

EARLY GRADE READING ASSESSMENTS: RESEARCH FOUNDATIONS AND POLICY USES

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Outline

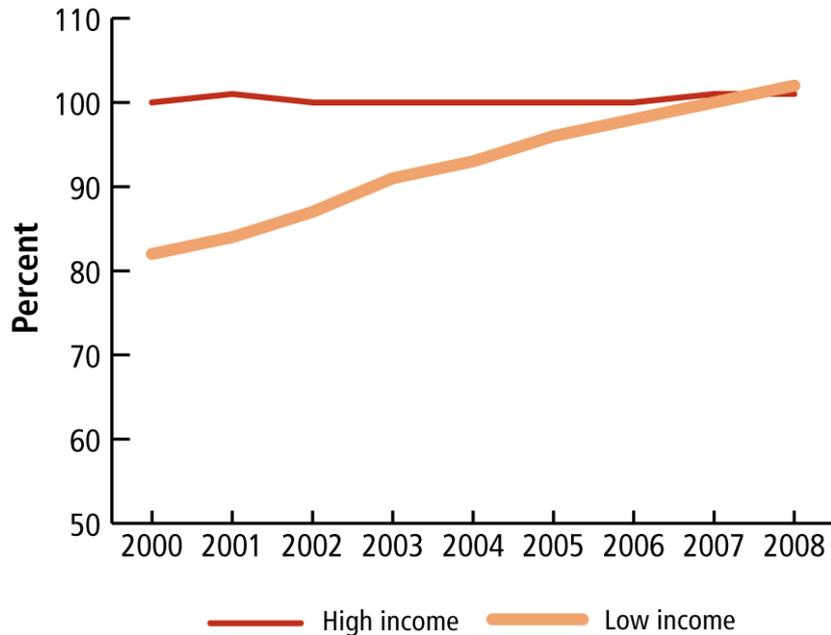


- Why early reading?
- What are early reading assessments?
- What are the results?
- How are countries using the results?

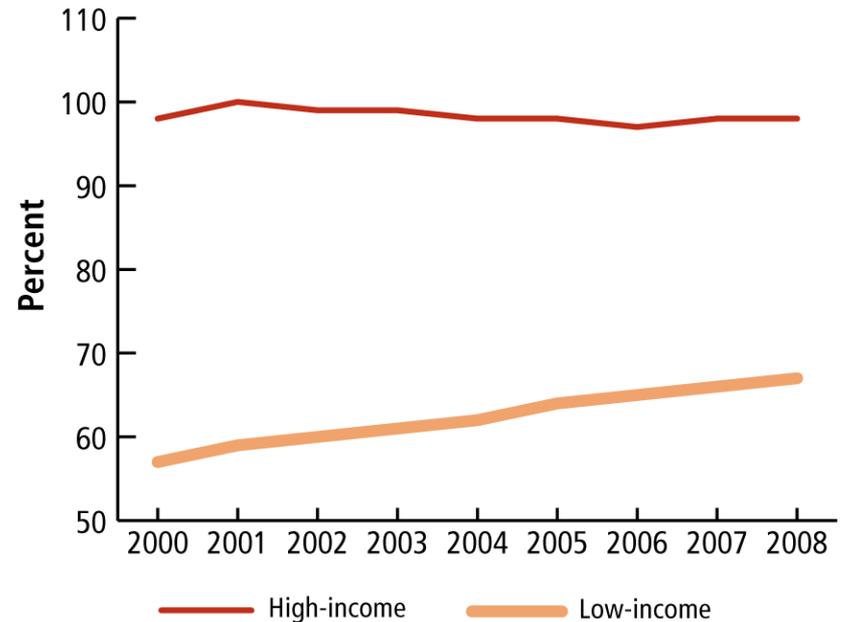
1. Why early reading?

Access is not enough.

