Training EGRA Assessors

All you need to know about planning and implementing an effective workshop

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

- Learn best practices for planning and implementing a successful assessor training

- Be knowledgeable about typical training content, activities, and instructional strategies

Overview of Assessor Training

Purposes: (1) Build the capacity of trainees to effectively administer instruments; (2) identify the best performers as assessors and supervisors for the data collection

Key tasks and issues to prepare for:
1. Overall logistics and organization
2. Instrument preparation
3. Training agenda and content
4. Equipment and materials
5. Training methods
6. Trainee monitoring, evaluation, and feedback
7. School visits
8. Supervisor training

1. Overall Logistics and Organization

- Develop timeline and "to do" list for workshop preparation and implementation

- Assign specific tasks to organizations and individuals

- Conduct regular team check-ins to ensure everything is on track

Key logistics tasks:

- Recruit and invite trainees

- Arrange logistics for venue, accommodations, transportation, and meals

- Provide for per diem/reimbursements to participants, as applicable

- Arrange for general administrative support during workshop

2. Instrument Preparation

- Make sure final instruments are ready in time for the training. During training, assign a local language expert to keep track of any changes that may be identified during training.

- Review the instrument several times (on tablets as well as on paper) to make sure everything displays and functions properly.

3. Training Agenda and Content

- Factors to consider:
  - Number of instruments
  - Number of assessors
  - Skill level of assessors (new vs. experienced)
  - Number of trainers
  - Budget and time available

- Use existing training materials (consult EGRA guidance documents on EdData II website for examples)

TIP! The more time you spend training assessors, the greater the likelihood that everyone will be prepared, data collection will go smoothly, and data will be of good quality.

Handout 7.1: Assessor Training Agenda 1
Handout 7.2: Assessor Training Agenda 2
Handout 7.3: Participant Training Agreement

Handout 7.1: Assessor Training Agenda 1
Session 7: Training EGRA Data Collectors

Day &Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Daily Objectives:	• Understand purpose of EGRA • Be able to apply administration and scoring rules on paper	• Understand tablet functions and administration • Be able to upload data	• Improve test administration skills • Become familiar with questionnaire administration	• Polish EGRA administration skills and scoring accuracy	• Polish EGRA administration skills and scoring accuracy	• Supervisor training • Team preparations
8:30-9:00 a.m.	• Welcome/introductions	• Review of Day 1	School visit 1: EGRA practice	School visit 2: EGRA + questionnaires	School visit 3: EGRA + questionnaires	• Supervisor training • Team preparations for data collection
9:00-10:30 a.m.	• Overview of EGRA: purpose, instrument content • Purpose of EGRA in this context	• Overview of basic tablet functions				
10:30-11:00 a.m.	Break	Break				
11:00-1:00 p.m.	• Instrument overview • Demonstration and practice of sub-tasks	• Practice EGRA on tablets (small groups)				
1:00-2:00 p.m.	Lunch					

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		20 May 2013			21 May 2013		
		Group/Room 1 (Lang 1)	Group/Room 2 (Lang 2)	Group/Room 3 (Lang 3)	Group/Room 1 (Lang 1)	Group/Room 2 (Lang 2)	Group/Room 3 (Lang 3)
08:30	09:00	• Welcome & intro • Overview of week • Overview of EGRA/EGMA and Pupil Questionnaire			EGMA (Number ID & Number Disrcimination)	Tangerine (General, EGRA & EGMA)	EGRA (English) (Vocabulary)
09:00	09:30						
09:30	10:00	EGRA (HL) (Letter sound & Invented Word)	EGRA (English) (Vocabulary)	EGMA (Number ID & Number Disrcimination)	EGMA (Missing number & Addition (L1 & L2))		EGRA (English) (Letter sound and Invented word)
10:00	10:30						
10:30	11:00	Tea					
11:00	11:30	EGRA (HL) (Oral Reading & Reading Comp)	EGRA (English) (Letter sound and Invented word)	EGMA (Missing number & Addition (L1 & L2))	EGMA (Subtraction (L1 & L2) & Word Prob)	Consent form & Pupil Questionnaire	EGRA (English) (Oral reading & Reading Comp & Listening Comp)
11:30	12:00						
12:00	12:30	EGRA (HL) (Listening Comp)	EGRA (English) (Oral reading & Reading Comp & Listening Comp)	EGMA (Subtraction (L1 & L2) & Word Prob)	EGRA (English) (Vocabulary & Letter sound and Invented word)	EGRA (HL) (Letter sound & Invented Word)	Tangerine (Gereral & All tasks)
12:30	13:00						
13:00	13:30	Lunch			Lunch		
13:30	14:00						
14:00	14:30	Tangerine (General & EGRA HL)	EGMA (Number ID & Number Disrcimination & Missing Number)	EGRA (HL) (Letter sound & Invented Word)	EGRA (English) (Oral reading & Reading Comp & Listening Comp)	EGRA (HL) (Oral Reading, Reading Comprehension & Listening Comp)	Tangerine continued
14:30	15:00						Consent form & Pupil Questionnaire
			EGMA	EGRA (HL)			

