	look	made	not	pick
ran	small	stop	sad	tell
to	today	warm	will	yes

## 5. Oral Reading Fluency and Comprehension

- The story consists of approximately 50 words
- Limit character names, to avoid the task becoming about memory recall
- Prepare comprehension questions that correspond to the text, spaced evenly throughout the passage
- It is advisable to come to the adaptation workshops with good draft stories prepared in advance

**SEE Pages 19-21, EGRA Subtasks: Item Design Specifications and Templates**

- “Development procedure”
- “Quality-control checklist”

## 6. Listening Comprehension

- Can be included at the beginning of the series to ease the children into the assessment process and orient them to the language of assessment
- Passage length may depend on the level and first language of the children being assessed
- Having 5 questions is preferable to get a good distribution of scores, so a story that has 5 ideas/5 questions might be 30-50 words in length
- Questions need to be answered by the story, not from pre-existing knowledge

**SEE Pages 4-5, EGRA Subtasks: Item Design Specifications and Templates**

- “Development procedure”
- “Quality-control checklist”

## EXERCISE: Story Writing

*Using the following story, create comprehension questions that would be appropriate and meet the quality control criteria. Modify the story if necessary.*

Ben lives on a farm. He has goats. They eat anything! He feeds the goats after school. One day, after feeding the goats, Ben played football with his friends. Later, he looked for his homework. His homework was gone! He looked everywhere. He saw a goat eating something white. He found his homework!

# Selecting Subtasks to Use

- At minimum, an assessment should test letter sounds, nonword reading, and oral reading fluency with comprehension; other subtasks depend on contextual factors.
- Selecting subtasks should be based on :
  - Efficiency
  - Validity over time

# Adaptation: Best Practices

- Come prepared with a solid first draft
- The workshop may also be used to develop other tools or complementary instruments
- Workshops are best done face to face, although there has been experimentation with “virtual” training and online training
- Do not get caught up in debating the protocol or instructions. There are specific reasons for the wording in the instructions. Accurate translation is critical
- Both pretesting and piloting are important (to be discussed later)
- Randomization, or reordering of the items, is important when reusing instruments (aligned to purposes of assessment)