Gross Primary School Enrollment in High-income and Low-income Countries, 2000–2008

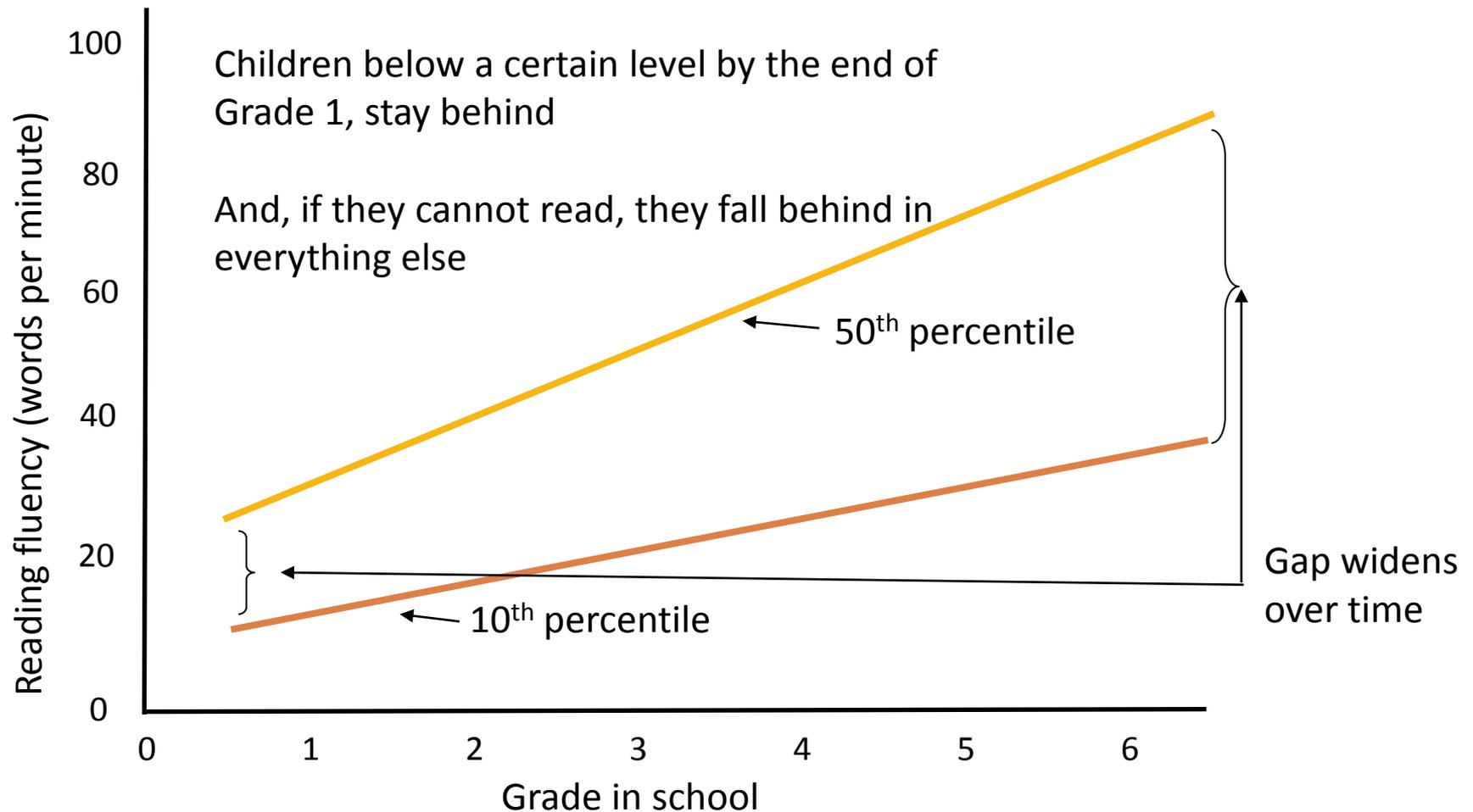


Primary School Completion in High-income and Low-income Countries, 2000–2008



Source: World Bank .2010. EdStats Query, Accessed August 11 2010,: <http://go.worldbank.org/85XM5TBQA0>

Early matters.