54 x 11.69 in

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the data collector training. The Participant's signature below signifies his/her agreement to fully participate in the training and to take care of all equipment that will be used during the training. Specifically, the Participant agrees to:

- Arrive on time every day during training.
- Respect the authority of the workshop facilitators, project staff and other colleagues.
- Use materials and equipment correctly and only as directed. In particular, this includes use of a tablet and all accessories (stylus, charger and cord).
- Sign the tablet "out" and "in" each day.
- Keep the device in a safe place at all times. The tablet is the sole property of XXXX and should not be removed from the training venue.
- Maintain the tablet and accessories in good working condition and keep them in a safe place at all times.
- Take care not to drop the device.
- Save and upload data as directed.
- Project a professional image during school visits; respect school property and leave classrooms as they were found.
- Work collaboratively with all participants to efficiently accomplish tasks.

The Participant hereby agrees to the points above and takes responsibility for any damages to, or loss of, the tablet during the time that the tablet is used by the Participant.

Device Serial Number: _____

Participant Name (Print): _____

Signature: _____

4. Equipment and Materials

- Leave sufficient time to procure electronic data collection equipment

- Develop inventory of materials

- Budget time to set up tablets, load and test instruments

- Create sign-out sheets, protocol for tablet use

Handout 7.4: Assessor Training Materials

TIP! Write people's names or usernames on masking tape (affixed to tablet covers) to facilitate distribution.

Handout 7.4: Assessor Training Materials Checklist
Session 7: Training EGRA Data Collectors

SUPPLIES	
Quantity	**ITEM**
1-2	Flipchart paper
1 per participant	Stopwatch
2 sets per participant	Batteries (AAA)
1 per participant	Clipboard
1 per participant	Notepad
1 per participant	Pen
1 per participant	Pen
1 per participant	Eraser
1 per participant	Folder
1 per participant	Pencil sharpener
1-2	Stapler
1	Box of staples
1-2	Bag for supplies
3-4	Markers
Varies	Power strips (for computer, projector, tablets, etc.)
Varies	Pupil gift for school visits (e.g., pencil)
Varies	Water/snack for trainees during school visits (if tak break)
1 per participant	E-data collection supplies (tablets, cases, stylus, p wireless modems)

DOCUMENTS	
Quantity	**ITEM**
1 per participant	Agenda
1 per participant	Participant training/tablet user agreement
1 per participant	EGRA brief
1 per participant	*EGRA reference sheet*
1 per participant	Tangerine reference sheet
1 per participant	Assessor observation checklist
1 per participant	School fieldwork summary sheet
1 per participant	Pupil sampling reference sheets
2 per participant	EGRA assessor protocol + Pupil questionnaire
1 per participant	EGRA pupil stimuli
1 per supervisor	Supervisor manual
1 per participant	Additional questionnaires (as applicable)

5. Training Methods

- Employ best practices for adult learning
- Make training as interactive as possible
- Vary activities:
  - Facilitator demonstrations
  - Videos
  - Whole-group practice
  - Small-group practice
  - Pairs practice
  - Trainee demonstrations
- Provide appropriate and useful materials