(Source: Good, Simmons and Smith, 1998)

Reading is foundational.



- No it is not the “only” thing that matters . . .
- But it is a good one to start with . . .
 - ▣ Reading is self-reinforcing
 - ▣ Hard to imagine other areas of learning going well if reading is not going well
 - ▣ Can be used as a clear indicator for quality at all levels



2. What are early reading assessments?

Characteristics of early reading assessments

- Individual oral assessment of about 15 mins
- Many segments timed to 1 min
- If external--should be done on a sample basis
- Can provide results in a very short time frame
- Applied by assessor (or teacher), one-on-one

Summary of test components

Component	Skill demonstrated by:
1. Letter name knowledge	Provide the name of upper- and lowercase letters in random order
2. Phonemic Awareness	<ul style="list-style-type: none">•Segment words into phonemes•Identify the initial sounds in different words
3. Letter sound knowledge	Provide the sound of upper- and lowercase letters distributed in random order
4. Familiar word reading	Read simple and common one- and two-syllable words

Summary of test components (cont'd)

Component	Skill demonstrated by:
5. Nonsense word reading	Make grapheme-phoneme correspondences (GPCs) through the reading of simple nonsense words
6. Oral reading fluency with comprehension	<ul style="list-style-type: none">• Read a text with accuracy, with little effort, and at a sufficient rate• Respond to literal and inferential questions about the text they have read
7. Listening comprehension	Respond to questions about the text the assessor reads to them
8. Dictation	Translate sound to print, write, spell, and use grammar properly

Sample reading passage

John had a little dog. The little dog was fat. One day John and the dog went out to play. The little dog got lost. But after a while the dog came back. John took the dog home. When they got home John gave the dog a big bone. The little dog was happy so he slept. John also went to sleep.