Handout 7.5: EGRA Assessor Reference Guide

Handout 7.5: EGRA Assessor Reference Sheet

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

ADMINSTRATION PROCEDURES: 📖 **STIMULI TASKS (LETTER SOUNDS, FAMILIAR WORD, NON-WORD, and ORAL READ**

- 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, r 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 a 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 ne 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, a reading passage**); or 10 (**Letter sounds**) items, thank the child, stop the task by removing the stimuli, and move to th

Subtask 1: LISTENING COMPREHENSION
Listen to story, answer questions · NO STIMULI, NOT TIMED, READ STORY O

Handout 7.5: EGRA Assessor Reference Sheet

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

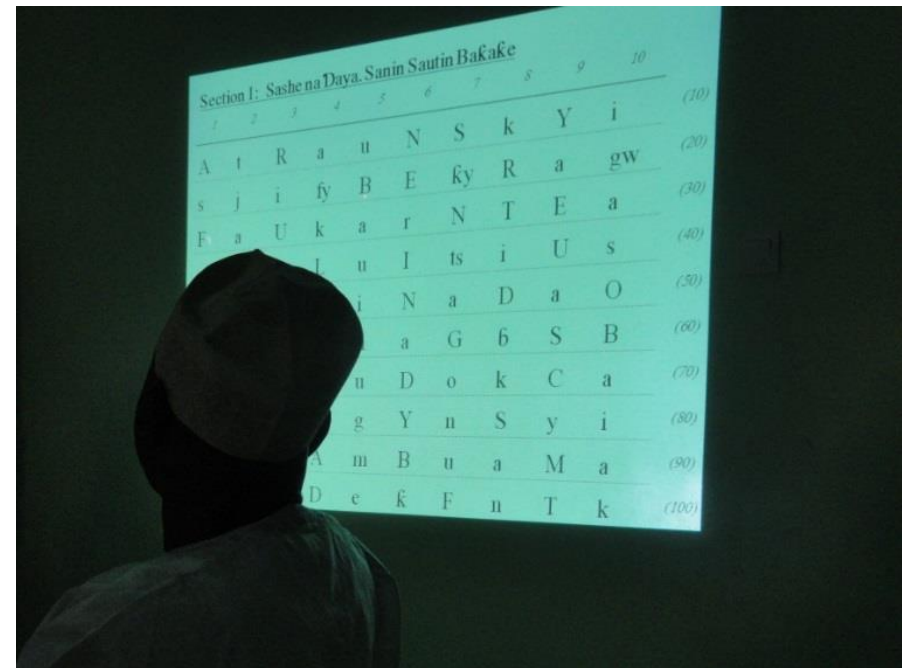# Practice makes perfect!

Small-group practice

Pairs practice

5. Training Methods, *continued*

- "Drill and practice" subtasks and items that need the most practice

- Turn activities into energizers and make them fun (e.g., "letter sounds round-robin")

| **TIP!** Spend time practicing tablet functionality: drop-down menus, unique input features, etc. |

6. Trainee Monitoring, Evaluation, and Feedback

- Provide feedback throughout workshop, on both strengths and weaknesses

- Strategies include:
  - Record observations on Participant Observation Sheet
  - Conduct one-on-one evaluations of assessor performance
  - Use the Assessor Observation Checklist

- Conduct formal evaluations, including interrater reliability (IRR) tests, to select trainees to serve as assessors

TIP! Given the importance of trainee monitoring and feedback, having an adequate number of co-facilitators to observe is crucial to a successful training.

7. School Visits

Purpose: *Video: 7.1*

- Put training into practice
- Experience actual conditions and realities
- Identify areas of strength and those in need of practice

7. School Visits – Planning

- Schedule at least two school visits during training
  - One early in the training, and one toward the end

- Identify how many schools are needed
  - Based on the number of trainees, size of nearby schools, number of visits

- Identify schools in advance of the training
  - Get required permission, alert principals, plan for transportation; verify schools are not part of the full data collection sample

- Prepare teams the day in advance so they know what to expect
  - Departure logistics, who's going where, team supervisors, number of students per assessor, assessments to be conducted, etc.

**Preferred set-up**   **Not ideal set-up**

7. School Visits – What to do at the school?

Trainees should carry out the school visit as they will during the actual data collection.