<https://www.eddataglobal.org/index.cfm>

Possible uses

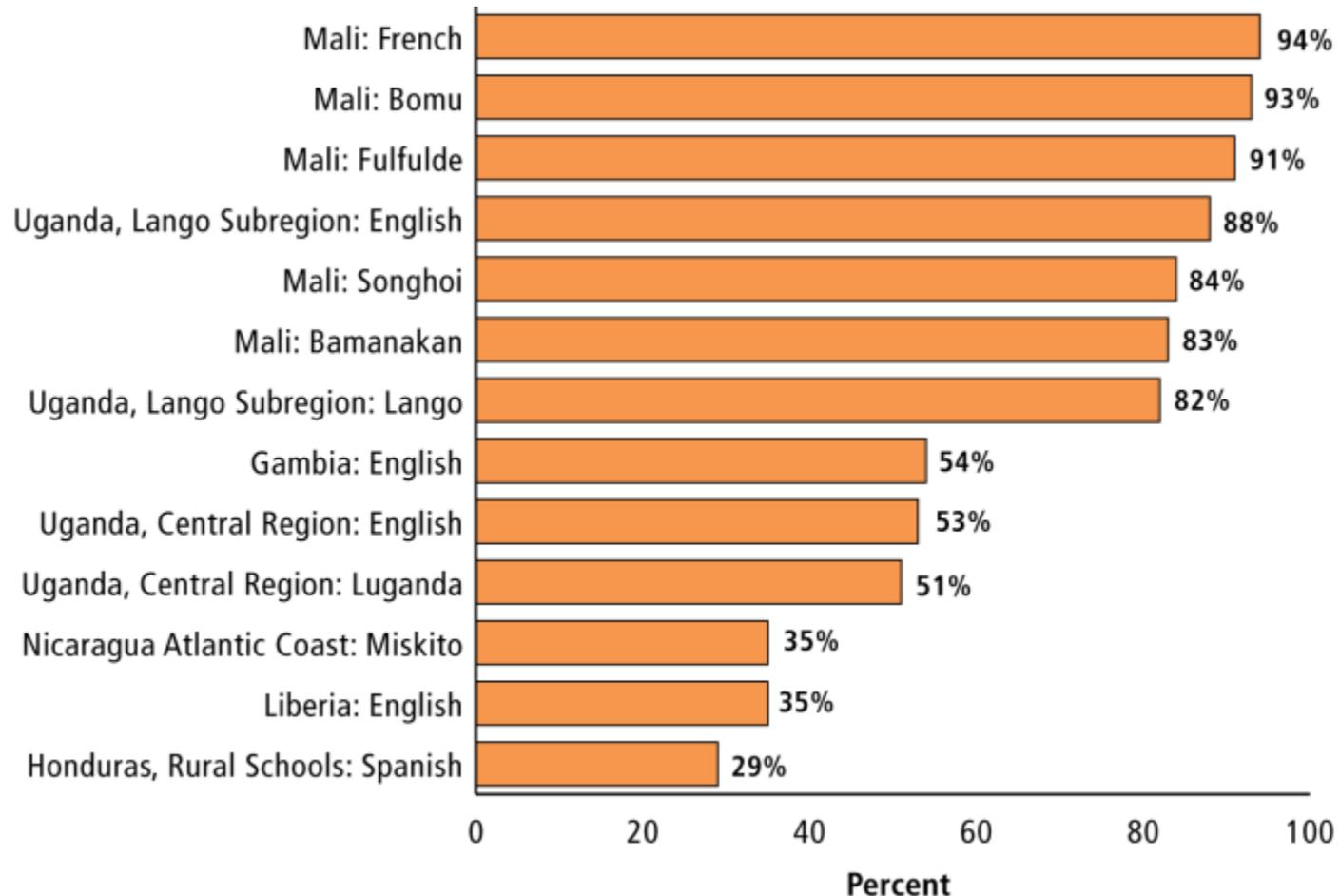
Snapshot	<i>Quickly examine reading levels to raise awareness and spur policy makers, donors and civil society into action.</i>
National or System-level diagnostic with rigor	<i>Thoroughly examine gaps in reading competencies among students (and instructional approaches among teachers) to inform the improvement of teacher professional development and pre-service programs.</i>
Program evaluation	<i>Conduct baseline and monitor progress of ministry or donor programs which emphasize reading instruction. Use results to inform program improvements.</i>
Classroom-based continuous assessment	<i>Develop teacher capacity to use regular classroom-based assessment measures to identify student needs and inform/modify reading instruction.</i>

3. What are the results?

Children are not learning to read.

14

Percentage of Students Who Could not Read a Single Word, 2008-2009

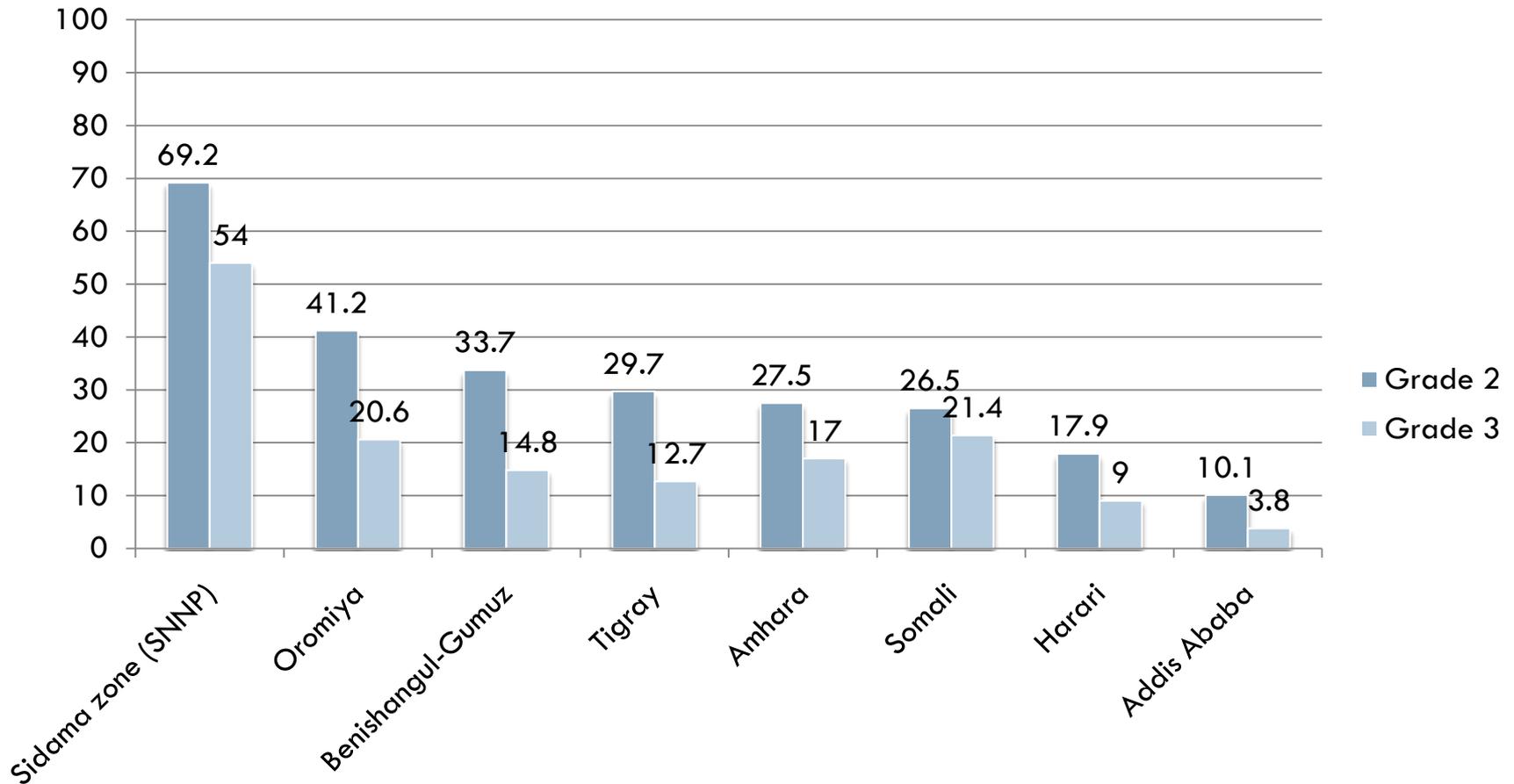


Source: End of Grade 2 Early Reading Assessments. Complete reports available at www.eddataglobal.org

Learning is unequally distributed.