- Identify trainees to serve as supervisors

- Help teams with introductions as needed

- Observe assessors and provide assistance as needed

- Take photos and videos for discussion during debrief

- Return classrooms/resources to the way they were when the teams arrived

- Thank the principal for time and participation

Pairs practice and provide feedback to each other
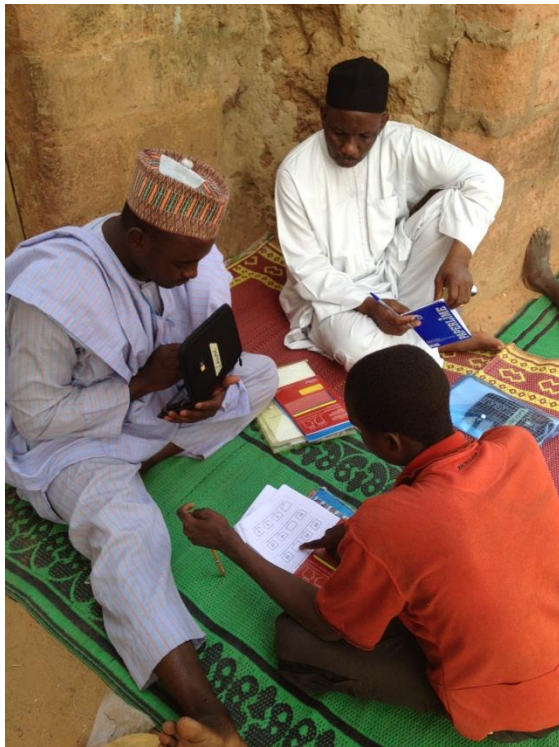
Trainer observes trainee
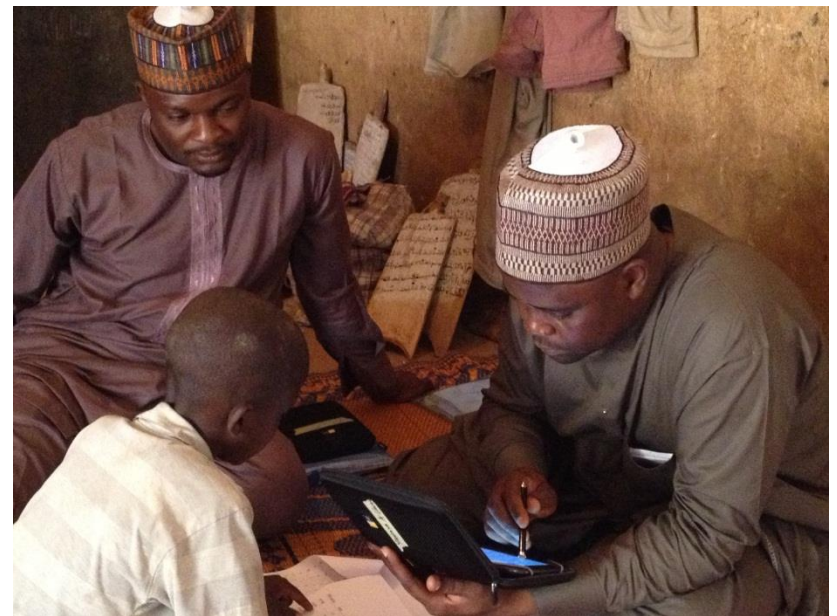
7. School Visits – What to do after the visit?

- Debrief with participants

- Show photos or videos taken during the day

8. Supervisor Training

- Generally occurs directly after the overall assessor training

- However, all data collectors should be aware of tasks that the supervisor will do, since they may be called upon to assist or to serve as a supervisor in case of illness/absence

Credit: Julia Frazier, EDC; Democratic Republic of Congo

Handout 7.6: Supervisor Manual – Example 1

Nigeria RARA
Baseline Data Collection

Reference Guide and Forms for
Team Leader

Bauchi and Sokoto States

October 2014

Summary of EGRA Training Best Practices

- Tailor your training to participant needs

- Be considerate of adult learning principles

- Vary instructional methodologies and activities

- Plan well for school visits, as these are vitally important

- Prepare all materials and instruments in advance