15

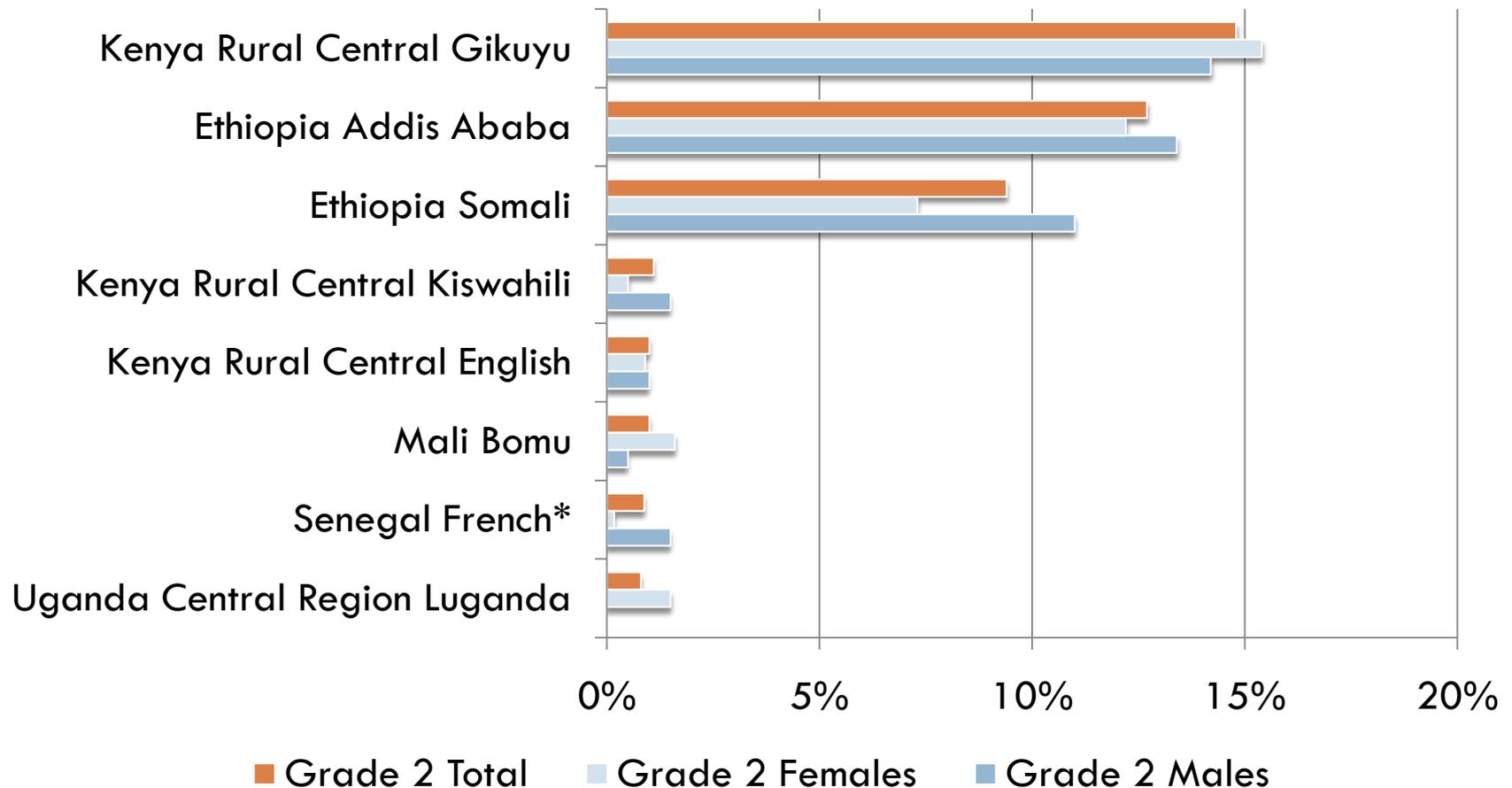
Percentage of Students Who Could not Read a Single Word, Ethiopia 2010 by Region



Few students read with understanding.

16

Percentage of Students Reading with at least 80% Comprehension, 2008-2010



*Senegal French is Grade 3



4. How are countries using the results?

New (and promising) directions

18

- Peru: national debate leads to presidential pledge to have all children reading by end of grade 2;
- The Gambia: revamped approaches to teacher professional development and creation of local language pilot (5 languages);
- Mali: renewed focus on teacher quality and development of instructional materials in local languages;

New (and promising) directions (cont'd)

19

- Liberia: pilot program under expansion to more than 2000 schools with MOE and USAID support;
- Ethiopia: interest from MOE in improvement of early reading instruction, textbooks and curriculum (cancelled textbook procurement);
- Malawi: redesign of textbooks and instructional approaches to reflect reading research best practice and linguistic characteristics of Chichewa;

New (and promising) directions (cont'd)

20

- Nicaragua: National civil society campaign to improve reading and Ministry support for training 8000 teachers in continuous assessment approaches;
- Kenya: Ministry interest in RCT of mother tongue instructional approaches; and
- Global: Proposed FTI Indicators:
 - ▣ Proportion of students who read with understanding by the end of two years of primary schooling.
 - ▣ Proportion of students who read with sufficient fluency and understanding to “read to learn” by the end of the primary school.



For additional information:

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